



# Appraisal Environmental and Social Review Summary

## Appraisal Stage

### **(ESRS Appraisal Stage)**

Date Prepared/Updated: 07/30/2023 | Report No: ESRSA02784



**BASIC INFORMATION**

**A. Basic Project Data**

|                          |   |                          |                            |
|--------------------------|---|--------------------------|----------------------------|
| Country                  | Region                                    | Project ID               | Parent Project ID (if any) |
| Cambodia                 | EAST ASIA AND PACIFIC                     | P179159                  |                            |
| Project Name             | Cambodia Skills for Better Jobs Project   |                          |                            |
| Practice Area (Lead)     | Financing Instrument                      | Estimated Appraisal Date | Estimated Board Date       |
| Social Protection & Jobs | Investment Project Financing              | 9/5/2023                 | 11/16/2023                 |
| Borrower(s)              | Implementing Agency(ies)                  |                          |                            |
| Kingdom of Cambodia      | Ministry of Labor and Vocational Training |                          |                            |

Proposed Development Objective

To enhance quality and relevance of skills among Cambodia's upcoming and existing workforce, and in case of an Eligible Crisis or Emergency, respond promptly and effectively to it.

| Financing (in USD Million) | Amount       |
|----------------------------|--------------|
| <b>Total Project Cost</b>  | <b>40.00</b> |

**B. Is the project being prepared in a Situation of Urgent Need of Assistance or Capacity Constraints, as per Bank IPF Policy, para. 12?**

No

**C. Summary Description of Proposed Project [including overview of Country, Sectoral & Institutional Contexts and Relationship to CPF]**

The proposed project will focus on delivering quality skills that are in demand by industry to respond to the challenges faced in developing skills among the workforce. It will comprise four components: (a) skilling-up to respond to industry needs; and (b) information and orientation for better jobs; (c) project management; and (d) Contingent Emergency Response Component (CERC).

Component 1: Skilling-Up to Respond to Industry Needs will improve the quality and demand-responsiveness of TVET by strengthening and incentivizing industry’s engagement in the design and delivery of TVET. It will support sector-wide activities to promote effective collaboration between industry and training institutions; strengthening select



sector skills councils; capacity building among both employers and the management and teachers of training institutions on the benefits of employer engagement in skills development (EESD), and updating curricula to meet current skill demand. It will also improve industry engagement and quality of training delivery in select training institutions, through establishment of industry-school committees (ISC), financial incentives for EESD activities, capacity building of training institutions, and upgrading of equipment and facilities.

Component 2 - Information and Orientation for Better Jobs will support labor market information and expand services on job search and orientation. It will support a Labor market information system (LMIS) with the functions of labor market intelligence, job matching, and career guidance. It will also support services of job search and career orientation, and rehabilitation and equipment of select job centers.

Component 3 – Project Management will support the establishment and maintenance of the project implementation arrangements, the operation of an effective project management unit, stakeholder engagement activities and the operations of a grievance redress mechanism (GRM).

Component 4 – CERC will provide swift response in the event of an Eligible Crisis or Emergency.

#### **D. Environmental and Social Overview**

D.1. Detailed project location(s) and salient physical characteristics relevant to the E&S assessment [geographic, environmental, social]

The project will be implemented nation-wide at selected training institutions and job centres with Ministry of Labour and Vocational Training (MLVT) as the implementation agency. The Royal Kingdom of Cambodia has an estimated population of 16.7 million (2022). Economic growth is strong, with GDP growth rates of about 7.7 percent (2001 to 2011) pre-COVID and 4.8 percent (2022). The economic growth is driven by manufacturing (garment), agricultural, construction and tourism sectors. Cambodia’s impressive economic performance could be challenged by the country’s high vulnerability to the negative impacts of climate change: It is one of the world’s most flood exposed nations and faces high temperatures, droughts, and sea level rise. Despite economic growth, Cambodia’s population is still mostly rural based (76 percent in 2019) and it remains one of the poorest countries in the Southeast Asia region. Cambodia lies mostly in the basin of the Mekong River with the large lake Tonle Sap in its western part.

Cambodia is also mainly homogenous nation with more than 95 percent of its population of Khmer ethnic group. The Khmers are indigenous to the lowland Mekong sub region. The country’s minority groups are Chams (1.2 percent), Vietnamese (0.1 percent) and Chinese (0.1 percent). Also, about 1.25 percent (184,000 people) of the population constitutes twenty-two indigenous ethnic minority groups who are ethnically non-Khmer. Indigenous peoples are found in 15 of Cambodia’s 25 provinces, in particular in Ratanakiri, Mondulkiri and Stung Treng provinces, as well as in Kratie province. There are 37 TVET institutions in Cambodia, including in all these locations.

There is no robust data on Indigenous peoples in the Census or official government statistics such as educational attainment rates and labor force participation. Nevertheless, the available data suggests that Indigenous peoples in Cambodia have lower primary and secondary school enrolment rates and higher rates of late school enrolment and school dropouts. Approximately about one-third of Indigenous peoples can read and write Khmer, with men generally having a higher literacy rate than women. Nearly 50 percent of Indigenous children have never been enrolled in



school and less than 50 percent are currently attending school. Among Indigenous peoples aged 15 and over, 87.1 percent were economically active, largely the same for men and women. However, the majority are working without pay (57.3 percent), in particular women (78.4 percent) who may be doing more domestic and unpaid duties. In terms of the economic sectors, the vast majority of Indigenous peoples aged 15 and over are employed in agriculture (93.3 percent of the population), followed by the services sector (5.1 percent).

**D. 2. Borrower’s Institutional Capacity**

The project will be implemented by the Ministry of Labour and Vocational Training (MLVT) acting through the Department General of Vocational Education and Training (DG TVET) and the National Employment Agency (NEA). The proposed project will support the establishment and the operation of a Project Management Unit (PMU) to handle all matters relating to project implementation, including day-to-day operations, procurement, financial management, disbursement, environmental and social management, monitoring and evaluation.

MLVT has no experience with implementing the Environmental and Social Framework (ESF) and lacks strong understanding of the World Bank’s operational procedures, including fiduciary and ESF. Therefore, the MLVT has been supported by a local and international consultant, who have provided guidance during project preparation. In addition, an E&S Standards focal person within the Ministry has been appointed to coordinate preparation efforts and will continue through implementation to ensure overall ES compliance/performance especially for construction-related components, but also to ensure the project is inclusive of vulnerable groups throughout all components. MLVT will hire a national E&S consultant during implementation to support the E&S focal point. The World Bank will provide training to the PMU, focal point and consultant on ESF implementation.

**II. SUMMARY OF ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS**

**A. Environmental and Social Risk Classification (ESRC)** Moderate

**Environmental Risk Rating** Moderate

The environmental risks are designated moderate rating at this stage, the anticipated risks and impacts are anticipated to be limited, localized, site specific, and temporary. The anticipated risks and impacts are mainly related to (i) generation of e-wastes connected to ICT upgrades for selected learning facilities and Labour Management Information System (LMIS); and (ii) generation of noise, dust, minor hydrocarbon spills, building construction wastes (hazardous and non-hazardous), pollutants such as stormwater and sediment discharges as well as health and safety risks from civil works activities for rehabilitation and new building construction for selected training facilities and job centers. There will not be any land acquisition, so associated civil works (building renovation/rehabilitation and new building constructions) will be limited within existing premises of beneficiary institutions. The identified risks and impacts can be easily mitigated with implementation of electronic waste management plan, and Environmental & Social Code of Practice (ECOP) which are part of the Environmental and Social Management Framework (ESMF) prepared and disclosed in-country on June 8, 2023 and world bank website on June 26, 2023. While, Environmental and Social Management Plan (ESMP) will be prepared and disclosed prior to implementation of any new building constructions. In addition, the project will include description of technically and financially feasible measures to improve energy efficiency (e.g., use of energy-efficient equipment) as part of the operation implementation manual (OIM) as per the World Bank Group (WBG) Environmental, Health, and Safety (EHS) Guidelines and relevant Good International Industry Practices (GIIPs). References to the General Environmental Health and Safety Guidelines

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(EHSGs) and GIIPs will be duly incorporated in the design and scope of the training programs and advisory services to be supported by the project.

**Social Risk Rating**

Moderate

The social risk associated with the project is assessed as moderate. Proposed project works include both upgrading of learning facilities and new construction, all within the existing TVET colleges and premises, and thus land acquisition will not be required. During project preparation, a Rapid Social Assessment (RSA) was conducted as part of the ESMF. The RSA found that based on potential construction and rehabilitation/ renovation works, moderate potential risks and impacts include: a) Occupational Health and Safety (OHS) risks for workers, in particular lack of wearing appropriate PPE and risks of working at heights; b) small-scale labor influx; c) risks of Sexual Exploitation and Abuse (SEA), Sexual Harassment (SH) and Gender Based Violence (GBV), both during construction and operations of supported TVET facilities (dormitories, training, etc.), though this risk is assessed as low; d) risks of engaging child or forced labor, both for contractors and the supply chain (such as in brick kilns), though based on experience in other projects this is also assessed as low. In addition, the RSA identified a f) a risk of discrimination and exclusion of disadvantaged/ vulnerable groups, including Indigenous peoples and peoples with disabilities in all project activities, not just rehabilitation works. While the project is expected to benefit Cambodia’s youth population, including women, there is a risk that project benefits will not reach, or consider the needs of, vulnerable groups. Project design includes measures to understand the needs and concerns of disadvantaged and vulnerable groups so that the project activities can be inclusive. The RSA identified Indigenous peoples, people with disabilities and women as particular vulnerable groups needing attention. There is a low proportion of women enrolled in TVET and courses do not cater to the specific needs and interests of women. Meanwhile Indigenous groups are disadvantaged from the beginning as they have lower school enrolment rates than Khmer. The RSA indicated that if project activities take place in provinces where Indigenous groups live, special efforts should be made to consult with them and ensure that they can benefit from project activities. This could involve working with local indigenous organizations/communities to understand their needs and priorities relating to TVET and employment service, as well as identifying any barriers they may face in accessing TVET, such as linguistic and cultural barriers. These measures have been included in the ESMF and the Stakeholder Engagement Plan (SEP). The RSA also indicated that the low literacy rates and educational attainment levels among the disabled population suggest that there is a need for inclusive education and vocational training programs to ensure that they have equal access to TVET opportunities. The SBJP could play an important role in promoting inclusive policies and practices in the TVET sector, including targeted outreach and recruitment strategies for people with disabilities, and efforts to eliminate discrimination against them in the workplace. The project’s ESMF and SEP include measures to engage people with disabilities, such as considering special accommodations such as sign language interpretation, or other measures so that these groups can participate fully in consultations. In addition, the ESMF includes training for TVET staff and industry partners on issues related to diversity and inclusion to build understanding of the measures needed so that curriculum and facilities can be more inclusive of these groups.

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**B. Environment and Social Standards (ESSs) that Apply to the Activities Being Considered**

**B.1. General Assessment**

**ESS1 Assessment and Management of Environmental and Social Risks and Impacts**

***Overview of the relevance of the Standard for the Project:***



The environmental risks are designated moderate rating at this stage primarily due to potential impacts and risks are mainly associated to: (i) generation of package wastes/e-wastes connected to ICT upgrades for selected learning facilities and Labour Management Information System (LMIS); and (ii) generation of noise, dust, minor hydrocarbon spills, building construction wastes (hazardous and non-hazardous), pollutants such as stormwater and sediment discharges as well as health and safety risks from civil works activities for rehabilitation and new building construction for selected training facilities and job centers. There will not be any land acquisition, so associated civil works (building renovation/rehabilitation and new building constructions) will be limited within existing premises of beneficiary institutions. Other possible impacts from proposed civil work activities will be related to the use of finite resources (construction materials, power, water, etc.) and the management of water use, energy use and waste during building operations. The nature and scale of building renovations, including scale of demolition and new buildings, will not be known until concept design is completed during Project implementation. In addition, no key environmental and social risks related to physical and geographical issues, biodiversity, land access, and cultural heritage, have been identified.

Overall, the anticipated environmental risks and impacts are anticipated to be limited, localized, site specific, and temporary, which would be easily mitigated during project implementation.

Social risks from the project during rehabilitation include the influx of labour force, which can be minimized by hiring local labour. The project will need to ensure there is equitable opportunities for unskilled labour (i.e. unskilled jobs made available to women at the same pay as men, that jobs are inclusive of Indigenous peoples, the poor and vulnerable groups), that there is no child labour, that suitable worker's camps are set up (if needed), that appropriate precautions to prevent COVID are taken for both workers and the nearby community and that risks of GBV/SEA in the workforce and the community, including TVET students, are well managed during civil works and operations of the institutions. There may also be OHS risks for the workforce and potential for additional Community Health and Safety risks, such as due to traffic in/out of the TVET center. These risks can be managed as part of the ESMF.

While the project is expected to bring benefits to project stakeholders, there are also social risks concerning social inclusion, particularly of disadvantaged groups such as Indigenous peoples. Considerations of people living with disabilities should also be taken into account. The assessment of these risks and suggested mitigation measures, is included in the Rapid Social Assessment that was prepared as part of the ESMF. The RSA suggested specific steps to maximize project benefits for vulnerable groups – in particular consultations and training, and these feed into the ESMF and SEP. Applying the principle of proportionality, considerations relating to Indigenous peoples have been mainstreamed into project design and addressed in the ESMF and SEP. These instruments include considerations on meaningful consultations with Indigenous peoples as well as opportunities for them to benefit from the project activities. Project design includes engagement with Indigenous group organizations as well as organizations working with people with disabilities, as well as other vulnerable groups, to better understand their needs and how the project could potentially benefit them. The project's focus on TVET and building 21st century skills is designed to be inclusive of vulnerable groups as they can be some of the beneficiaries of these types of education. The project's Environmental and Social Commitment Plan (ESCP) includes measures to proactively engage vulnerable groups.

To mitigate the project environmental and social risks and impacts, the Borrower has prepared and disclosed Environmental and Social Management Framework (ESMF), which consisted of (i) Labour Management Procedures (LMP) including Workers' Grievance Procedure and Codes of Conduct; (ii) package and e-waste management plan; (iii)



ESCAP, including OHS considerations and Chance Find Procedures; (iv) Rapid Social Assessment; (v) ESMP Outline; (vi) Screening forms; (vii) Ineligibility list, and (viii) Contingent Emergency Response Component (CERC) addendum. Environmental and Social Management Plan (ESMP) will be prepared and disclosed prior to implementation of any new building constructions. The Operation Implementation Manual (OIM) will also include description of technically and financially feasible measures to improve energy efficiency (EE) as per the World Bank Group (WBG) Environmental, Health, and Safety (EHS) Guidelines and relevant GIIPs. Additionally, due to low institutional knowledge of ESF, external consultants will be hired to support the client with ESF implementation. If CERC is triggered, MLVT will assess environmental and social risks and impacts associated with CERC activities, and update the ESF instruments to ensure the risks are effectively managed.

A standalone SEP including a Grievance Redress Mechanism (GRM) was prepared and disclosed in-country on June 8, 2023 and on June 26, 2023 at World Bank website to guide the Borrower stakeholders' engagement. An Environmental and Social Commitment Plan (ESCP), drawn and agreed between the Bank and the Borrower, has set out the important measures and actions required for the project to meet environmental and social requirements over the project's lifetime. All instruments – ESMF, SEP and ESCP – were consulted on June 23, 2023 and disclosed in-country on June 8, 2023/world bank website on June 26, 2023.

### **ESS10 Stakeholder Engagement and Information Disclosure**

The Stakeholder Engagement Plan (SEP) was developed early in the project preparation process alongside the Rapid Social Assessment. This allowed for the identification of project risks and appropriate mitigation actions, including communication and engagement strategies to effectively reach out to affected and interested stakeholders. The SEP has identified affected and interested stakeholders, with key project stakeholders including: (a) trainees of selected institutions who will benefit from improved TVET facilities and training programs; (b) workers accessing the Labor Market Information System (LMIS) who will benefit from the improved job information and orientation service; (c) employers who employ the graduates of project-supported training programs; (d) trainers and administrators of training institutes and job centers who will receive training and mentoring; (e) vulnerable groups who may also benefit from these activities; (f) construction workers involved in the construction or rehabilitation of facilities and (g) communities nearby to training centers being constructed/renovated. Main project stakeholders also include implementing government agencies and the training institutions, both public and private – including some that are NGO-run. The SEP includes measures to ensure these stakeholders are engaged in consultation materials and have access to project information through disclosure activities. The SEP also details the project's Grievance Redress Mechanism (GRM).

The ESMF, ESCP, and the SEP were disclosed in-country on June 8, 2023/world bank website on June 26, 2023 and consulted on June 23, 2023. The documents are available on the websites of MLVT and the World Bank.

## **B.2. Specific Risks and Impacts**

**A brief description of the potential environmental and social risks and impacts relevant to the Project.**

### **ESS2 Labor and Working Conditions**





The standard is relevant. Most activities supported by the project will be conducted by MLVT workers, i.e. civil servants employed by the Government of Cambodia, as well as professional consultants working for MLVT and TVET staff working in training institutions. However, some contracted and subcontracted workers are also expected to be hired to conduct civil works, whether renovation or new construction. There is the potential for some primary supply workers (such as those supplying construction equipment/materials). There will be no community workers in the project.

The project activities include risks to workers, both due to OHS and working conditions during civil works. There could also be risks relating to labor conditions in the supply chain, such as potential for forced or underage labor in the brick supply chain. There may also be risks as a result of GBV/SEA/SH though these have been assessed as low.

Labour practices in Cambodia are governed by the Labor Law (1997), which includes provisions on health and safety in the workplace and non-discrimination in employment and wages. The ESMF includes an LMP, including grievance procedures for workers, to identify and address any gaps between the national law and ESS2. The ESMF and LMP include OHS procedures, guidance on workers conditions – including on non-discrimination, equal opportunity and other labor rights. The LMP also includes Codes of Conduct (CoC) with explicit guidance to address GBC/SEA/SH risks.

Since the national Labor Law defines 12 years old as the minimum working age, a specific provision on minimum working age in line with the ESF (18 years) is included in the LMP and this shall be included in bidding documents to ensure no persons under 18 years are hired by the project. The LMP also includes COVID-safe guidelines which shall be followed based on current government guidance.

Moreover, the ESMF also includes recommendations on how the project’s Technical Assistance activities can help to promote good OHS and labor practices in TVET institutions, as well as non-discrimination and GBV/SH awareness

### **ESS3 Resource Efficiency and Pollution Prevention and Management**

Relevant - Dismantled electronic equipment and materials/wastes generated during ICT upgrade and minor civil works may cause risks to human health and the environment if not disposed of in an environmentally sound and safe manner. Where obsolete equipment and materials cannot be reused, they should be recycled or disposed of by licensed contractors. The relevant provisions were included in the package and e-waste management plan. This plan should address the proper dismantling, storage, handling, and final disposal of e-waste in accordance with internationally recognized practices and should include the monitoring of the types/quantities of waste electrical and electronic equipment disposed of and document evidence of proper management (e.g., recycled, refurbished, discarded, exported). The package/e-waste management plan was prepared as part of the ESMF.

Also, environmental impacts envisaged during the civil works activities (for renovations and new constructions) would include generation of noise, dust, minor hydrocarbon spills, construction wastes and sedimentation. Possible construction waste streams may include hazardous materials such as asbestos containing materials or lead containing paints. The civil works limited within the existing premises of beneficiary institutions so will not impact terrestrial biodiversity. Other possible impacts during civil work are the use of finite resources (construction materials, power, water, etc.). The ESCOP was prepared as part of the ESMF to mitigate impact during rehabilitation civil works, which ESMP will be prepared and disclosed prior to implementation of any new building constructions. The Operation





Implementation Manual (OIM) will also include description of technically and financially feasible measures to improve energy efficiency (EE) as per the World Bank Group (WBG) Environmental, Health, and Safety (EHS) Guidelines and relevant GIIPs.

Overall, the environmental risks and impacts are anticipated to be limited, localized, site specific, and temporary, which would be easily mitigated during project implementation.

#### **ESS4 Community Health and Safety**

For civil works activities (renovations and new constructions) and ICT installation for the LMIS, training facilities and learning centers, the potential environmental impacts related to community health and safety concerns are linked to improper management and disposal of electronic wastes, dust, minor hydrocarbon spills, construction wastes, sedimentation, generation of noise, traffic safety concerns in and around the construction sites. Overall, these risks and impacts are anticipated to be limited, localized, site specific, and temporary, which will be easily mitigated during project implementation. The ESMF includes Community Health and Safety (CHS) measures (through ESCOP and E-waste Management Plan) to ensure the careful management of these risks as well as close consultations with communities, staff and students near project sites with clear procedures and institutional responsibilities to help minimize and mitigate the associated impacts. In addition, CHS procedures will be included in the ESMP, which will be prepared and disclosed at implementation of sub-projects new constructions.

Potential social risks would be dependent on the type of upgrading necessary and its impacts on communities in the vicinity of the TVET institutions especially as relates to GBV or VAC from outside labour force, though these are likely to be low. There may also be risks related to exposure to COVID-19 and traffic accidents from going in/out of site. The project should also consider health and safety risks of trainees and job seekers that may occur during training activities and in dormitories including potential risk of SEA/SH and GBV, and communicable diseases (waste, water and air borne diseases, ongoing COVID-19 outbreak). As highlighted by the Rapid Social Assessment part of the ESMF, project supported TVET facilities should also consider accessibility aspects, to ensure they are inclusive of needs of people with disabilities. The ESMF includes measures to ensure careful management of these risks, including through the LMP (mentioned above), as well as through close consultations with communities and local authorities in the SEP, Environment and Social Codes of Practice (ESCOP).

#### **ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement**

The project will not finance activities and works that require land acquisition or resettlement. The ESMF will include an ineligibility list to rule-out project support for any facilities that would need land acquisition. Works to be financed under Component 1 will be limited to renovation of existing learning facilities and buildings located within the same plots of land and premises belonging to MLVT. The ESMF will detail due diligence measures required to ensure the land is free of encumbrances and does not trigger ineligibility for project support.

#### **ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources**

IT equipment will be installed within the existing footprint of facilities; hence, ESS 6 is not relevant to the proposed project interventions.



**ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities**

The standard is relevant. The project is nation-wide in scope but specific TVET institutions to be supported have not yet been identified. There are 37 TVET institutions in Cambodia, including at least one in every province associated with prevalence of ethnic groups (Mondulkiri, Ratanakiri, Stung Treng and Kratie). As such, ESS7 is considered relevant. While the project is not expected to negatively impact Indigenous peoples, it is important that these groups can benefit from opportunities to enhance their skills. As such, a stand-alone Indigenous Peoples Plan has not been prepared, but ESS7 considerations have been included in both the ESMF and SEP.

The Rapid Social Assessment, part of the ESMF, has made specific recommendations that feed into the ESMF and the SEP. Project activities taking place in provinces where Indigenous groups live, should make special efforts to consult them and ensure they can access project benefits. Moreover, nation-wide activities including TA activities should consider the needs of Indigenous groups by engaging with Indigenous organizations, to better understand, for example, constraints in accessing TVET, cultural sensitivity in the curriculum (including linguistic barriers), and opportunities for Indigenous teachers, among others.

The RSA highlights that the project should engage with Indigenous organizations and other stakeholders at the national and local levels. This will enable the project to better understand the needs and priorities of Indigenous groups and ensure that project activities are designed and implemented in a way that benefits all members of society, including those from marginalized groups. It is also important to ensure that any benefits resulting from project activities are shared equitably. Specific measures identified, and included in the ESMP, include communication and targeted outreach to reach out to Indigenous peoples and encourage their participation in the training programs and industry partnerships, as well as conducting training for TVET staff and industry partners on issues related to diversity and inclusion, including cultural sensitivity and social inclusion with Indigenous peoples. The project should also track the participation of Indigenous peoples in the training programs and industry partnerships, and to identify and address any barriers or challenges they may face. These recommendations are detailed in the ESMF and the SEP.

**ESS8 Cultural Heritage**

All works will be conducted within the existing footprint of facilities. As a result, the project is not expected to pose risks to tangible or intangible cultural sites. However, procedures for chance finds will be incorporated in the ESMF.

**ESS9 Financial Intermediaries**

There are no specific activities related to Financial intermediaries.

**C. Legal Operational Policies that Apply**

**OP 7.50 Projects on International Waterways**

No

The project does not involve international waterways.

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**OP 7.60 Projects in Disputed Areas**

No

The project will not be located in any known disputed areas as defined in the policy.

**B.3. Reliance on Borrower’s policy, legal and institutional framework, relevant to the Project risks and impacts**

**Is this project being prepared for use of Borrower Framework?**

No

**Areas where “Use of Borrower Framework” is being considered:**

The client's Environmental and Social Framework is not proposed to be used for this project, in whole or in part. This Framework will not likely address the risks and impacts of the project in a manner to achieve objectives materially consistent with the ESSs. However, as relevant and consistent, national legal framework and legislation can be referred to and abided by as much as possible. When national legislation and ESF will contradict or differ substantially, the most stringent requirement will be applied.

**IV. CONTACT POINTS**

**World Bank**

|               |                            |        |                              |
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**Borrower/Client/Recipient**

Borrower: Kingdom of Cambodia

**Implementing Agency(ies)**

Implementing Agency: Ministry of Labor and Vocational Training

**V. FOR MORE INFORMATION CONTACT**

Public Disclosure



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## **VI. APPROVAL**

|                               |   |
|-------------------------------|---|
| Task Team Leader(s):          | Lansong Zhang, Abla Safir                       |
| Practice Manager (ENR/Social) | Mona Sur Cleared on 26-Jun-2023 at 16:20:57 EDT |