

**KINGDOM OF CAMBODIA
NATION RELIGION KING**

**MINISTRY OF LAND MANAGEMENT, URBAN PLANNING AND CONSTRUCTION (MLMUPC)
MINISTRY OF AGRICULTURE, FORESTRY AND FISHERIES (MAFF)**



LAND ALLOCATION FOR SOCIAL AND ECONOMIC DEVELOPMENT PROJECT III (LASED III)

**Environmental and Social Management Plan
(ESMP) for Development Support to Titled
Indigenous Community (TIC)**

The Construction of One Primary School with 5 Rooms and Agriculture/Livelihood Support for Demo Farm Livestock Activities and Vegetable Demo-farm.



**KROENG Indigenous Community, Krala Village
Pouy Commune, Ou Chum District, Ratanak Kiri Province
Updated on April 9, 2024**

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List of Abbreviations and Acronyms

CC	Commune Council
CLT	Communal Land Titling
DWG	District Working Group
ECOP	Environment Code of Practice
EOI	Expression of Interest
ES	Environment and Social
ESF	Environmental and Social Framework
ESHS	Environmental, Social, Health and Safety
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
ESS	Environmental and Social Safeguards
FGD	Focus Group Discussion
GRM	Grievance Redress Mechanism
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome
IC	Indigenous Community
ICC	Indigenous Community Committee
ICLT	Indigenous Community Land Titling
ILO	International Labour Organization
IP	Indigenous People
IPCC	Indigenous People Community Committee
LASED	Land Allocation for Social and Economic Development
MAFF	Ministry of Agriculture, Forestry and Fisheries
MLMUPC	Ministry of Land Management, Urban Planning, and Construction
MOH	Ministry of Health
MOI	Ministry of Interior
NGO	Non-Government Organization
NTFP	Non-Timber Forest Products
OHS	Occupation, Health, and Safety
PDH	Provincial Department of Health
PDLMUCC	Provincial Department of Land Management, Urban Planning, Construction, and Cadastral
PDRD	Provincial Department of Rural Development
PGRC	Provincial Grievance Redress Committee
PPE	Personal Protective Equipment
RP	Resettlement Plan
SEP	Stakeholder Engagement Plan
STD	Sexually transmitted diseases
TB	Tuberculosis
TIC	Titled Indigenous Community
TOR	Terms of Reference

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1. Introduction

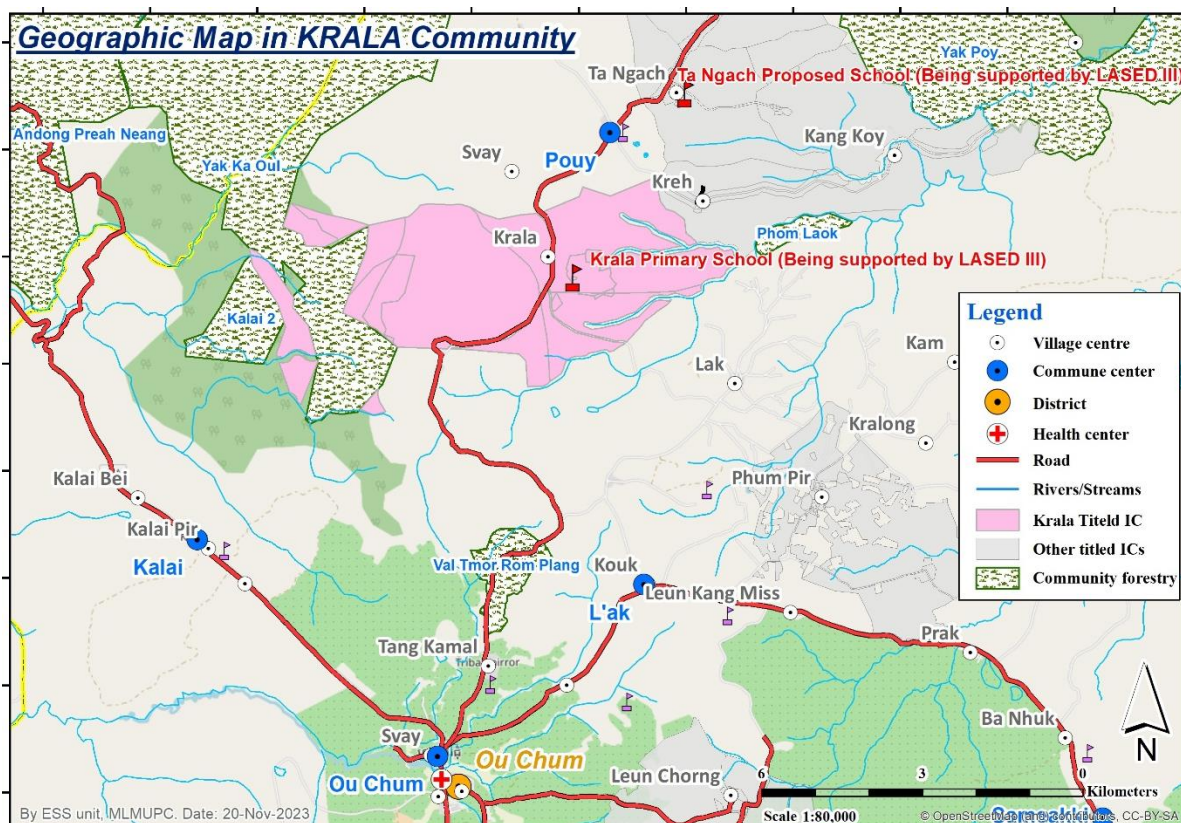
1.1 Location/Site Description

1. Krala village is a Kroeng indigenous ethnicity, geographically located in Pouy commune, Ou Chum district, Ratanak Kiri province. This village borders to the North with Svay village in Pouy commune, the South with Tang Kamal village in Ou Chum commune, to the East with Kreh village in Pouy commune, and Lak village in Lak commune, and to the West with Kalai Mouy, Kalai Pir and Kalai Bei villages in Kalai commune. Streams, lakes, mountains, roads, and boulders define the demarcation of Krala village. (See Figure1)

2. The distance between the village center and the commune hall is about 4km, with laterite road. From the village center to the district town is about 14km, including a good DBST road, and to the provincial hall is about 22km.

3. The geography of Krala village encompasses rolling up and down hills and mountains, plateaus, lowland watersheds, and crater lakes—the residential areas surrounded by cashew plantations, cassava, and some forests. The soil type is red soil (called Laban Siek), suitable for upland crops and other cash crops (PDAFF-RAT, 2022).

Figure 1: Krala Community - Geographical Map



4. Krala village has 135 houses with 271 families; the total population is 1,091 people, including 518 women (47.48% of the total population). The people aged above 18 years old are 579 people, including women of 282 people (about 48.70%). The village has 16 women-headed households, 26 poor families (Poor#1 is 15 and Poor#2 is 11 families), and 37 disabled people, including 24 women¹.

¹ Village Data Book 2022: The Commune Development and Investment Plan for three years

Table 1. Number of households, population, and beliefs of the ethnic groups²

Households	Village Population			Population with the age from 18 years old			Religion		
	Total	M	F	Total	Men	Women	Main	Others	
271 Families (135 houses)	1,091	573	518	579	297	282	Kroeung	Buddhism	Christianity
	100%	52.52%	47.48%	53.07%	51.30%	48.70%	85%	5%	10%

5. Krala village has one old wooden village hall, three old wooden primary school buildings, and one old wooden kindergarten school building. The village hall, primary school, and kindergarten buildings are located in different areas, about 50m from each other. The three wooden buildings of the primary school have six classrooms, from grade 1 to grade 6, which are now available for 149 pupils, including 68 girls. There are 21 pupils in Grade 1, including six females; 16 pupils in Grade 2, including nine females; 28 pupils in Grade 3, including 15 females; 29 pupils in Grade 4, including 9 females; 29 pupils in Grade 5, including 17 females, and 28 pupils in Grade 6 including 13 females.

6. The overall literacy is 70%, and internet users are 80% of the total population. The percentage of literacy and internet users among women is about 60%. The people in the community practice their religious beliefs, such as Buddhism (with three families) and Christianity (with three families plus 28 people). The tangible heritage includes spiritual farm pray (Sen Chamkar), burial forestlands, and rainwater pray, while the traditional wedding ceremony is half local indigenous and half Khmer.

7. To ensure that all ethnic minority children have the right to basic education access, including the use of their language (indigenous languages) in the initial stage of education, the Multilingual Education (MLE) program was developed by the Ministry of Education, Youth and Sport (MoEYS). This initiative emerged from the success of the Highland Children Education Pilot Project, in collaboration with CARE International and with the support of UNICEF. In 2007, the MoEYS partnered with UNICEF to implement Multilingual Education in primary schools, receiving technical support from CARE.

8. Currently, the MLE program extends its reach to preschools, primary schools, and non-formal education in Northern provinces such as Ratanakiri, Mondulakiri, Kratie, Stung Treng, and Preah Vihear. The program has been successfully implemented in several indigenous languages, including Bunong (or Phnong), Tumpuon, Kavet, Kroeng, Brao, and Kuoy. Additionally, the Charai language is currently in the preparation stage for inclusion in the MLE program (MLE Action Plan 2019-2023, MoEYS).

9. There is no health post in the village, but one small pharmacy is owned by one family in this community. However, the community members also have access to health services at a commune health center located about 4km from the village. They also use the private clinic services in the provincial town.

10. The community has been supported so far by non-governmental organizations such as DPA, PLAN, CIPO, NTPF, CARE, ADHOC.etc. These NGOs have been supporting the community in education, clean water supply (underground water well and rainwater tank with metal stand and PVC tank), latrines, awareness raising on public health, elimination of domestic violence towards women and children, and agricultural activities such as livestock, vegetable production, cassava, cashew, rubber, and savings group.

11. Infrastructure: Krala village has six underground water pumping wells, but 1 of them was damaged; 59 concrete water wells are properly used, 4 underground water tubes (electric motor pumping) are owned by three families, and one underground water tube located in the primary school area is for the community (See table 2). According to the consultation, around 90% of the community population have access to clean water for their daily consumption, and 100% have access to latrines. The village has two natural spring water (Teuk Chrab), and two streams. The underground water source (spring water or teuk chrab) is significantly used by its population in terms of daily consumption (drinking and cooking)

² Commune Database 2021

in dry and rainy seasons (the water quality was tested for pumping wells, but not sure for the open wells). Surface water on both the stream and natural springs receive a continuous water flow throughout the year (there is no water quality test for these streams and spring water). The community also uses this water only for bathing and clothes cleaning.

12. Waste management is still a challenge in rural communities, where the community's households manage their waste through reuse, composting, and selling their recycle material. Informal waste collectors play a significant role in collecting recyclable materials, such as plastic, paper, and metal, from individual household waste and selling them to recycling businesses.

13. The record of community infrastructure is summarized in the Table below:

Table 2: Community Infrastructure Data

Description	Type	Unit	Condition	Location
Village Hall	Wooden	1	Old	Center of the village
Kindergarten School	Wooden	1	Old	100m from village hall to north-west
Primary School	Wooden	3	6 old classrooms	100m from the village hall to the west
Health Post (HP)	No	-	-	-
Pumping Well	Clean Water	6	One damaged	In the village
Open Well	Clean Water	59	All usable	In the village
Underground water tube with motor pumping	Clean Water	4	3 for private use, 1 for community	3 in the village, 1 in the primary school area
Rainwater tank with metal stand	No	-	-	-
Springwater (Teuk Chrab)	Yes	2	- Flow full year	-
Stream	Water Source	2	Accessible and flows all year long	
Irrigation scheme	Irrigation System	No		
Road	Earth road	1	500m	Connection road from Road No. 78-5 to the village centre

14. The source of water supply for the construction of the school is likely to come from an onsite water storage tank that can be filled up and taken from the surface water located within 2km away from the project site. As there is an abundance of surface water, it is not expected that the impact on the water supply would be significant. The contractor is responsible for securing water access that is adequate and continuously supplied through the construction phase. Water efficiency and conservation practices will be adopted by the contractor and other site personnel.

15. The proposed fishpond (Width:10m x Length:15m x Depth: 2m) will be located close to the community spring water (Tuek Chrab), which is abundant throughout the year. The fishpond will source its water from this spring and will not put additional burden on groundwater. The Fishpond will be installed with a pond liner to prevent water loss through seepage, and this will help retain water in the pond and reduce the frequency of refilling.

16. The farmers in this village rely on seasonal rainfall for crop production, and underground water is used for daily consumption. Drought is a common problem during the dry season, so growing vegetables or other cash crops is very difficult to be productive. It is observed that climate change has caused a critical shortage of rainwater for the last few years, which resulted in a decrease in crop yields. The village's animals, including chickens, are illustrated in the Table below.

Table 3 Livestock Production in the Community³

Type of Livestock	# Household (HH)	Total Number of Livestock (Head)	# Female Livestock (Head)
Cow	30	90	30
Buffalo	10	37	10
Local Chicken	20	200	100
Duck	30	300	250
Local Pig	50	150	100

17. The total collective land size of ICLT is 787.66ha, including 44.94ha of residential and agriculture land, 215 ha of shifting cultivation land, 1ha of spiritual land, and 6.8ha of burial land, as summarized in the Table below:

Table 4 Size and composition of the CLT

Type of land	Number of parcels	Size (ha)
Residential land area	1	44.9442
Agricultural land area	3	519.2175
Shifting cultivation land area	2	215.60
Spiritual forest land area	1	1.0379
Burial forest land area	1	6.8606
Total	8	787.6602

1.2 Scope and Activities

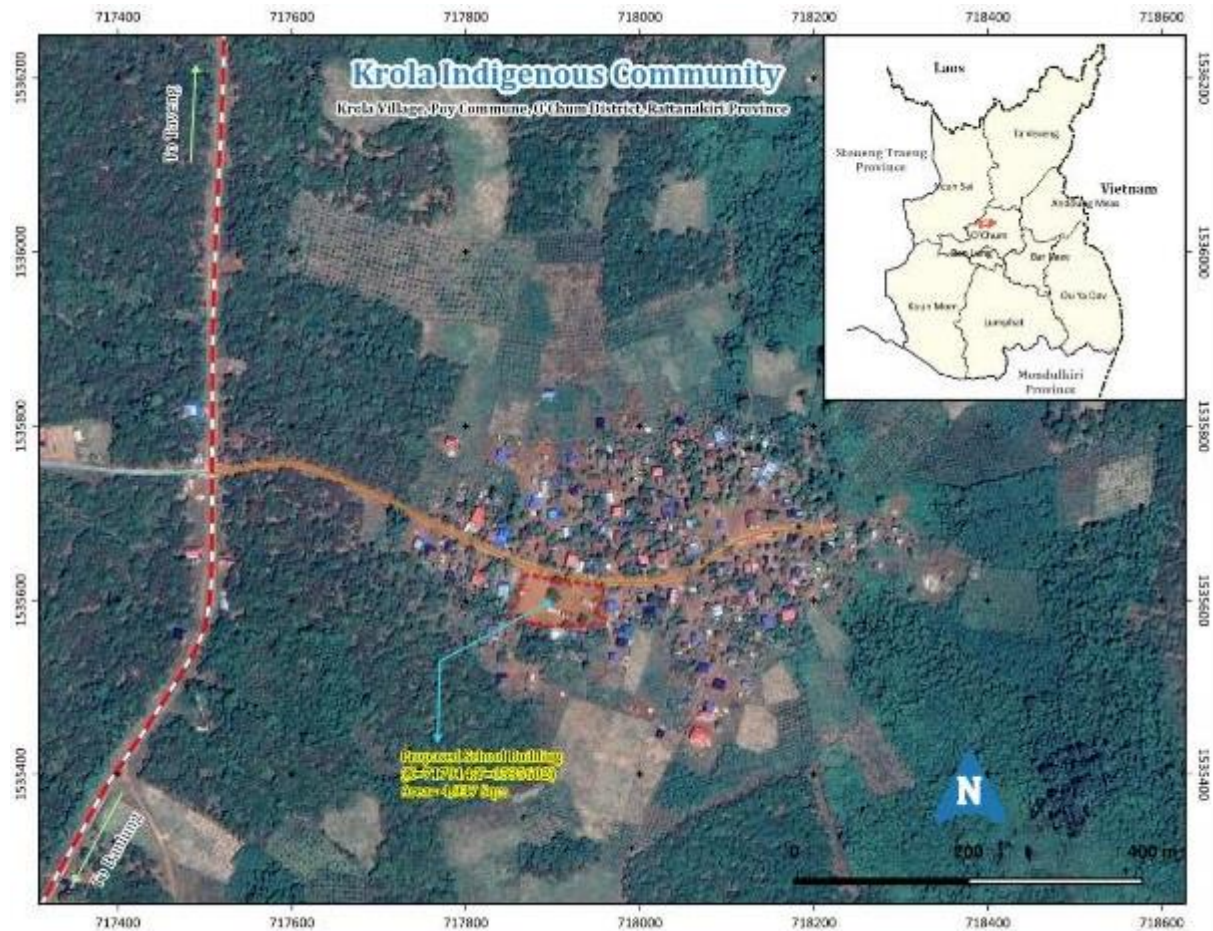
18. Most of the indigenous communities in Ratanak Kiri province faced various challenges, such as limited access to transportation, limited resources, and a lack of diverse educational opportunities. In addition, for reasons of poverty, personal security, and the long distances from home to school, young indigenous people have had to give up on school for a while before they could get back to class. Located within the community, improving and extending primary school buildings/facilities can address these challenges effectively. It also has the flexibility to tailor their curriculum to meet the needs and interests of their local communities. Within this community, the Primary School is composed of 3 old wooden buildings with 6 classrooms (Table 2). According to the infrastructure needs assessment, there is a requirement to improve the current old wooden school building and make it safe and comfortable for the students and teachers, providing a better teaching and learning environment.

19. Improving the agricultural sector and people's livelihoods are necessary tasks, especially to reduce poverty in the community. In agricultural technology dissemination, plot/field demonstration is the most appropriate method for farmers in the community, such as language translator, through trained community IP focal point (IP demo farmers, VEW and VAHWs), time-based for the availability of IP participation, picture based for explanation, practical lessons with actual field work after theory class. The purpose of farmer field schools (FFS) is to improve farmers' skills to empower them to make better decisions. This technique often aims to reduce production inputs such as chemical fertilizers, and pesticide use, promote better farming practices, and boost crop/livestock yields or income.

³ Data collection during the E&S risk screening and community consultation on November 3, 2023.

20. For indigenous communities' education and access roads are priorities. Our project divided the needs of the communities in two groups: simple and complex infrastructure from the infrastructure need assessment. The building of a school is simple infrastructure. The construction of roads is part of the complex infrastructure. The proposed sub-projects have been requested by the community based on their priority needs. The LASED III project teams have conducted outreach to all 33 ICs for the project support. These proposed school construction and Agriculture/livelihoods, such as demo farm activities) are located inside the community zone. Also, from the site screening and the community consultation, there is no impact on the community's tangible or intangible cultural heritage resulting from sub-project activities.

Figure 2: Location of Subprojects Support Map (under LASED III)



21. This Environmental and Social Management Plan (ESMP) is prepared to identify, manage and monitor E&S risks and impact for the following activities:

- **One primary school building construction:** The school building will be built on the existing site of the Krala primary school complex, which is located in the center of the village. A school concrete building with 5 rooms will be built to replace the old wooden building. The school building will include climate resilience features such as orienting the school building to maximize natural ventilation and daylighting while minimizing exposure to direct sunlight and prevailing winds. Also, the building has operable windows and vents to facilitate natural ventilation and passive cooling; roofing with less heat absorption tiles. rainwater harvesting system to capture and store rainwater for non-potable uses, including irrigation, toilet flushing, and cleaning, choice of paint colors (nothing dark that will absorb heat) and ensure water drains away from the building. It was also discussed among community and school management for the risk mitigation preparation for the students and teachers. The pupils will study at each

teacher's house in this community during the construction, which is about 100m far from the construction area. Also, there is no requirement for additional land acquisition (figure 2).

- **Agriculture and livelihood support:** Before the demonstration process, volunteer farmers will be selected. Volunteer farmers must have a piece of land to grow crops and a sufficient labor force to manage the field demonstrations such as vegetable production, cassava production, and other crops, while livestock raising, the volunteer farmers must have a piece of land for shelter construction for swine or cattle or cage for local chicken raising. The activities of agriculture and livelihood include (a). livestock demo farm such as pig raising, chicken raising, cow shelter, (b). vegetable demo, including a greenhouse. And (c). Aquaculture such as fish ponds. MAFF provides technical support and disseminates various improved agricultural techniques to indigenous groups and the community.

22. In addition, LASED III-MAFF has already provided and will provide technical support or disseminate the various improved agricultural techniques to indigenous groups and people of Krala village through various agricultural activities, according to villagers' demand (Table 9 & 10) in terms of improving their agricultural knowledge and capacity and increasing their income generation. The agricultural activities in Krala village are as follows:

- **Demonstration Plot Establishment:**

1). Indigenous pig demonstration plot: It has been observed that the indigenous pig has natural features, such as consuming a small number of locally available feeds and presenting more adaptation to local weather than the imported pigs. Based on these features, 2 indigenous pig demonstration plots will be established in this village. This will help to disseminate to indigenous people the improved techniques of indigenous pig production and consequently increase their incomes/ profit in an environmentally sustainable way. The construction of this demonstration plot will be located far from the houses to avoid dangers and contamination to the people in the community. In terms of running this type of demonstration, the main installments are 5 adult sows and 1 boar. These pigs will be completely fed by local feed and all of the inputs of the demonstration plot will be brought from non-infectious contaminated areas. Furthermore, this demonstration will be monitored and maintained by Village Animal Health Workers (VAHWs) and it will link very closely to animal producer groups and other IPs through Farmer Field School (FFS) and demo training. The most common training for illiterate IPs and farmers of the project is based on practical and farmer to farmer method which stimulate their discussion and sharing experiences, using appropriate tools, time based, under technical orientation of IP demo farmer, facilitation of VEW, VAHWs and agricultural officers of PDAFF of target provinces.

2). Cattle Raising (Provision of shelter): An important factor affecting cattle's health is good shelter. Theoretically, good shelter helps to improve the welfare, feed intake, digestibility, and body weight of animals and to protect them from other factors. Most indigenous households of this village like to release their cattle into the forest year-round. The project will demonstrate to the villagers of this village how to raise cattle with proper shelter, prepare supplements, and provide regular vaccination and deworming. The demonstration plot will be monitored and maintained by Village Animal Health Workers (VAHWs) who will interact with cattle producer groups and other IPs through farmer field school and demo training.

3). Chicken Breeding Demonstration Plot: Local chickens present some positive features that exotic ones do not have, such as their strong resistance to infection and climate or environment and their ability to scavenge the extracted protein and energy residue. Therefore, breeding local chicken will benefit the chicken breeders and increase their profit. Two chicken breeding demonstration plots will be established in the village to train indigenous people how to raise 100 chickens in a 24 m² shelter with regular supplements and vaccination against infections. This demonstration plot will be monitored and maintained by Village Animal Health Workers (VAHWs). It will also have an interaction with chicken producer groups and other IPs through the farmer field school and demo training.

4). Greenhouse demonstration plot: Greenhouses or Net houses can produce fresh vegetables in all year-round production. Generally, Greenhouses are easy to construct and very tolerant to local weather (climate change) and insects. All the elements to build a greenhouse, such as structure, cover materials, climate-control systems, irrigation, and fertilization equipment, are available. In addition, this village presents suitable conditions for the construction of greenhouses. Greenhouse demonstration aims to disseminate techniques such as mulching, water management, and fertilization to improve vegetable production. This demonstration plot stands on a surface of 60 m² covered and surrounded by the net. It will be monitored and maintained by Village Extension Workers (VEWs) who will conduct demo training and interact with vegetable producer production groups and other IPs. There will be also a Farmer Field School (FFS).

5). Fishpond Production Demonstration Plot: Fish is the main protein and energy food for Cambodians. Fish is found in natural water resources (ponds, lakes, and rivers). The fish in these natural water resources could survive on natural feed. It has been observed that this community also has suitable conditions and status for fish culture, for example, there are several canals or springs where the fish keeper uses the water for their fish pond. Therefore, several fish pond production demonstration plots will be established in this community. This demonstration fish pond will be located in a 150 m² area with the following dimensions: Width:10m x Length:15m x Depth: 2m. It will be surrounded by a net to protect children, animals, and erosion. 1100 fingerlings of various types of fish will be released in the pond. In addition, the fish will be fed by the existing natural feeds (Phyto and zooplankton) which are produced in the pond. In addition, the pond will be fertilized with animal and green manures to produce sufficient natural feed. This demonstration will be managed by Village Extension Workers (VEWs) and will interact with the community and most farmers through farmer field school and demo training.

6). Rice production demonstration: the demonstration will introduce to the indigenous people or communities the improved techniques and technologies of rice production to increase the yields of rice and the income of farm households. In addition, this demonstration plot will compare the yield of an experimental field with the traditional one. The rate of rice growth and yield increment will be presented to villagers through Farmer Field School (FFS) and demo training which will be facilitated by VEW under the technical support of the Agriculture Development Facilitator (ADF).

23. Again, in the proposed agriculture and livelihood support sub-projects, there will be activities related to demonstration (i.e. livestock, aquaculture). These activities will occur at land plots belonging to individual community members. So, there are no issues with land acquisition. However, the community members agreeing to conduct demonstrations will be meaningfully consulted in advance to understand the terms and requirements of the projects, where they need to cooperate with project staff, including agriculture extension workers, to allow them to conduct demonstrations at the sites for the interest of the community as a whole.

2. Stakeholder Engagement

24. The stakeholder engagement describes the assessment of the consultation and engagement outcomes during the entire ICLT process, stakeholders' identification, stakeholder engagement plan, and environmental and social risks and mitigation measures for the subproject.

25. The assessment of the outcomes of the consultation and engagement during the entire ICLT process describes (i) whether the composition of the Indigenous Community Committee (ICC) accommodates its inclusiveness and representativeness, (ii) whether the provision of Community Internal Rule and By-Laws accommodate the interests of different sub-sets of the IC and finally (iii) any remedial actions are required to adjust the composition of the ICC or the provisions of the By-laws and internal rules to enhance inclusion, voice, and access to benefits across different sub-sets of the beneficiary IC (e.g., women-headed HHs, youth, elderly).

Table 5. Due-diligence Assessment of the entire ICLT process

Due diligence Assessment	Members			Comments
	Total	Male	Female	
Composition of Indigenous Community Council	11	9	2	<ul style="list-style-type: none"> The composition of ICC is only 18% female. The ICC composition could not address social and gender inclusiveness and representation. There are no women or female representatives in the four leading positions on the committee. <p>Mitigation Measures:</p> <ul style="list-style-type: none"> The project supports an NGO to facilitate ICC and the communities to re-establish the composition of ICC to ensure social and gender inclusion and representation.
Indigenous Community By-laws for IC and Collective land titles	Do the By-laws and/or the CLTs provide for equitable access to residential and agricultural land for all IP households.	Yes	No	<p>The by-laws fall short of accommodating the interests and concerns of the elderly, women, and the weaker members of the IC.</p> <p>Remedial action</p> <ul style="list-style-type: none"> LASED III should take steps to facilitate a process based on broader community support principles that would rectify these shortcomings at the start of the LASED III sub-project development. LASED III is through a supporting NGO to facilitate ICC and the communities as a whole for reviewing and adjusting the By-laws and establish the Internal Rule to enhance inclusion, voice, and representation of social and gender aspects in the composition of ICC.

2.1 Stakeholders

26. The stakeholder engagement during planning and implementation of development support activities is explained in Table 6 below, including local stakeholders from national (National LASED Project team) or sub-national government entities such as Provincial Department of Health (PDH), Provincial Department of Education (PDE), District Working Group (DWG), Commune Council (CC) involved in the implementation of LASED III at the community level and the beneficiary IC, ICC, facilitating NGO(s).

27. Since the beginning, between late 2021 and early 2022, the community was informed and actively participated (including youth, women, and vulnerable people) in the outreach activities for LASED III, including explaining its purpose and identifying the subprojects (i.e., infrastructure development and agriculture & livelihoods) for the titled indigenous community. The primary purpose of the outreach activity is to disseminate project information and the required selection criteria for providing support such as infrastructure, agriculture, and livelihood subproject development support. As a result of the outreach activity, a community submitted the community consensus request for their required sub-project development through the commune council to the LASED III project. The achieved broader community support confirmed the number of sub-project proposals for LASED III funding, including the school building. Then LASED III selected the community that met LASED III selection criteria and the available budget for all 33 titled ICs. After that, LASED III coordinated the topographic survey for detailed design and the ES risk and impact screening/consultation conducted in September 2023 with all stakeholders involved (see table below for more details).

28. Notably, this simple infrastructure (school) will start in this first stage, as mentioned in this ESMP, and then the construction firm under LASED III will study another possible complex infrastructure (road) later. Finally, this final ESMP will be publicly disclosed, including the consultation with this IC community representative and incorporating their comments and feedback. The final ESMP will be included in the bidding documents of the sub-projects; after that, the successful contractor shall implement the works following this ESMP.

Table 6. Stakeholders Consultation/Engagement

Type of Stakeholder	Stakeholder interest or role in project planning, implementation, and outcomes	Number of People	Language, Literacy, and Internet Use	Means of Communication / Specific Needs in the Consultation Process
Community LASEDIII-MLMUPC	<ul style="list-style-type: none"> • Community outreach identified the community's priority needs. • ICC consultation to propose and finalize priority needs of development support. • Lead the consultation and development of the following: <ul style="list-style-type: none"> ○ Infrastructure Need Assessment ○ Village Profile ○ Sub-project E&S Risk and Impact Screening and ESMP. 	Approx. 30	Khmer, Kroeng (translation by members of the community), Physical meeting	<ul style="list-style-type: none"> • In-person, Phone, Telegram • Ensure that the SEP provisions are implemented for all outreach activities • Ensure broader community support is obtained from IC • FGD, community broad meeting • Identify with IC the needs of basic infrastructure development. • Undertake E&S Risk and Impact screening and ESMP consultation with the mitigation measures.

ESMP for Development Support to Titled Indigenous Community in **Krala**

Type of Stakeholder	Stakeholder interest or role in project planning, implementation, and outcomes	Number of People	Language, Literacy, and Internet Use	Means of Communication / Specific Needs in the Consultation Process
	<ul style="list-style-type: none"> ○ Road alignment observation. 			<ul style="list-style-type: none"> • Lead in topographical survey for proposed new construction of school (Infra. Team).
LASEDIII-MAFF	<ul style="list-style-type: none"> • Outreach Activities • Livelihood development support 	Approx. 20	Khmer, Kroeng (translation by members of the community), and physical meetings	<ul style="list-style-type: none"> • ensure that the SEP provisions are implemented for all outreach activities. • To identify with the IC the needs of basic infrastructure development. • To identify with the IC the needs of basic livelihood support. • Ensure broader community support obtained from IC • Undertake FGD with IC
PDMLMUCC	<ul style="list-style-type: none"> • Sub-national Project Executive Agency • Coordination between the project's partner for physical study, planning, monitoring, and reporting. • Monitoring and Reporting • GRM Implementing for sub-project contract 	30	Khmer, Kroeng (translation by members of the community), Physical meeting.	<ul style="list-style-type: none"> • In-person, Phone, Telegram • Topographical survey for proposed school construction. • Monitoring and reporting the sub-project contract implementation. • Reporting of GRM Compliant
PDEYS	<ul style="list-style-type: none"> • Provide consultation and planning for required technical specifications. • Participate in the road physical study • Monitoring the construction 	2	Khmer, Kroeng (translation by members of the community), Physical meeting.	<ul style="list-style-type: none"> • In-person, Phone, Telegram • Commune meeting • Participated in a topographical survey • Involved in the detailed design of the school.
DWG	<ul style="list-style-type: none"> • Participate in selecting and planning community school • Monitoring and Reporting 	5	Khmer, Kroeng, (translation by members of the community) Physical meeting.	<ul style="list-style-type: none"> • In-person, Phone, Telegram • E&S Risk and Impact consulting • GRM Implementing, coordinating, and reporting. • Monitoring the sub-project construction in the community.
CC	<ul style="list-style-type: none"> • Participate in selecting and planning community school. • Provincial Grievance Redress Committee (PGRC) member. • Monitoring and Reporting 	3	Khmer, Kroeng, (translation by members of the community) Physical meeting	<ul style="list-style-type: none"> • In-person, Phone, Telegram • E&S Risk and Impact consulting • GRM Implementing, coordinating and reporting. • Monitoring the sub-project construction in the community.
ICC	<ul style="list-style-type: none"> • Broader community support • Participate in selecting and planning community school. • Provincial Grievance Redress Committee (PGRC) member. 	13	Khmer, Kroeng, (translation by members of the community), Physical meeting	<ul style="list-style-type: none"> • In-person, Phone, Telegram • E&S Risk and Impact consulting • Provide broader community support to subproject activities • GRM Implementing, coordinating, and reporting. • Participating in monitoring the sub-project construction in the community.

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Type of Stakeholder	Stakeholder interest or role in project planning, implementation, and outcomes	Number of People	Language, Literacy, and Internet Use	Means of Communication / Specific Needs in the Consultation Process
	<ul style="list-style-type: none"> Monitoring the sub-project 			<ul style="list-style-type: none"> After the school construction, operation, and Maintenance (O&M).

2.2 Stakeholder Engagement Plan

29. The stakeholder engagement plan (SEP) matrix in Table 7 below describes the consultation activities in terms of information to be disclosed, means of disclosure, timing, and expected outcome of the processes of (a) the E&S subproject risk screening, (b) physical study and design (c) procurement and contracting, (d) monitoring at the start and during construction and finally (e) operation and maintenance. It includes local stakeholders from the beneficiary IC (e.g., beneficiary ICC members, traditional authorities, community members including women, youth, elders, as well as any adversely affected groups), facilitating project actors such as NGO(s), and national or sub-national government entities. It also indicates the **lead agency** highlighted in bold and underlined.

Table 7. Stakeholder engagement plan

Process Steps Regarding Consultations on Selection and Risk Screening of Development Support	Timing	Stakeholders	Information to Be Disclosed	Means of Disclosure	Consultation Activities	Expected Outcome of Consultation
The ES Risk Screening and mitigation measures	Dec 2021 – January 2022 (Completed)	<ul style="list-style-type: none"> MLMUPC PDRD, DWG Commune Council (CC), Indigenous Community Committee (ICC), Village Chief, Indigenous Community (ICs) 	<ul style="list-style-type: none"> Project leaflets Project GRM 	<ul style="list-style-type: none"> Community broad meeting. 	<ul style="list-style-type: none"> Community outreach identified the community's priority needs. ICC meeting to propose priority needs of development support. 	<ul style="list-style-type: none"> Achieved broader community support through the consultation process on the sub-project activities development. The achieved broader community support is demonstrated with the community consensus confirming the number of sub-project proposals for LASED

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Process Steps Regarding Consultations on Selection and Risk Screening of Development Support	Timing	Stakeholders	Information to Be Disclosed	Means of Disclosure	Consultation Activities	Expected Outcome of Consultation
	August 2023 (Completed)	<ul style="list-style-type: none"> • MLUPC Infra PDEYS, DWG, CC, ICC. 	<ul style="list-style-type: none"> • Community priority needs • Physical study 	<ul style="list-style-type: none"> • PDEYS meeting. • Commune meeting • Community meeting 	<ul style="list-style-type: none"> • Meeting to finalize the priority needs • Detailed design 	III funding school construction.
	September 2023 (Completed)	<ul style="list-style-type: none"> • MLMUPC ESS, PDEYS, DWG, CC, ICC. 	<ul style="list-style-type: none"> • Community hotspot map. • Community priority needs • Primary School. 	<ul style="list-style-type: none"> • Commune meeting • Community meeting • Primary school plan. • ES screening format 	<ul style="list-style-type: none"> • ES sub-project screening • School location observation with community representatives (ICC, Village Chief). • No affected individual household. 	
Physical Study and Design (Primary School)	Aug - Sep 2023	<ul style="list-style-type: none"> • LASED III-Infra team, PDRD, PDEY, DWG • CC, ICC • ICs 	Result of physical study report.	<ul style="list-style-type: none"> • FGD • Field survey format notes. 	<ul style="list-style-type: none"> • ICC Meeting • Topographic survey. 	<ul style="list-style-type: none"> • Report the result of the field survey regarding the land status for the proposed building of the primary school (with demo farm activities), and whether there will be any land acquisition impacts associated with the school construction. • If access to land affects Indigenous Communities (IC),

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Process Steps Regarding Consultations on Selection and Risk Screening of Development Support	Timing	Stakeholders	Information to Be Disclosed	Means of Disclosure	Consultation Activities	Expected Outcome of Consultation
						verify Free, Prior, and Informed Consent. <ul style="list-style-type: none"> • Primary school design will follow the required specifications and Environmental Code of Conduct (ECOP) of the ESMF in Appendix 7. • Update ESMP.
Procurement and contracting (Primary school)	Dec 2023 -May 2024 <ul style="list-style-type: none"> • Success firm contracting 	<ul style="list-style-type: none"> • <u>MLMUPC Procurement Unit</u> • Infrastructure Unit • ESS Unit • Success Candidate/firm 	<ul style="list-style-type: none"> • Procurement Process and ToR • OHS is integrated into the tender document • ESHS specification is integrated in work contract document • Location-specific ESMP 	<ul style="list-style-type: none"> • Announcement for Expression of Interest (EOI) • Works contracting documents 	<ul style="list-style-type: none"> • Development of Term of Reference (TOR) and work contract development for Firm. 	<ul style="list-style-type: none"> • Selected firms and signed works contract documents with the firm or contractor. • Before the contractors(s) start work, all land acquisition issues and associated compensation (or voluntary donation agreements) must be finalized (if any).
At the start of construction	June 2024	<ul style="list-style-type: none"> • <u>LASED III- PDMLMUPCC</u> • PDH • PDEYS • DWG, CC • ICC, IC 	<ul style="list-style-type: none"> • Awareness raising of OHS, ESHS, CHS, Project GRM, and GRM among 	Extension training reports	<ul style="list-style-type: none"> • FGD and Individual interviews with contracted workers 	<ul style="list-style-type: none"> • Confirmed commencement of the construction.

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Process Steps Regarding Consultations on Selection and Risk Screening of Development Support	Timing	Stakeholders	Information to Be Disclosed	Means of Disclosure	Consultation Activities	Expected Outcome of Consultation
		<ul style="list-style-type: none"> Workers 	contracted workers.			
During Construction Monitoring (School)	July-Dec 2024	<ul style="list-style-type: none"> LASED III - PDMLMUPCC PDRD, PDEYS DWG, CC ICC, IC Workers Contractor 	<ul style="list-style-type: none"> Health and Safety Plan of the construction site. 	<ul style="list-style-type: none"> Site visit report GRM reports/records 	<ul style="list-style-type: none"> Site Inspection Interview of contracted workers and ICs 	<ul style="list-style-type: none"> ESMP implementation from the contractor. Corrected action for OHS, ESHS, GRM solutions Reporting
Operation & Maintenance (O&M)	Post Construction	<ul style="list-style-type: none"> CC ICC O & M community committees PDEYS PDH 	<ul style="list-style-type: none"> Hand over to mandate agencies for construction and building. 	<ul style="list-style-type: none"> Certificate of handing over construction Handing over the ceremony. List of O & M community committees. 	<ul style="list-style-type: none"> Handing over the ceremony. Letter/certificate of handing over. Checklist of E&S compliance 	<ul style="list-style-type: none"> The community receives Primary School. Sustainability use of Primary School. School maintenance is integrated into the commune investment plan (CIP).

Figure 3: E&S Consultation for Infra. and Agriculture/Livelihoods sub-project support in the community



The Consultation Activities - E&S Screening and Topographic Survey for School Construction (ESS & Infra. Teams)





The Consultation Activities - E&S Screening and the Agriculture & Livelihoods Need Supports (From MAFF Team)



3.1. Building Construction: Primary School Construction (One building with five classrooms)

30. This proposed school building with five classrooms will be built in the existing school complex/compound with the existing old wooden school of Krala Primary School, Krala Community. In the construction stage, the pupils will be relocated to each teacher's house for their class, which is about 100m far from the construction area.

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31. The three old wooden school buildings will be removed before the construction of the new school, the removal is the responsibility of the contractor. The materials removed from the old school buildings will be temporarily stored in a suitable location at the school compound (The school compound is large enough to temporarily store the construction materials and the materials removed from the old school buildings in the western site). The contractor will ensure that the site is accessible, secured, and does not pose risks to people or the environment. Construction materials (especially wood) will be recycled and/or reused for other purposes. Wood waste, such as small wood scraps, old wood, and decay can be composted along with other organic materials. The rest of waste that cannot be reused, recycled, or used for composting, may be disposed of in an available dumpsite approved by the local environmental agency.

32. This proposed building construction has no requirement for additional land. However, the risks to school kids and teachers, Occupational Health and Safety (OHS), Labor and Working Conditions (LWC), Community, Health and Safety (CHS), and Environment and Natural Resources during construction will be mitigated in the table below:

Table 8. Primary School Construction - Risk Mitigation Measures

Description of Risks associated with each planned sub-project	Level of Impact ⁴				Probability				Risk Mitigation Measures and Instruments	Responsibility	Timing
	H	S	M	L	H	S	M	L			
3.2.1 Occupational Health and Safety (OHS)											
a) Risk of falling when working at a height			✓				✓		i. Wear proper PPE when working at height ii. Fall-preventing devices such as harnesses, safety belt iii. Provide/Install necessary guardrail	Contractor	Construction stage
b) Accidents of moving vehicles				✓				✓	i. A spotter and flagman will be provided to each moving equipment operator to guide the vehicle's movement. ii. The Operator will receive relevant safety equipment and training from a contractor. iii. All construction vehicles shall be equipped with proper lighting and warning systems.	Contractor	Construction stage
c) Lack of PPE will increase the risk of workers' exposure to construction hazards.			✓				✓		i. The contractor shall provide relevant PPE to all workers. ii. It is mandatory for all workers to use the PPE in the construction site.	Contractor Workers	Construction stage

⁴ Level of Impact, H=High, S=Severe, M=Moderate, L=Low

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Description of Risks associated with each planned sub-project	Level of Impact ⁴				Probability				Risk Mitigation Measures and Instruments	Responsibility	Timing
	H	S	M	L	H	S	M	L			
									iii. Workers must maintain the PPE in good condition.		
d) Risk of injury for machinery operation				✓				✓	i. The contractor needs to provide training in machinery and equipment operation. ii. Wear proper PPE before any operation of machinery/equipment iii. Daily morning toolbox must be carried out before commencement of work.	Contractor Workers	Contractor Workers
3.2.2 Labor and Working Conditions											
a) Risk of Using Child Labor				✓				✓	i. Contractors shall follow a contract agreement that includes the prohibition of using child labor at construction sites. ii. Verification of age before contracting and employment of worker (attachment of legal document: ID card, birth certificate, etc.). iii. The contractor is to sign a code of conduct that includes not using child labor according to Cambodian Labor Law.	Contractor	Construction stage
b) Risk of unfair treatment/discrimination.				✓				✓	i. Ensure that workers are informed of their rights to submit a grievance through the Project Worker Grievance Mechanism.	Contractor	Construction stage
c) Risk of GBV/SEA/SH									i. Ensure that workers sign the code of conduct. ii. The contractor will deliver GBV/SEA/SH awareness training for the employees, general community, school teachers and children.	Contractor	Construction stage

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Description of Risks associated with each planned sub-project	Level of Impact ⁴				Probability				Risk Mitigation Measures and Instruments	Responsibility	Timing	
	H	S	M	L	H	S	M	L				
3.2.3 Community, Health and Safety (CHS)												
a) Safety Risks to students and teachers due to the operation of construction, machinery, and vehicles.				✓					✓	i. Awareness raising of safety measures /danger. The teachers need to restrict their students from being around the construction site. ii. Contractor to educate/supply information to teachers to protect the children during construction. iii. Brief on safety requirements for driver iv. Fencing the construction site v. Access restriction vi. Soundproof Machinery shall be used at the site. vii. Schedule noise activities at reasonable times viii. Spotter during the movement of trucks in and out of the site.	Contractor	Construction stage
3.2.4 Environment and Natural Resources												
a) Risk of pollution, Noise, and vibration impact at the construction sites and from construction traffic				✓					✓	i. Limit the hours of operation for specific equipment or operations (typically between 11 am – 1 pm). Avoid machinery/ equipment movements at night (such as trucks).	Contractor	Construction stage
b) Dust emissions (especially in dry conditions)				✓					✓	i. Dust suppression at the construction site ie. Water hose to avoid excessive dust ii. Cover truck loads with canvas to avoid dust blowing. iii. Enforce vehicle speed limits (max 20km/h)	Contractor	Construction stage
c) Environmental contamination/ spills				✓					✓	i. Ensure appropriate proper and safe storage of construction hazard material or contaminants (including	Contractor	Construction stage

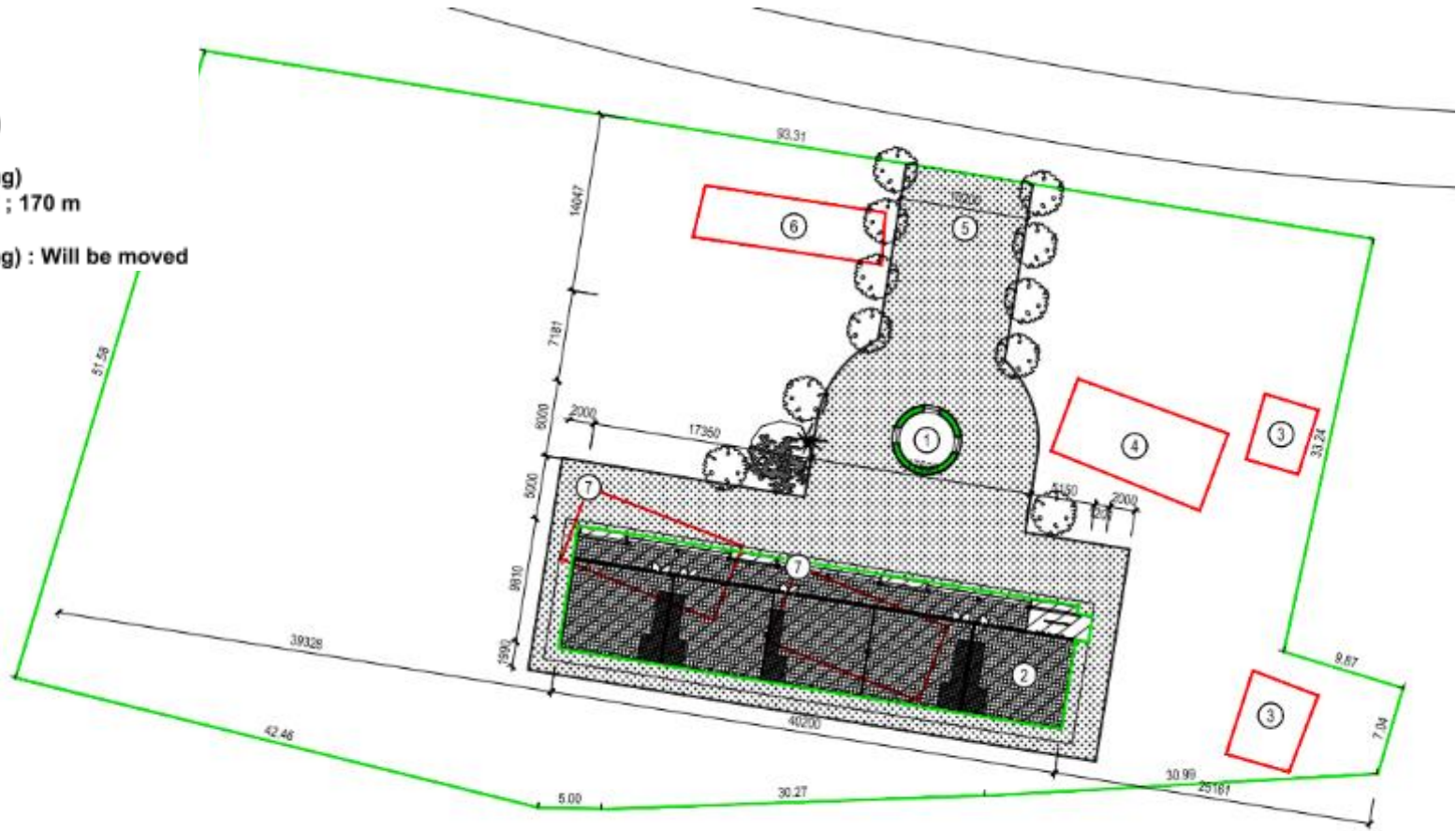
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Description of Risks associated with each planned sub-project	Level of Impact ⁴				Probability				Risk Mitigation Measures and Instruments	Responsibility	Timing
	H	S	M	L	H	S	M	L			
									second contaminants and maintenance) such as fuels. ii. materials and waste. Provide absorbent and intervention materials in sufficient quantities and at appropriate locations for intervention in case of leakages/spills. iii. Ensure immediate cleaning of any spills and remediation of contaminated areas		
d) Generation of Waste during site clearance			✓					✓	i. The wood and other construction materials coming from the old schools will be temporarily and securely stored at project site. Wastes will be recycled, reused, and composted. The rest of wastes will be disposed at approved dumpsite.	Contractor	Construction and Post construction stage
e) Generation of Construction Waste.			✓					✓	i. Provide litter bins, containers, and recycling systems for waste at all places of work; ii. There shall be no burning, burial, or disposal of hazardous waste on site; and	Contractor	Construction and Post construction stage

Figure 4: Master Plan for School Construction under LASED III Finance Support

Legends:

- 1 - Flag Roundabout (New)
- 2 - 5-Classroom Building (New)
- 3 - Latrine (Old)
- 4 - Classroom Building (Existing)
- 5 - Pavement : Gravel = 710 m² ; 170 m
- 6 - Playground (Existing)
- 7 - Classroom Building (Existing) : Will be moved



3.2. Agriculture and livelihood support

33. The proposed sub-projects below support agriculture and livelihood and are related to demonstration activities (i.e. livestock, aquaculture). It is noted that the project will not introduce any alien or non-native species impacting biodiversity in the area. Also, the project will introduce the Cambodia Agriculture Good Practice (CamGAP) to the community, including an awareness program on integrated pest management and using natural fertilizers. These activities will occur at land plots belonging to individual community members. So, there are no issues with land acquisition. However, the community members agreeing to conduct demonstrations will be meaningfully consulted in advance to understand the terms and requirements of the projects. For example, they need to cooperate with project staff, including agriculture extension workers, to allow them to conduct demonstrations at the sites for community interest. The risks related to agriculture and livelihood support activities will be mitigated as in the table below:

Table 9. Agriculture and Livelihood Support-Risk Mitigation Measures

Description of Risks associated with each planned sub-project	Level of Impact ⁵				Probability				Risk Mitigation Measures and Instruments	Responsibility	Timing
	H	S	M	L	H	S	M	L			
3.3.1 Risk of using pesticides on the demo farm/vegetables and Chemical fertilizer.				✓				✓	i. Awareness raising, including pesticide and herbicide reduction. ii. Wear necessary PPE during implementation iii. Use sustainable agricultural practices/approaches/technologies (e.g., Agroforestry Practices, Polycultures, and Crop rotation, Integrated Pest Management (encouraging the predators of crop-eating pest insects such as birds and bats, etc.) iv. Reduce usage of pesticides and promote integrated pest management approaches recommended by the national regulations (apply the existing Cambodia GAP).	LASED III-MAFF Farmers	Throughout the project implementation

⁵ Level of Impact, H=High, S=Severe, M=Moderate, L=Low

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Description of Risks associated with each planned sub-project	Level of Impact ⁵				Probability				Risk Mitigation Measures and Instruments	Responsibility	Timing
	H	S	M	L	H	S	M	L			
3.3.2 Risk of soil fertility reduction and erosion.				✓				✓	Reduce top-soil losses from erosion and the reduction in soil fertility (Cover Crops and Mulches establishing leguminous ground cover and applying plant residues), Grass Barriers (planting grass in strips along the contour lines, etc.)	LASED III-MAFF	Throughout the project implementation
3.3.3 Insufficient water use for farming and fish ponds.				✓				✓	<ul style="list-style-type: none"> i. Implement water-saving irrigation techniques such as drip irrigation, micro-irrigation, and rainwater harvesting to optimize water use efficiency in agriculture. ii. Promote the cultivation of drought-resistant or drought-tolerant crop varieties suited to local water conditions. iii. For fish ponds, feed fish appropriate amounts of high-quality feed at regular intervals, avoiding overfeeding and excess feed accumulation, which can lead to poor water quality and increased water exchange requirements. iv. Implement efficient feeding practices to minimize feed waste and nutrient loading in the pond. 	LASED III-MAFF Community Farmers	Throughout the project implementation

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Description of Risks associated with each planned sub-project	Level of Impact ⁵				Probability				Risk Mitigation Measures and Instruments	Responsibility	Timing
	H	S	M	L	H	S	M	L			
3.3.4 Risk of agricultural waste				✓				✓	i. Reduce, recycle, and reuse agricultural waste (natural, animal, and plant waste). ii. Recycling facilities for agricultural waste, including non-biodegradable materials. iii. Train farmers on proper waste segregation and disposal practices.	LASED III-MAFF Community Farmers	Throughout the project implementation
3.3.5 Risk of invasive species				✓				✓	i. Avoid the introduction of invasive species.	LASED III-MAFF	Throughout the project implementation

Table 10. Risk related to Demo farm Livestock Activities

Description of Risks associated with each planned sub-project	Level of Impact ⁶				Probability				Risk Mitigation Measures and Instruments	Responsibility	Timing
	H	S	M	L	H	S	M	L			
3.3.6 Risks to community health and safety from activities related to Demo farm/livestock.			✓					✓	i. Fence off water bodies from grazing animals. ii. Regularly collect and store manure properly for composting and later application to fields to reduce noxious odours and limit the spread of pathogens. iii. Regular cleaning of livestock sheds and feeding pens.	LASED III -MAFF	Throughout the project implementation

⁶ Level of Impact, H=High, S=Severe, M=Moderate, L=Low

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Description of Risks associated with each planned sub-project	Level of Impact ⁶				Probability				Risk Mitigation Measures and Instruments	Responsibility	Timing
	H	S	M	L	H	S	M	L			
									<ul style="list-style-type: none"> iv. Promote efficient storage, handling, and use of feed by maintaining records of feed purchases and livestock feed use. v. Use covered or protected feeders to prevent feed from exposure to rain and wind. vi. Consider mixing waste feed with other recyclable materials destined for use as fertilizer, or else consider incineration or land disposal options. vii. Grind feed to increase utilization efficiency by the animals, allowing the use of less feed and thereby reducing the amount of manure generated (as well as increasing the production efficiency) viii. Ensure production and manure storage facilities are constructed to prevent urine and manure contamination of surface water and groundwater (e.g. use concrete floors, collect liquid effluent from pens, and use roof gutters on buildings to collect and divert clean stormwater) 		

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Description of Risks associated with each planned sub-project	Level of Impact ⁶				Probability				Risk Mitigation Measures and Instruments	Responsibility	Timing
	H	S	M	L	H	S	M	L			
									<ul style="list-style-type: none"> ix. Control the temperature, humidity, and other environmental factors of manure storage to reduce methane and nitrous oxide emissions. This may involve the use of closed storage tanks, or maintaining the integrity of the crust on open manure storage ponds/lagoons x. Keep waste as dry as possible by scraping wastes instead of, or in addition, to flushing with water to remove waste; xi. Locate manure stacks and urine away from household areas, water bodies, floodplains, wellhead fields; or other sensitive habitats xii. Regularly collect and store manure for composting and later application to fields to reduce noxious odor and to limit the spread of pathogens. xiii. Conduct manure spread only as part of well-planned strategy that considers potential risks to health and the environmental due to the presence of chemical and biological agents as well as nutrient balance in an agricultural setting. Ensure 		

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Description of Risks associated with each planned sub-project	Level of Impact ⁶				Probability				Risk Mitigation Measures and Instruments	Responsibility	Timing
	H	S	M	L	H	S	M	L			
									<p>that manure is applied to agricultural land only during periods that are appropriate for its use as plant nutrient (generally just before the start of the growing season)</p> <p>xiv. Regular cleaning of livestock sheds and feeding pens.</p> <p>xv. Reduce the amount of water used during cleaning (e.g. by using high-pressure, low-flow nozzles)</p> <p>xvi. Improve the productivity and efficiency of livestock production (thus lowering the methane emissions per unit of livestock) through improvements in nutrition and genetics, use mechanical controls (e.g. traps, barriers, light, and sound) to kill, relocate, or repel pests.</p> <p>xvii. Consider covering manure piles with geotextiles (which allow water to enter the pile and maintain composting activity) to reduce fly populations.</p> <p>xviii. Use predators to control pests. Protect natural enemies of pests by providing a favorable habitat (e.g. bushes for nesting sites and</p>		

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Description of Risks associated with each planned sub-project	Level of Impact ⁶				Probability				Risk Mitigation Measures and Instruments	Responsibility	Timing
	H	S	M	L	H	S	M	L			
									<p>other indigenous vegetation) that can house pest predators.</p> <p>xix. Reduce mortalities through proper animal care and disease prevention</p> <p>xx. Any sick or injured animals should be treated or cared for to alleviate pain and distress as soon as practically possible, including being isolated or humanely destroyed if necessary.</p> <p>xxi. MAFF needs to strengthen the animal health system by implementing comprehensive disease prevention and control measures, including vaccination programs, biosecurity protocols, and disease surveillance.</p> <p>xxii. Animals should be confirmed dead before disposal, and any still alive should be euthanized immediately. Dead animals should be removed promptly and disposed of appropriately.</p> <p>xxiii. Identify and contain sick animals and develop</p>		

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Description of Risks associated with each planned sub-project	Level of Impact ⁶				Probability				Risk Mitigation Measures and Instruments	Responsibility	Timing
	H	S	M	L	H	S	M	L			
									containment and cull procedures for adequate removal and disposal of dead animals in accordance with the guidance from the national regulation.		
3.3.7 Risk related to small fishpond (10m x15mx2m) including drowning risk to children and over application of fertilizer.				✓				✓	<ul style="list-style-type: none"> i. Avoid areas with unsuitable soil properties such as saline soil, insufficient clay content, ii. Fencing around the pond to protect children from entering. iii. Contractor to provide information to the community on the risks of drowning and how to avoid it. iv. The pond wall must have a proper gentle slope which enables the pond to be filled and drained under natural gravity. If the slope is too steep, it is more prone to the effects of landslides. v. Prevent over-application of fertilizers by adequate planning on the rate and mode of application to maximize utilization, taking into account predicted consumption rates vi. Increase efficiency of application and dispersion through practices such as 	Contractor LASED III	Construction & Implementation stage

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Description of Risks associated with each planned sub-project	Level of Impact ⁶				Probability				Risk Mitigation Measures and Instruments	Responsibility	Timing
	H	S	M	L	H	S	M	L			
									dilution of fertilizers before application. vii. Avoid using fertilizers containing ammonia or ammonium in water with a PH of 8 or above to avoid the formation of toxic unionized ammonia. viii. Prevent pond effluent from entering surrounding water bodies through (a) recycling pond water to be used to cultivate several crop rotations of certain species (e.g., catfish, etc.); and (b) ensuring that the height of pond embankments is adequate to prevent loss of effluent during periods of increased rainfall.		

3.4. ICLT sustainability and infrastructure operation & maintenance

Table 11. Community By-Laws, internal rule enhancement, and public disclosure

Description of Risks associated with each planned sub-project	Level of Impact ⁷				Probability				Risk Mitigation Measures and Instruments	Responsibility	Timing
	H	S	M	L	H	S	M	L			
3.5.1 Community By-Laws and internal rules fall short of			✓				✓		i. Steps should be taken to facilitate a process based on the updated sample By-Laws issued on October 2020 by the	1. NGO (recruited by LASED III or collaborated	January 2024

⁷ Level of Impact, H=High, S=Severe, M=Moderate, L=Low

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Description of Risks associated with each planned sub-project	Level of Impact ⁷				Probability				Risk Mitigation Measures and Instruments	Responsibility	Timing
	H	S	M	L	H	S	M	L			
accommodating the interests of women, youth, the elderly, and the weaker members of the IC.									MRD, MoI, NGO Forum, and ICSO as well as broader community support principles that would rectify these shortcomings of By-Laws and the establishment of Internal Rules prior the start of sub-project development. ii. The project supports through an NGO to facilitate ICC and the communities as a whole for reviewing and adjusting the By-laws and developing Internal Rules to enhance inclusion, voice, and representation of social and gender aspects. ⁸	NGO supporting ICC and indigenous communities. 2. National and provincial ESS team and ICLT team.	
3.5.2 Lack of awareness of by-laws, internal rules, collective land used, and land titles.			✓				✓		i. Promote public disclosure on the existing collective land titling and land use within the communities: a) Prepare a Youth Album in each village, on Community Land Use Planning (including key information on By-Laws and Internal Rule, copied of land titles, and list summary of parcels of collective land titles and list of individual land used for agriculture,	3. <u>Youth</u> , ICF, community members, supporting NGO, ES Focal persons, and consultants (national and provincial)	January 2024

⁸ Adjust the provision of Internal Rule ICC to enhance inclusive and access to benefits across different sub-sets of the beneficiary IC (e.g., women headed HHs, youth, elderly) by articulating:

- Minimum land size for the vulnerable community member (widows, elderly, persons with disability) who lack of household labor.
- Maximum common land use
- Community interventions or response are necessary to ensure the vulnerable community members are able to access their minimum land size (both for residential and agricultural land).
- Land distribution for residential and agricultural purposes should be in written in a recored book of ICC and internally signed or thumb-printed by Chair of ICC and Village Chief with a clause about illegal sale to or collateral use with outsiders as internal interim protective measures

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Description of Risks associated with each planned sub-project	Level of Impact ⁷				Probability				Risk Mitigation Measures and Instruments	Responsibility	Timing
	H	S	M	L	H	S	M	L			
									residential, and reserve lands and update issues related to land used. b) Encourage elders, women, and youths to regularly (monthly) engage with the ICC and community members on the issues related to the information of the album and action taken to address the related issues. ii. Support youth to biannually update the information of the album.		

Table 12. Infrastructure Operation & Maintenance

Description of Risk associated with each planned sub-project	Level of Impact ⁹				Probability				Risk Mitigation Measures and Instruments	Responsibility	Timing
	H	S	M	L	H	S	M	L			
3.6.1 The lack of control over the operation and support maintenance in a sustainable manner post-construction.		✓				✓			i. The project will prepare to hand over the community infrastructures to the relevant provincial departments, districts, communes, and communities consistent with RGC reform policy while finalizing the community guidelines for O&M. ii. Formation of community infrastructure management committee to support O&M. iii. Orientation O&M follows community operation and maintenance (COM). iv. The operation and maintenance of the school are integrated into the commune investment plan (CIP).	<ul style="list-style-type: none"> • LASED III • PDEYS are working closely with the provincial team, district, and commune. • Commune operational and maintenance 	Post construction.

⁹ Level of Impact, H=High, S=Severe, M=Moderate, L=Low

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Description of Risk associated with each planned sub-project	Level of Impact ⁹				Probability				Risk Mitigation Measures and Instruments	Responsibility	Timing
	H	S	M	L	H	S	M	L			
									v. Implementation infrastructure O&M vi. Follow-up implementation and administration support.	infrastructure committee (school) • Commune council with the close authority (ICC, village chief) to support the implementation of infrastructure O&M and resource mobilization.	

4. Institutional and sustainability risks for sub-project development

34. E&S unit (including focal points and E&S consultants) from MLMUPC and MAFF will be responsible for monitoring and supervising the implementation of the ESMP in coordination with the ICC of the Indigenous community and an NGO, to be contracted by MLMUPC, to support the indigenous community.

35. The Support NGO under LASED III will provide capacity building for key factors such as ICC members, elders, women, and youth groups on legal and policy issues on managing collective land and natural resources and paying particular attention to the roles of the ICCs and gender norms. The NGO will also facilitate various consultative dialogues with key stakeholders, including indigenous people organizations, local NGO partners, and donors, to promote deeper engagement of ICC, especially elders, women, and youth groups consistent with their roles and obligations in their internal governance and communal land management, and full adherence with the broader community support principle.

36. The ICC has played a critical role in securing its land tenure, as stated in the internal rule of managing the ICLT land. The capacity development among the ICC and communities, especially youth, would be key factors to mitigate the risk of social and gender inclusion in the infrastructure and livelihood sub-project development and in the community land-use development plan. Under the support of the NGO, the ICC will ensure the gender balance in the ICC composition, by-law, and internal rule revision as described in section 2 (table 4).

37. The project also supports establishing and strengthening the O&M Committee to ensure community mobilization and commune investment plan to maintain the school after construction completion. The Provincial Department of Health (PDH) and Provincial Department of Education, Youth, and Sport (PDoEYS) play a vital role in supporting, maintaining, and functioning the O&M Committee.

5. Grievance Redress Mechanism

38. The Grievance Redress Mechanism's procedure established on December 22, 2022 will be used for this subproject. Representatives from the IP community or village, commune, district, and provincial levels comprise the Grievance Redress Mechanism (GRM) committee. GRM training will be provided to the focal points or GRM committee, IP community, and workers for the grievance redress process. Affected individuals and the community may send their complaints verbally (also with their local language for IP) or in writing to the local authority (including a trained IP community representative or customary authority) or drop a complaint letter in the complaint box in a village/IP community public space or at the commune administrative office. Inquiries or ideas, rent-seeking/corruption, unfair treatment/activities, and other related environmental and social issues/complaints on contractors in which complaints may arise throughout the project support. All feedback and complaints will be processed and addressed by the project promptly and effectively. Within five working days, we'll acknowledge the comments or complaints. After the grievance is lodged, the mechanism will take up to 30 working days to process it, giving time for evidence collecting and analysis (if necessary). Negotiations with the parties to the complaint may take more times than 45 working days, but this resolution cannot take longer (also refer to LASED III GRM for Project Worker and affected parties).

39. The complaints may be made in writing, verbally, or electronically also to Project GRM as below:

1. The National Grievance Redress Committee is located at the Ministry of Land Management, Urban Planning, and Construction (MLMUPC). The committee comprises:

- Project Director, Chairperson, **Dr. Thol Dina** Tel: 088 410 7778, Email: tholdinajp@gmail.com
- Grievance Redress Officer from MLMUPC, Mr. Rithy Rattanakeyseth. Tel: 017 988 333, email: rrcheyseth@yahoo.com
- Grievance Redress Officer from MAFF, H.E. Khy Kosal, Tel: 081 839 345, email: kosalkhy@yahoo.com)
- Complainants can also submit their grievances or concerns on any potential adverse impacts caused by the project via email: **LASEDIIIIGRM@GMAIL.COM**

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2. The Provincial Grievance Redress Committees are located at the provincial/ municipal halls or the Provincial Departments of Land Management, Urban Planning, Construction, and Cadastre. The committee comprises:
 - Project Manager, Mr. Ly Ousphea, Tel/Telegram: 012 663 661
 - Representative of each relevant department, 1). Mr. Heng Samoeun (PDRD) Tel/Telegram: 097 762 4556. 2). Mr. Ngaet Theara (PDAFF) Tel/Telegram: 097 573 8383.
 - A member from the provincial grievance redress unit, secretary. Mr. Ho Kimloeng, Tel: 088 448 8806 and Telegram: 012 599 171.
 - A trained community representative in the operation of GRM Mr. Nhat Nhoeun, Tel: 0718536713, Telegram: 0718536713.

6. Budgeting, Monitoring, and Reporting

26. Implementation of the ESMP and reporting are required under the Environmental and Social Commitment Plan (ESCP). No Objection to sub-project ESMP from the World Bank must be obtained, and this sub-project ESMP will be disclosed before any sub-project implementation under LASED III. The LASED III, MLMUPC will prepare and submit semi-annual monitoring reports on the Project's environmental, social, health, and safety (ESHS) performance, stakeholder engagement activities, and grievance redress mechanism (GRM) functioning. The contractors must also prepare and submit regular reports as required under the contract agreement to MLMUPC.

27. The contractors also are required to prepare and submit a monthly ES risk management monitoring report to MLMUPC. The report should include details on the project's environmental and social performance against requirements in this sub-project ESMP.

28. In case of incidents and accidents, the contractor must promptly notify LASED III MLMUPC of any incident or accident related to the sub-project implementation that has, or is likely to have, a significant adverse effect on the environment, the affected communities, the public or workers (for example an accident resulting in death or hospitalization of project workers; landmines and explosive remnants of war (ERW) incident; significant chance find of cultural heritage; natural disaster affecting project beneficiaries; civil disturbances at or relating to a project site; property damage).

29. The indicative budget and detailed monitoring arrangements are described in the tables below:

Table 13. Costing of the ESMP Implementation

N	Activities	Cost Estimation
1	ESMP consultation with the local authority and IP Community and disclosure	\$ 1,000
1	Awareness raising and practices OHS, ESHS, CHS, GRM, and Leaflet/booklet printing	\$ 1,500
3	Stakeholders' Engagement & Grievance Redress Mechanism Implementation	\$ 2,500
4	Supervision, Monitoring, and Reporting	\$ 2,500
	Total	\$ 7,500

30. This ESMP implementation will be monitored by the National and Sub-national E&S teams and E&S consultants, including the relevant stakeholders and the project management level from MLMUPC & MAFF. The monitoring shall refer to tables 7, 8, 9, 10, and 11 and also mentioned in table 16.

Table 14. Monitoring Checklist

N	Type of monitoring	Mitigation Measure	Means of Verification	Responsibility	Frequency
1	Level of awareness raising and practices	1.1. Develop friendly leaflets on OHS, ESHS, CHS, GRM	Availability of printed leaflets	Chief of ESS	Prior of sub-project
		1.2. Provide ToT OHS, ESHS, CHS, GRM measures to the provincial team	ToT reports	Chief of ESS and consultants	Prior of sub-project
		1.3. Provision of extension training OHS, ESHS, CHS, GRM measures at community level <ul style="list-style-type: none"> • Full-day training at a construction site (during inauguration road construction). • Display at the construction site and distribute User-Friendly Leaflet on OHS & CHS as a training tool to workers. 	Extension training reports	LASED III Provincial team (Focal person and consultant)	At the start of the sub-project
2	a. Risks related to Occupational Health and Safety b. Risks related to Labor and working Conditions c. Risks related to Community, Health and Safety (CHS) d. Risks related to Environment and Natural Resources e. Risks related to Agriculture and Livelihood Support	Refer to the tables above of this ESMP	<ul style="list-style-type: none"> • Training record, • GRM in place • and GRM records • Contractor Monthly report • Project Site visit report. 	PDLMUPCC, MAFF ICC and IC	Throughout project implementation

ESMP for Development Support to Titled Indigenous Community in **Kerala**

N	Type of monitoring	Mitigation Measure	Means of Verification	Responsibility	Frequency
3	Grievance Redress	a) GRM functioning b) GRM training to the focal points or GRM committee, IP community, and workers c) Make an easy way for complaint filling through verbal or complaint boxes at the community site level, commune administration office. d) Respond to the grievance redress in a timely manner following the project's GRM.	The Appointment of GRM Committee (LASED III Sub-national and National), GRM Training Record, Grievance redress filling for each project site, Grievance Records and Solution Responses, Worker's interview, Community Interview	LASED III Sub-national Grievance Redress Mechanism Committee (GRMC), National GRMC	Construction stage
4	Community By-Laws falls short of accommodating the interests of women, youth, elderly, and the weaker members of the IC. Internal rule is not available	8.1 Steps should be taken to facilitate a process based on broader community support principles that would rectify these shortcomings of By-Laws and the establishment of Internal Rules before the start of sub-project development. 8.2 The project will support an NGO to facilitate the ICC and the community as a whole to review and adjust the By-laws and the development of Internal Rules to enhance inclusion, voice, social and gender representation.	Recruited NGO for support Participating in adjusted By-laws and the development of Internal Rule.	<ul style="list-style-type: none"> • NGO (recruited by LASED III or supporting NGO supporting ICC and indigenous communities. • National and provincial ESS team and ICLT team. 	January 2024 under NGO support under LASED III
5	Lack of awareness raising on By-Laws, internal rule, communal land used,	14.1 Promote public disclosure on the existing collective land titling and land use within the communities:	Recruited NGO for support Community Land Use Planning Album	<ul style="list-style-type: none"> • Youth, ICF, community members, supporting NGO, ES Focal persons and 	January 2024 under NGO support under LASED III

ESMP for Development Support to Titled Indigenous Community in **Krala**

N	Type of monitoring	Mitigation Measure	Means of Verification	Responsibility	Frequency
	and collective land titles.	<p>a) Prepare Youth Album in each village, on Community Land Use Planning (including key information on By-Laws and Internal Rule, copied of land titles and list summary of parcels of collective land titles and list of individual land used for agriculture, residential and reserve lands and update issues related to land used.</p> <p>b) Encourage elders, women and youths to regularly (monthly) engage with the ICC and community members on the issues related to the information of the album and action taken to address the related issues.</p> <p>c) Support youth to biannually update the information of the album.</p>	<p>Monthly report with the participation of elders, women and youth.</p> <p>Biannually update the information of the album.</p>	consultants (national and provincial)	
6	The lack of control over the operation and support maintenance in a sustainable manner post construction.	<p>11.1 The project will prepare the handing over of the community infrastructure to the relevant provincial departments, districts, communes, and communities, consistent with RGC reform policy, while finalizing the community guidelines for O&M.</p> <p>11.2 Formation of community infrastructure management committee to support O&M.</p>	<p>Community Infrastructure Management Committee formation</p> <p>Records of an orientation O&M follow Community Operation and Maintenance (COM).</p> <p>M&E Report of Infrastructure O&M</p>	<ul style="list-style-type: none"> • LASED III • PDRD working close with provincial team, district and commune. • Commune Operational and Maintenance Infrastructure Committee 	Post Construction

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N	Type of monitoring	Mitigation Measure	Means of Verification	Responsibility	Frequency
		<p>11.3 Orientation O&M follows Community Operation and Maintenance (COM).</p> <p>a) Operation and maintenance of the school is integrated into the commune investment plan (CIP).</p> <p>b) Implementation infrastructure O&M</p> <p>c) Follow-up implementation and administration support.</p>		<ul style="list-style-type: none"> • Commune council working closely with the authorities (ICC, Village Chief) to support the implementation of infrastructure O&M and resource mobilization. 	

**LAND ALLOCATION FOR SOCIAL AND ECONOMIC DEVELOPMENT
PHASE III (LASED III)**

**E&S Risk Screening Form for Development Support
to Titled ICs
“School Building Sub-project”**

**In the Community of Kroeng Indigenous Community, Krala
Village, Pouy Commune, Ou Chum District, Ratanak Kiri
Province**

Appendix 3B

Date of Risk Screening	06-Sept-2023	GIS reference ¹⁰	
Province	District	Commune	Titled IC (if applicable)
Ratanak Kiri	Ou Chum	Pouy	Kroeng Indigenous Community, Krala Village

Table 1: Summary of planned infrastructure and agriculture sub-projects along with risks and impacts¹¹ (First, complete the answer the screening questions in Table 2, and then use this information to provide the summary overview in Table 1)

What are the planned infrastructure and agriculture/livelihood sub-projects	Yes/No	Brief summary description of planned sub-projects, their associated risks and impacts, and the required mitigation instruments (if any).
Building Construction (School building)	Yes	Adopt ECOP (Appendix 7 of ESMF). The school building will be built in the existing school area of Krala Primary School. One school building with 5 Classrooms, including furniture and one pole flag. It was discussed among the community and the school management the risks and mitigation measures for the pupils and teachers. It was agreed that the pupils will study at each teacher's house during the construction, which is about 50m to 100m far from the construction area.

¹⁰ Add a map (based as applicable on either final SLC or CLT mapping) that shows (a) the boundary of the SLC or IC, (b) existing settlements and land use within the SLC or IC area, (c) any IC or Khmer villages bordering the SLC or IC area, (d) physical cultural heritage sites, and (e) any ES hotspots or receptors (including a list of water bodies/streams that need to be reserved).

¹¹ This brief summary shall draw on the detailed information in Table 2 below with screening questions on potential risks and impacts for specific sub-projects. So, the first step is to answer the screening questions in Table 2, and then use this information to provide the summary overview in Table 1 of the planned sub-projects, their associated risks and impacts, and the required mitigation instruments (if any).

Table 2: Screening information on Impacts and Risks

N°	Screening Questions	School building	Remarks
1	Location: Will any part of the sub-project be located outside the area of the SLC or ICLT?	No	<ul style="list-style-type: none"> The school building will be built in the existing school area of Krala Primary School. One school building with 5 Classrooms, including furniture and one pole flag (under LASED III support).
2	Water Courses: Will the sub-project affect any water body or water-course that is inside or outside the proposed construction area?	No	
3	Labor and Working Conditions: Will the sub-project be implemented by workers employed by a construction contractor?	Yes	The contractor will sign a Code of Conduct which protects workers' rights.
4	Will the sub-project be implemented by workers employed by any other type of contractor or service provider?	Yes	
5	Will any community workers be used to implement the sub-project?	No	
6	Will the sub-project require the use of bricks or tiles?	Yes	
7	Will the sub-project require the use of agriculture planting materials produced on a commercial plantation?	No	
8	Environment: Will the sub-project create dust pollution that may affect people living nearby?	Yes	During the construction
9	Will the sub-project create noise pollution that may affect people living nearby?	Yes	During the construction
10	Are there any streams or water bodies that may be polluted due to the sub-project?	No	
11	Will the sub-project result in non-biodegradable solid waste that will need to be disposed of properly?	Yes	During the construction
12	Community Health and Safety: Will the sub-project result in increased road traffic?	Yes	The increase will be minimal mainly while transporting the construction materials for the new school.

N°	Screening Questions	School building	Remarks
13	Will construction of the project result in road traffic hazards during construction?	No	
14	Will implementation of the sub-project involve use of heavy machinery in places where the public has access?	No	
15	Will any type of chemical be used in the implementation of the sub-project?	No	
16	Is there any known hazard of landmines / UXO / ERW at the sub-project site or close to the sub-project site?	No	
17	If the sub-project involves drinking water supplies, has the supply been tested for arsenic?	No	
18	If the sub-project involves drinking water supplies, has the supply been tested for chemical pollution?	No	
19	If the sub-project involves drinking water supplies, has the supply been tested for biological pollution?	No	
20	Climate Change: Will the sub-project result in a large increase in CO2 emissions?	No	
21	Is the sub-project in an area that is at risk of climate hazards (e.g. floods)?	No	
22	Is there a risk that climate change will make the project unsustainable (e.g. growing a crop that will not grow when the climate becomes hotter)?	No	
23	Land Acquisition: Will any sub-project (or part of it) be constructed on land that is in private ownership or in private use?	No	The proposed school building will be built within the current primary school location.
24	Will any people have to move their home to make room for a sub-project?	No	

N°	Screening Questions	School building	Remarks
25	Will any people lose part of their productive land because of a sub-project?	No	
26	Will any sub-project be constructed on land that is used for common property resource purposes (grazing, fishing, non-timber forest products, etc.)?	No	
27	Will any sub-project require access to land outside the SLC or IC site?	No	
28	If any land is required for any sub-project (whether inside or outside the SLC or IC site), how will it be obtained?	Yes	The land for the school building: it has the consent of the ICC's members, school supervisor and village and commune authorities.
29	Natural Resources: Will any sub-project result in increased extraction of water from a natural river, stream, or spring?	No	
30	Will the sub-project result in increased extraction of water from a natural lake?	No	
31	Will any sub-project result in increased extraction of groundwater (except for domestic consumption)?	No	
32	Will any sub-project be constructed in any area that is natural forest or natural wetland now?	No	
33	Are there any areas that are important for biodiversity within 1km of any sub-project?	No	
34	Will any sub-project require extraction of mineral resources, stone, gravel, or sand of any kind?	No	These materials will be bought/purchased from outside the community with licensed quarry.
35	Cultural Heritage: Are there any places of tangible cultural heritage (ancient temples, valuable cultural buildings, places that are culturally important to local communities) that may be affected by any sub-project?	No	

N°	Screening Questions	School building	Remarks
36	Are there any places that are important because of their natural beauty (e.g. waterfalls, lakes, etc.) that may be affected by any sub-project?	No	
37	Are there any risks that a sub-project will have a negative effect on non-physical cultural heritage that is important to the local community?	No	
38	Indigenous People: Will any sub-project affect any indigenous minority people in any way (as beneficiaries or adversely)?	No	
39	If any sub-project will affect indigenous minority people, have they been fully consulted and agreed to the sub-project(s)?	No impact	
40	Will any indigenous minority people outside the SLC or IC site be affected by a sub-project, and if so, have they been fully consulted and agreed to the sub-project?	No impact	
41	Stakeholder Consultation: Whether they are intended beneficiaries or adversely impacted, have the communities that will be affected by the sub-project been informed about the sub-project plans?	Yes	Outreach Consultation, infrastructure needs assessment and design.
42	Have the communities that will be affected by the sub-project participated in discussions about the design of the sub-project and mitigation of its adverse impacts (if any)?	Yes	Outreach Consultation, Infrastructure needs assessment and design.
43	Have there been any objections to any aspect of the sub-project from the local community?	No	

Conclusion:

Based on the findings in this location-specific environmental and social risk screening for the planned development infrastructure sub-project school building in Krala IC, the team found that:

- The Sub-project would not have any adverse effect (no land displacement of people from their residential homes, therefore no resettlement plan is required)
- The sub-project will be constructed on the existing primary school complex with approval by IC committee and school supervisor and assured by village and commune authorities;
- Based on the evidence both on the ground and the community reports, there is no adverse effect resulting from the school building construction on the community's tangible or intangible cultural heritage, water bodies /water sources, or other land that is used for common purposes (grazing, fishing, non-timber forest products)
- There is no evidence of Mine or ERW's accidents in the area;
- The impact related to the construction of the school will be mitigated through Environment, Social, Health, and Safety (ESHS) measures which will be developed and integrated into the works' contract and services as the contractor's obligation.
- The management of the environmental impact and social risks of the school construction will be mitigated following the Environmental Code of Practice (ECOP), Appendix 7 of ESMF.