

Involuntary Resettlement Due Diligence Report

Report
May 2016

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

Document Stage: Final
Project Number 46066-002
Date: May 2016

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

DUE DILIGENCE REPORT – YEN BAI PROVINCE

- Yen Hop Lower Secondary School
- Dai Phac Lower Secondary School
- Yen Thanh Ethnic Minority Semi-boarding and Lower Secondary School
- Cam Nhan Lower Secondary School
- Son A Lower Secondary School
- Hanh Son Lower Secondary School
- Phuc Son Lower Secondary School
- Tuc Dan Ethnic Minority Semi-boarding Lower Secondary School
- La Pan Tan Lower Secondary School

CURRENCY EQUIVALENTS

(as of May, 2016)

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

ACCRONYMS

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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. Yen Bai is an agricultural-based province located in Tay Bac, the northern part of northern-central of Viet Nam. It shares borders with six provinces of Ha Giang, Lao Cai, Lai Chau, Son La, Phu Tho, and Tuyen Quang. The province covers an area of 689.6 hectare. Nine (09) beneficiary LSSs were selected for the Project, namely: (i) Yen Hop Lower Secondary School; (ii) Dai Phac Lower Secondary School; (iii) Yen Thanh Ethnic Minority Semi-boarding Lower Secondary School; (iv) Cam Nhan Lower Secondary School; (v) Son A Lower Secondary School; (vi) Hanh Son Lower Secondary School; (vii) Phuc Son Lower Secondary School; (viii) Tuc Dan Ethnic Minority Semi-boarding Lower Secondary School; (ix) La Pan Tan Lower Secondary School. They are located in five (05) districts of the province. As screened, these schools are Category C subprojects in the Involuntary Resettlement and Category B subprojects in Indigenous Peoples categorization (Attachments 1 to 9), 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 Yen Bai PPMU and proposed schools during November 2015 to verify information provided by the Yen Bai PPMU.

III. THE PROPOSED FACILITIES

4. In all, the 09 LSSs of Yen Bai province will construct a total of 32 regular classrooms; five (5) subject rooms; three (3) libraries; 22 student dormitories; 30 teacher's housing rooms; 2 kitchens; 3 toilets for semi-boarding; and eight (8) toilet for common use. The construction of the Project's facilities will follow the MoET's Letter № 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)

Table 2: Typical dimension of Student Dormitory, Teacher Housing Room, and Toilet

Type of facilities	Width (m)	Length (m)	Area (m ²)
Student dormitory	6.6	3.6	23.76
Corridor (student dormitory)	3.6	2.1+1.5	12.96
Teacher's housing room	3.6	10.5	37.8
Toilet for semi-boarding / common use	8.4	7.5	63

Source: CPMU, LSEMDAP2 (2015)

5. The distribution of the proposed facilities in 09 schools is shown in Table 3.

Table 3: Proposed LSSs Facilities in Yen Bai Province

Name of LSSs	Classroom	Subject room	Library	Student Dormitory	Teacher's housing room	Kitchen	Toilet for Semi-boarding	Toilet for common use
Yen Hop LSS**	4	0	0	0	4	0	0	1
Dai Phac LSS*	4	1	0	0	4	0	0	0
Yen Thanh EMSB LSS*	0	1	0	10	4	1	1	1
Cam Nhan LSS*	4	0	1	0	4	0	0	1
Son A LSS*	4	1	0	0	4	0	0	1
Hanh Son LSS**	4	0	1	0	4	0	0	1
Phuc Son LSS**	4	1	0	0	4	0	0	1
Tuc Dan EMSB LSS*	6	0	0	6	0	0	1	1
La Pan Tan LSS*	2	1	1	6	2	1	1	1
Total	32	5	3	22	30	2	3	8

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

IV. BRIEF PROFILE OF THE LSSs

A. Yen Hop Lower Secondary School

6. Founded in 2002 at Chan Nuoi village, Yen Hop commune, Van Yen district, Yen Bai province, it serves the students of Yen Hop commune. The school has 16,786 m² of land (LURP at Appendix 10) and only uses 500 m² for the school buildings. During school-year 2015-2016, a total of 252 students were enrolled, 130 are male and 122 are female. With 64 student in Grade 6, 60 in Grade 7, 59 in Grade 8, and 69 in Grade 9. EM student share a small amount of 24 EM student and the majority belongs to the Kinh with 228 student.

7. Enrolment of the School during the last five (5) years was 237 in the school year 2010-2011; 209 in school year 2011-2012; 217 in school year 2012-2013, 220 in school year 2013-2014; and 241 in school year 2014-2015. Yen Hop LSS has 19 personnel, 1 is non-teaching staff and 18 are teachers with 15 are male and 3 are female. Three (3) are EM teachers, one (1) is EM male and 2 are female.

B. Dai Phac Lower Secondary School

8. Located at Ba Luong village, Dai Phac commune, Van Yen district, Yen Bai province the school was established in 1999 with the total land of 3,538 m² (LURP at Appendix 10) and only uses 890 m² for the school buildings. The school serves the Dai Phac commune. In school-year 2015-2016, a total of 213 students were enrolled, including 114 male and 99 female. The students were composed of 64 in Grade 6, 52 in Grade 7, 49 in Grade 8, and 48 in Grade 9. Kinh student accounts for large share while Tay EM student accounts for 30% (64) of all School student.

9. For the last five (5) school-years, enrolment was 144 in the school year 2010-2011; 153 in school year 2011-2012; 159 in school year 2012-2013, 166 in school year 2013-2014; and 186 in school year 2014-2015. Dai Phac Lower Secondary School has 15 personnel, 1 is non-teaching staff and 12 are teachers with 3 male and 9 female.

C. Yen Thanh Ethnic Minority Semi-boarding Lower Secondary School

10. The school was established in 2005 at Di Cu village, Yen Thanh commune, Yen Binh district, Yen Bai province. The school has 6,568 m² of land (LURP at Appendix 10) and only uses 770 m² for the school buildings. The school serves the Yen Thanh commune. In school-year 2015-2016, a total of 364 students were enrolled, 189 are male and 175 are female. 109 student are in Grade 6, 89 in Grade 7, 92 in Grade 8, and 74 in Grade 9. EM student account for 98%, comprising: Dao (357).

11. Enrolment of the School during the last five (5) years was 285 in the school year 2010-2011; 274 in school year 2011-2012; 292 in school year 2012-2013, 306 in school year 2013-2014; and 334 in school year 2014-2015. Yen Thanh Ethnic Minority Semi-boarding Lower Secondary School has 28 personnel, four (4) are non-teaching staff and 24 are teachers with 12 are male and 12 are female. In which 5 are EM teachers, 2 are EM male teachers and 3 are female teachers.

D. Cam Nhan Lower Secondary School

12. The school has 9,314 m² of land (LURP at Appendix 10) and only uses 1,248 m² for the school buildings. The school serves the Cam Nhan commune. It was established in 2008 at Pha 1 village, Cam Nhan commune, Yen Binh district, Yen Bai province. In school-year 2015-2016, a total of 356 students were enrolled, 180 are male and 176 are female. The students were composed of 104 in Grade 6, 92 in Grade 7, 90 in Grade 8, and 70 in Grade 9. EM student account for 100%, most of them are Tay (189), and followed by Dao (78), and Cao Lan (1), and Nung (1) accounts for small share.

13. During the last five (5) school-years, enrolment was 384 in the school year 2010-2011; 388 in school year 2011-2012; 350 in school year 2012-2013, 358 in school year 2013-2014; and 352 in school year 2014-2015. Cam Nhan Lower Secondary School has 30 personnel, 2 are non-teaching staff and 26 are teachers with 8 are male and 18 are female. In which 7 are EM teachers, with one (1) is EM male teachers and 6 are female teachers.

E. Son A Lower Secondary School

14. The school serves the Son A commune. In school-year 2015-2016, a total of 459 students were enrolled, 232 are male and 227 are female. The students were composed of 148 in Grade 6, 123 in Grade 7, 91 in Grade 8, and 97 in Grade 9. EM student account for 72%, comprising: Thai (234), Muong (90), Dao (1) Mong (1), Tay (2), Day (3). The school

was established in 1997 at Co Coi 2 village, Son A commune, Van Chan district, Yen Bai province. The school has 5,553 m² of land (LURP at Appendix 10) and only uses 763 m² for the school buildings.

15. For the last five (5) school-years, enrolment was 423 in the school year 2010-2011; 418 in school year 2011-2012; 420 in school year 2012-2013, 412 in school year 2013-2014; and 422 in school year 2014-2015. Son A Lower Secondary School has 30 personnel, 3 are non-teaching staff and 27 are teachers with 8 are male and 17 are female. One (1) female EM teacher is now serving the School.

F. Hanh Son Lower Secondary School

16. The school was established more than 30 years ago in 1985 at Phieng village, Hanh Son commune, Van Chan district, Yen Bai province. The school has 3,886 m² of land (LURP at Appendix 10) and only uses 297 m² for the school buildings. The school serves the Hanh Son commune. In school-year 2015-2016, a total of 323 students were enrolled, 163 are male and 160 are female.

17. The students were composed of 98 in Grade 6, 87 in Grade 7, 67 in Grade 8, and 71 in Grade 9. EM student account for 97.20%, comprising: Thai (270), Muong (19), Tay (25), and Kinh (9). For the last five (5) school-years, enrolment was 408 in the school year 2010-2011; 388 in school year 2011-2012; 356 in school year 2012-2013, 317 in school year 2013-2014; and 308 in school year 2014-2015.

18. Hanh Son Lower Secondary School has 23 personnel, 3 are non-teaching staff and 20 are teachers with 7 are male and 13 are female. In which, 5 are EM teachers with 3 are EM male teachers and 2 are female teachers.

G. Phuc Son Lower Secondary School

19. The school was established in 1998 at Lu I village, Phuc Son commune, Van Chan district, Yen Bai province. The school has 3,349 m² of land (LURP at Appendix 10) and only uses 279 m² for the school buildings. The school serves the Phuc Son commune. In school-year 2015-2016, a total of 424 students were enrolled, 224 are male and 200 are female. The students were composed of 127 in Grade 6, 111 in Grade 7, 102 in Grade 8, and 84 in Grade 9. EM student accounts for 99.5%, comprising: Thai (320), Muong (102), Kinh (2).

20. Serving the LSS are 24 personnel, 3 are non-teaching staff and 21 are teachers with 4 are male and 17 are female. In which 6 are EM teachers with 1 is EM male teacher and 5 are female teachers. For the last five (5) school-years, enrolment was 390 in the school year 2010-2011; 362 in school year 2011-2012; 373 in school year 2012-2013, 382 in school year 2013-2014; and 389 in school year 2014-2015.

H. Tuc Dan Ethnic Minority Semi-boarding Lower Secondary School

21. Tuc Dan Ethnic Minority Semi-boarding Lower Secondary School was established in 2011 at Pa Te village, Tuc Dan commune, Tram Tau district, Yen Bai province. The school has 5,533.7 m² of land (LURP at Appendix 10) and only uses 189 m² for the school buildings. The school serves the kid of Tuc Dan commune only. In school-year 2015-2016, a total of 211 students were enrolled, 127 are male and 84 are female. The students were composed of 65 in Grade 6, 65 in Grade 7, 42 in Grade 8, and 42 in Grade 9. All students of the School belong to EM groups of Mong (192) and Kho Mu (19).

22. From 2010 until now the enrolment was 184 in the school year 2010-2011; 201 in school year 2011-2012; 184 in school year 2012-2013, 182 in school year 2013-2014; and 199 in school year 2014-2015. Tuc Dan Ethnic Minority Semi-boarding Lower Secondary School has 19 personnel, 02 are non-teaching staff, 17 are teachers, of which 10 are male and 07 are female. 03 are EM teachers.

I. La Pan Tan Lower Secondary School

23. The school was established in 2009 at La Pan Tan village, La Pan Tan commune, Mu Cang Chai district, Yen Bai province. The school has 4,251 m² of land (LURP at Appendix 10) and only uses 575 m² for the school buildings. The school serves the La Pan Tan commune. In school-year 2015-2016, a total of 337 students were enrolled, 174 are male and 163 are female. The students were composed of 85 in Grade 6, 101 in Grade 7, 81 in Grade 8, and 70 in Grade 9. EM student account for 99%, comprising: Mong (336).

24. For the last five (5) school-years, enrolment was 259 in the school year 2010-2011; 250 in school year 2011-2012; 274 in school year 2012-2013, 279 in school year 2013-2014; and 304 in school year 2014-2015. The LSS has 20 personnel, 2 are non-teaching staff and 16 are teachers with 11 are male and 5 are female. In which 8 are EM teachers, 7 EM male teachers and 1 female teacher.

V. ASSESSMENT OF SOCIAL IMPACTS

25. There are no social impacts expected from land acquisition in any of the selected LSSs in Yen Bai 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..

- **Yen Hop Lower Secondary School.** This school proposes for four (4) classrooms, four (4) teacher housing rooms, and one (1) toilet for common use. The structure will be built in the land of 495 m² within the existing school premise of 16,786 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.
- **Dai Phac Lower Secondary School.** This school proposes for four (4) classrooms, one (1) subject room, and four (4) teacher housing rooms. The structure will be built in the land of 395 m² within the existing school premise of 3,538 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.
- **Yen Thanh Ethnic Minority Semi-boarding Lower Secondary School.** This school proposes for one (1) subject room, four (4) teacher housing rooms, one (1) kitchen, one (1) toilet for semi-boarding, and one (1) toilet for common use. The structure will be built in the land of 350 m² within the existing school premise of 6,568 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.
- **Cam Nhan Lower Secondary School.** This school proposes for four (4) classrooms, one (1) library, four (4) teacher housing rooms, and one (1) toilet for common use. The structure will be built in the land of 460 m² within the existing school premise of 9,314 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.
- **Son A Lower Secondary School.** This school proposes for four (4) classrooms, one (1) subject room, four (4) teacher housing rooms, and one (1) toilet for common use. The structure will be built in the land of 396 m² within the existing school premise of 5,553 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.

- **Hanh Son Lower Secondary School.** This school proposes for four (4) classrooms, one (1) library, four (4) teacher housing rooms, and one (1) toilet for common use. The structure will be built in the land of 550 m² within the existing school premise of 3,886 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.
- **Phuc Son Lower Secondary School.** This school proposes for four (4) classrooms, one (1) subject room, four (4) teacher housing rooms, and one (1) toilet for common use. The structure will be built in the land of 550 m² within the existing school premise of 3,349 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.
- **Tuc Dan Ethnic Minority Semi-boarding Lower Secondary School.** This school proposes for 6 class-rooms, six (6) student dormitories, one (1) toilet for semi-boarding, and one (1) toilet for common use. The structure will be built in the land of 529 m² within the existing school premise of 5,533 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.
- **La Pan Tan Lower Secondary School.** This school proposes for two (2) classrooms, one (1) subject room, one (1) library, six (6) student dormitories, two (2) teacher housing rooms, one (1) kitchen, one (1) toilet for semi-boarding, and one (1) toilet for common use. The structure will be built in the land of 593 m² within the existing school premise of 4,251 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

26. The CPMU under MOET's authority will coordinate with the Yen Bai 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.

27. 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.

28. The Yen Bai 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.

29. 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.

30. 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: **Yen Hop Lower Secondary School**

Province: **Yen Bai**

District: **Van Yen**

Commune: **Yen Hop**

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 4 classrooms, 4 teacher housing rooms, and one (1) toilet for common use 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 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: **Yen Hop Lower Secondary School**

Province: **Yen Bai**

District: **Van Yen**

Commune: **Yen Hop**

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 4 class-rooms, 4 teacher housing rooms, and one (1) toilet for common use. The total land for the buildings is 495 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: **Dai Phac Lower Secondary School**

Province: **Yen Bai** District: **Van Yen** Commune: **Dai Phac**

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 4 classrooms, one (1) subject room, 4 teacher housing rooms, 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 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: **Dai Phac Lower Secondary School**

Province: **Yen Bai**

District: **Van Yen**

Commune: **Dai Phac**

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 4 class-rooms, one (1) subject room, 4 teacher housing rooms. The total land for the buildings is 395 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: **Yen Thanh Ethnic Minority Semi-boarding Lower Secondary School**

Province: **Yen Bai**

District: **Yen Binh**

Commune: **Yen Thanh**

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 one (1) subject room, 14 teacher housing rooms, one (1) kitchen room, one (1) toilet for semi-boarding, and one (1) toilet for common use 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 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: **Yen Thanh Ethnic Minority Semi-boarding Lower Secondary School**

Province: **Yen Bai** District: **Yen Binh** Commune: **Yen Thanh** **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 one (1) subject room, 14 teacher housing rooms, one (1) kitchen, one (1) toilet for semi boarding, and one (1) toilet for common use. The total land for the buildings is 350 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: **Cam Nhan Lower Secondary School**

Province: **Yen Bai**

District: **Yen Binh**

Commune: **Cam Nhan**

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 4 classrooms, 1 library, 4 teacher housing rooms, and one (1) toilet for common use 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 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: **Cam Nhan Lower Secondary School**

Province: **Yen Bai** District: **Yen Binh** Commune: **Cam Nhan** **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 4 class-rooms, 1 library, 4 teacher housing rooms, and one (1) toilet for common use. The total land for the buildings is 460 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: **Son A Lower Secondary School**

Province: **Yen Bai**

District: **Van Chan**

Commune: **Son A**

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 4 classrooms, one (1) subject room, 4 teacher housing rooms, and one (1) toilet for common use 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 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: **Son A Lower Secondary School**

Province: **Yen Bai**

District: **Van Chan**

Commune: **Son A**

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 4 class-rooms, one (1) subject room, 4 teacher housing rooms, and one (1) toilet for common use. The total land for the buildings is 396 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: **Hanh Son Lower Secondary School**

Province: **Yen Bai**

District: **Van Chan**

Commune: **Hanh 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 4 classrooms, 1 library, 4 teacher housing rooms, and one (1) toilet for common use 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 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: **Hanh Son Lower Secondary School**

Province: **Yen Bai** District: **Van Chan** Commune: **Hanh 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 4 class-rooms, 1 library, 4 teacher housing rooms, and one (1) toilet for common use. The total land for the buildings is 550 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: **Phuc Son Lower Secondary School**

Province: **Yen Bai**

District: **Van Chan**

Commune: **Phuc 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 4 classrooms, one (1) subject room, 4 teacher housing rooms, and one (1) toilet for common use 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 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: **Phuc Son Lower Secondary School**

Province: **Yen Bai** District: **Van Chan** Commune: **Phuc 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 4 class-rooms, one (1) subject room, 4 teacher housing rooms, and one (1) toilet for common use. The total land for the buildings is 550 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: **Tuc Dan Ethnic Minority Semi-boarding Lower Secondary School**

Province: **Yen Bai**

District: **Tram Tau**

Commune: **Tuc Dan**

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, 6 student dormitory rooms, one (1) toilet for semi-boarding, and one (1) toilet for common use 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 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: **Tuc Dan Ethnic Minority Semi-boarding Lower Secondary School**

Province: **Yen Bai** District: **Tram Tau** Commune: **Tuc Dan** **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, 6 student dormitory, one (1) toilet for semi boarding, and one (1) toilet for common use. The total land for the buildings is 529 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: **La Pan Tan Lower Secondary School**

Province: **Yen Bai**

District: **Mu Cang Chai**

Commune: **La Pan Tan**

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 2 classrooms, one (1) subject room, 1 library, 6 student dormitory rooms, 2 teacher housing rooms, one (1) kitchen room, one (1) toilet for semi-boarding, and one (1) toilet for common use 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 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: **La Pan Tan Lower Secondary School**

Province: **Yen Bai**

District: **Mu Cang Chai**

Commune: **La Pan Tan**

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 2 class-rooms, one (1) subject room, 1 library, 6 student dormitory, 2 teacher housing room, one (1) kitchen, one (1) toilet for semi boarding, and one (1) toilet for common use. The total land for the buildings is 593 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