

Involuntary Resettlement Due Diligence Report

Report
May 2016

VIE: Second Lower Secondary Education for the Most Disadvantaged Areas Project (LSEMDAP2) – Tra Vinh Province

Prepared by the Ministry of Education and Training for the Socialist Republic of Vietnam and the Asian Development Bank.

CURRENCY EQUIVALENTS

(as of 15 May 2016)

Currency unit	–	dong (VND)
VND1.00	=	\$0.0000449
\$1.00	=	VND 22,250

ABBREVIATIONS

ADB	–	Asian Development Bank
CPMU	–	Central Project Management Unit
EM	–	Ethnic Minorities
EMSB	–	Ethnic Minority Semi Boarding
LSEMDAP	–	Second Lower Secondary Education for the Most Disadvantaged Project
LSS	–	Lower Secondary School
LURP	–	Land Use Right Paper
MOET	–	Ministry of Education and Training
RP	–	Resettlement Plan

WEIGHTS AND MEASURES

m	–	meter
m ²	–	square meter

This involuntary resettlement due diligence report is a document of the borrower. The views expressed herein do not necessarily represent those of ADB's Board of Directors, Management, or staff, and may be preliminary in nature.

In preparing any country program or strategy, financing any project, or by making any designation of or reference to a particular territory or geographic area in this document, the Asian Development Bank does not intend to make any judgments as to the legal or other status of any territory or area.

Involuntary Resettlement Due Diligence Report

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VIE: Second Lower Secondary Education for the Most Disadvantaged Areas Project (LSEMDAP2)

DUE DILIGENCE REPORT – TRA VINH PROVINCE

- Tap Son Lower Secondary School
- Ham Giang Lower Secondary School
- Hiep Hoa Lower Secondary School
- Long Son Lower Secondary School
- Phong Phu B Lower Secondary School

Prepared by the Ministry of Education and Training, Socialist Republic of Viet Nam, for Asian Development Bank

CURRENCY EQUIVALENTS

(as of February, 2016)

Currency unit	–	Vietnamese Dong (VND)
\$1.00	=	VND 22,250

ACCRONYMS

ADB	-	Asian Development Bank
CPMU	-	Central Project Management Unit
EMs	-	Ethnic Minorities
EMSB	-	Ethnic Minority Semi Boarding
LURP	-	Land Use Right Paper
MOET	-	Ministry of Education and Training
RP	-	Resettlement Plan
LSEMDAP2	-	Second Lower Secondary Education For the Most Disadvantage Project
LSS	-	Lower Secondary School

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I. INTRODUCTION

1. The Ministry of Education and Training (MOET) is implementing the Second Lower Secondary Education for the Most Disadvantaged Areas Project (LSEMDAP2, or the Project) in the 28 provinces of Viet Nam, through Loan № 3201-VIE(SF) from Asian Development Bank. Under the Project, a total of 200 lower secondary schools (LSSs) have been selected for assistance. In the screening and categorization for social safeguards, Category A subprojects are automatically excluded, while Category C subprojects shall be prioritized for financing. The subproject LSSs with minor impacts (Category B) may be considered subject to the preparation and implementation of a resettlement plan (RP) acceptable to ADB, as prescribed in 2009 Safeguard Policy Statement (SPS). The RP for Category B subproject shall be approved first by the Bank and disclosed in the ADB website before implementation by MOET.

2. Tra Vinh is located in the Mekong River Plains, 202 km southeast of Ho Chi Minh City. The main ethnic groups to populate the area include the Kinh, Khmer, and Hoa. Five (03) beneficiary LSSs were selected for the Project, namely: (i) Tap Son Lower Secondary School; (ii) Ham Giang Lower Secondary School; (iii) Hiep Hoa Lower Secondary School; (iv) Long Son Lower Secondary School; and (vi) Phong Phu B Lower Secondary School. They are located in three (03) districts of the province. As screened, they are all Category C subprojects in Involuntary Resettlement and Category B subprojects in Indigenous Peoples categorization (Attachments 1 - 5), since no social impacts are expected inside the schools' premises. The Central Project Management Unit (CPMU) of LSEMDAP2 has submitted this Due Diligence Report (DDR) for information of ADB and to secure its "No Objection" for the award of civil works contract for the construction of school facilities.

II. APPROACH AND METHODOLOGY IN DUE DILIGENCE

3. The CPMU has applied the selection criteria in evaluating the LSSs included in the long list. The criteria were developed during the PPTA. Given the large number of LSSs and their geographic locations, the CPMU sent questionnaires to be filled-up by school officials whose responses were the basis for screening and selection in producing the shortlist of LSSs. The school officials of shortlisted LSSs were then given two sets of questionnaires. The first set was used in gathering information on their proposed facilities and statistical data that justify their proposal. The proposed investments were then screened and made the reasonable distribution of facilities that are urgently needed. The second set was aimed to validate if land acquisition shall be required. National resettlement specialist conducted site survey and consultation with key officials of the Tra Vinh PPMU and proposed schools during November 2015 to verify information provided by the Tra Vinh PPMU.

III. THE PROPOSED FACILITIES

4. In all, the 05 LSSs of Tra Vinh province will construct a total of 26 regular classrooms; 5 subject rooms; 1 library. The construction of the Project's facilities will follow the MoET's Letter No. 2533/BGDDT-DATHCSKKN2 dated 27 May 2015. Typical dimension of the project facilities is below:

Table 1: Typical dimension of each classroom and subject room

Type of facilities	Room Dimension (32 students)			Room Dimension (40 students)		
	Width (m)	Length (m)	Area (m ²)	Width (m)	Length (m)	Area (m ²)
Classroom	7.2	7.2	51.84	7.8	7.5	58.5
Corridor (classroom)	7.2	2.3	16.56	7.8	2.3	17.94
Subject room, library room	14.4	7.2	103.68	15.6	7.5	117
Corridor (subject room, library room)	14.4	2.3	33.12	15.6	2.3	35.88

Source: CPMU, LSEMDAP2 (2015)

5. The distribution of the proposed facilities in 05 schools is shown in Table 2:

Table 2: Proposed LSSs Facilities in Tra Vinh Province

Name of LSSs	Classroom	Subject room	Library
Tap Son LSS*	6	1	1
Ham Giang LSS**	6	1	0
Hiep Hoa LSS**	6	1	0
Long Son LSS*	4	1	0
Phong Phu B LSS*	4	1	0
Total	26	5	1

Source: CPMU of LSEMDAP2 (2015). Note: * LSSs invested under Batch 1; ** LSSs invested under Batch 2

IV. BRIEF PROFILE OF THE LSSs

A. Tap Son Lower Secondary School

6. Serving the student of Tap Son commune, the LSS was established in 2010 at Cho village, Tap Son commune, Tra Cu district of Tra Vinh province. The total land of 5,079 m² of land was allocated to the School (LURP at Appendix 6) and only 1,376 m² of land used for the school buildings. In school-year 2015-2016, a total of 705 students were enrolled, comprising 359 male and 346 female. 223 students were in Grade 6, 164 in Grade 7, 171 in Grade 8, and 147 in Grade 9. Approximately more than 52% (393) of student belong to Khmer group.

7. Enrolment of the last five (5) school-years, was 832 student in the school year 2010-2011; 1,003 in school year 2011-2012; 798 in school year 2012-2013, 733 in school year 2013-2014; and 722 in school year 2014-2015. 46 personnel are serving the LSS, of which 5 are non-teaching staff and 41 are teachers, with 32 male and 19 female teachers. The LSS has 16 EM teachers, with 14 EM male and 2 female teachers.

B. Ham Giang Lower Secondary School

8. The school was established at Ham Giang Market village, Ham Giang commune, Tra Cu district of Tra Vinh province. The school has the total land of 6,391 m² (LURP at Appendix 6) and only 1,344 m² used for the school buildings. The school serves the Ham Giang commune. In school-year 2015-2016, a total of 817 students were enrolled, including 391 male and 426 female. The students were composed of 265 in Grade 6, 217 in Grade 7, 167 in Grade 8, and 168 in Grade 9. Khmer EM student account for 91.3% (746).

9. Enrolment of the last five (5) school-years, was 668 in the school year 2010-2011; 784 in school year 2011-2012; 825 in school year 2012-2013, 842 in school year 2013-2014; and 863 in school year 2014-2015. Serving the LSS are 49 personnel, of which 2 are non-teaching staff and 47 are teachers. There are 24 male and 23 female teachers. The LSS has 31 EM teachers, of which 12 EM male teachers and 19 female teachers.

C. Hiep Hoa Lower Secondary School

10. The school was established in 2004 as per the Decision No 52/2004/QĐ-UBND of 19 January 2004 by the Hiep Hoa District People Committee at Tri Liem village, Hiep Hoa commune, Cau Ngang district. The school has the total land of 4,410 m² (LURP at Appendix 6) and only has used 868 m² for the school buildings. The school serves students of the Hiep Hoa commune only. In school-year 2015-2016, a total of 481 students were enrolled, comprising 242 male and 239 female. The students were composed of 151 in Grade 6, 126 in Grade 7, 114 in Grade 8, and 90 in Grade 9. Khmer EM students account for 50.3% (242).

11. Enrolment of the last five (5) school-years, was 467 in the school year 2010-2011; 459 in school year 2011-2012; 442 in school year 2012-2013, 463 in school year 2013-2014; and 479 in school year 2014-2015. Serving the LSS are 37 personnel, of which 5 non-teaching staff and 32 teachers. Teachers include 16 male and 14 female teachers. The LSS has 6 EM teachers, 50% of them are 3 EM male teachers.

D. Long Son Lower Secondary School

12. The school was formed in 1986 at Son Lang village, Long Son commune, Cau Ngang district, Tra Vinh province. The school has total land of 4,422 m² (LURP at Appendix 6) and only 832 m² used for the school buildings. In school-year 2015-2016, a total of 585 students were enrolled, comprising 297 male and 288 female. The students were composed of 198 in Grade 6, 169 in Grade 7, 124 in Grade 8, and 95 in Grade 9. Kinh present a big share with 301 student and following by the Khmer group with 284 students.

13. Enrolment of the last five (5) school-years, was 577 in the school year 2010-2011; 539 in school year 2011-2012; 526 in school year 2012-2013, 552 in school year 2013-2014; and 547 in school year 2014-2015. Serving the LSS are 42 personnel, with 6 non-teaching staff and 34 teachers. Teachers include 14 male and 20 female. The LSS has 4 EM teachers, 3 of them are EM male teachers and 1 female teacher.

E. Phong Phu B Lower Secondary School

14. The school was established in 1999 at Village 3 village, Phong Phu commune, Cau Ke district, Tra Vinh province. The school has the land of 4,365 m² (LURP at Appendix 6) and only 862 m² used for the school buildings. The school serves the student of Phong Phu commune. In school-year 2015-2016, a total of 243 students were enrolled, with 115 male and 128 female. The students were composed of 69 in Grade 6, 79 in Grade 7, 45 in Grade 8, and 50 in Grade 9. Nearly 43% (60) student of the School is Khmer.

15. Enrolment of the last five (5) school-years, was 263 in the school year 2010-2011; 237 in school year 2011-2012; 243 in school year 2012-2013, 229 in school year 2013-2014; and 243 in school year 2014-2015. Serving the LSS are 26 personnel, with 5 non-teaching staff and 19 teachers. Teachers including 11 male and 8 female, of which 1 teacher is male EM teachers.

V. ASSESSMENT OF SOCIAL IMPACTS

16. There are no social impacts expected arising from land acquisition in any of the selected LSSs in Tra Vinh Province. The school premises are enclosed with concrete or wooden fences as protection from encroachers, and neither a house nor structure of private person was allowed by the school administration. The proposed facilities will be built within the existing respective school premises, so it is no need to acquire any land. The project will improve working, studying and living conditions for students and teachers..

- **Tap Son Lower Secondary School.** This school proposes for six (6) classrooms, one (1) subject room, and one (1) library. The structure will be built at the land of 385 m² within the existing school compound of 5,079 m². No land acquisition is required and no third-party user will be affected. Adequate safety measures should be applied by contractor/s during construction phase to ensure safety for students and third-party and local environment.
- **Ham Giang Lower Secondary School.** This school proposes for six (6) classrooms, and one (1) subject room. The structure will be built at the land of 305 m² within the existing school compound. No land acquisition is required and no third-party user will be affected. Adequate safety measures should be applied by contractor/s during construction phase to ensure safety for students and third-party and local environment.
- **Hiep Hoa Lower Secondary School.** This school proposes for six (6) classrooms, and one (1) subject room. The structure will be built at the land of 305 m² within the existing school compound. No land acquisition is required and no third-party user will be affected. Adequate safety measures should be applied by contractor/s during construction phase to ensure safety for students and third-party and local environment.
- **Long Son Lower Secondary School.** This school proposes for four (4) classrooms, and one (1) subject room. The structure will be built at the land of 331 m² within the existing school compound of 4,422 m². No land acquisition is required and no third-party user will be affected. Adequate safety measures should be applied by contractor/s during construction phase to ensure safety for students and third-party and local environment.
- **Phong Phu B Lower Secondary School.** This school proposes for four (4) classrooms, and one (1) subject room. The structure will be built at the land of 230 m² within the existing school compound of 4,365 m². No land acquisition is required and no third-party user will be affected. Adequate safety measures should be applied by contractor/s during construction phase to ensure safety for students and third-party and local environment.

VI. GRIEVANCE REDRESS MECHANISM AND IMPLEMENTATION ARRANGEMENT

17. The CPMU under MOET's authority will coordinate with the Tra Vinh PMU to implement the Project and settle grievance of local people (if any) before, during or after construction. PPCs, DPCs, CPCs and chiefs of villages and other local social organizations such as the Women's Union, the Fatherland's Front, and traditional EM leaders also take part in grievance redress.

18. Grievances related to any aspect of the subprojects of LSEMDAP II will be handled through negotiation aimed at achieving resolution. A grievance redress mechanism (GRM) established aim to address grievances, complaints, and queries of local people regarding compensation and adverse impacts (if any) on people including ethnic minorities in a timely and satisfactory manner. Complaints can be in written or in verbal narrative. In the case of verbal complaints, the designated commune or district officials will record the complaint during the first meeting with the complainant.

19. The Tra Vinh PMU officers will serve as grievance officers. The designated commune officials will attempt to settle the issues at the commune level through appropriate community consultations. All meetings will be recorded, and copies will be provided to the complainants. A copy of the minutes of meetings and actions undertaken will also be provided to CPMU and ADB upon request.

20. Under the project, a GRM with three stages was established for seeking resolution of complaints. If grievance is still unresolved, it can be elevated to a court of law for resolution. The complainant will be exempted from all administrative and legal fees that might be incurred in the resolution of their grievances and complaints. The GRM process is below.

- (i) *First Stage, Commune Peoples' Committee (CPC)*. The complainant may register his/her complaint verbally or in writing to any member of the CPC, either through the Village Chief or directly to the CPC. The CPC will register the complaint and meet the complainant. The CPC secretariat will document and keep the files of all complaints that it handles. The CPC has up to 30 days or 45 days (for complex cases) to resolve the complaint. If the complaint is not resolved within the given days or the complainant does not satisfy with decision of CPC on his/her case, he/she can bring complaint to the DPC.
- (ii) *Second Stage, District Peoples' Committee (DPC)*. The complainant may bring the case to any member of the DPC. The DPC has up to 30 days or 70 days (for complex cases) to resolve the complaint. The DPC documents and maintains a file of all complaints that it handles and informs the PMU (or DCRC) of any determination, decision made. The PMU (DCRC) will support the DPC to resolve the complaint. The DPC notifies the complainant of its decision. If the complainant does not hear from the DPC within the given days, or if the complainant does not satisfied with the decision taken on his/her complaint, the complainant may bring the case, either in writing, to any member of the PPC.
- (iii) *Third Stage, Provincial Peoples Committee (PPC)*. The PPC has up to 30 days or 70 days (for complicated cases or complaints in remote areas) to resolve the complaint. The PPC documents and files all complaints that it receives. Within 45 days from the date of receipt of the decision of the PPC Chairperson and if the complainant does not agree with the decision, the complainant may bring the case to the law court. The time limit for appeal should not exceed 60 days (or 70 days for complicated cases) from the date of acceptance. The agency that receives the complaint will record the proceedings done for the complaint.

21. All grievance and resolution of grievances, if any will be subject to monitoring. Internal monitoring will follow-up the progress of resolution of grievances, and compliance with the overall social safeguards policy. Monitoring of the grievances will be in a form of a completion report. External monitoring is not required.

Involuntary Resettlement Impact Categorization Checklist

Project: **Second Lower Secondary Education for the Most Disadvantaged Areas Project**

Subproject: **Tap Son Lower Secondary School**

Province: **Tra Vinh**

District: **Tra Cu**

Commune: **Tap Son**

CATEGORY: C

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Involuntary Acquisition of Land				
1. Will there be land acquisition?		✓		Civil works and rehabilitation shall be undertaken in school premises.
2. Is the site for land acquisition known?		✓		Land acquisition will only happen if there is an expansion of school premises. But so far, there is no proposal for expansion.
3. Is the ownership status and current usage of land to be acquired known?				This is not applicable to the project since there is no expansion of school premises.
4. Will easement be utilized within an existing Right of Way (ROW)?		✓		The school has already an entrance and will not be touched by the construction of 6 classrooms, one (1) subject room and one (1) library at the school premises.
5. Will there be loss of shelter and residential land use to land acquisition?		✓		Not a house or residential land shall be affected given the wide space of school premises.
6. Will there be loss of agricultural and other productive assets due to land acquisition?		✓		All civil works shall be undertaken in school premises.
7. Will there be loss of crops, trees, and fixed assets due to land acquisition?		✓		It is unlikely that they shall be affected by the construction.
8. Will there be loss of business or enterprises due to land acquisition?		✓		Not a single business will be affected as all civil works shall be done inside the school premises.
9. Will there be loss of income sources and means of livelihoods due to land acquisition?		✓		The Project will rather create livelihood or employment in the locality due to construction of school rooms.
Involuntary Restrictions on land use or on access to legally designated parks and protected areas				
10. Will people lose access to natural resources, communal facilities and services?		✓		All Civil works and rehabilitation shall be undertaken in school premises.
11. If land use is changed, will it have an adverse impact on social and economic activities?		✓		No current use of land will be changed and therefore there is no impact on the socio-economic activities of the people.
12. Will access to land and resources owned by the communally or by the state be restricted?		✓		Restriction to land resources of the community or by the state is unlikely.
Information on Displaced Persons				
Any estimate of the likely number of persons that will be displaced by the Project? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable If yes, approximately how many?				
Are any of the poor, female-headed households, or vulnerable to poverty risks? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable				
Are any displaced persons from indigenous or ethnic minority groups? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable				

Indigenous Peoples Impact Screening Checklist

Project: **Second Lower Secondary Education for the Most Disadvantaged Areas Project**

Subproject: **Tap Son Lower Secondary School**

Province: **Tra Vinh**

District: **Tra Cu**

Commune: **Tap Son**

CATEGORY: B

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
A. Indigenous Peoples Identification				
1. Are there socio-cultural group present in or use the project areas who may be considered as “tribes” (hill tribes, schedules tribes, tribal peoples), “minorities” (ethnic or national minorities) or “indigenous communities” in the project area?	✓			The land is allocated solely for the school. If there are ethnic minorities, they are among students of the school pursuing their upper secondary education.
2. Are there national or local laws or policies as well as anthropological researches/studies that consider these groups present in or using the project area as belonging to “ethnic minorities”, scheduled tribes, tribal peoples, national minorities, or cultural communities?	✓			Some students are children of ethnic minorities in Vietnam who are recognized by the Government. Their rights are embodied in the 2013 Constitution.
3. Do such groups self-identity as taking part of a distinct social and cultural group?	✓			They belong to the 54 different ethnic minorities in the country.
4. Do such groups maintain collective attachments to distinct habitats or ancestral territories and/or to the natural resources in these habitats and territories?		✓		The land being used by the school is exclusively for education purposes where the ethnic minorities has no collective attachments.
5. Do such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture?	✓			Such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture.
6. Do such groups speak a distinct language or dialect?	✓			Ethnic minority students and ethnic minority teachers speak dialects distinct from the mainstream society.
7. Has such groups been historically, socially and economically marginalized, disempowered, excluded, and/or discriminated against?		✓		
8. Are such groups represented as “Indigenous Peoples” or as “ethnic minorities” or “scheduled tribes” or “tribal populations” in any formal decision-making bodies at the national or local levels?	✓			Outside of the school, such groups are represented as “ethnic minorities” in formal decision-making bodies at the national or local levels.
B. Identification of Potential Impacts				
9. Will the project directly or indirectly benefit or target Indigenous Peoples?	✓			The students from indigenous communities will directly benefit from the Project in terms of improved quality of education.
10. Will the project directly or indirectly affect Indigenous Peoples' traditional socio-cultural and belief practices? (e.g. child-rearing, health, education, arts, and governance?)	✓			The project shall only improve quality of education but will not impose changes in sociocultural practices of ethnic minorities.
11. Will the project affect the livelihood systems of Indigenous Peoples? (e.g. food production system, natural resource management, crafts and trade, employment status)		✓		The construction of classrooms will be done in school premises.
12. Will the project be in an area (land or territory) occupied, owned, or used by Indigenous Peoples, and/or claimed as ancestral domain?		✓		The sub-project area is inside the school premises.

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
C. Identification of Special Requirements <i>Will the project activities include:</i>				
13. Commercial development of the cultural resources and knowledge of Indigenous Peoples?		✓		There is no commercial development of cultural resources as the sub-project involves the construction of school facilities.
14. Physical displacements from traditional or customary lands?		✓		Physical displacement from traditional or customary lands will not happen in the sub-project area.
15. Commercial development of natural resources (such as minerals, hydrocarbons, forest, water, hunting or fishing ground) within customary lands under use that would impact the livelihoods or the cultural ceremonial, spiritual uses that define the identity and community of Indigenous Peoples?		✓		The activities in the sub-project area will involve the construction of buildings at the school premises.
16. Establishing legal recognition of rights to lands and territories that are traditionally owned or customarily used, occupied or claimed by indigenous peoples?		✓		The sub-project will only involve the construction of buildings.
17. Acquisition of lands that are traditionally owned or customarily used, occupied or claimed by indigenous peoples?		✓		There is no acquisition of lands.

D. Anticipated Project Impacts on Indigenous Peoples

Project component/ activity/output	Anticipated positive effects	Anticipated negative effects
1. Construction of six (6) class-rooms, and one (1) subject room, and one (1) library. The total land for the buildings is 385 m ² within the school premise. It will follow the standard dimension as provided for in MoET's letter No. 2533/BGDDT-DATHCSKKN2 dated 27 May 2015.	The provisions of new facilities will accommodate the increasing number of lower secondary education students. It will also facilitate in providing better quality lower secondary education to them.	None

Involuntary Resettlement Impact Categorization Checklist

Project: **Second Lower Secondary Education for the Most Disadvantaged Areas Project**

Subproject: **Ham Giang Lower Secondary School**

Province: **Tra Vinh**

District: **Tra Cu**

Commune: **Ham Giang**

CATEGORY: C

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Involuntary Acquisition of Land				
1. Will there be land acquisition?		✓		Civil works and rehabilitation shall be undertaken in school premises.
2. Is the site for land acquisition known?		✓		Land acquisition will only happen if there is an expansion of school premises. But so far, there is no proposal for expansion.
3. Is the ownership status and current usage of land to be acquired known?				This is not applicable to the project since there is no expansion of school premises.
4. Will easement be utilized within an existing Right of Way (ROW)?		✓		The school has already an entrance and will not be touched by the construction of 6 classrooms, one (1) subject room at the school premises.
5. Will there be loss of shelter and residential land use to land acquisition?		✓		Not a house or residential land shall be affected given the wide space of school premises.
6. Will there be loss of agricultural and other productive assets due to land acquisition?		✓		All civil works shall be undertaken in school premises.
7. Will there be loss of crops, trees, and fixed assets due to land acquisition?		✓		It is unlikely that they shall be affected by the construction.
8. Will there be loss of business or enterprises due to land acquisition?		✓		Not a single business will be affected as all civil works shall be done inside the school premises.
9. Will there be loss of income sources and means of livelihoods due to land acquisition?		✓		The Project will rather create livelihood or employment in the locality due to construction of school rooms.
Involuntary Restrictions on land use or on access to legally designated parks and protected areas				
10. Will people lose access to natural resources, communal facilities and services?		✓		All Civil works and rehabilitation shall be undertaken in school premises.
11. If land use is changed, will it have an adverse impact on social and economic activities?		✓		No current use of land will be changed and therefore there is no impact on the socio-economic activities of the people.
12. Will access to land and resources owned by the communally or by the state be restricted?		✓		Restriction to land resources of the community or by the state is unlikely.
Information on Displaced Persons				
Any estimate of the likely number of persons that will be displaced by the Project? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable If yes, approximately how many?				
Are any of the poor, female-headed households, or vulnerable to poverty risks? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable				
Are any displaced persons from indigenous or ethnic minority groups? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable				

Indigenous Peoples Impact Screening Checklist

Project: **Second Lower Secondary Education for the Most Disadvantaged Areas Project**

Subproject: **Ham Giang Lower Secondary School**

Province: **Tra Vinh** District: **Tra Cu** Commune: **Ham Giang** **CATEGORY: B**

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
A. Indigenous Peoples Identification				
1. Are there socio-cultural group present in or use the project areas who may be considered as “tribes” (hill tribes, schedules tribes, tribal peoples), “minorities” (ethnic or national minorities) or “indigenous communities” in the project area?	✓			The land is allocated solely for the school. If there are ethnic minorities, they are among students of the school pursuing their upper secondary education.
2. Are there national or local laws or policies as well as anthropological researches/studies that consider these groups present in or using the project area as belonging to “ethnic minorities”, scheduled tribes, tribal peoples, national minorities, or cultural communities?	✓			Some students are children of ethnic minorities in Vietnam who are recognized by the Government. Their rights are embodied in the 2013 Constitution.
3. Do such groups self-identity as taking part of a distinct social and cultural group?	✓			They belong to the 54 different ethnic minorities in the country.
4. Do such groups maintain collective attachments to distinct habitats or ancestral territories and/or to the natural resources in these habitats and territories?		✓		The land being used by the school is exclusively for education purposes where the ethnic minorities has no collective attachments.
5. Do such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture?	✓			Such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture.
6. Do such groups speak a distinct language or dialect?	✓			Ethnic minority students and ethnic minority teachers speak dialects distinct from the mainstream society.
7. Has such groups been historically, socially and economically marginalized, disempowered, excluded, and/or discriminated against?		✓		
8. Are such groups represented as “Indigenous Peoples” or as “ethnic minorities” or “scheduled tribes” or “tribal populations” in any formal decision-making bodies at the national or local levels?	✓			Outside of the school, such groups are represented as “ethnic minorities” in formal decision-making bodies at the national or local levels.
B. Identification of Potential Impacts				
9. Will the project directly or indirectly benefit or target Indigenous Peoples?	✓			The students from indigenous communities will directly benefit from the Project in terms of improved quality of education.
10. Will the project directly or indirectly affect Indigenous Peoples' traditional socio-cultural and belief practices? (e.g. child-rearing, health, education, arts, and governance?)	✓			The project shall only improve quality of education but will not impose changes in sociocultural practices of ethnic minorities.
11. Will the project affect the livelihood systems of Indigenous Peoples? (e.g. food production system, natural resource management, crafts and trade, employment status)		✓		The construction of classrooms will be done in school premises.
12. Will the project be in an area (land or territory) occupied, owned, or used by Indigenous Peoples, and/or claimed as ancestral domain?		✓		The sub-project area is inside the school premises.

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
C. Identification of Special Requirements <i>Will the project activities include:</i>				
13. Commercial development of the cultural resources and knowledge of Indigenous Peoples?		✓		There is no commercial development of cultural resources as the sub-project involves the construction of school facilities.
14. Physical displacements from traditional or customary lands?		✓		Physical displacement from traditional or customary lands will not happen in the sub-project area.
15. Commercial development of natural resources (such as minerals, hydrocarbons, forest, water, hunting or fishing ground) within customary lands under use that would impact the livelihoods or the cultural ceremonial, spiritual uses that define the identity and community of Indigenous Peoples?		✓		The activities in the sub-project area will involve the construction of buildings at the school premises.
16. Establishing legal recognition of rights to lands and territories that are traditionally owned or customarily used, occupied or claimed by indigenous peoples?		✓		The sub-project will only involve the construction of buildings.
17. Acquisition of lands that are traditionally owned or customarily used, occupied or claimed by indigenous peoples?		✓		There is no acquisition of lands.

D. Anticipated Project Impacts on Indigenous Peoples

Project component/ activity/output	Anticipated positive effects	Anticipated negative effects
1. Construction of 6 class-rooms, and one (1) subject room. The total land for the buildings is 305 m ² within the school premise. It will follow the standard dimension as provided for in MoET's letter No. 2533/BGDDT-DATHCSKKN2 dated 27 May 2015.	The provisions of new facilities will accommodate the increasing number of lower secondary education students. It will also facilitate in providing better quality lower secondary education to them.	None

Involuntary Resettlement Impact Categorization Checklist

Project: **Second Lower Secondary Education for the Most Disadvantaged Areas Project**

Subproject: **Hiep Hoa Lower Secondary School**

Province: **Tra Vinh**

District: **Cau Ngang**

Commune: **Hiep Hoa**

CATEGORY: C

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Involuntary Acquisition of Land				
1. Will there be land acquisition?		✓		Civil works and rehabilitation shall be undertaken in school premises.
2. Is the site for land acquisition known?		✓		Land acquisition will only happen if there is an expansion of school premises. But so far, there is no proposal for expansion.
3. Is the ownership status and current usage of land to be acquired known?				This is not applicable to the project since there is no expansion of school premises.
4. Will easement be utilized within an existing Right of Way (ROW)?		✓		The school has already an entrance and will not be touched by the construction of 6 classrooms, one (1) subject room at the school premises.
5. Will there be loss of shelter and residential land use to land acquisition?		✓		Not a house or residential land shall be affected given the wide space of school premises.
6. Will there be loss of agricultural and other productive assets due to land acquisition?		✓		All civil works shall be undertaken in school premises.
7. Will there be loss of crops, trees, and fixed assets due to land acquisition?		✓		It is unlikely that they shall be affected by the construction.
8. Will there be loss of business or enterprises due to land acquisition?		✓		Not a single business will be affected as all civil works shall be done inside the school premises.
9. Will there be loss of income sources and means of livelihoods due to land acquisition?		✓		The Project will rather create livelihood or employment in the locality due to construction of school rooms.
Involuntary Restrictions on land use or on access to legally designated parks and protected areas				
10. Will people lose access to natural resources, communal facilities and services?		✓		All Civil works and rehabilitation shall be undertaken in school premises.
11. If land use is changed, will it have an adverse impact on social and economic activities?		✓		No current use of land will be changed and therefore there is no impact on the socio-economic activities of the people.
12. Will access to land and resources owned by the communally or by the state be restricted?		✓		Restriction to land resources of the community or by the state is unlikely.
Information on Displaced Persons				
Any estimate of the likely number of persons that will be displaced by the Project? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable If yes, approximately how many?				
Are any of the poor, female-headed households, or vulnerable to poverty risks? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable				
Are any displaced persons from indigenous or ethnic minority groups? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable				

Indigenous Peoples Impact Screening Checklist

Project: **Second Lower Secondary Education for the Most Disadvantaged Areas Project**

Subproject: **Hiep Hoa Lower Secondary School**

Province: **Tra Vinh** District: **Cau Ngang** Commune: **Hiep Hoa** **CATEGORY: B**

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
A. Indigenous Peoples Identification				
1. Are there socio-cultural group present in or use the project areas who may be considered as “tribes” (hill tribes, schedules tribes, tribal peoples), “minorities” (ethnic or national minorities) or “indigenous communities” in the project area?	✓			The land is allocated solely for the school. If there are ethnic minorities, they are among students of the school pursuing their upper secondary education.
2. Are there national or local laws or policies as well as anthropological researches/studies that consider these groups present in or using the project area as belonging to “ethnic minorities”, scheduled tribes, tribal peoples, national minorities, or cultural communities?	✓			Some students are children of ethnic minorities in Vietnam who are recognized by the Government. Their rights are embodied in the 2013 Constitution.
3. Do such groups self-identity as taking part of a distinct social and cultural group?	✓			They belong to the 54 different ethnic minorities in the country.
4. Do such groups maintain collective attachments to distinct habitats or ancestral territories and/or to the natural resources in these habitats and territories?		✓		The land being used by the school is exclusively for education purposes where the ethnic minorities has no collective attachments.
5. Do such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture?	✓			Such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture.
6. Do such groups speak a distinct language or dialect?	✓			Ethnic minority students and ethnic minority teachers speak dialects distinct from the mainstream society.
7. Has such groups been historically, socially and economically marginalized, disempowered, excluded, and/or discriminated against?		✓		
8. Are such groups represented as “Indigenous Peoples” or as “ethnic minorities” or “scheduled tribes” or “tribal populations” in any formal decision-making bodies at the national or local levels?	✓			Outside of the school, such groups are represented as “ethnic minorities” in formal decision-making bodies at the national or local levels.
B. Identification of Potential Impacts				
9. Will the project directly or indirectly benefit or target Indigenous Peoples?	✓			The students from indigenous communities will directly benefit from the Project in terms of improved quality of education.
10. Will the project directly or indirectly affect Indigenous Peoples' traditional socio-cultural and belief practices? (e.g. child-rearing, health, education, arts, and governance?)	✓			The project shall only improve quality of education but will not impose changes in sociocultural practices of ethnic minorities.
11. Will the project affect the livelihood systems of Indigenous Peoples? (e.g. food production system, natural resource management, crafts and trade, employment status)		✓		The construction of classrooms will be done in school premises.
12. Will the project be in an area (land or territory) occupied, owned, or used by Indigenous Peoples, and/or claimed as ancestral domain?		✓		The sub-project area is inside the school premises.

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
C. Identification of Special Requirements <i>Will the project activities include:</i>				
13. Commercial development of the cultural resources and knowledge of Indigenous Peoples?		✓		There is no commercial development of cultural resources as the sub-project involves the construction of school facilities.
14. Physical displacements from traditional or customary lands?		✓		Physical displacement from traditional or customary lands will not happen in the sub-project area.
15. Commercial development of natural resources (such as minerals, hydrocarbons, forest, water, hunting or fishing ground) within customary lands under use that would impact the livelihoods or the cultural ceremonial, spiritual uses that define the identity and community of Indigenous Peoples?		✓		The activities in the sub-project area will involve the construction of buildings at the school premises.
16. Establishing legal recognition of rights to lands and territories that are traditionally owned or customarily used, occupied or claimed by indigenous peoples?		✓		The sub-project will only involve the construction of buildings.
17. Acquisition of lands that are traditionally owned or customarily used, occupied or claimed by indigenous peoples?		✓		There is no acquisition of lands.

D. Anticipated Project Impacts on Indigenous Peoples

Project component/ activity/output	Anticipated positive effects	Anticipated negative effects
1. Construction of six (6) class-rooms, and one (1) subject room. The total land for the buildings is 305 m ² within the school premise. It will follow the standard dimension as provided for in MoET's letter No. 2533/BGDDT-DATHCSKKN2 dated 27 May 2015.	The provisions of new facilities will accommodate the increasing number of lower secondary education students. It will also facilitate in providing better quality lower secondary education to them.	None

Involuntary Resettlement Impact Categorization Checklist

Project: **Second Lower Secondary Education for the Most Disadvantaged Areas Project**

Subproject: **Long Son Lower Secondary School**

Province: **Tra Vinh**

District: **Cau Ngang**

Commune: **Long Son**

CATEGORY: C

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Involuntary Acquisition of Land				
1. Will there be land acquisition?		✓		Civil works and rehabilitation shall be undertaken in school premises.
2. Is the site for land acquisition known?		✓		Land acquisition will only happen if there is an expansion of school premises. But so far, there is no proposal for expansion.
3. Is the ownership status and current usage of land to be acquired known?				This is not applicable to the project since there is no expansion of school premises.
4. Will easement be utilized within an existing Right of Way (ROW)?		✓		The school has already an entrance and will not be touched by the construction of four (4) classrooms and one (1) subject room at the school premises.
5. Will there be loss of shelter and residential land use to land acquisition?		✓		Not a house or residential land shall be affected given the wide space of school premises.
6. Will there be loss of agricultural and other productive assets due to land acquisition?		✓		All civil works shall be undertaken in school premises.
7. Will there be loss of crops, trees, and fixed assets due to land acquisition?		✓		It is unlikely that they shall be affected by the construction.
8. Will there be loss of business or enterprises due to land acquisition?		✓		Not a single business will be affected as all civil works shall be done inside the school premises.
9. Will there be loss of income sources and means of livelihoods due to land acquisition?		✓		The Project will rather create livelihood or employment in the locality due to construction of school rooms.
Involuntary Restrictions on land use or on access to legally designated parks and protected areas				
10. Will people lose access to natural resources, communal facilities and services?		✓		All Civil works and rehabilitation shall be undertaken in school premises.
11. If land use is changed, will it have an adverse impact on social and economic activities?		✓		No current use of land will be changed and therefore there is no impact on the socio-economic activities of the people.
12. Will access to land and resources owned by the communally or by the state be restricted?		✓		Restriction to land resources of the community or by the state is unlikely.
Information on Displaced Persons				
Any estimate of the likely number of persons that will be displaced by the Project? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable If yes, approximately how many?				
Are any of the poor, female-headed households, or vulnerable to poverty risks? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable				
Are any displaced persons from indigenous or ethnic minority groups? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable				

Indigenous Peoples Impact Screening Checklist

Project: **Second Lower Secondary Education for the Most Disadvantaged Areas Project**

Subproject: **Long Son Lower Secondary School**

Province: **Tra Vinh** District: **Cau Ngang** Commune: **Long Son** **CATEGORY: B**

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
A. Indigenous Peoples Identification				
1. Are there socio-cultural group present in or use the project areas who may be considered as “tribes” (hill tribes, schedules tribes, tribal peoples), “minorities” (ethnic or national minorities) or “indigenous communities” in the project area?	✓			The land is allocated solely for the school. If there are ethnic minorities, they are among students of the school pursuing their upper secondary education.
2. Are there national or local laws or policies as well as anthropological researches/studies that consider these groups present in or using the project area as belonging to “ethnic minorities”, scheduled tribes, tribal peoples, national minorities, or cultural communities?	✓			Some students are children of ethnic minorities in Vietnam who are recognized by the Government. Their rights are embodied in the 2013 Constitution.
3. Do such groups self-identity as taking part of a distinct social and cultural group?	✓			They belong to the 54 different ethnic minorities in the country.
4. Do such groups maintain collective attachments to distinct habitats or ancestral territories and/or to the natural resources in these habitats and territories?		✓		The land being used by the school is exclusively for education purposes where the ethnic minorities has no collective attachments.
5. Do such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture?	✓			Such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture.
6. Do such groups speak a distinct language or dialect?	✓			Ethnic minority students and ethnic minority teachers speak dialects distinct from the mainstream society.
7. Has such groups been historically, socially and economically marginalized, disempowered, excluded, and/or discriminated against?		✓		
8. Are such groups represented as “Indigenous Peoples” or as “ethnic minorities” or “scheduled tribes” or “tribal populations” in any formal decision-making bodies at the national or local levels?	✓			Outside of the school, such groups are represented as “ethnic minorities” in formal decision-making bodies at the national or local levels.
B. Identification of Potential Impacts				
9. Will the project directly or indirectly benefit or target Indigenous Peoples?	✓			The students from indigenous communities will directly benefit from the Project in terms of improved quality of education.
10. Will the project directly or indirectly affect Indigenous Peoples' traditional socio-cultural and belief practices? (e.g. child-rearing, health, education, arts, and governance?)	✓			The project shall only improve quality of education but will not impose changes in sociocultural practices of ethnic minorities.
11. Will the project affect the livelihood systems of Indigenous Peoples? (e.g. food production system, natural resource management, crafts and trade, employment status)		✓		The construction of classrooms will be done in school premises.
12. Will the project be in an area (land or territory) occupied, owned, or used by Indigenous Peoples, and/or claimed as ancestral domain?		✓		The sub-project area is inside the school premises.

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
C. Identification of Special Requirements <i>Will the project activities include:</i>				
13. Commercial development of the cultural resources and knowledge of Indigenous Peoples?		✓		There is no commercial development of cultural resources as the sub-project involves the construction of school facilities.
14. Physical displacements from traditional or customary lands?		✓		Physical displacement from traditional or customary lands will not happen in the sub-project area.
15. Commercial development of natural resources (such as minerals, hydrocarbons, forest, water, hunting or fishing ground) within customary lands under use that would impact the livelihoods or the cultural ceremonial, spiritual uses that define the identity and community of Indigenous Peoples?		✓		The activities in the sub-project area will involve the construction of buildings at the school premises.
16. Establishing legal recognition of rights to lands and territories that are traditionally owned or customarily used, occupied or claimed by indigenous peoples?		✓		The sub-project will only involve the construction of buildings.
17. Acquisition of lands that are traditionally owned or customarily used, occupied or claimed by indigenous peoples?		✓		There is no acquisition of lands.

D. Anticipated Project Impacts on Indigenous Peoples

Project component/ activity/output	Anticipated positive effects	Anticipated negative effects
1. Construction of four (4) class-rooms and one (1) subject room. The total land for the buildings is 331 m ² within the school premise. It will follow the standard dimension as provided for in MoET's letter No. 2533/BGDDT-DATHCSKKN2 dated 27 May 2015.	The provisions of new facilities will accommodate the increasing number of lower secondary education students. It will also facilitate in providing better quality lower secondary education to them.	None

Involuntary Resettlement Impact Categorization Checklist

Project: **Second Lower Secondary Education for the Most Disadvantaged Areas Project**

Subproject: **Phong Phu B Lower Secondary School**

Province: **Tra Vinh**

District: **Cau Ke**

Commune: **Phong Phu**

CATEGORY: C

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Involuntary Acquisition of Land				
1. Will there be land acquisition?		✓		Civil works and rehabilitation shall be undertaken in school premises.
2. Is the site for land acquisition known?		✓		Land acquisition will only happen if there is an expansion of school premises. But so far, there is no proposal for expansion.
3. Is the ownership status and current usage of land to be acquired known?				This is not applicable to the project since there is no expansion of school premises.
4. Will easement be utilized within an existing Right of Way (ROW)?		✓		The school has already an entrance and will not be touched by the construction of four (4) classrooms and one (1) subject room at the school premises.
5. Will there be loss of shelter and residential land use to land acquisition?		✓		Not a house or residential land shall be affected given the wide space of school premises.
6. Will there be loss of agricultural and other productive assets due to land acquisition?		✓		All civil works shall be undertaken in school premises.
7. Will there be loss of crops, trees, and fixed assets due to land acquisition?		✓		It is unlikely that they shall be affected by the construction.
8. Will there be loss of business or enterprises due to land acquisition?		✓		Not a single business will be affected as all civil works shall be done inside the school premises.
9. Will there be loss of income sources and means of livelihoods due to land acquisition?		✓		The Project will rather create livelihood or employment in the locality due to construction of school rooms.
Involuntary Restrictions on land use or on access to legally designated parks and protected areas				
10. Will people lose access to natural resources, communal facilities and services?		✓		All Civil works and rehabilitation shall be undertaken in school premises.
11. If land use is changed, will it have an adverse impact on social and economic activities?		✓		No current use of land will be changed and therefore there is no impact on the socio-economic activities of the people.
12. Will access to land and resources owned by the communally or by the state be restricted?		✓		Restriction to land resources of the community or by the state is unlikely.
Information on Displaced Persons				
Any estimate of the likely number of persons that will be displaced by the Project? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable If yes, approximately how many?				
Are any of the poor, female-headed households, or vulnerable to poverty risks? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable				
Are any displaced persons from indigenous or ethnic minority groups? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable				

Indigenous Peoples Impact Screening Checklist

Project: **Second Lower Secondary Education for the Most Disadvantaged Areas Project**

Subproject: **Phong Phu B Lower Secondary School**

Province: **Tra Vinh** District: **Cau Ke** Commune: **Phong Phu** **CATEGORY: B**

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
A. Indigenous Peoples Identification				
1. Are there socio-cultural group present in or use the project areas who may be considered as “tribes” (hill tribes, schedules tribes, tribal peoples), “minorities” (ethnic or national minorities) or “indigenous communities” in the project area?	✓			The land is allocated solely for the school. If there are ethnic minorities, they are among students of the school pursuing their upper secondary education.
2. Are there national or local laws or policies as well as anthropological researches/studies that consider these groups present in or using the project area as belonging to “ethnic minorities”, scheduled tribes, tribal peoples, national minorities, or cultural communities?	✓			Some students are children of ethnic minorities in Vietnam who are recognized by the Government. Their rights are embodied in the 2013 Constitution.
3. Do such groups self-identity as taking part of a distinct social and cultural group?	✓			They belong to the 54 different ethnic minorities in the country.
4. Do such groups maintain collective attachments to distinct habitats or ancestral territories and/or to the natural resources in these habitats and territories?		✓		The land being used by the school is exclusively for education purposes where the ethnic minorities has no collective attachments.
5. Do such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture?	✓			Such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture.
6. Do such groups speak a distinct language or dialect?	✓			Ethnic minority students and ethnic minority teachers speak dialects distinct from the mainstream society.
7. Has such groups been historically, socially and economically marginalized, disempowered, excluded, and/or discriminated against?		✓		
8. Are such groups represented as “Indigenous Peoples” or as “ethnic minorities” or “scheduled tribes” or “tribal populations” in any formal decision-making bodies at the national or local levels?	✓			Outside of the school, such groups are represented as “ethnic minorities” in formal decision-making bodies at the national or local levels.
B. Identification of Potential Impacts				
9. Will the project directly or indirectly benefit or target Indigenous Peoples?	✓			The students from indigenous communities will directly benefit from the Project in terms of improved quality of education.
10. Will the project directly or indirectly affect Indigenous Peoples' traditional socio-cultural and belief practices? (e.g. child-rearing, health, education, arts, and governance?)	✓			The project shall only improve quality of education but will not impose changes in sociocultural practices of ethnic minorities.
11. Will the project affect the livelihood systems of Indigenous Peoples? (e.g. food production system, natural resource management, crafts and trade, employment status)		✓		The construction of classrooms will be done in school premises.
12. Will the project be in an area (land or territory) occupied, owned, or used by Indigenous Peoples, and/or claimed as ancestral domain?		✓		The sub-project area is inside the school premises.

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
C. Identification of Special Requirements <i>Will the project activities include:</i>				
13. Commercial development of the cultural resources and knowledge of Indigenous Peoples?		✓		There is no commercial development of cultural resources as the sub-project involves the construction of school facilities.
14. Physical displacements from traditional or customary lands?		✓		Physical displacement from traditional or customary lands will not happen in the sub-project area.
15. Commercial development of natural resources (such as minerals, hydrocarbons, forest, water, hunting or fishing ground) within customary lands under use that would impact the livelihoods or the cultural ceremonial, spiritual uses that define the identity and community of Indigenous Peoples?		✓		The activities in the sub-project area will involve the construction of buildings at the school premises.
16. Establishing legal recognition of rights to lands and territories that are traditionally owned or customarily used, occupied or claimed by indigenous peoples?		✓		The sub-project will only involve the construction of buildings.
17. Acquisition of lands that are traditionally owned or customarily used, occupied or claimed by indigenous peoples?		✓		There is no acquisition of lands.

D. Anticipated Project Impacts on Indigenous Peoples

Project component/ activity/output	Anticipated positive effects	Anticipated negative effects
1. Construction of four (4) class-rooms and one (1) subject room. The total land for the buildings is 230 m ² within the school premise. It will follow the standard dimension as provided for in MoET's letter No. 2533/BGDDT-DATHCSKKN2 dated 27 May 2015.	The provisions of new facilities will accommodate the increasing number of lower secondary education students. It will also facilitate in providing better quality lower secondary education to them.	None