

Involuntary Resettlement Due Diligence Report

Report
May 2016

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

GIA LAI PROVINCE SUBPROJECT

- Le Hong Phong Lower Secondary School (batch1)
- Nguyen Binh Khiem Lower Secondary School (batch1)
- Yaun Lower Lower Secondary School (batch1)
- Nguyen hue Lower Secondary School (batch1)
- Ngo Gia Tu Lower Secondary School (batch1)
- Ia Rsai Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)
- Trung Vuong Lower Secondary School (batch1)
- Le Loi Lower Secondary School-Dac Doa district(Batch 1)
- Siu Bleh Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)
- Le Loi Lower Secondary School - Ia Pa distict(batch2)

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

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(as of May, 2016)

Currency unit	–	Vietnamese Dong (VND)
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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 as Project (LSEMDAP II, 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 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. Gia Lai province is located at the Highland, in the middle part of the country, sharing a border with Cambodia to the west. 10 beneficiary LSSs were selected for the Project, namely: (i) **Le Hong Phong** Lower Secondary School (Batch1); (ii) **Ayun** Lower Secondary School (Batch1); (iii) **Nguyen Binh Khiem** Lower Secondary School (Batch1); (iv) **Siu Bleh** Ethnic Minorities' Semi-boarding Lower Secondary School (Batch1); (v) **Nguyen Hue** Lower Secondary School (Batch1); (vi) **Ngo Gia Tu** Lower Secondary School (Batch1); (vii) **Le Loi** Lower Secondary School (Dac Doa district- Batch1) ; (viii) **Ia Rsai** EMSB Lower Secondary School (Batch1); (ix) **Trung Vuong** Lower Secondary School (Batch1) and(x) **Le Loi** Lower Secondary School (Ia Pa district- Batch2). They are located in nine districts of the province. As screened, these schools are Category C subprojects in the Involuntary Resettlement and Category B subprojects under in Indigenous Peoples categorization (Attachments 1 to 6), 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 FOR 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 urgently needed. The second set was aimed to validate if land acquisition shall be required. National Resettlement Specialist and CPMU civil work assistants conducted site visits of the proposed LSSs and consult with key officials of the Gia Lai PPMU and the proposed LSSs during 18-31/August 2015.

III. THE PROPOSED FACILITIES

4. In all, the eight LSSs will construct a total of 20 regular classrooms and 6 subject rooms for the classes in (physics, chemistry), 4 libraries, 14 student's dormitories, 11 teachers' housing units, 2 kitchens and 2 sanitary facilities for semi-boarded student. The construction of regular classrooms will follow the standard minimum dimension as provided for in Vietnam Standard 8794:2011 by Ministry of Science and Technology. The following dimension of each classroom depends on the number of students as follows: For the 40 student class length = 7.8 m and width = 9.8 m (7.5 m working area and 2.3 m for the corridor); For the 32 student class length = 7.2 m and width = 9.5 m (7.2 m working area and 2.3 m for the corridor). Each classroom shall have a minimum usable area of 49 m².

5. The subject rooms for 40 student class shall have the following dimensions: length = 15.6 m (11.7 m for working area and 3.9 m for a preparation room of teacher) and width = 9.8 m (7.5 m for activity room and 2.3 m for the corridor). The subject rooms for 32 student class have length = 14.4 m (10.8 m for working and 3.6 m for a preparation room of teacher) and width = 9.5 m (7.2 m for activity room and 2.3 m for the corridor). Each subject room shall have a minimum usable area of 98m² in which 74 m² for activity room and 24 m² for preparation room of the teacher.

6. The student's dormitory shall have the following dimensions: length = 10.2m including 6.6m living room, 2.1m of corridor and 1.5m behind the house for hanging clothes and width = 3.6m (area of 21.76 m² for 8 pupils)

7. The Teacher's housing room have the following dimensions: length =8.7m including 5.1m for living room, 1.5 m for corridor and 2.1m for kitchen and toilet; width = 3.6m (area of 16.7 m² for 2 teachers)

Table 1: Dimension of all type of facilities under the Project

Type of facilities	Dimension (32 students)			Dimension (40 students)		
	L (m)	W (m)	S (m ²)	L (m)	W (m)	S (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
Student dormitory	6.6	3.6	23.76	6.6	3.6	23.76
Corridor (student dormitory)	3.6	2.1+1.5	12.96	3.6	2.1+1.5	12.96
Teacher's housing room	3.6	8.7	31,3	3.6	8.7	31.3
Toilet for semi-boarding / common use	8.4	7.5	63	8.4	7.5	63

Source: CPMU of LSEMDAP II

8. The distribution of the proposed facilities in eight (8) schools is shown in Table 2.

Table 2: Proposed LSSs Facilities in Gia Lai Province

Name of the School	Classrooms	Function Rooms	library	Student's dormitory	Teacher' housing unit	kitchen	Sanitary facilities for semi boarded students	Sanitary facilities
Le Hong Phong Lower Secondary School(Batch1)	2	1			3			
Ayun Lower Secondary School (Batch 1)	2	1	1					
Nguyen Binh Khiem Lower Secondary School (Batch 1)	2	1	1		3			
Nguyen Hue Lower Secondary School (Batch 1)		1	1					
Ngo Gia Tu Lower Secondary School (Batch 1)				4	2	1	1	
Trung Vuong Lower Secondary School (Batch 1)	4	1	1					
la Rsai Ethnic Minorities'	4			10	3	1	1	

Semi-Boarding Lower Secondary School (Batch 1)								
Le Loi Lower Secondary School Dac Doa distict (Batch 1)	6							
Siu Bleh Ethnic Minorities' Semi-Boarding Lower Secondary School (Batch 2)		1	1					
Le Loi Secondary School –I Pa distict (Batch 2)		1						
Total 8	20	6	4	14	11	2	2	

Source: CPMU of LSEMDAP II

IV. BRIEF PROFILE OF THE LSSs

A. Le Hong Phong Lower Secondary School (batch1)

9. The school became operational in 2001 and was established in Ia Chiã commune of Ia Grai District. The school has 7056 m² of land with only 11%, used for school buildings. In school-year 2015-2016, a total of 427 students were enrolled, 175 males and 252 females. The students were composed of 135 from Grade 6, 131 in Grade 7 and 88 in Grade, 75 in grade 9. The Jrai student majority with 62.53 % and Kinh student is of 37.47%. Student enrolment in Le Hong Phong LSS increased rapidly from 223 students in school-year 2010-2011 it grew to 427 in 2015-2016.

Table 3: Number of students in the last 5 years

No	Number of students in recent 5 year	Unit	Grade 6	Grade 7	Grade 8	Grade 9	Total
1	From 2014 to 2015	Student	138	93	77	61	369
2	From 2013 to 2014	Student	103	93	73	50	319
3	From 2012 to 2013	Student	97	98	60	45	300
4	From 2011 to 2012	Student	111	70	44	55	280
5	From 2010 to 2011	Student	75	49	62	37	223
	Total	Student	524	403	316	248	1491

10. 18 teachers employed by the school, 11 males and 7 females with no EM teacher. All teachers have university education. The school has for (4) non-teaching personnel.

13. At present, the school has one 2 floor concrete -building built in 2009 which has 4 class rooms and one library. The remaining single floor half concrete building (built in 2001) which still being used though the quality of building declining. The school does not have Teacher's housing room

B. Nguyen Binh Khiem Lower Secondary School (batch1)

11. The school became operational in 2001 and was established in Kong Yang commune of Kong Chro District. The school has 18020 m² of land with only 5%, used for school buildings (905m²). During the school-year 2015-2016, a total of 268 students were enrolled, 148 males and 120 females. The students were composed of 76 from Grade 6, 76 in Grade 7 and 67 in Grade 8, 49 in grade 9. The Kinh student majority with 54, 85 % and Ba Na student is of 42, 91%. Muong student is of 2.24%. Student enrolment in Nguyen Binh Khiem LSS increased from 209 students in school-year 2010-2011 it grew to 268 in 2015-2016.

Table 4: Number of students in the last 5 years

No	Number of students in recent 5 year	Unit	Grade 6	Grade 7	Grade 8	Grade 9	Total
1	From 2014 to 2015	Student	78	73	51	54	256
2	From 2013 to 2014	Student	73	59	56	47	235
3	From 2012 to 2013	Student	72	73	42	47	234
4	From 2011 to 2012	Student	74	42	50	55	221
5	From 2010 to 2011	Student	47	52	58	52	209
	Total	Student	344	299	257	255	1155

12. 16 teachers employed by the school, 1 male and 15 females with no EM teacher. All teachers have university education. The school has five (5) non-teaching personnel.

13. At present, the school has one 2 floor concrete -building built in 2004 and one 2 floor building in construction, which have 3 subject rooms and two class rooms. The school does not have Teacher's housing room. The school will have all the functional rooms necessary if the Project supports to build one subject room one library, two class rooms and 3 Teacher's housing rooms.

C. Yaun Lower Lower Secondary School (batch1).

14. The school became operational in 1997 and was established in Yaun commune of Mang Yang District. The school has 6260 m² of land with 15%, used for school buildings (975m²). During the school-year 2015-2016, a total of 588 students were enrolled, 309 males and 279 females. The students were composed of 92 from Grade 6; 76 in Grade 7 and 70 in Grade 8, 71 in grade 9. The Ba Na student is majority with 65.8 % and Kinh student is of 34 %. Tay student is of 0.2 %(one student). Student enrolment in Ayun LSS increased from 536 students in school-year 2010-2011 it grew to 588 in 2015-2016.

Table 5: Number of students in the last 5 years

No	Number of students in recent 5 year	Unit	Grade 6	Grade 7	Grade 8	Grade 9	Total
1	From 2014 to 2015	Student	154	151	138	132	575
2	From 2013 to 2014	Student	163	163	142	94	563
3	From 2012 to 2013	Student	168	150	144	95	557
4	From 2011 to 2012	Student	162	145	138	97	542
5	From 2010 to 2011	Student	155	147	141	93	536
	Total	Student	802	703	703	511	2773

15. 28 teachers employed by the school, 9 males and 19 females with no EM teacher. All teachers have university education. The school has two (2) non-teaching personnel.

19. At present, the school the school has 4 single floor buildings, none of them concrete. There is one floor building which has been built in 1997 but still being used despite the degrading quality because the school lacks of class rooms.

D. Nguyen hue Lower Secondary School (batch1) .

16. The school became operational in 2001 and was established in Ia Din commune of Duc Co District. The school has 4900 m² of land with 19%, used for school buildings (939m²). During the school-year 2015-2016, a total of 547 students were enrolled, 273 males and 274 females. The students were composed of 149 from Grade 6, 142 in Grade 7 and 140 in Grade 8, 116 in grade 9. The Kinh student is majority with 59.2 % and Ja Rai

student is of 37.5 %. Tay student is of 1.3 %(seven students) Thai student is of 1.6 %(nine students) Muong student is of 0.4 %(two students). Student enrolment in Nguyen Hue LSS increased rapidly from 352 students in school-year 2010-2011 it grew to 547 in 2015-2016.

Table 6: Number of students in the last 5 years

No	Number of students in recent 5 year	Unit	Grade 6	Grade 7	Grade 8	Grade 9	Total
1	From 2014 to 2015	Student	142	140	116	91	489
2	From 2013 to 2014	Student	151	126	103	64	444
3	From 2012 to 2013	Student	144	113	69	64	390
4	From 2011 to 2012	Student	132	90	82	83	387
5	From 2010 to 2011	Student	91	96	90	75	352
	Total	Student	660	565	460	377	2062

17. 21 teachers employed by the school, 10 males and 11 females with no EM teacher. All teachers have university education. The school has four (4) non-teaching personnel.

22. At present, the school has one 2 floor concrete -building built in 2001 which has 8 class rooms. The remaining single floor half concrete building has 4 rooms used as office for school directorate, 6 Teacher's housing rooms and 1 building in construction with 4 class rooms.

E . Ngo Gia Tu Lower Secondary School (batch1).

18. The school became operational in 2001 and was established in Ia Ve commune of Chu Prong District. The school has 14045 m² of land with 4.4%, used for school buildings (618m²). In school-year 2015-2016, a total of 277 students were enrolled, 135 males and 142 females. The students were composed of 115 from Grade 6, 79 in Grade 7 and 47 in Grade 8, 36 in grade 9. The Ja Rai student is majority with 50.9 % and Kinh student is of 37, 9%. 11.2% pupils is of Muong (25 students), Tay (6 students) and Ede (1 student). Student enrolment in Ngo Gia Tu LSS increased from 183 students in school-year 2010-2011 it grew to 277 in 2015-2016.

Table 7: Number of students in the last 5 years

No	Number of students in recent 5 year	Unit	Grade 6	Grade 7	Grade 8	Grade 9	Total
1	From 2014 to 2015	Student	99	56	40	30	225
2	From 2013 to 2014	Student	82	59	45	43	229
3	From 2012 to 2013	Student	82	55	31	32	220
4	From 2011 to 2012	Student	70	54	38	27	189
5	From 2010 to 2011	Student	69	46	33	35	183
	Total	Student	402	270	207	167	1046

19. 14 teachers employed by the school, 5 males and 9 females with no EM teacher. All teachers have university education. The school has three (3) non-teaching personnel.

20. At present, the school has one 2 floor concrete-building built in 2001 which has 8 class rooms. The remaining single floor half concrete building has 3 rooms used as office for school directorate.

F. Ia Rsai Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)

21. The school became operational in 2012 and was established in Ia Rsai commune of Krong Pa District. The school has 17017 m² of land with 4.5%, used for school buildings (764m²). In school-year 2015-2016, a total of 428 students were enrolled, 208 males and 220 females. The students were composed of 122 from Grade 6, 117 in Grade 7 and 111 in Grade 8, 78 in grade 9. The Ja Rai student is majority with 88.3 % and Kinh student is of 11.7%. Student enrolment in Ia Rsai LSS increased from 278 students in school-year 2010-2011 it grew to 428 in 2015-2016.

Table 8: Number of students in the last 5 years

No	Number of students in recent 5 year	Unit	Grade 6	Grade 7	Grade 8	Grade 9	Total
1	From 2014 to 2015	Student	118	115	84	71	388
2	From 2013 to 2014	Student	123	100	78	73	374
3	From 2012 to 2013	Student	110	86	77	74	347
4	From 2011 to 2012	Student	105	85	78	45	313
5	From 2010 to 2011	Student	104	85	59	39	287
	Total	Student	560	471	376	303	1709

22. 20 teachers employed by the school, 11 males and 9 females with no EM teacher. All teachers have university education. The school has five (5) non-teaching personnel.

23. At present, the school has one 2 floor concrete-building built in 2001 which has 6 class rooms, one subject room and 2 single floor-building which has 3 rooms used as office for school directorate and 2 subject rooms.

G . Trung Vuong Lower Secondary School (batch1).

24. The school became operational in 2004 and was established in lasol commune of Phu Thien District. The school has 5950 m² of land with 11.6%, used for school buildings (690m²). During the school-year 2015-2016, a total of 500 students were enrolled, 245 males and 255 females. The students were composed of 141 from Grade 6, 129 in Grade 7 and 130 in Grade 8, 100 in grade 9. The Kinh student is majority with 58.4 % and Ja Rai student is of 41.6%. Student enrolment in Trung Vuong LSS increased from 468 students in school-year 2010-2011 it grew to 500 in 2015-2016.

Table 9: Number of students in the last 5 years

No	Number of students in recent 5 year	Unit	Grade 6	Grade 7	Grade 8	Grade 9	Total
1	From 2014 to 2015	Student	136	136	107	89	468
2	From 2013 to 2014	Student	130	131	100	80	450
3	From 2012 to 2013	Student	140	135	105	90	470
4	From 2011 to 2012	Student	135	136	109	98	478
5	From 2010 to 2011	Student	133	137	110	88	468
	Total	Student	674	675	531	445	2334

25. 17 teachers employed by the school, 5 males and 12 females with no EM teacher. All teachers have university education. The school has four (4) non-teaching personnel.

26. At present, the school has one 2 floor concrete-building built in 2004 which has 8 class rooms, 2 single floor- building which has 4 rooms used as office for school directorate, 4 Subject rooms, one library and one class room.

H. Le Loi Lower Secondary School-Dac Doa district (Batch 1)

27. According to CPMU, Le Loi LSS - Dac Doa district (Batch 1) had been screened for resettlement issue during PPTA and not any resettlement need confirmed. Reconfirmation for resettlement need is not necessary according to ADB's concurrence through email dated on June 24th, 2015

I. Siu Bleh Ethnic Minorities' Semi-Boarding Lower Secondary School (batch2)

28. According to CPMU, Siu Bleh EMSB LSS (Batch 2) had been screened for resettlement issue during PPTA and not any resettlement need confirmed. Reconfirmation for resettlement need is not necessary according to ADB's concurrence through email dated on June 24th, 2015.

K. Le Loi Lower Secondary School- la Pa Distinct (batch2) .

29. The school became operational in 2006 and was established in la Broai commune of la Pa District. The school has 8043 m² of land with 11.5%, used for school buildings (926m²). During the school-year 2015-2016, a total of 171 students were enrolled, 76 males and 95 females. The students were composed of 50 from Grade 6, 46 in Grade 7 and 46 in Grade 8, 29 in grade 9. The Ja Rai student is majority with 99 % and Kinh student is only one. Student enrolment in Le Loi LSS reduced from 198 students in school-year 2010-2011 to 171 in school-year 2015-2016.

Table 10: Number of students in the last 5 years

No	Number of students in recent 5 year	Unit	Grade 6	Grade 7	Grade 8	Grade 9	Total
1	From 2014 to 2015	Student	52	49	37	42	180
2	From 2013 to 2014	Student	49	39	45	38	171
3	From 2012 to 2013	Student	46	47	39	45	177
4	From 2011 to 2012	Student	49	40	48	44	181
5	From 2010 to 2011	Student	48	51	47	52	198
	Total	Student	244	226	216	221	907

30. 19 teachers employed by the school, 10 males and 9 females with no EM teacher. All teachers have university education. The school has four 6 non-teaching personnel.

31. At present, the school has one 2 floor concrete-building built in 2007 which has 4 class rooms, 1 subject room, 1 library and 3 single floor-building with 4 rooms used as office for school directorate, 2 Student dormitories, 2 Teacher's housing rooms

V. ASSESSMENT OF SOCIAL IMPACTS

32. There are no social impacts expected arising from land acquisition in any of the selected LSSs in Gia Lai 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.

Le Hong Phong Lower Secondary School (batch1)

- This school proposed a 02-storey building for 2 classrooms and 1 library in area of 182m² and area a 1-store for 3 teachers's housing units in area of 98m². The 2-

storey building will be built within the existing school compound. The 1-store will be built in the unused land of 450 m² which is located next to the school which has been allocated by the Peoples' Committee to secondary school for construction. No land acquisition is required and no third-party user will be affected. This LSS has applied for LURC. The school has site for unloading & storing construction materials. To mitigate Safety Issues, adequate safety measures to be applied by contractor during construction phase to ensure normal operation of the school.

Nguyen Binh Khiem Lower Secondary School (batch1)

- Two (2) classrooms, one (1) function room and in a 02-storey building and a 01-store building for 3) teacher's housing units being proposed by this school with a total area of 280 m², or 1.55 % of the 18020 m² land owned by the school. The structure will be built within the existing school compound. No land acquisition is required and no third-party user will be affected. The school has site for unloading & storing construction materials. To mitigate Safety Issues, adequate safety measures to be applied by contractor during construction phase to ensure normal operation of the school.

Yaun Lower Secondary School (batch1)

- This school proposed a 02-storey building for two (2) classrooms and one (1) library and 1 subject room in area of 254 m².. The structure will be built in the unused land of 1050 m² which is located between the primary school and secondary school which has been allocated by the Peoples' Committee to secondary school for construction. No land acquisition is required and no third-party user will be affected. The school has site for unloading & storing construction materials. To mitigate Safety Issues, adequate safety measures to be applied by contractor during construction phase to ensure normal operation of the school.

Nguyen hue Lower Secondary School (batch1)

- This school proposed a 02-storey building for one (1) subject room and 1 library in an area of 182 m² within the existing school compound. No land acquisition is required and no third-party user will be affected. The school has site for unloading & storing construction materials. To mitigate Safety Issues, adequate safety measures to be applied by contractor during construction phase to ensure normal operation of the school.

Ngo Gia Tu Lower Secondary School (batch1)

- This school proposed a 1-store building for 4 student's dormitories in an area of 152 m², a 1-store building for 2 teacher's housing rooms in an area of 68 m², a kitchen and a sanitary facilities for semi-boarded students in a of 106m² with a total area of 326 m², or 2.3 % of the 14045 m² land owned by the school. The structure will be built within the existing school compound. No land acquisition is required and no third-party user will be affected. The school has site for unloading & storing construction materials. To mitigate Safety Issues, adequate safety measures to be applied by contractor during construction phase to ensure normal operation of the school.

la Rsai Lower Secondary School (batch1)

- This school proposed a 2-store building for 4 class rooms in an area of 176,5 m²., a 2-store building for 10 student's dormitories in an area of 226.7 m²., a 1-store building for 3 teacher's housing rooms in an area of 102 m² , a kitchen and a sanitary facilities for semi-boarded students in area of 146m² with a total a of 651.2 m², or 3.8 % of the 17.017 m² land owned by the school. The structure will be built within the existing

school compound. No land acquisition is required and no third-party user will be affected. The school has site for unloading & storing construction materials. To mitigate Safety Issues, adequate safety measures to be applied by contractor during construction phase to ensure normal operation of the school.

Trung Vuong Lower Secondary School (batch1)

- This school proposed a 02-storey building for four class rooms and one library in an area of 254 m². The structure will be built within the existing school compound. No land acquisition is required and no third-party user will be affected. The school has site for unloading & storing construction materials. To mitigate Safety Issues, adequate safety measures to be applied by contractor during construction phase to ensure normal operation of the school.

Le Loi Lower Secondary School -Dac Doa district(Batch 1)

- According to CPMU, as for Le Loi LSS - Dac Doa district (Batch 1), this school had been screened for resettlement issue during PPTA and no any resettlement need was confirmed. Reconfirmation for resettlement need is not necessary according to ADB's concurrence through email dated on June 24th, 2015. The school has site for unloading & storing construction materials. To mitigate Safety Issues, adequate safety measures to be applied by contractor during construction phase to ensure normal operation of the school.

Siu Bleh Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)

- According to CPMU, Siu Bleh EMSB LSS (Batch 2) had been screened for resettlement issue during PPTA and not any resettlement need confirmed. Reconfirmation for resettlement need is not necessary according to ADB's concurrence through email dated on June 24th, 2015. The school has site for unloading & storing construction materials. To mitigate Safety Issues, adequate safety measures to be applied by contractor during construction phase to ensure normal operation of the school.

Le Loi Lower Secondary School (batch2)

- This school proposed a 01-storey building for one library in an area of 141.6 m², 1.8% of the 8043 m² land owned by the school. The structure will be built within the existing school compound. No land acquisition is required and no third-party user will be affected. The school has site for unloading & storing construction materials. To mitigate Safety Issues, adequate safety measures to be applied by contractor during construction phase to ensure normal operation of the school.

33. With the foregoing information on the proposed subprojects in Gia Lai Province, request for "No Objection" for the award of civil works contracts is being sought by MOET from ADB.

VI. GRIEVANCE REDRESS MECHANISM AND IMPLEMENTATION ARRANGEMENT

34. The CPMU under MOET's authority will coordinate with the Gia Lai 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.

35. 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.

36. The Gia Lai 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.

37. 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.

38. 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 Disadvantages as Project (LSEMDAP II)**

Subproject: **Le Hong Phong Lower Secondary School (batch 1)**

Province: **Gia Lai** District: **Ia Grai** CATEGORY: C

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Involuntary Acquisition of Land				
1. Will there be land acquisition?		X		Civil works and rehabilitation shall be undertaken in school premises.
2. Is the site for land acquisition known?		X		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)?		X		The school has already an entrance and will not be touched by the construction of these building that will be built at the school premises.
5. Will there be loss of shelter and residential land use to land acquisition?		X		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?		X		All civil works shall be undertaken in school premises.
7. Will there be loss of crops, trees, and fixed assets due to land acquisition?		X		No tree or crop will be affected by the construction.
8. Will there be loss of business or enterprises due to land acquisition?		X		Not a single business will be affected as all civil works and rehabilitation shall be done inside the school premises.
9. Will there be loss of income sources and means of livelihoods due to land acquisition?		X		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 as				
10. Will people lose access to natural resources, communal facilities and services?		X		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?		X		No current use of land will be changed and therefore there is no impact on the socio-economic activities of the people
12. Will access to land and resources owned by the communally or by the state be restricted?		X		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?				
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				
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 Disadvantages as Project (LSEMDAP II)**

Subproject: **Le Hong Phong Lower Secondary School (batch 1)**

Province: **Gia Lai**

District: **la Grai**

CATEGORY: B

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNO WN	Remarks
A. Indigenous Peoples Identification				
1. there socio-cultural group present in or use the project as who may be considered as “tribes” (hill tribes, schedules tribes, tribal peoples), “minorities” (ethnic or national minorities) or “indigenous communities” in the project a?	X			The land is allocated solely for the school. If there ethnic minorities, they among students of the school pursuing their upper secondary education
2. there national or local laws or policies as well as anthropological researches/studies that consider these groups present in or using the project a as belonging to “ethnic minorities”, scheduled tribes, tribal peoples, national minorities, or cultural communities?	X			Some students children of ethnic minorities in Vietnam who recognized by the Government. Their rights embodied in the 2013 Constitution.
3. Do such groups self-identity as taking part of a distinct social and cultural group?	X			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?		X		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?	X			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?	X			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?		X		
8. 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?	X			Outside of the school, such groups 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?	X			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)?	X			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)		X		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?		X		The sub-project a 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>		X		There is no commercial development of cultural resources as the sub-project involves the construction of classrooms.
13. Commercial development of the cultural resources and knowledge of Indigenous Peoples?		X		Physical displacement from traditional or customary lands will not happen in the sub-project
14. Physical displacements from traditional or customary lands?		X		The activities in the sub-project will involve the construction of these buildings at the school premises.
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?		X		The sub-project will only involve the construction of classrooms.
16. Establishing legal recognition of rights to lands and territories that traditionally owned or customarily used, occupied or claimed by indigenous peoples?		X		There is no acquisition of lands
17. Acquisition of lands that traditionally owned or customarily used, occupied or claimed by indigenous peoples?		X		There is no commercial development of cultural resources as the sub-project involves the construction of classrooms.

D. Anticipated Project Impacts on Indigenous Peoples

Project component/ activity/output	Anticipated positive effects	Anticipated negative effects
1. Construction of 02 classrooms and 01 subject room in a 02-storey building and 1-store building for 3 teacher's housing units with total land of 280m ² within the school premise. It will follow the standard dimension as provided for in Vietnamese Standard TCVN 8794-2011.	The provisions of new classrooms will accommodate the increasing number of lower secondary education students. It will also facilitate in providing quality lower secondary education to them	

Involuntary Resettlement Impact Categorization Checklist

Project: **Second Lower Secondary Education for the Most Disadvantage as Project (LSEMDAP II)**

Subproject: **Nguyen Binh Khiem Lower Secondary School (batch 1)**

Province: **Gia Lai** District: **Krong Chro** CATEGORY: C

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Involuntary Acquisition of Land				
1. Will there be land acquisition?		X		Civil works and rehabilitation shall be undertaken in school premises.
2. Is the site for land acquisition known?		X		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)?		X		The school has already an entrance and will not be touched by the construction of these building that will be built at the school premises.
5. Will there be loss of shelter and residential land use to land acquisition?		X		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?		X		All civil works shall be undertaken in school premises.
7. Will there be loss of crops, trees, and fixed assets due to land acquisition?		X		No tree or crop will be affected by the construction.
8. Will there be loss of business or enterprises due to land acquisition?		X		Not a single business will be affected as all civil works and rehabilitation shall be done inside the school premises.
9. Will there be loss of income sources and means of livelihoods due to land acquisition?		X		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 as				
10. Will people lose access to natural resources, communal facilities and services?		X		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?		X		No current use of land will be changed and therefore there is no impact on the socio-economic activities of the people
12. Will access to land and resources owned by the communally or by the state be restricted?		X		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?				
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				
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 Disadvantage as Project (LSEMDAP II)**

Subproject: **Nguyen Binh Khiem Lower Secondary School (batch 1)**

Province: **Gia Lai**

District: **Krong Chro**

CATEGORY: B

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
A. Indigenous Peoples Identification				
1. there socio-cultural group present in or use the project as who may be considered as “tribes” (hill tribes, schedules tribes, tribal peoples), “minorities” (ethnic or national minorities) or “indigenous communities” in the project a?	X			The land is allocated solely for the school. If there ethnic minorities, they among students of the school pursuing their upper secondary education
2. there national or local laws or policies as well as anthropological researches/studies that consider these groups present in or using the project a as belonging to “ethnic minorities”, scheduled tribes, tribal peoples, national minorities, or cultural communities?	X			Some students children of ethnic minorities in Vietnam who recognized by the Government. Their rights embodied in the 2013 Constitution.
3. Do such groups self-identity as taking part of a distinct social and cultural group?	X			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?		X		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?	X			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?	X			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?		X		
8. 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?	X			Outside of the school, such groups 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?	X			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)?	X			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)		X		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?		X		The sub-project a 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>		X		There is no commercial development of cultural resources as the sub-project involves the construction of classrooms.
13. Commercial development of the cultural resources and knowledge of Indigenous Peoples?		X		Physical displacement from traditional or customary lands will not happen in the sub-project
14. Physical displacements from traditional or customary lands?		X		The activities in the sub-project will involve the construction of these buildings at the school premises.
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?		X		The sub-project will only involve the construction of classrooms.
16. Establishing legal recognition of rights to lands and territories that traditionally owned or customarily used, occupied or claimed by indigenous peoples?		X		There is no acquisition of lands
17. Acquisition of lands that traditionally owned or customarily used, occupied or claimed by indigenous peoples?		X		There is no commercial development of cultural resources as the sub-project involves the construction of classrooms.

D. Anticipated Project Impacts on Indigenous Peoples

Project component/ activity/output	Anticipated positive effects	Anticipated negative effects
1. Construction of 02 classrooms and 01 subject room in a 02-storey building and 1-store building for 3 teachers's housing units with total land of 280m2 within the school premise. It will follow the standard dimension as provided for in Vietnamese Standard TCVN 8794-2011.	The provisions of new classrooms will accommodate the increasing number of lower secondary education students. It will also facilitate in providing quality lower secondary education to them	

Involuntary Resettlement Impact Categorization Checklist

Project: **Second Lower Secondary Education for the Most Disadvantage as Project (LSEMDAP II)**

Subproject: **Yaun Lower Lower Secondary School (batch 1)**

Province: **Gia Lai**

District: **Mang Yang**

CATEGORY: C

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Involuntary Acquisition of Land				
1. Will there be land acquisition?		X		Civil works and rehabilitation shall be undertaken in school premises.
2. Is the site for land acquisition known?		X		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?		X		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)?		X		The school has already an entrance and will not be touched by the construction of these building that will be built at the school premises.
5. Will there be loss of shelter and residential land use to land acquisition?		X		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?		X		All civil works shall be undertaken in school premises.
7. Will there be loss of crops, trees, and fixed assets due to land acquisition?		X		No tree or crop will be affected by the construction.
8. Will there be loss of business or enterprises due to land acquisition?		X		Not a single business will be affected as all civil works and rehabilitation shall be done inside the school premises.
9. Will there be loss of income sources and means of livelihoods due to land acquisition?		X		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 as				
10. Will people lose access to natural resources, communal facilities and services?		X		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?		X		No current use of land will be changed and therefore there is no impact on the socio-economic activities of the people
12. Will access to land and resources owned by the communally or by the state be restricted?		X		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?				
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				
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 Disadvantages as Project (LSEMDAP II)**

Subproject: **Yaun Lower Lower Secondary School (batch 1)**

Province: **Gia Lai**

District: **Mang Yang**

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 groups present in or use the project as who may be considered as “tribes” (hill tribes, scheduled tribes, tribal peoples), “minorities” (ethnic or national minorities) or “indigenous communities” in the project area?	X			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?	X			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-identify as taking part of a distinct social and cultural group?	X			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?		X		The land being used by the school is exclusively for education purposes where the ethnic minorities have no collective attachments.
5. Do such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture?	X			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?	X			Ethnic minority students and ethnic minority teachers speak dialects distinct from the mainstream society.
7. Have such groups been historically, socially and economically marginalized, disempowered, excluded, and/or discriminated against?		X		
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?	X			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?	X			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)?	X			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)?		X		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?		X		The sub-project 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?		X		There is no commercial development of cultural resources as the sub-project involves the construction of classrooms.
14. Physical displacements from traditional or customary lands?		X		Physical displacement from traditional or customary lands will not happen in the sub-project
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?		X		The activities in the sub-project will involve the construction of these buildings at the school premises.
16. Establishing legal recognition of rights to lands and territories that traditionally owned or customarily used, occupied or claimed by indigenous peoples?		X		The sub-project will only involve the construction of classrooms.
17. Acquisition of lands that traditionally owned or customarily used, occupied or claimed by indigenous peoples?		X		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 02 class-rooms and 01 subject room and 1 library in a 02-storey building with total land of 254m ² within the school premise. It will follow the standard dimension as provided for in Vietnamese Standard TCVN 8794-2011.	The provisions of new classrooms will accommodate the increasing number of lower secondary education students. It will also facilitate in providing quality lower secondary education to them	

Involuntary Resettlement Impact Categorization Checklist

Project: **Second Lower Secondary Education for the Most Disadvantaged as Project (LSEMDAP II)**Subproject: **Nguyen Hue Lower Secondary School (batch 1)**Province: **Gia Lai**District: **Duc Co**

CATEGORY: C

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Involuntary Acquisition of Land				
1. Will there be land acquisition?		X		Civil works and rehabilitation shall be undertaken in school premises.
2. Is the site for land acquisition known?		X		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)?		X		The school has already an entrance and will not be touched by the construction of these building that will be built at the school premises.
5. Will there be loss of shelter and residential land use to land acquisition?		X		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?		X		All civil works shall be undertaken in school premises.
7. Will there be loss of crops, trees, and fixed assets due to land acquisition?		X		No tree or crop will be affected by the construction.
8. Will there be loss of business or enterprises due to land acquisition?		X		Not a single business will be affected as all civil works and rehabilitation shall be done inside the school premises.
9. Will there be loss of income sources and means of livelihoods due to land acquisition?		X		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 as				
10. Will people lose access to natural resources, communal facilities and services?		X		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?		X		No current use of land will be changed and therefore there is no impact on the socio-economic activities of the people
12. Will access to land and resources owned by the communally or by the state be restricted?		X		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?				
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				
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 as Project (LSEMDAP II)**

Subproject: **Nguyen Hue Lower Secondary School (batch 1)**

Province: **Gia Lai**

District: **Duc Co**

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 groups present in or using the project as who may be considered as “tribes” (hill tribes, scheduled tribes, tribal peoples), “minorities” (ethnic or national minorities) or “indigenous communities” in the project area?	X			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. Do 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?	X			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-identify as taking part of a distinct social and cultural group?	X			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?		X		The land being used by the school is exclusively for education purposes where the ethnic minorities have no collective attachments.
5. Do such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture?	X			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?	X			Ethnic minority students and ethnic minority teachers speak dialects distinct from the mainstream society.
7. Have such groups been historically, socially and economically marginalized, disempowered, excluded, and/or discriminated against?		X		
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?	X			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?	X			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)?	X			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)		X		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?		X		The sub-project a 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?		X		There is no commercial development of cultural resources as the sub-project involves the construction of classrooms.
14. Physical displacements from traditional or customary lands?		X		Physical displacement from traditional or customary lands will not happen in the sub-project
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?		X		The activities in the sub-project a will involve the construction of these buildings at the school premises.
16. Establishing legal recognition of rights to lands and territories that traditionally owned or customarily used, occupied or claimed by indigenous peoples?		X		The sub-project will only involve the construction of classrooms.
17. Acquisition of lands that traditionally owned or customarily used, occupied or claimed by indigenous peoples?		X		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 a 2-store building for 1 subject room, 1 library with total land of 182m ² within the school premise. It will follow the standard dimension as provided for in Vietnamese Standard TCVN 8794-2011.	The provisions of new classrooms will accommodate the increasing number of lower secondary education students. It will also facilitate in providing quality lower secondary education to them	

Involuntary Resettlement Impact Categorization Checklist

Project: **Second Lower Secondary Education for the Most Disadvantages as Project (LSEMDAP II)**Subproject: **Ngo Gia Tu Lower Secondary School (batch 1)**Province: **Gia Lai**District: **Chu Prong**

CATEGORY: C

Probable Involuntary Resettlement Effects	Ye s	No	Not Kno wn	Remarks
Involuntary Acquisition of Land				
1. Will there be land acquisition?		X		Civil works and rehabilitation shall be undertaken in school premises.
2. Is the site for land acquisition known?		X		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)?		X		The school has already an entrance and will not be touched by the construction of these building that will be built at the school premises.
5. Will there be loss of shelter and residential land use to land acquisition?		X		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?		X		All civil works shall be undertaken in school premises.
7. Will there be loss of crops, trees, and fixed assets due to land acquisition?		X		No tree or crop will be affected by the construction.
8. Will there be loss of business or enterprises due to land acquisition?		X		Not a single business will be affected as all civil works and rehabilitation shall be done inside the school premises.
9. Will there be loss of income sources and means of livelihoods due to land acquisition?		X		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 as				
10. Will people lose access to natural resources, communal facilities and services?		X		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?		X		No current use of land will be changed and therefore there is no impact on the socio-economic activities of the people
12. Will access to land and resources owned by the communally or by the state be restricted?		X		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?				
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				
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 Disadvantages as Project (LSEMDAP II)**

Subproject: **Ngo Gia Tu Lower Secondary School (batch 1)**

Province: **Gia Lai**

District: **Chu Prong**

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 groups present in or using the project as who may be considered as "tribes" (hill tribes, scheduled tribes, tribal peoples), "minorities" (ethnic or national minorities) or "indigenous communities" in the project area?	X			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?	X			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-identify as taking part of a distinct social and cultural group?	X			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?		X		The land being used by the school is exclusively for education purposes where the ethnic minorities have no collective attachments.
5. Do such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture?	X			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?	X			Ethnic minority students and ethnic minority teachers speak dialects distinct from the mainstream society.
7. Have such groups been historically, socially and economically marginalized, disempowered, excluded, and/or discriminated against?		X		
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?	X			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?	X			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)?	X			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)?		X		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?		X		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?		X		There is no commercial development of cultural resources as the sub-project involves the construction of classrooms.
14. Physical displacements from traditional or customary lands?		X		Physical displacement from traditional or customary lands will not happen in the sub-project
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?		X		The activities in the sub-project will involve the construction of these buildings at the school premises.
16. Establishing legal recognition of rights to lands and territories that traditionally owned or customarily used, occupied or claimed by indigenous peoples?		X		The sub-project will only involve the construction of classrooms.
17. Acquisition of lands that traditionally owned or customarily used, occupied or claimed by indigenous peoples?		X		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 three 1-store building for 2 teacher's housing units, 4 dormitories , 1 kitchen and 1 sanitary facilities for semi-boarded students with total land of 326m2 within the school premise. It will follow the standard dimension as provided for in Vietnamese Standard TCVN 8794-2011.	The provisions of new classrooms will accommodate the increasing number of lower secondary education students. It will also facilitate in providing quality lower secondary education to them	

Involuntary Resettlement Impact Categorization Checklist

Project: **Second Lower Secondary Education for the Most Disadvantaging as Project (LSEMDAP II)**

Subproject: **la Rsai Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)**

Province: **Gia Lai**

District: **Krong Pa**

CATEGORY: C

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Involuntary Acquisition of Land				
1. Will there be land acquisition?		X		Civil works and rehabilitation shall be undertaken in school premises.
2. Is the site for land acquisition known?		X		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)?		X		The school has already an entrance and will not be touched by the construction of these building that will be built at the school premises.
5. Will there be loss of shelter and residential land use to land acquisition?		X		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?		X		All civil works shall be undertaken in school premises.
7. Will there be loss of crops, trees, and fixed assets due to land acquisition?		X		No tree or crop will be affected by the construction.
8. Will there be loss of business or enterprises due to land acquisition?		X		Not a single business will be affected as all civil works and rehabilitation shall be done inside the school premises.
9. Will there be loss of income sources and means of livelihoods due to land acquisition?		X		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 as				
10. Will people lose access to natural resources, communal facilities and services?		X		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?		X		No current use of land will be changed and therefore there is no impact on the socio-economic activities of the people
12. Will access to land and resources owned by the communally or by the state be restricted?		X		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?				
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				
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 Disadvantage as Project (LSEMDAP II)**

Subproject: **Ia Rsai Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)**

Province: **Gia Lai**

District: **Krong Pa**

CATEGORY: B

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNO WN	Remarks
A. Indigenous Peoples Identification				
1. Are there socio-cultural groups present in or use the project as who may be considered as "tribes" (hill tribes, scheduled tribes, tribal peoples), "minorities" (ethnic or national minorities) or "indigenous communities" in the project area?	X			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?	X			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-identify as taking part of a distinct social and cultural group?	X			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?		X		The land being used by the school is exclusively for education purposes where the ethnic minorities have no collective attachments.
5. Do such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture?	X			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?	X			Ethnic minority students and ethnic minority teachers speak dialects distinct from the mainstream society.
7. Have such groups been historically, socially and economically marginalized, disempowered, excluded, and/or discriminated against?		X		
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?	X			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?	X			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)?	X			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)?		X		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?		X		The sub-project area is inside the school premises.

Peoples, and/or claimed as ancestral domain?				
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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?		X		There is no commercial development of cultural resources as the sub-project involves the construction of classrooms.
14. Physical displacements from traditional or customary lands?		X		Physical displacement from traditional or customary lands will not happen in the sub-project
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?		X		The activities in the sub-project will involve the construction of these buildings at the school premises.
16. Establishing legal recognition of rights to lands and territories that traditionally owned or customarily used, occupied or claimed by indigenous peoples?		X		The sub-project will only involve the construction of classrooms.
17. Acquisition of lands that traditionally owned or customarily used, occupied or claimed by indigenous peoples?		X		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 04 classrooms, 10 dormitories in two 02-storey building and two 1-store building for 3 teacher's housing units, , kitchen with total land of 651m ² within the school premise. It will follow the standard dimension as provided for in Vietnamese Standard TCVN 8794-2011.	The provisions of new classrooms will accommodate the increasing number of lower secondary education students. It will also facilitate in providing quality lower secondary education to them	

Involuntary Resettlement Impact Categorization ChecklistProject: **Second Lower Secondary Education for the Most Disadvantaged as Project (LSEMDAP II)**Subproject: **Trung Vuong Lower Secondary School (batch 1)**Province: **Gia Lai** District: **Phu Thien** CATEGORY: C

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Involuntary Acquisition of Land				
1. Will there be land acquisition?		X		Civil works and rehabilitation shall be undertaken in school premises.
2. Is the site for land acquisition known?		X		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)?		X		The school has already an entrance and will not be touched by the construction of this building that will be built at the school premises.
5. Will there be loss of shelter and residential land use to land acquisition?		X		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?		X		All civil works shall be undertaken in school premises.
7. Will there be loss of crops, trees, and fixed assets due to land acquisition?		X		No tree or crop will be affected by the construction.
8. Will there be loss of business or enterprises due to land acquisition?		X		Not a single business will be affected as all civil works and rehabilitation shall be done inside the school premises.
9. Will there be loss of income sources and means of livelihoods due to land acquisition?		X		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 as				
10. Will people lose access to natural resources, communal facilities and services?		X		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?		X		No current use of land will be changed and therefore there is no impact on the socio-economic activities of the people
12. Will access to land and resources owned by the communally or by the state be restricted?		X		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?				
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				
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 Disadvantages as Project (LSEMDAP II)**

Subproject: **Trung Vuong Lower Secondary School (batch 1)**

Province: **Gia Lai**

District: **Phu Thien**

CATEGORY: B

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNO WN	Remarks
A. Indigenous Peoples Identification				
1. Are there socio-cultural groups present in or use the project as who may be considered as “tribes” (hill tribes, scheduled tribes, tribal peoples), “minorities” (ethnic or national minorities) or “indigenous communities” in the project area?	X			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?	X			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-identify as taking part of a distinct social and cultural group?	X			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?		X		The land being used by the school is exclusively for education purposes where the ethnic minorities have no collective attachments.
5. Do such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture?	X			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?	X			Ethnic minority students and ethnic minority teachers speak dialects distinct from the mainstream society.
7. Have such groups been historically, socially and economically marginalized, disempowered, excluded, and/or discriminated against?		X		
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?	X			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?	X			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)?	X			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)?		X		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?		X		The sub-project area is inside the school premises.

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNO WN	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?		X		There is no commercial development of cultural resources as the sub-project involves the construction of classrooms.
14. Physical displacements from traditional or customary lands?		X		Physical displacement from traditional or customary lands will not happen in the sub-project
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?		X		The activities in the sub-project will involve the construction of this 2-storey building at the school premises.
16. Establishing legal recognition of rights to lands and territories that traditionally owned or customarily used, occupied or claimed by indigenous peoples?		X		The sub-project will only involve the construction of classrooms.
17. Acquisition of lands that traditionally owned or customarily used, occupied or claimed by indigenous peoples?		X		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 04 classrooms and 01 library in a 02-storey building with total land of 254m2 within the school premise. It will follow the standard dimension as provided for in Vietnamese Standard TCVN 8794-2011.	The provisions of new classrooms will accommodate the increasing number of lower secondary education students. It will also facilitate in providing quality lower secondary education to them	

Involuntary Resettlement Impact Categorization Checklist

Project: **Second Lower Secondary Education for the Most Disadvantage as Project (LSEMDAP II)**

Subproject: **Le Loi Lower Secondary School (batch 1)**

Province: **Gia Lai**

District: **Duc Co**

CATEGORY: C

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Involuntary Acquisition of Land				
1. Will there be land acquisition?		X		Civil works and rehabilitation shall be undertaken in school premises.
2. Is the site for land acquisition known?		X		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)?		X		The school has already an entrance and will not be touched by the construction of these buildings that will be built at the school premises.
5. Will there be loss of shelter and residential land use to land acquisition?		X		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?		X		All civil works shall be undertaken in school premises.
7. Will there be loss of crops, trees, and fixed assets due to land acquisition?		X		No tree or crop will be affected by the construction.
8. Will there be loss of business or enterprises due to land acquisition?		X		Not a single business will be affected as all civil works and rehabilitation shall be done inside the school premises.
9. Will there be loss of income sources and means of livelihoods due to land acquisition?		X		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 as				
10. Will people lose access to natural resources, communal facilities and services?		X		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?		X		No current use of land will be changed and therefore there is no impact on the socio-economic activities of the people
12. Will access to land and resources owned by the communally or by the state be restricted?		X		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?				
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				
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 Disadvantages as Project (LSEMDAP II)**

Subproject: **Le Loi Lower Secondary School (batch 2)**

Province: **Gia Lai**

District: **Duc Co**

CATEGORY: B

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNO WN	Remarks
A. Indigenous Peoples Identification				
1. there socio-cultural group present in or use the project as who may be considered as “tribes” (hill tribes, schedules tribes, tribal peoples), “minorities” (ethnic or national minorities) or “indigenous communities” in the project a?	X			The land is allocated solely for the school. If there ethnic minorities, they among students of the school pursuing their upper secondary education
2. there national or local laws or policies as well as anthropological researches/studies that consider these groups present in or using the project a as belonging to “ethnic minorities”, scheduled tribes, tribal peoples, national minorities, or cultural communities?	X			Some students children of ethnic minorities in Vietnam who recognized by the Government. Their rights embodied in the 2013 Constitution.
3. Do such groups self-identity as taking part of a distinct social and cultural group?	X			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?		X		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?	X			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?	X			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?		X		
8. 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?	X			Outside of the school, such groups 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?	X			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)?	X			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)		X		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? “indigenous communities” in the project a?		X		The sub-project a 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?		X		There is no commercial development of cultural resources as the sub-project involves the construction of classrooms.
14. Physical displacements from traditional or customary lands?		X		Physical displacement from traditional or customary lands will not happen in the sub-project
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?		X		The activities in the sub-project will involve the construction of this building at the school premises.
16. Establishing legal recognition of rights to lands and territories that traditionally owned or customarily used, occupied or claimed by indigenous peoples?		X		The sub-project will only involve the construction of classrooms.
17. Acquisition of lands that traditionally owned or customarily used, occupied or claimed by indigenous peoples?		X		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 1-store building for subject room with total land of 141.6m ² within the school premise. It will follow the standard dimension as provided for in Vietnamese Standard TCVN 8794-2011.	The provisions of new classrooms will accommodate the increasing number of lower secondary education students. It will also facilitate in providing quality lower secondary education to them	