

Involuntary Resettlement Due Diligence Report

Report
May 2016

VIE: Second Lower Secondary Education for the Most Disadvantaged Areas Project (LSEMDAP2) –
Đặc Lặc 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.

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Involuntary Resettlement Due Diligence Report

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

ĐẮC LẮK PROVINCE SUBPROJECT

- Hung Vuong Lower Secondary School (batch1)
- Phan Chu Trinh Lower Secondary School (batch1)
- Chư Ewi Lower Lower Secondary School (batch1)
- Tran Quoc Toan Lower Secondary School (batch1)
- Ea Yêing Lower Secondary School (batch1)
- Chu Văn An Lower Secondary School (batch1)
- Cư Pui Lower Secondary School (batch1)
- Hoa Phong Lower Secondary School (batch2)
- Nguyen Duc Canh Lower Secondary School (batch2)
- Ngo May Lower Secondary School (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. Đắk Lắk province is located in Vietnam's Central Highlands, sharing a border with Cambodia to the west. 10 beneficiary LSSs were selected for the Project, namely: (i) **Hung Vuong** Lower Secondary School (Batch1); (ii) **Phan Chu Trinh** Lower Secondary School (Batch1); (iii) **Chư Ewí** Lower Secondary School (Batch1); (iv) **Tran Quoc Toan** Lower Secondary School Batch1; (v) **Ea Yêing** Lower Secondary School (Batch1); (vi) **Chu Văn An** Lower Secondary School (Batch1); (vii) **Cu Pui** Lower Secondary School (Batch1) ; (viii) **Nguyen Duc Canh** Lower Secondary School (Batch2); (ix) **Ngo May** Lower Secondary School (Batch2) and (x) **Hoa Phong** Lower Secondary School (Batch2). They are located in six 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 are 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 Đắk Lắk PPMU and the proposed LSSs during 1-15/ September 2015.

III. THE PROPOSED FACILITIES

4. In all, the nine LSSs will construct a total of 38 regular classrooms ,7 subject rooms for the classes in (physics, chemistry), 2 libraries, 18 teacher's housing units,1 kitchen, 1 sanitary facilities for semi boarded students and 1 sanitary facilities for common use. 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 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 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 area 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 Dac Lak Province

Name of the School	Classrooms	Function Rooms	library	Student's dormitory	Teacher' housing unit	kitchen	Sanitary facilities for semi boarded students	Sanitary facilities
Hung Vuong Lower Secondary School(Batch1)	4		1					
Phan Chu Trinh Lower Secondary School (Batch 1)	4	1						
Chư Ewi Lower Secondary School (Batch 1)	4	1			2			
Tran Quoc Toan Lower Secondary School (Batch 1)	4	0	1		3			1
Ea Yéing Lower Secondary	4	1						

School (Batch 1)								
Chu Văn An Lower Secondary School (Batch 1)	6	1			2			
Cu Pui Lower Secondary School (Batch 1)	4	1		10	5	1	1	
Nguyen Duc Canh Lower Secondary School (Batch 2)	4	1						
Ngo May Secondary School (Batch 2)					4			
Hoa Phong Secondary School (Batch 2)	6	1			4			
Total 9	38	7	2	10	18	1	1	1

Source: CPMU of LSEMDAP II

IV. BRIEF PROFILE OF THE LSSs

A. Hung Vuong Lower Secondary School (batch1)

9. The school became operational in 1997 and was established in Ia Yang Reh commune of Krong Bong District. The school has 4826 m² of land with only 11%, used for school buildings. During the school-year 2015-2016, a total of 331 students were enrolled, 15 males and 176 females. The students were composed of 111 from Grade 6, 90 in Grade 7 and 70 in Grade 9. The Kinh student is majority with 71 % and E De” student is of 29%. Student enrolment in Hung Vuong LSS reduced from 320 students in school-year 2010-2011 to 287 in 2014-2015.

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	92	76	64	55	287
2	From 2013 to 2014	Student	94	79	60	55	288
3	From 2012 to 2013	Student	88	68	54	54	264
4	From 2011 to 2012	Student	89	58	75	61	283
5	From 2010 to 2011	Student	80	82	72	86	320
	Total	Student	354	363	325	256	1442

10. 21 teachers employed by the school, 8 males and 13 females with no EM teacher. All teachers have university education. The school has six (6) non-teaching personnel.

13. At present, the school has 7 single floor buildings, none of them concrete. 2 single floor buildings built in 2014 having 2 class rooms and 3 rooms used as office for school directorate. The 5 one floor buildings (built in 1997) has 10 class rooms. The school does not have Teacher's housing room.

B. Phan Chu Trinh Lower Secondary School (batch1)

11. The school became operational in 2004 and was established in Cu Ne commune of Kong Buk District. The school has 17020 m² of land with only 5.8%, used for school buildings (1000m²). During the school-year 2015-2016, a total of 672 students were enrolled, 311 males and 361 females. The students were composed of 211 from Grade 6, 165 in Grade 7 and 140 in Grade 8, 156 in grade 9. The EDe student is majority with 80 % and Kinh student is of 20%. Student enrolment in Phan Chu Trinh LSS is constant from 671 students in school-year 2010-2011 to 672 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	191	156	176	129	652
2	From 2013 to 2014	Student	200	194	145	115	654
3	From 2012 to 2013	Student	249	160	127	78	614
4	From 2011 to 2012	Student	191	184	118	126	619
5	From 2010 to 2011	Student	229	155	133	154	671
	Total	Student	1060	849	699	602	3210

12. 38 teachers employed by the school, 19 males and 29 females with no EM teacher. All teachers have university education. The school has nine(9) non-teaching personnel.

13. At present, the school has two 2 floor concrete -buildings and 3 single floor buildings, It was built in 2004 with 3 subject rooms, one library and 14 class rooms. The school has 6 Teacher's housing rooms. The school will have all the functional rooms necessary if the Project supports to build one subject room, 4 class rooms.

C. Chu Ewi Lower Secondary School (batch1).

14. The school became operational in 1997 and was established in Cu Ewi commune of Cu Kwin District. The school has 8950 m² of land with 13.4%, used for school buildings (1200m²). In school-year 2015-2016, a total of 575 students were enrolled, 279 males and 292 females. The students were composed of 91 from Grade 6; 67 in Grade 7 and 63 in Grade 8, 70 in grade 9. The Kinh student is majority with 50.6%, EDe student is of 13 %, Tay student is of 17%, Cao Lan student is of 12 % and Nung student is of 7%. Student enrolment in Chu Ewi LSS reduced from 673 students in school-year 2010-2011 to 575 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	158	145	154	1145	602
2	From 2013 to 2014	Student	155	154	148	142	599
3	From 2012 to 2013	Student	178	155	154	148	635
4	From 2011 to 2012	Student	168	172	159	156	655
5	From 2010 to 2011	Student	182	164	171	156	673
	Total	Student	841	790	786	747	316

15. 41 teachers employed by the school, 19 males and 22 females with no EM teacher. All teachers have university education. The school has seven (7) non-teaching personnel.

16. At present, the school has two 2 floor concrete-buildings (built in 2001 and 2007) and 3 single floor buildings (built in 2001 and 2015). There are 4 subject rooms, 14 class room, 5 Teacher's housing rooms and 4 rooms used as office for school directorate.

D. Tran Quoc Toan Lower Secondary School (batch1).

17. The school became operational in 2012 and was established in Ear Bin commune of Lāk District. The school has 7421 m² of land with 2.5%, used for school buildings (187m²). During the school-year 2015-2016, a total of 168 students were enrolled, 84 males and 84 females. The students were composed of 56 from Grade 6, 46 in Grade 7 and 37 in Grade 8, 29 in grade 9. The E De student is majority with 90 % and Kinh student is of 10 %. Student enrolment in Tran Quoc Toan LSS increased from 151 students in school-year 2010-2011 it grew to 168 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	51	38	34	32	146
2	From 2013 to 2014	Student	45	35	32	26	138
3	From 2012 to 2013	Student	45	34	32	30	141
4	From 2011 to 2012	Student	41	38	33	33	145
5	From 2010 to 2011	Student	42	37	36	30	151
	Total	Student	224	182	167	142	751

18. 12 teachers employed by the school, 8 males and 4 females, where no teacher EMs. All teachers have university education. The school has four (4) non-teaching personnel.

22. At present, the school has only one 2 floor concrete -building which has been built in 2014. The building has 7 class rooms and two rooms used as office for school directorate.

E . Ea Yêing Lower Secondary School (batch1).

19. The school became operational in 2004 and was established in Ea Yeing commune of Krong Pak District. The school has 3822 m² of land with 11.8%, used for school buildings (450m²). During the school-year 2015-2016, a total of 558 students were enrolled, 260 males and 298 females. The students were composed of 183 from Grade 6, 187 in Grade 7 and 98 in Grade 8, 90 in grade 9. The Xo Dang student is majority with 94.6% and Kinh student is of 4%. 1% pupils of Muong (5 students) and Ede (1 student). Student enrolment in Ea Yeing LSS increased rapid from 336 students in school-year 2010-2011 it grew to 558 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	178	133	98	94	503
2	From 2013 to 2014	Student	141	112	105	81	439
3	From 2012 to 2013	Student	128	128	88	72	416
4	From 2011 to 2012	Student	102	85	79	65	331
5	From 2010 to 2011	Student	98	88	82	68	336
	Total	Student	647	546	452	380	2025

20. 34 teachers employed by the school, 21 males and 22 females with no EM teacher. All teachers have university education. The school has six (6) non-teaching personnel.

21. At present, the school has one 2 floor concrete -building (built in 2009) which has 5 class rooms, 3 rooms used as office for school directorate, three single floor buildings (built in 2002) which has 2 class rooms, 5 Teacher's housing rooms, The remaining three(3) single floor buildings(built in 1992) which has 2 subject rooms, 1 library and 4 Teacher's housing rooms.

F. Chu Văn An Lower Secondary School (batch1)

22. The school became operational in 1998 and was established in Ea Hleo commune of Ea Hleo District. The school has 7644 m² of land with 17.2%, used for school buildings (1320m²). During the school-year 2015-2016, a total of 1005 students were enrolled, 508 males and 497 females. The students were composed of 272 from Grade 6, 278 in Grade 7

and 215 in Grade 8, 240 in grade 9. The Kinh student is majority with 66.7 % Ja Rai student is of 18.5%, EDe student is of 6.4% and Tay student is of 5%. 3% pupils of Muong (20 students) and Xo Dang (17 student). Student enrolment in Ch Van An LSS increased rapid from 768 students in school-year 2010-2011 it grew to 1005 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	278	215	240	198	922
2	From 2013 to 2014	Student	211	239	194	148	792
3	From 2012 to 2013	Student	265	220	164	165	814
4	From 2011 to 2012	Student	232	164	194	159	749
5	From 2010 to 2011	Student	195	224	185	164	768
	Total	Student	1181	1062	977	825	4045

23. 53 teachers employed by the school, 25 males and 28 females with no EM teacher. All teachers have university education. The school has seven (7) non-teaching personnel.

24. At present, the school has one 2 floor concrete -building (built in 2001) which has 6 class rooms, 3 single floor buildings(built in 1995, 1998, 2000) which has 7 class rooms, 2 subject rooms and 01 room used as office for school directorate. The remaining is one floor half concrete building (built in 2012) which has 3 Teacher's housing rooms.

G. Cu Pui Lower Secondary School (batch1)

25. According to CPMU, as for **Cu Pui** LSS (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.

H. Hoa Phong Lower Secondary School (batch2).

26. The school became operational in 2005 and was established in Hoa Phong commune of Krong Bong District. The school has 5438 m² of land with 20%, used for school buildings (1120m²). During the school-year 2015-2016, a total of 481 students were enrolled, 246 males and 235 females. The students were composed of 120 from Grade 6, 145 in Grade 7 and 110 in Grade 8, 106 in grade 9. The Kinh student majority with 44.7% , Mong student is of 25.8%, E De student is of 17%, Mnong student is of 7% and 5.5% pupils of Muong (11 students), Nung(3 students), Van Kieu(10 students) and Thai (1 student). Student enrolment in Hoa Phong LSS increased from 467 students in school-year 2010-2011 it grew to 481 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	152	114	122	108	488
2	From 2013 to 2014	Student	126	134	115	94	469
3	From 2012 to 2013	Student	158	121	100	90	469
4	From 2011 to 2012	Student	156	134	96	88	474
5	From 2010 to 2011	Student	150	122	103	102	467
	Total	Student	742	625	536	482	2367

27. 34 teachers employed by the school, 14 males and 20 females, where no teacher is EMs. All teachers have university education. The school has five (5) non-teaching personnel.

28. At present, the school has one 2 floor concrete -building (built in 2011) which has 7 class rooms and 2 rooms used as office for school directorate, 1 single floor buildings(built in 2010) which has 2 Teacher's housing rooms, one 1 floor building (built in 2011) which has alibrary. The remaining is 2 one floor half concrete building (built in 1995, 1996) which has 6 class rooms one subject room, these two building still being used though the quality of building declining.

I. Nguyen Duc Canh Lower Secondary School (batch2) .

29. The school became operational in 2007 and was established in Buon Tria commune of Lak District. The school has 5162 m² of land with 12.5%, used for school buildings (650m²). During the school-year 2015-2016, a total of 246 students were enrolled, 109 males and 137 females. The students were composed of 52 from Grade 6, 67 in Grade 7 and 65 in Grade 8.62 in grade 9. The kinh student majority with 87.4 % and E De student is of 9%, Tay student is of 2.4 % and 1.2% pupils of Muong (1 student), Mnong(1 student) and Thai (1 student). Student enrolment in Nguyen Duc Canh LSS increased from 236 students in school-year 2010-2011 it grew to 246 in 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	70	65	61	51	247
2	From 2013 to 2014	Student	68	62	54	48	232
3	From 2012 to 2013	Student	68	57	51	58	234
4	From 2011 to 2012	Student	65	56	59	46	226
5	From 2010 to 2011	Student	63	63	51	59	236
	Total	Student	334	303	267	262	1175

30. 18 teachers employed by the school, 4 males and 14 females with no EM teacher. All teachers have university education. The school has six 6 non-teaching personnel.

31. At present, the school has 4 single floor buildings, none of them concrete building. Two single floor buildings built in 2002 has 5 class rooms and 2 rooms used as office for school directorate. Two single floor buildings built in 1996, 1999 has 5 class rooms and 1 subject room.

K. Ngo May Lower Secondary School (batch2) .

32. The school became operational in 2009 and was established in Vu Bon commune of Krong Pak District. The school has 20.000 m² of land with 8%, used for school buildings (1590m²). During the school-year 2015-2016, a total of 442 students were enrolled, 223 males and 209 females. The students were composed of 123 from Grade 6, 109 in Grade 7 and 110 in Grade 8, 100 in grade 9. The Ja Rai student is majority with 64.5 % and Kinh student is of 34.5%. Student enrolment in Ngo May LSS reduces from 481 students in school-year 2010-2011 to 442 in school-year 2015-2016.

Table 11: 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	110	118	106	104	438
2	From 2013 to 2014	Student	123	126	115	113	477

3	From 2012 to 2013	Student	138	141	128	101	508
4	From 2011 to 2012	Student	154	137	111	95	497
5	From 2010 to 2011	Student	146	124	105	106	481
	Total	Student	671	646	656	519	2401

33. 40 teachers employed by the school, 21 males and 19 females with no EM teacher. All teachers have university education. The school has 11 non-teaching personnel.

34. At present, the school has 1 two floor concrete -building (built in 2009) with 2 class rooms, 1 subject room, 4 rooms used as office for school directorate, 3 single floor buildings(built in 2006) having 9 class rooms, 1 subject room. The remaining one floor building housing 1 library and one floor building for 3 Teacher's housing rooms.

V. ASSESSMENT OF SOCIAL IMPACTS

35. There are no social impacts expected arising from land acquisition in any of the selected LSSs in D ac L ak 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

Hung Vuong Lower Secondary School (batch1)

- This school proposed a 02-storey building for 4 classrooms and 1 library in area of 254m². The 2-storey building 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.

Phan Chu Trinh Lower Secondary School (batch1)

- Four (4) classrooms, one (1) function room being proposed by this school with a total area of 254 m², or 1.50 % of the 17020 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.

Chu Ewi Lower Secondary School (batch1)

- This school proposed a 02-storey building for four (4) classrooms, 1 subject room in area of 254 m². and a 01-storey building for 2 teacher's housing rooms in an area of 68 m² The structure will be built within the existing school premise which has total area of 8950m². 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.

Tran Quoc Toan Lower Secondary School (batch1)

- This school proposed a 02-storey building for four (4) classrooms, 1 subject room in area of 254 m², a 01-storey building for 3 teachers's housing rooms in an area of 102

m2 and sanitary facilities for common use in area of 63 m2. The structure will be built within the existing school premise which has total area of 7421m2. 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.

Ea Yêing Lower Secondary School (batch1)

- This school proposed a 02-storey building for 4 classrooms and 1 library in area of 254m2. The 2-storey building will be built within the existing school premise which has total area of 3821m2. 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.

Chu Văn An Lower Secondary School (batch1)

- This school proposed a 02-storey building for 6 classrooms and 1 subject room in area of 326m2 and 01- storey building for 2 teachers's housing rooms in an area of 68m2. Two buildings will be built within the existing school premise which has total area of 7645m2. 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.

Cu Pui Lower Secondary School (batch1)

- According to CPMU, as for Cu Pui LSS (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.

Hoa Phong Lower Secondary School (batch2)

- This school proposed a 02-storey building for 4 classrooms and 1 subject room with an area of 254m2 and a 01- storey building for 2 teachers's housing rooms in an area of 68m2. Two buildings will be built within the existing school premise which has total area of 54385m2. 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 Duc Canh Lower Secondary School (batch2)

- This school proposed a 02-storey building for 4 classrooms and 1 subject room in area of 254m2. The 2-storey building will be built within the existing school premise which has total area of 5162m2. 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 May Lower Secondary School (batch2)

- This school proposed a single storey building for 4 teachers's housing rooms in an area of 136m² which is 0.7% of the 20.000 m² land owned by the school. The structure will be built within the existing school premise. 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.

36. With the foregoing information on the proposed subprojects in Dac Lac 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

37. The CPMU under MOET's authority will coordinate with the Đăc Lăk 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.

38. 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.

39. The Đăc Lăk 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.

40. 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.

41. 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: **Hung Vuong Lower Secondary School (batch 1)**

Province: **Dăc Lăk** District: **Krong Bong** 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: **Hung Vuong Lower Secondary School (batch 1)**

Province: **Đăc Lăk** District: **Krong Bong** 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 a 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 04 class-rooms 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 Disadvantages as Project (LSEMDAP II)**

Subproject: : **Phan Chu Trinh Lower Secondary School (batch 1)**

Province: **Dăc Lăk** District: **Krong Buk** 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: **Phan Chu Trinh Lower Secondary School (batch 1)**

Province: **Đăc Lăk** District: **Krong Buk** CATEGORY: B

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	N O	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 04 classrooms and 01 subject room 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 Disadvantages as Project (LSEMDAP II)**

Subproject: **Chư Ewi Lower Lower Secondary School (batch 1)**

Province: **Đắk Lắk** District: **Cu Kuin** 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: **Chư Ewi Lower Lower Secondary School (batch 1)**

Province: **Đắk Lắk** District: **Cu Kuin** 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>				
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 class-rooms and 01 subject room in a 02-storey building and 02 teacher's housing rooms in a 01-storey building with total land of 322m 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: **Tran Quoc Toan Lower Secondary School (batch 1)**Province: **Dăc Lăk** District: **Lăk** 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: **Tran Quoc Toan Lower Secondary School (batch 1)**

Province: **Đăc Lăk** District: **Lăk** 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>				
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 class-rooms and 01 subject room in a 02-storey building and 02 teacher's housing rooms in a 01-storey building, a sanitary facilities for common use with total land of 388m 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: **Ea Yéing Lower Secondary School (batch 1)**Province: **Dăc Lăk** District: **Krong Păk** 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: **Ea Yéing Lower Secondary School (batch 1)**

Province: **Đăc Lăk** District: **Krong Păk** CATEGORY: B

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NO T KN OW N	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
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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 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 04 class-rooms and 01 subject room 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: **Chu Văn An Lower Secondary School (batch 1)**Province: **Dăc Lăk** District: **Ea H'leo** 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: **Chu Văn An Lower Secondary School (batch 1)**

Province: **Đăc Lăk** District: **Ea H'leo** CATEGORY: B

KEY CONCERNS (Please provide elaborations on the Remarks column)	Y E S	N O	NOT KNOW N	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	N O	NOT KNOW N	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 06 classrooms and 01 subject room in a 02-storey building and 02 teachers's housing rooms in a 01-storey building with total land of 394m2 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: **Hoa Phong Lower Lower Secondary School (batch1)**Province: **Dăc Lăk** District: **Krong Bong** 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: **Hoa Phong Lower Secondary School (batch2)**

Province: **Đăc Lăk** District: **Krong Bong** 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	NO T KN OW N	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 04 class-rooms and 01 subject room in a 02-storey building and 02 teacher's housing rooms in a 01-storey building with total land of 322m2 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: **Nguyen Duc Canh Lower Secondary School (batch 2)**Province: **Đắk Lắk** District: **Lắk** 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 Disadvantaged as Project (LSEMDAP II)**

Subproject: **Nguyen Duc Canh Lower Secondary School (batch 2)**

Province: **Đăc Lăk** District: **Lăk** 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>				
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 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 Disadvantages as Project (LSEMDAP II)**Subproject: **Ngo May Lower Secondary School (batch 2)**Province: **Dăc Lăk** District: **Krong Păk** 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 Disadvantaged as Project (LSEMDAP II)**

Subproject: **Ngo May Lower Secondary School (batch 2)**

Province: **Dăc Lăk** District: **Krong Păk** 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 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 04 teachers's housing rooms with total land of 136m2 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	