

Involuntary Resettlement Due Diligence Report

Report
May 2016

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

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

CURRENCY EQUIVALENTS

(as of 15 May 2016)

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

ABBREVIATIONS

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

WEIGHTS AND MEASURES

m	–	meter
m ²	–	square meter

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

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

Involuntary Resettlement Due Diligence Report

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

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

HA GIANG PROVINCE SUBPROJECT

- Sinh Lung Lower Secondary School (batch1)
- Ta Phin Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)
- Thang Tin Primary school And Lower Secondary School (batch1)
- Son Vi Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)
- Tung Vai Lower Secondary School (batch1)
- Sung Thai Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)
- Niem Son Ethnic Minorities' Semi-Boarding Lower Secondary School (batch2)
- Niem Tong Ethnic Minorities' Semi-Boarding Lower Secondary School (batch2)

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

CURRENCY EQUIVALENTS

(as of May, 2016)

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

ACCRONYMS

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

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

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

Table of Content

I	Introduction	3
II	Approach & Methodology in Due Diligence	3
III	The Proposed Facilities	3-4
IV	Brief Profile of the LSSs	5-8
V	Assessment of Social Impacts	9-10
VI	Grievance Redress Mechanism And Implementation Arrangement	11-12

Appendix

Appendix 1 – 8: Involuntary Resettlement Impact Categorization Checklists and Indigenous Peoples Impact Screening Checklists	13-39
--	-------

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. Hà Giang is a province in the Northeast region of Vietnam It is located in the far north of the country, and contains Vietnam's northernmost point. It shs a 270 km long border with southern China. 8 beneficiary LSSs were selected for the Project, namely: (i) **Sinh Lung** Lower Secondary School (Batch1); (ii) **Ta Phin** Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1); (iii) **Thang Tin** Primary school And Lower Secondary School (batch1) (iv) **Son Vi** Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1); (v) **Tung Vai** Lower Secondary School (Batch1); (vi) **Sung Thai** Ethnic Minorities' Semi-Boarding Lower Secondary School (batch2); (vii) **Niem Son** Ethnic Minorities' Semi-Boarding Lower Secondary School (batch2). They are located in five districts of the province. As screened, these schools are Category C subprojects in the Involuntary Resettlement and Category B subprojects under in Indigenous Peoples categorization (Attachments 1 to 6), since no social impacts are expected inside the schools' premises. The Central Project Management Unit (CPMU) of LSEMDAP2 has submitted this Due Diligence Report (DDR) for information of ADB and to secure its "No Objection" for the award of civil works contract for the construction of school facilities.

II. APPROACH AND METHODOLOGY FOR DUE DILIGENCE

3. The CPMU has applied the selection criteria in evaluating the LSSs included in the long list. The criteria were developed during the PPTA. Given the large number of LSSs and their geographic locations, the CPMU sent questionnaires to be filled-up by school officials whose responses were the basis for screening and selection in producing the shortlist of LSSs. The school officials of shortlisted LSSs were then given two sets of questionnaires. The first set was used in gathering information on their proposed facilities and statistical data that justify their proposal. The proposed investments were then screened and made the reasonable distribution of facilities that urgently needed. The second set was aimed to validate if land acquisition shall be required. National Resettlement Specialist and CPMU civil work assistants conducted site visits of the proposed LSSs and consult with key officials of the Ha Giang PPMU and the proposed LSSs during 1-15/October 2015.

III. THE PROPOSED FACILITIES

4. In all, the eight LSSs will construct a total of 36 regular classrooms,7 subject rooms for the classes in (physics, chemistry), 1 library, 15 teacher's housing units 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 area and 2.3 m for the corridor); for the 32 student class length = 7.2 m and width = 9.5 m (7.2 m working 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 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
Sinh Lung Lower Secondary School(Batch1)				10	3	1	1	1
Ta Phin Ethnic Minorities' Semi-Boarding Lower Secondary School(Batch1)				6	4	1	1	
Thang Tin Primary school And Lower Secondary School (Batch 1)	2		1		2			1
Son Vi Ethnic Minorities' Semi-Boarding Lower Secondary School(Batch1))	2	1	1		6			1
Tung Vai Lower Secondary School			1	4	3	1	1	

(Batch 1)								
Sung Thai Ethnic Minorities' Semi-Boarding Lower Secondary school (Batch 1)		1	1		3			
Niem Son Ethnic Minorities' Semi-Boarding Lower Secondary School(Batch 2)	2	1		4	5	1	1	
Niem Tong Ethnic Minorities' Semi-Boarding Lower Secondary School(Batch 2)				4	5		1	
Total 8	6	3	4	28	29	4	5	3

Source: CPMU of LSEMDAP II

IV. BRIEF PROFILE OF THE LSSs

A Sinh Lung Lower Secondary School (batch1)

9. The school became operational in 2003 and was established in Sinh Lung commune of Dong Van District. The school has 91751m² of land with only 7% used for school buildings. In school-year 2015-2016, a total of 191 students were enrolled, 98 males and 93 females. The students were composed of 51 from Grade 6, 48 in Grade 7 and 54 in Grade 8, 38 in grade 9. The Mong student majority with 84.8 % and Clao student is of 15.2%. Student enrolment in Sinh Lung EMSP LSS constant from 211 students in school-year 2010-2011 to 195 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	55	61	52	27	195
2	From 2013 to 2014	Student	64	54	29	38	185
3	From 2012 to 2013	Student	57	29	39	52	177
4	From 2011 to 2012	Student	48	58	45	31	182
5	From 2010 to 2011	Student	39	56	54	62	211
	Total	Student	263	258	219	210	950

10. 52 teachers employed by the school, 23 males and 29 females with no EM teacher. All teachers have university education. The school has five (5) non-teaching personnel.

11. At present, the school has one 2 floor concrete –buildings(built in 2008) which has 7 class room and one floor buildings(built in 2004) which has 5 Teacher's housing rooms.

B Ta Phin Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)

12. The school became operational in 2012 and was established in Ta Phin commune of Dong Van District. The school has 9722m² of land with only 10.3% used for school buildings(1000m²). In school-year 2015-2016, a total of 148 students were enrolled, 86 males and 62 females. The students were composed of 25 from Grade 6, 31 in Grade 7 and 20 in Grade 8, 10 in grade 9. The Mong student majority with 100 % Student enrolment in Ta Phin EMSP LSS is constant from 146 students in school-year 2010-2011 to 148 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	54	34	20	25	133
2	From 2013 to 2014	Student	36	27	31	25	119
3	From 2012 to 2013	Student	36	35	27	36	134
4	From 2011 to 2012	Student	37	28	46	27	138

5	From 2010 to 2011	Student	47	46	31	22	146
	Total	Student	210	170	155	135	670

13. 48 teachers employed by the school, 20 males and 28 females with no EM teacher. All teachers have university education. The school has six (6) non-teaching personnel.

14. At present, the school has one 2 floor concrete -buildings(built in 2002) which has 8 class room and 1 single floor buildings(built in 2004) which has 1 library and 2 rooms used as office for school directorate.

C Thang Tin Primary school And Lower Secondary School (batch1).

The school became operational in 2014 and was established in Thang Tin commune of Hoang Su Phi District. The school has 4505 m² of land with 20%, used for school buildings (908m²). In school-year 2015-2016, a total of 137 students were enrolled, 80 males and 57 females. The students were composed of 33 from Grade 6; 28 in Grade 7 and 35 in Grade 8, 41 in grade 9. The Nung student majority with 56.2%, Mong student is of 26.2 %, Tay student is of 16 %, 1.6% pupils of La Chi (1 student) and Kinh (1 student). Student enrolment in Thang Tin LSS increased from 97 students in school-year 2010-2011 to 137 in 2015-2016.

Table 5: Number of students in the last 5 years

No	Number of students in recent 5 year	Unit	Grade 6	Grade 7	Grade 8	Grade 9	Total
1	From 2014 to 2015	Student	28	35	41	44	148
2	From 2013 to 2014	Student	38	46	45	27	153
3	From 2012 to 2013	Student	50	45	30	28	153
4	From 2011 to 2012	Student	49	35	30	17	131
5	From 2010 to 2011	Student	33	34	17	13	97
	Total	Student	198	195	163	129	862

15.

16. 10 teachers employed by the school, 5 males and 5 females with no EM teacher. All teachers have university education. The school has three (3) non-teaching personnel.

17. At present, the school has one 2 floor concrete -buildings(built in 2000) which has 6 class rooms and 5 single floor buildings(built in 1999, 2000,2009 and 2010) which has 3 class room, 5 student's dormitories, 2 class rooms, 3 Teacher's housing rooms and 4 rooms used as office for school directorate.

D. Son Vi Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1).

18. The school became operational in 2006 and was established in Son Vi commune of Meo Vac District. The school has 2954 m² of land with 21.5%, used for school buildings (1370m²). In school-year 2015-2016, a total of 384 students were enrolled, 210 males and 174 females. The students were composed of 121 from Grade 6, 105 in Grade 7 and 79 in Grade 8, 79 in grade 9. The H Mong student majority with 82 % and Xuong student is of 13.8%. Giay student is of 2.3%. 1.9% pupils of Han (5 students), Nung (1 students) and Kinh (1 student). Student enrolment in Son Vi EMSP LSS increased from 322 students in school-year 2010-2011 it grew to 384 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	116	88	92	48	344
2	From 2013 to 2014	Student	99	114	62	57	332

3	From 2012 to 2013	Student	132	85	88	35	340
4	From 2011 to 2012	Student	108	111	71	55	345
5	From 2010 to 2011	Student	129	81	62	50	322
	Total	Student	584	479	375	190	1628

19. 25 teachers employed by the school, 16 males and 9 females with no EM teacher. All teachers have university education. The school has six (6) non-teaching personnel.

20. At present, the school has one 2 floor concrete -building (built in 2008) which has 6 class rooms, 1 library, 1 room used as office for school directorate and 1 single floor building (built in 2011) with 5 student's dormitories.

E . Tung Vai Lower Secondary School (batch1).

21. The school became operational in 2006 and was established in Tung Vai commune of Quan Ba District. The school has 7790 m² of land with 12.2%, used for school buildings (954m²). In school-year 2015-2016, a total of 331 students were enrolled, 160 males and 171 females. The students were composed of 122 from Grade 6, 81 in Grade 7 and 83 in Grade 8, 45 in grade 9. The Mong student majority with 79.8%, Dao student is of 11.4%. Tay student is of 3.6%. Nung student is of 3%. 2.2% pupils of BoY (4 students) Giay(2 students) and Han(1 student). Student enrolment in Tung Vai LSS increased from 214 students in school-year 2010-2011 it grew to 331 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	86	86	46	55	273
2	From 2013 to 2014	Student	91	50	56	42	239
3	From 2012 to 2013	Student	60	64	52	52	228
4	From 2011 to 2012	Student	73	62	61	36	232
5	From 2010 to 2011	Student	65	64	40	45	214
	Total	Student	375	326	255	230	1186

22. 21 teachers employed by the school, 5 males and 16 females with no EM teacher All teachers have university education. The school has two(2) non-teaching personnel.

23. At present, the school has two 2 floor concrete -building(built in 2006) which has 16 class rooms, 3 rooms used as office for school directorate, three one floor buildings(built in 2006) which has 5 class rooms, The remaining is three(3) one floor buildings(built in 1996) which has 6 student's dormitories and 4 Teacher's housing rooms. These two buildings still being used though the building quality is declining

F Sung Thai Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1).

24. The school became operational in 2008 and was established in Sung Thai commune of Yen Minh District. The school has 3831 m² of land with 20%, used for school buildings (779m²). In school-year 2015-2016, a total of 201 students were enrolled, 123 males and 78 females. The students were composed of 77 from Grade 6, 53 in Grade 7 and 46 in Grade 8 ,25 in grade 9. The Mong student majority with 100%. Student enrolment in Sung Thai EMSP LSS constant from 209 students in school-year 2010-2011 to 201 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	65	68	43	39	215
2	From 2013 to 2014	Student	81	59	59	49	248
3	From 2012 to 2013	Student	69	66	76	40	251
4	From 2011 to 2012	Student	67	86	46	32	231
5	From 2010 to 2011	Student	96	37	38	28	209
	Total	Student	378	316	262	156	1112

25. 22 teachers employed by the school, 13 males and 9 females with no EM teacher. All teachers have university education. The school has five (5) non-teaching personnel.

26. At present, the school has one 1 floor concrete -building (built in 2003) which has 8 class rooms, 3 single floor buildings(built in 2000, 2001, 2010) with 10 student's dormitories and 4 Teacher's housing rooms.

G . Niem Son Ethnic Minorities' Semi-Boarding Lower Secondary School (batch2)

27. The school became operational in 2004 and was established in Niem Son commune of Meo Vac District. The school has 2236 m² of land with 33.5%, used for school buildings (750m²). In school-year 2015-2016, a total of 356 students were enrolled, 189 males and 167 females. The students were composed of 113 from Grade 6, 95 in Grade 7 and 71 in Grade 8, 77 in grade 9. The Mong student majority with 43.2%, Tay student is of 22.7%, Dao student is of 19.9%, Nung student is of 4.2% and Kinh student is of 0.2% (1 student). Student enrolment in Niem Son EMSP LSS increased from 260 students in school-year 2010-2011 it grew to 356 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	100	73	82	95	350
2	From 2013 to 2014	Student	77	91	106	55	329
3	From 2012 to 2013	Student	105	114	66	60	345
4	From 2011 to 2012	Student	116	70	62	58	306
5	From 2010 to 2011	Student	74	63	60	63	206
	Total	Student	472	411	376	331	1590

28. 26 teachers employed by the school, 13 males and 13 females with no EM teacher where no teacher is EMs. All teachers have university education. The school has five (5) non-teaching personnel.

29. At present, the school has one 2 floor concrete -building(built in 2004) which has 8 class rooms, 3 single floor buildings(built in 2004, 2004. 2008) with 15 Teacher's housing rooms and 1 single floor building(built in 2015) which has 3 student's dormitories.

H. Niem Tong Ethnic Minorities' Semi-Boarding Lower Secondary School (batch2).

The school became operational in 2007 and was established in Niem Tong commune of Meo Vac District. The school has 3677 m² of land with 31%, used for school buildings (1140m²). In school-year 2015-2016, a total of 304 students were enrolled, 179 males and 125 females. The students were composed of 87 from Grade 6, 78 in Grade 7 and 85 in Grade 8, 54 in

grade 9. The Mong student majority with 85.8 % and Dao student is of 7.9%, Tay student is of 2.6 % and Day student is of 3.6%. Student enrolment in Niem Tong EMSP LSS increased from 226 students in school-year 2010-2011 it grew to 304 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	71	88	60	57	276
2	From 2013 to 2014	Student	92	68	63	43	266
3	From 2012 to 2013	Student	80	77	77	39	273
4	From 2011 to 2012	Student	100	92	59	21	272
5	From 2010 to 2011	Student	96	63	50	17	226
	Total	Student	439	388	309	177	1313

30. 25 teachers employed by the school, 12 males and 13 females with no EM teacher All teachers have university education. The school has three (6) non-teaching personnel.

31. At present, the school has one 2 floor concrete -building(built in 2006) which has 8 class rooms, 2 single floor buildings(built in 2006) which has 10 Teacher's housing rooms and 2 single floor building(built in 2013) with 10 student's dormitories.

V. ASSESSMENT OF SOCIAL IMPACTS

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

Sinh Lung Lower Secondary School (batch1)

- This school proposed a 02-storey building for 10 student's dormitories with an area of 220m² and 4 one storey building for 3 teacher housing rooms, 1 kitchen, one sanitary facilities for semi-boarded students and one sanitary facilities for common use in total a of 228m². These building will be built in the unused land of 2653 m² which is located next to the school which has been allocated by the Peoples' Committee to secondary school for construction. No land acquisition is required and no third-party user will be affected. 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.

Ta Phin Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)

- This school proposed a 02-storey building for 6 student's dormitories, 3 teachers housing rooms with an area of 220m² and 1 kitchen, 1 sanitary facility for semi-boarded students in total area of 92m². The sanitary facilities for semi-boarded students will be built within the existing school premise and the 02-storey building will be built in the unused land of 2653 m² which is located next to the school and has been allocated by the Peoples' Committee to secondary school for construction. No land acquisition is required and no third-party user will be affected. The school has site for unloading & storing construction materials. To mitigate Safety Issues, adequate safety measures to be applied by contractor during construction phase to ensure normal operation of the school.

Thang Tin Primary school And Lower Secondary School (batch1)

- This school proposed a 02-storey building for 4 classrooms, 1 subject room with an area of 254 m² and 1 sanitary facility for common use in area of 63m². The structure will be built within the existing school premise which has total area of 2840m². 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.

Son VI Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)

- This school proposed a 02-storey building for two (2) classrooms, 1 subject room, 1 library with an area of 254 m², a 01-storey building for 6 teachers's housing rooms with an area of 204 m² and sanitary facilities for common use with an area of 63 m². The 02-storey building and the sanitary facilities will be built in the unused land of 350 m² which is located between the primary school and secondary school. The teacher' housing unit will be built in used land of 550 m² located next to the school which has been allocated by the Peoples' Committee to secondary school for construction. No land acquisition is required and no third-party user will be affected. 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.

Tung Vai Lower Secondary School (batch2)

- This school proposed a 02-storey building for 1 library with an area of 146m² and three 1 storey building for 4 student's dormitories, 3 teacher housing rooms and one kitchen, one sanitary facility for semi-boarded students in total area of 342m². These building will be built within the existing school premise which has total area of 7790m². 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.

Sung Thai Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)

- This school proposed a 02-storey building for 1 library and 1 subject room with an area of 280m² and a 01- storey building for 3 teachers's housing rooms with an area of 102m². Two buildings will be built within the existing school premise which has total area of 3831m². 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.

Niem Son Ethnic Minorities' Semi-Boarding Lower Secondary School (batch2)

- This school proposed a 02-storey building for 2 classrooms and 1 subject room with an area of 180m², a 01- storey building for 5 teachers's housing rooms with an area of 170m², a 01- storey building for 4 student's dormitories with an area of 154m², one kitchen, one sanitary facility for semi-boarded students. These buildings will be built within the existing school premise which has total area of 2235m². 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.

Niem Tong Ethnic Minorities' Semi-Boarding Lower Secondary School (batch2)

- This school proposed a 01- storey building for 5 teachers's housing rooms with an area of 170m², a 01- storey building for 4 student's dormitories with an area of 154m² and one sanitary facility for semi-boarded students. These buildings will be built in the unused land of 650 m² which is located next to the school and has been allocated by the Peoples' Committee to secondary school for construction. No land acquisition is required and no third-party user will be affected. The school has site for unloading & storing construction materials. To mitigate Safety Issues, adequate safety measures to be applied by contractor during construction phase to ensure normal operation of the school.

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

VI. GRIEVANCE REDRESS MECHANISM AND IMPLEMENTATION ARRANGEMENT

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

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

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

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

- (i) *First Stage, Commune Peoples' Committee (CPC)*. The complainant may register his/her complaint verbally or in writing to any member of the CPC, either through the Village Chief or directly to the CPC. The CPC will register the complaint and meet the complainant. The CPC secretariat will document and keep the files of all complaints that it handles. The CPC has up to 30 days or 45 days (for complex cases) to resolve the complaint. If the complaint is not resolved within the given days or the complainant does not satisfy with decision of CPC on his/her case, he/she can bring complaint to

the DPC.

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

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

Involuntary Resettlement Impact Categorization Checklist

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

Subproject: **Sinh Lung Lower Secondary School (batch1)**

Province: **Ha Giang** District: **Dong Van** 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 Disadvantaged as Project (LSEMDAP II)**

Subproject: **Sinh Lung Lower Secondary School (batch 1)**

Province: **Ha Giang** District: **Dong Van** CATEGORY: B

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
A. Indigenous Peoples Identification				
1. Are there socio-cultural groups present in or use the project as who may be considered as "tribes" (hill tribes, scheduled tribes, tribal peoples), "minorities" (ethnic or national minorities) or "indigenous communities" in the project area?	X			The land is allocated solely for the school. If there are ethnic minorities, they are among students of the school pursuing their upper secondary education.
2. Are there national or local laws or policies as well as anthropological researches/studies that consider these groups present in or using the project area as belonging to "ethnic minorities", scheduled tribes, tribal peoples, national minorities, or cultural communities?	X			Some students' 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. Has 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? communities" in the project area?		X		The sub-project area is inside the school premises.

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNO WN	Remarks
C. Identification of Special Requirements <i>Will the project activities include:</i>		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 10 student's dormitories in a 02-storey building with total land of 254m ² and 3 teacher's housing room, 1 kitchen, 1 sanitary facilities for common use and 1 sanitary facilities for semi-boarded students in total a of 228m 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: **Ta Phin Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)**

Province: **Ha Giang** District: **Dong Van** 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 Disadvantaged as Project (LSEMDAP II)**

Subproject: **Ta Phin Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)**

Province: **Ha Giang** District: **Dong Van** CATEGORY: B

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	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	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 6 student's dormitories and 3 teacher's housing room in a 02-storey building with total land of 254m2, 1 kitchen and 1 sanitary facilities for semi-boarded students in total a of 92m2 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: : **Thang Tin Primary school And Lower Secondary School (batch1)**

Province: **Ha Giang** District: **Hoang Su Phi** 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: **Thang Tin Primary school And Lower Secondary School (batch1)**

Province: **Ha Giang** District: **Hoang Su Phi** CATEGORY: B

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

and/or claimed as ancestral domain?				
-------------------------------------	--	--	--	--

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>		X		There is no commercial development of cultural resources as the sub-project involves the construction of classrooms.
13. Commercial development of the cultural resources and knowledge of Indigenous Peoples?		X		Physical displacement from traditional or customary lands will not happen in the sub-project
14. Physical displacements from traditional or customary lands?		X		The activities in the sub-project will involve the construction of these buildings at the school premises.
15. Commercial development of natural resources (such as minerals, hydrocarbons, forest, water, hunting or fishing ground) within customary lands under use that would impact the livelihoods or the cultural ceremonial, spiritual uses that define the identity and community of Indigenous Peoples?		X		The sub-project will only involve the construction of classrooms.
16. Establishing legal recognition of rights to lands and territories that traditionally owned or customarily used, occupied or claimed by indigenous peoples?		X		There is no acquisition of lands
17. Acquisition of lands that traditionally owned or customarily used, occupied or claimed by indigenous peoples?		X		There is no commercial development of cultural resources as the sub-project involves the construction of classrooms.

D. Anticipated Project Impacts on Indigenous Peoples

Project component/ activity/output	Anticipated positive effects	Anticipated negative effects
1. Construction of 02 classrooms and 01 library in a 02-storey building with total land of 254m ² and 1 sanitary facilities for common use in a of 63n 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: **Son Vi Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)**

Province: **Ha Giang** District: **Meo Vac** CATEGORY: C

Probable Involuntary Resettlement Effects	Ye s	No	No t Kn ow n	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: **Son Vi Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)**

Province: **Ha Giang** District: **Meo Vac** 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 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 02 class-rooms, 01 library and 01 subject room in a 02-storey building in a of 254m ² and 06 teacher's housing rooms, 1 sanitary facilities in a 01-storey building with total land of 267m 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	

Appendix – 5

Involuntary Resettlement Impact Categorization Checklist

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

Subproject: **Tung Vai Lower Secondary School (batch1)**

Province: **Ha Giang** District: **Quang Ba** 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: **Tung Vai Lower Secondary School (batch1)**

Province: **Ha Giang** District: **Quang Ba** CATEGORY: B

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	N O	NOT KNO WN	Remarks
A. Indigenous Peoples Identification				
1. Are there socio-cultural groups present in or using the project as who may be considered as “tribes” (hill tribes, scheduled tribes, tribal peoples), “minorities” (ethnic or national minorities) or “indigenous communities” in the project a?	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 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. Has such groups been historically, socially and economically marginalized, disempowered, excluded, and/or discriminated against?			X	
8. Are such groups represented as “Indigenous Peoples” or as “ethnic minorities” or “scheduled tribes” or “tribal populations” in any formal decision-making bodies at the national or local levels?	X			Outside of the school, such groups are represented as “ethnic minorities” in formal decision-making bodies at the national or local levels.
B. Identification of Potential Impacts				
9. Will the project directly or indirectly benefit or target Indigenous Peoples?	X			The students from indigenous communities will directly benefit from the Project in terms of improved quality of education.
10. Will the project directly or indirectly affect Indigenous Peoples’ traditional socio-cultural and belief practices? (e.g. child-rearing, health, education, arts, and governance)?	X			The project shall only improve quality of education but will not impose changes in sociocultural practices of ethnic minorities.
11. Will the project affect the livelihood systems of Indigenous Peoples? (e.g. food production system, natural resource management, crafts and trade, employment status)			X	The construction of classrooms will be done in school premises.
12. Will the project be in an area (land or territory) occupied, owned, or used by Indigenous Peoples, and/or claimed as ancestral domain?			X	The sub-project a is inside the school premises.

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
C. Identification of Special Requirements <i>Will the project activities include:</i>				
13. Commercial development of the cultural resources and knowledge of Indigenous Peoples?		X		There is no commercial development of cultural resources as the sub-project involves the construction of classrooms.
14. Physical displacements from traditional or customary lands?		X		Physical displacement from traditional or customary lands will not happen in the sub-project
15. Commercial development of natural resources (such as minerals, hydrocarbons, forest, water, hunting or fishing ground) within customary lands under use that would impact the livelihoods or the cultural ceremonial, spiritual uses that define the identity and community of Indigenous Peoples?		X		The activities in the sub-project 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 1 library in a 02-storey building in a of 146m ² and 03 teacher's housing rooms , 04 student's dormitory's in two 01-storey building kitchen, a sanitary facilities for semi boarded with total land of 324 m 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: **Sung Thai Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)**Province: **Ha Giang** District: **Yen Minh** 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? No Yes Not applicable

Indigenous Peoples Impact Screening Checklist

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

Subproject: **Sung Thai Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)**

Province: **Ha Giang** District: **Yen Minh** CATEGORY: B

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
A. Indigenous Peoples Identification				
1. Are there socio-cultural groups present in or use the project as who may be considered as "tribes" (hill tribes, scheduled tribes, tribal peoples), "minorities" (ethnic or national minorities) or "indigenous communities" in the project area?	X			The land is allocated solely for the school. If there are ethnic minorities, they are among students of the school pursuing their upper secondary education.
2. Are there national or local laws or policies as well as anthropological researches/studies that consider these groups present in or using the project 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. Has such groups been historically, socially and economically marginalized, disempowered, excluded, and/or discriminated against?		X		
8. Are such groups represented as "Indigenous Peoples" or as "ethnic minorities" or "scheduled tribes" or "tribal populations" in any formal decision-making bodies at the national or local levels?	X			Outside of the school, such groups are represented as "ethnic minorities" in formal decision-making bodies at the national or local levels.
B. Identification of Potential Impacts				
9. Will the project directly or indirectly benefit or target Indigenous Peoples?	X			The students from indigenous communities will directly benefit from the Project in terms of improved quality of education.
10. Will the project directly or indirectly affect Indigenous Peoples' traditional socio-cultural and belief practices? (e.g. child-rearing, health, education, arts, and governance)?	X			The project shall only improve quality of education but will not impose changes in sociocultural practices of ethnic minorities.
11. Will the project affect the livelihood systems of Indigenous Peoples? (e.g. food production system, natural resource management, crafts and trade, employment status)		X		The construction of classrooms will be done in school premises.
12. Will the project be in an area (land or territory) occupied, owned, or used by Indigenous Peoples, and/or claimed as ancestral domain?		X		The sub-project is inside the school premises.

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

D. Anticipated Project Impacts on Indigenous Peoples

Project component/ activity/output	Anticipated positive effects	Anticipated negative effects
1. Construction of 01 library and 01 subject room in a 02-storey building with total land of 280m ² and 3 teacher's housing rooms in a 01 storey building in a of 102m 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: **Niem Son Ethnic Minorities' Semi-Boarding Lower Secondary School (batch2)**

Province: **Ha Giang** District: **Meo Vac** 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? No Yes Not applicable

Indigenous Peoples Impact Screening Checklist

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

Subproject: **Niem Son Ethnic Minorities' Semi-Boarding Lower Secondary School (batch2)**

Province: **Ha Giang** District: **Meo Vac** CATEGORY: B

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
A. Indigenous Peoples Identification				
1. Are there socio-cultural groups present in or use the project as who may be considered as "tribes" (hill tribes, scheduled tribes, tribal peoples), "minorities" (ethnic or national minorities) or "indigenous communities" in the project area?	X			The land is allocated solely for the school. If there are ethnic minorities, they are among students of the school pursuing their upper secondary education.
2. Are there national or local laws or policies as well as anthropological researches/studies that consider these groups present in or using the project 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 the quality of education but will not impose changes in sociocultural practices of ethnic minorities.
11. Will the project affect the livelihood systems of Indigenous Peoples? (e.g. food production system, natural resource management, crafts and trade, employment status)		X		The construction of classrooms will be done in school premises.
12. Will the project be in an area (land or territory) occupied, owned, or used by Indigenous Peoples,		X		The sub-project is inside the school premises.

and/or claimed as ancestral domain?				
-------------------------------------	--	--	--	--

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

D. Anticipated Project Impacts on Indigenous Peoples

Project component/ activity/output	Anticipated positive effects	Anticipated negative effects
1. Construction of 02 class-rooms and 01 subject room in a 02-storey building in a of 180m ² and 05 teacher's housing rooms, 4 student's dormitories in two 01-storey building, 1 kitchen, 1 sanitary facilities with total land of 415m 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: **Niem Tong Ethnic Minorities' Semi-Boarding Lower Secondary School (batch2)**Province: **Ha Giang** District: **Meo Vac** 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: **Niem Tong Ethnic Minorities' Semi-Boarding Lower Secondary School (batch2)**

Province: **Ha Giang**

District: **Meo Vac**

CATEGORY: B

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	N O	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 ethnic minorities, they 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 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. 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 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 05 teacher's housing rooms, 4 student's dormitories in two 01-storey building and 1 sanitary facilities with total land of 387m2 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	