

# Involuntary Resettlement Due Diligence Report

---

# Report  
May 2016

VIE: Second Lower Secondary Education for the Most Disadvantaged Areas Project (LSEMDAP2) – Quang Nam 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 <sup>2</sup> | – | 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)**

### **QUANG NAM PROVINCE SUBPROJECT**

- **Nguyen Binh Khiem Lower Secondary School**
- **Que Trung Lower Secondary School**
- **Quang Trung Lower Secondary School**
- **Tran Ngoc Suong Lower Secondary School**
- **Le Hong Phong Lower Secondary School**
- **Phuoc Ninh Lower Secondary School**

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   | 1 |
| II  | Approach & Methodology in Due Diligence                    | 1 |
| III | The Proposed Facilities                                    | 1 |
| IV  | Brief Profile of the LSSs                                  | 2 |
| V   | Assessment of Social Impacts                               | 4 |
| VI  | Grievance Redress Mechanism and Implementation Arrangement | 5 |

## **Appendix**

|  |      |
|--|------|
| Appendix 1 – 6: Involuntary Resettlement Impact Categorization Checklists and Indigenous Peoples Impact Screening Checklists | 7-24 |
|--|------|

## **I. INTRODUCTION**

1. The Ministry of Education and Training (MOET) is implementing the Second Lower Secondary Education for the Most Disadvantaged Areas 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 is 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. Quang Nam province is located in the South Central part of Vietnam. seven (7) beneficiary LSSs were selected for the Project, namely: (i) Nguyen Binh Khiem Lower Secondary School; (ii) Nguyen Dinh Chieu Lower Secondary School; (iii) Que Trung Lower Secondary School; (iv) Quang Trung Lower Secondary School; (v) Tran Ngoc Suong Lower Secondary School; (vi) Le Hong Phong Lower Secondary School; and (vii) Phuoc Ninh Lower Secondary School. They are located in four (4) districts of the province. As screened, they are all Category C subprojects in Involuntary Resettlement; Category C in Indigenous Peoples categorization for all LSSs except the LSSs of Nguyen Binh Khiem and Le Hong Phong are Category B (Attachments 1 to 6), since no social impacts are expected inside the schools' premises. The Central Project Management Unit (CPMU) of LSEMDAP II has submitted this Due Diligence Report (DDR) for information of ADB and to secure its "No Objection" for the award of civil works contract for the construction of school facilities.

## **II. APPROACH AND METHODOLOGY IN DUE DILIGENCE**

3. During the PPTA for the LSEMDAP II the Nguyen Dinh Chieu LSS was screen as Category C subprojects both in Involuntary Resettlement and in Indigenous Peoples categorization and thus not included in this DDR.

4. For the remaining LSSs, 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 short listed LSSs were then given two sets of questionnaires. The first set was used in gathering information on their proposed facilities and statistical data that justify their proposal. The proposed investments were then screened and made the reasonable distribution of facilities that are urgently needed. The second set was aimed to validate if land acquisition shall be required. National Resettlement Specialist conducted site survey and consultation with key officials of the Quang Nam PPMU and proposed schools in October 2015 to verify information provided by the Quang Nam PPMU.

## **III. THE PROPOSED FACILITIES**

5. In all, the 07 LSSs of Quang Nam will construct a total of 36 regular classrooms; two (02) Physic subject rooms; one (01) Library. The construction of the Project's facilities will follow the MoET's letter №. 2533/BGDDT-DATHCSKKN2 dated 27 May 2015. Dimension of facilities is below:

**Table 1: Typical dimension of each classroom and subject room**

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

Source: CPMU, LSEMDAP2 (2015)

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

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

Source: CPMU, LSEMDAP2 (2015)

6. The distribution of the proposed facilities in eight (8) schools is shown in Table 3.

**Table 3: Proposed LSSs Facilities in Quang Nam Province**

| Name of the School     | Classroom | Physic subject room | Library  |
|------------------------|-----------|---------------------|----------|
| Nguyen Binh Khiem LSS* | 4         | 1                   | 0        |
| Nguyen Dinh Chieu LSS* | 6         | 0                   | 0        |
| Que Trung LSS*         | 6         | 0                   | 0        |
| Quang Trung LSS*       | 6         | 0                   | 0        |
| Tran Ngoc Suong LSS*   | 6         | 0                   | 0        |
| Le Hong Phong LSS**    | 4         | 1                   | 0        |
| Phuoc Ninh LSS**       | 4         | 0                   | 1        |
| <b>Total</b>           | <b>36</b> | <b>2</b>            | <b>1</b> |

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

#### IV. BRIEF PROFILE OF THE LSSs

##### A. Nguyen Binh Khiem Lower Secondary School

7. The school was established in 2012 in Tra Bui commune of Bac Tra My District. The school has 5.856 m<sup>2</sup> of land and only uses 1285 m<sup>2</sup> for the school buildings. The school serves the Tra Bui commune. In school-year 2015-2016, a total of 513 students were enrolled, 281 are males and 232 are females. The students were composed of 158 from Grade 6, 138 in Grade 7, 131 in Grade 8 and 86 in Grade 9 and belong to the "Kadong and M'ngong" ethnic minority group.

8. The school has 49 personnel with 10 non-teaching staff and 39 teachers, 16 are males and 23 females. The teachers are all graduates of universities or colleges. According to the data of school-year 2015-2016, the school needs 16 classrooms. But it only has 09 classrooms and 03 function rooms. To ensure effective teaching and learning environment, the school requires additional classrooms with facilities

##### B. Que Trung Lower Secondary School.

9. The school was established in 1999 in Que Trung commune of Nong Son District. The school has 5.700 m<sup>2</sup> of land and only uses 752 m<sup>2</sup> for the school buildings. The school serves the Que Trung commune. In school-year 2015-2016, a total of 488 students were

enrolled, 249 are males and 239 are females. The students were composed of 119 from Grade 6, 112 in Grade 7, 114 in Grade 8 and 143 in Grade 9 and belong to the Kinh group.

10. The school has 38 personnel with 07 non-teaching staff and 31 teachers, 13 are males and 18 females. The teachers are all graduates of universities or colleges. According to the data of school-year 2015-2016, the school needs 16 classrooms. But it only has 06 classrooms and 05 function rooms. To ensure effective teaching and learning environment, the school requires additional classrooms with facilities

### **C. Quang Trung Lower Secondary School.**

11. The school was established in 2002 in Tien Hiep commune of Tien Phuoc District. The school has 11.180 m<sup>2</sup> of land and only uses 1609 m<sup>2</sup> for the school buildings. The school serves the Tien Hiep commune. In school-year 2015-2016, a total of 296 students were enrolled, 157 are males and 139 are females. The students were composed of 69 from Grade 6, 70 in Grade 7, 79 in Grade 8 and 78 in Grade 9 and belong to the Kinh group.

12. The school has 29 personnel with 04 non-teaching staff and 25 teachers, 11 are males and 14 females. The teachers are all graduates of universities or colleges. According to the data of school-year 2015-2016, the school needs 10 classrooms. But it only has 08 classrooms and 04 function rooms. To ensure effective teaching and learning environment, the school requires additional classrooms with facilities

### **D. Tran Ngoc Suong Lower Secondary School.**

13. The school was established in 1997 in Tien tho commune of Tien Phuoc District. The school has 4,438 m<sup>2</sup> of land and only uses 624 m<sup>2</sup> for the school buildings. The school serves the three (03) communes: Tien Tho commune; Tien Loc commune; Tien Phong commune. In school-year 2015-2016, a total of 304 students were enrolled, 158 are males and 146 are females. The students were composed of 70 from Grade 6, 72 in Grade 7, 75 in Grade 8 and 87 in Grade 9 and belong to the Kinh group.

14. The school has 31 personnel with 05 non-teaching staff and 26 teachers, 09 are males and 17 females. The teachers are all graduates of universities or colleges. Currently the basis of the school is 05 classrooms and 03 function rooms. The classrooms are very old and shabby. To ensure effective teaching and learning environment, the school requires additional classrooms with facilities

### **E. Le Hong Phong Lower Secondary School.**

15. The school was established in 2012 in Tra Doc commune of Bac Tra My District. The school has 2,528 m<sup>2</sup> of land and only uses 608 m<sup>2</sup> for the school buildings. The school serves the Tra Doc commune. In school-year 2015-2016, a total of 253 students were enrolled, 120 are males and 123 are females. The students were composed of 78 from Grade 6, 77 in Grade 7, 56 in Grade 8 and 42 in Grade 9 and belong to the "Cadong" ethnic group.

16. The school has 33 personnel with 07 non-teaching staff and 26 teachers, 06 are males and 20 females. The teachers are all graduates of universities or colleges. According to the data of school-year 2015-2016, the school needs 08 classrooms. But it only has 05 classrooms and 02 function rooms. To ensure effective teaching and learning environment, the school requires additional classrooms with facilities.

### **F. Phuoc Ninh Lower Secondary School.**

17. The school was established in 2009 in Phuoc Ninh commune of Nong Son District. The school has 4.894 m<sup>2</sup> of land and only uses 352 m<sup>2</sup> for the school buildings. The school serves the Phuoc Ninh commune. In school-year 2015-2016, a total of 137 students were



enrolled, 69 are males and 68 are females. The students were composed of 41 from Grade 6, 43 in Grade 7, 22 in Grade 8 and 31 in Grade 9 and belong to the Kinh group.

18. The school has 24 personnel with 04 non-teaching staff and 20 teachers, 08 are males and 12 females. The teachers are all graduates of universities or colleges. Currently the basis of the school is 03 classrooms and 00 function rooms. The classrooms are very old and shabby. To ensure effective teaching and learning environment, the school requires additional classrooms with facilities.

## V. ASSESSMENT OF SOCIAL IMPACTS

19. There are no social impacts arising from land acquisition in any of the selected LSS in Quang Nam 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, no need for acquiring any additional land. The project will improve working, studying and living conditions for students and teachers.

- **Nguyen Binh Khiem Lower Secondary School.** This school proposes four 04 class-rooms, and one (01) Physic subject room in a 02-storey building. The structure will be built in the land of 245 m<sup>2</sup> within the existing school premise of 5.856 m<sup>2</sup> land. No land acquisition is required and no third-party user will be affected. Adequate safety measures should be applied by contractor during construction phase to ensure proper operation of the LSS and third-party.
- **Que Trung Lower Secondary School.** This school proposes six (06) class-rooms in a 02-storey building. The structure will be built in the land of 245 m<sup>2</sup> within the existing school premise of 5.700 m<sup>2</sup> land. No land acquisition is required and no third-party user will be affected. Adequate safety measures should be applied by contractor during construction phase to ensure proper operation of the LSS and third-party.
- **Quang Trung Lower Secondary School.** This school proposes six (06) class-rooms in a 02-storey building. The structure will be built in the land of 245 m<sup>2</sup> within the existing school premise of 11,180 m<sup>2</sup> land. No land acquisition is required and no third-party user will be affected. Adequate safety measures should be applied by contractor during construction phase to ensure proper operation of the LSS and third-party.
- **Tran Ngoc Suong Lower Secondary School.** This school proposes six (06) class-rooms in a 02-storey building. The structure will be built in the land of 245 m<sup>2</sup> within the existing school premise of 4.438 m<sup>2</sup> land. No land acquisition is required and no third-party user will be affected. Adequate safety measures should be applied by contractor during construction phase to ensure proper operation of the LSS and third-party.
- **Le Hong Phong Lower Secondary School.** This school proposes four 04 class-rooms, and one (01) Physic subject room in a 02-storey building. The structure will be built in the land of 245 m<sup>2</sup> within the existing school premise of 2.528 m<sup>2</sup> land. No land acquisition is required and no third-party user will be affected. Adequate safety measures should be applied by contractor during construction phase to ensure proper operation of the LSS and third-party.
- **Phuoc Ninh Lower Secondary School.** This school proposes four (04) class-rooms, one (01) Library in a 02-storey building. The structure will be built in the land of 245 m<sup>2</sup> within the existing school premise of 4.894 m<sup>2</sup> land. No land acquisition is required and no third-party user will be affected. Adequate safety

measures should be applied by contractor during construction phase to ensure proper operation of the LSS and third-party.

## **VI. GRIEVANCE REDRESS MECHANISM AND IMPLEMENTATION ARRANGEMENT**

20. The CPMU under MOET's authority will coordinate with the Quang Nam 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.

21. 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.

22. The Quang Nam 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.

23. 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.

24. 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 Disadvantage Areas Project**

Subproject: **Nguyen Binh Khiem Lower Secondary School**

Province: **Quang Nam**

District: **Bac Tra My**

Commune **Tra Bui**

CATEGORY: **C**

| Probable Involuntary Resettlement Effects  | Yes | No | Not Known | Remarks  |
|--|-----|----|-----------|--|
| <b>Involuntary Acquisition of Land</b>   |     |    |           |  |
| 1. Will there be land acquisition?   |     | ✓  |           | Civil works and rehabilitation shall be undertaken in school premises.   |
| 2. Is the site for land acquisition known?   |     |    |           | Land acquisition will only happen if there is an expansion of school premises. But so far, there is no proposal for expansion.   |
| 3. Is the ownership status and current usage of land to be acquired known?   |     |    |           | This is not applicable to the project since there is no expansion of school premises.  |
| 4. Will easement be utilized within an existing Right of Way (ROW)?  |     | ✓  |           | The school has already an entrance and will not be touched by the construction of 04 classrooms and 01 Physic subject room in a 02-storey building at the school premises. |
| 5. Will there be loss of shelter and residential land use to land acquisition?   |     | ✓  |           | Not a house or residential land shall be affected given the wide space of school premises.   |
| 6. Will there be loss of agricultural and other productive assets due to land acquisition?   |     | ✓  |           | All civil works shall be undertaken in school premises.  |
| 7. Will there be loss of crops, trees, and fixed assets due to land acquisition?   |     | ✓  |           | It is unlikely that they shall be affected by the construction.  |
| 8. Will there be loss of business or enterprises due to land acquisition?  |     | ✓  |           | Not a single business will be affected as all civil works shall be done inside the school premises.  |
| 9. Will there be loss of income sources and means of livelihoods due to land acquisition?  |     | ✓  |           | The Project will rather create livelihood or employment in the locality due to construction of school rooms.   |
| <b>Involuntary Restrictions on land use or on access to legally designated parks and protected areas</b>   |     |    |           |  |
| 10. Will people lose access to natural resources, communal facilities and services?  |     | ✓  |           | All Civil works and rehabilitation shall be undertaken in school premises.   |
| 11. If land use is changed, will it have an adverse impact on social and economic activities?  |     | ✓  |           | No current use of land will be changed and therefore there is no impact on the socio-economic activities of the people.  |
| 12. Will access to land and resources owned by the communally or by the state be restricted?   |     | ✓  |           | Restriction to land resources of the community or by the state is unlikely.  |
| <b>Information on Displaced Persons</b>  |     |    |           |  |
| 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<br>If yes, approximately how many? |     |    |           |  |
| Are any of the poor, female-headed households, or vulnerable to poverty risks? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable   |     |    |           |  |
| Are any displaced persons from indigenous or ethnic minority groups? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable   |     |    |           |  |

## Indigenous Peoples Impact Screening Checklist

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

Subproject: **Nguyen Binh Khiem Lower Secondary School**

Province: **Quang Nam**      District: **Bac Tra My**      Commune **Tra Bui**      CATEGORY: **B**

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

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

**D. Anticipated Project Impacts on Indigenous Peoples**

| <b>Project component/ activity/output</b>  | <b>Anticipated positive effects</b>   | <b>Anticipated negative effects</b> |
|--|---|-------------------------------------|
| 1. Construction of 04 classrooms and 01 Physic subject room in a 02-storey building. The total land for the building is 245 m <sup>2</sup> within the school premise. It will follow the standard dimension as provided for in Vietnamese Standard TCVN 8794-2011. | The provisions of new classrooms will accommodate the increasing number of lower secondary education students. It will also facilitate in providing quality lower secondary education to them |                                     |

### Involuntary Resettlement Impact Categorization Checklist

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

Subproject: **Que Trung Lower Secondary School**

Province: **Quang Nam** District: **Nong Son** Commune **Que Trung** CATEGORY: **C**

| Probable Involuntary Resettlement Effects  | Yes | No | Not Known | Remarks   |
|--|-----|----|-----------|---|
| <b>Involuntary Acquisition of Land</b>   |     |    |           |   |
| 1. Will there be land acquisition?   |     | ✓  |           | Civil works and rehabilitation shall be undertaken in school premises.  |
| 2. Is the site for land acquisition known?   |     |    |           | Land acquisition will only happen if there is an expansion of school premises. But so far, there is no proposal for expansion.                  |
| 3. Is the ownership status and current usage of land to be acquired known?   |     |    |           | This is not applicable to the project since there is no expansion of school premises.   |
| 4. Will easement be utilized within an existing Right of Way (ROW)?  |     | ✓  |           | The school has already an entrance and will not be touched by the construction of 06 classrooms in a 02-storey building at the school premises. |
| 5. Will there be loss of shelter and residential land use to land acquisition?   |     | ✓  |           | Not a house or residential land shall be affected given the wide space of school premises.  |
| 6. Will there be loss of agricultural and other productive assets due to land acquisition?   |     | ✓  |           | All civil works shall be undertaken in school premises.   |
| 7. Will there be loss of crops, trees, and fixed assets due to land acquisition?   |     | ✓  |           | It is unlikely that they shall be affected by the construction.   |
| 8. Will there be loss of business or enterprises due to land acquisition?  |     | ✓  |           | Not a single business will be affected as all civil works shall be done inside the school premises.   |
| 9. Will there be loss of income sources and means of livelihoods due to land acquisition?  |     | ✓  |           | The Project will rather create livelihood or employment in the locality due to construction of school rooms.                                    |
| <b>Involuntary Restrictions on land use or on access to legally designated parks and protected areas</b>   |     |    |           |   |
| 10. Will people lose access to natural resources, communal facilities and services?  |     | ✓  |           | All Civil works and rehabilitation shall be undertaken in school premises.  |
| 11. If land use is changed, will it have an adverse impact on social and economic activities?  |     | ✓  |           | No current use of land will be changed and therefore there is no impact on the socio-economic activities of the people.                         |
| 12. Will access to land and resources owned by the communally or by the state be restricted?   |     | ✓  |           | Restriction to land resources of the community or by the state is unlikely.   |
| <b>Information on Displaced Persons</b>  |     |    |           |   |
| 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<br>If yes, approximately how many? |     |    |           |   |
| Are any of the poor, female-headed households, or vulnerable to poverty risks? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable   |     |    |           |   |
| Are any displaced persons from indigenous or ethnic minority groups? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable   |     |    |           |   |

### Indigenous Peoples Impact Screening Checklist

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

Subproject: **Que Trung Lower Secondary School**

Province: **Quang Nam** District: **Nong Son** Commune **Que Trung** CATEGORY: **C**

| KEY CONCERNS<br>(Please provide elaborations<br>on the Remarks column)   | YES | NO | NOT<br>KNOWN | Remarks  |
|--|-----|----|--------------|--|
| <b>A. Indigenous Peoples Identification</b>  |     |    |              |  |
| 1. Are there socio-cultural group present in or use the project areas who may be considered as “tribes” (hill tribes, schedules tribes, tribal peoples), “minorities” (ethnic or national minorities) or “indigenous communities” in the project area?                             |     | ✓  |              | The land is allocated solely for the school. No indigenous communities in the project area |
| 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? |     | ✓  |              |  |
| 3. Do such groups self-identity as taking part of a distinct social and cultural group?  |     | ✓  |              |  |
| 4. Do such groups maintain collective attachments to distinct habitats or ancestral territories and/or to the natural resources in these habitats and territories?   |     | ✓  |              |  |
| 5. Do 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?  |     | ✓  |              |  |
| 7. Has such groups been historically, socially and economically marginalized, disempowered, excluded, and/or discriminated against?  |     | ✓  |              |  |
| 8. Are such groups represented as “Indigenous Peoples” or as “ethnic minorities” or “scheduled tribes” or “tribal populations” in any formal decision-making bodies at the national or local levels?   |     | ✓  |              |  |
| <b>B. Identification of Potential Impacts</b>  |     |    |              |  |
| 9. Will the project directly or indirectly benefit or target Indigenous Peoples?   |     | ✓  |              |  |
| 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?)   |     | ✓  |              |  |
| 11. Will the project affect the livelihood systems of Indigenous Peoples? (e.g. food production system, natural resource management, crafts and trade, employment status)  |     | ✓  |              | The construction of the proposed facilities will be done in school premises.               |
| 12. Will the project be in an area (land or territory) occupied, owned, or used by Indigenous Peoples, and/or claimed as ancestral domain?   |     | ✓  |              | The sub-project area is inside the school premises.  |



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

**D. Anticipated Project Impacts on Indigenous Peoples**

| <b>Project component/ activity/output</b>   | <b>Anticipated positive effects</b>   | <b>Anticipated negative effects</b> |
|---|---|-------------------------------------|
| 1. Construction of 06 classrooms in a 02-storey building. The total land for the building is 245 m <sup>2</sup> within the school premise. It will follow the standard dimension as provided for in Vietnamese Standard TCVN 8794-2011. | The provisions of new classrooms will accommodate the increasing number of lower secondary education students. It will also facilitate in providing quality lower secondary education to them |                                     |

### Involuntary Resettlement Impact Categorization Checklist

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

Subproject: **Quang Trung Lower Secondary School**

Province: **Quang Nam** District: **Tien Phuoc** Commune **Tien Hiep** CATEGORY: **C**

| Probable Involuntary Resettlement Effects  | Yes | No | Not Known | Remarks  |
|--|-----|----|-----------|--|
| <b>Involuntary Acquisition of Land</b>   |     |    |           |  |
| 1. Will there be land acquisition?   |     | ✓  |           | Civil works and rehabilitation shall be undertaken in school premises.   |
| 2. Is the site for land acquisition known?   |     |    |           | Land acquisition will only happen if there is an expansion of school premises. But so far, there is no proposal for expansion.                   |
| 3. Is the ownership status and current usage of land to be acquired known?   |     |    |           | This is not applicable to the project since there is no expansion of school premises.  |
| 4. Will easement be utilized within an existing Right of Way (ROW)?  |     | ✓  |           | The school has already an entrance and will not be touched by the construction of 06 classrooms, in a 02-storey building at the school premises. |
| 5. Will there be loss of shelter and residential land use to land acquisition?   |     | ✓  |           | Not a house or residential land shall be affected given the wide space of school premises.   |
| 6. Will there be loss of agricultural and other productive assets due to land acquisition?   |     | ✓  |           | All civil works shall be undertaken in school premises.  |
| 7. Will there be loss of crops, trees, and fixed assets due to land acquisition?   |     | ✓  |           | It is unlikely that they shall be affected by the construction.  |
| 8. Will there be loss of business or enterprises due to land acquisition?  |     | ✓  |           | Not a single business will be affected as all civil works shall be done inside the school premises.  |
| 9. Will there be loss of income sources and means of livelihoods due to land acquisition?  |     | ✓  |           | The Project will rather create livelihood or employment in the locality due to construction of school rooms.                                     |
| <b>Involuntary Restrictions on land use or on access to legally designated parks and protected areas</b>   |     |    |           |  |
| 10. Will people lose access to natural resources, communal facilities and services?  |     | ✓  |           | All Civil works and rehabilitation shall be undertaken in school premises.   |
| 11. If land use is changed, will it have an adverse impact on social and economic activities?  |     | ✓  |           | No current use of land will be changed and therefore there is no impact on the socio-economic activities of the people.                          |
| 12. Will access to land and resources owned by the communally or by the state be restricted?   |     | ✓  |           | Restriction to land resources of the community or by the state is unlikely.  |
| <b>Information on Displaced Persons</b>  |     |    |           |  |
| 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<br>If yes, approximately how many? |     |    |           |  |
| Are any of the poor, female-headed households, or vulnerable to poverty risks? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable   |     |    |           |  |
| Are any displaced persons from indigenous or ethnic minority groups? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable   |     |    |           |  |

### Indigenous Peoples Impact Screening Checklist

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

Subproject: **Quang Trung Lower Secondary School**

Province: **Quang Nam** District: **Tien Phuoc** Commune **Tien Hiep** CATEGORY: **C**

| KEY CONCERNS<br>(Please provide elaborations<br>on the Remarks column)   | YES | NO | NOT<br>KNOWN | Remarks  |
|--|-----|----|--------------|--|
| <b>A. Indigenous Peoples Identification</b>  |     |    |              |  |
| 1. Are there socio-cultural group present in or use the project areas who may be considered as “tribes” (hill tribes, schedules tribes, tribal peoples), “minorities” (ethnic or national minorities) or “indigenous communities” in the project area?                             |     | ✓  |              | The land is allocated solely for the school. No indigenous communities in the project area |
| 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? |     | ✓  |              |  |
| 3. Do such groups self-identity as taking part of a distinct social and cultural group?  |     | ✓  |              |  |
| 4. Do such groups maintain collective attachments to distinct habitats or ancestral territories and/or to the natural resources in these habitats and territories?   |     | ✓  |              |  |
| 5. Do 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?  |     | ✓  |              |  |
| 7. Has such groups been historically, socially and economically marginalized, disempowered, excluded, and/or discriminated against?  |     | ✓  |              |  |
| 8. Are such groups represented as “Indigenous Peoples” or as “ethnic minorities” or “scheduled tribes” or “tribal populations” in any formal decision-making bodies at the national or local levels?   |     | ✓  |              |  |
| <b>B. Identification of Potential Impacts</b>  |     |    |              |  |
| 9. Will the project directly or indirectly benefit or target Indigenous Peoples?   |     | ✓  |              |  |
| 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?)   |     | ✓  |              |  |
| 11. Will the project affect the livelihood systems of Indigenous Peoples? (e.g. food production system, natural resource management, crafts and trade, employment status)  |     | ✓  |              | The construction of the proposed facilities will be done in school premises.               |
| 12. Will the project be in an area (land or territory) occupied, owned, or used by Indigenous Peoples, and/or claimed as ancestral domain?   |     | ✓  |              | The sub-project area is inside the school premises.  |

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

**D. Anticipated Project Impacts on Indigenous Peoples**

| <b>Project component/ activity/output</b>   | <b>Anticipated positive effects</b>   | <b>Anticipated negative effects</b> |
|---|---|-------------------------------------|
| 1. Construction of 04 classrooms in a 02-storey building. The total land for the building is 245 m <sup>2</sup> within the school premise. It will follow the standard dimension as provided for in Vietnamese Standard TCVN 8794-2011. | The provisions of new classrooms will accommodate the increasing number of lower secondary education students. It will also facilitate in providing quality lower secondary education to them |                                     |

### Involuntary Resettlement Impact Categorization Checklist

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

Subproject: **Tran Ngoc Suong Lower Secondary School**

Province: **Quang Nam** District: **Tien Phuoc** Commune **Tien Tho** CATEGORY: **C**

| Probable Involuntary Resettlement Effects  | Yes | No | Not Known | Remarks   |
|--|-----|----|-----------|---|
| <b>Involuntary Acquisition of Land</b>   |     |    |           |   |
| 1. Will there be land acquisition?   |     | ✓  |           | Civil works and rehabilitation shall be undertaken in school premises.  |
| 2. Is the site for land acquisition known?   |     |    |           | Land acquisition will only happen if there is an expansion of school premises. But so far, there is no proposal for expansion.                  |
| 3. Is the ownership status and current usage of land to be acquired known?   |     |    |           | This is not applicable to the project since there is no expansion of school premises.   |
| 4. Will easement be utilized within an existing Right of Way (ROW)?  |     | ✓  |           | The school has already an entrance and will not be touched by the construction of 06 classrooms in a 02-storey building at the school premises. |
| 5. Will there be loss of shelter and residential land use to land acquisition?   |     | ✓  |           | Not a house or residential land shall be affected given the wide space of school premises.  |
| 6. Will there be loss of agricultural and other productive assets due to land acquisition?   |     | ✓  |           | All civil works shall be undertaken in school premises.   |
| 7. Will there be loss of crops, trees, and fixed assets due to land acquisition?   |     | ✓  |           | It is unlikely that they shall be affected by the construction.   |
| 8. Will there be loss of business or enterprises due to land acquisition?  |     | ✓  |           | Not a single business will be affected as all civil works shall be done inside the school premises.   |
| 9. Will there be loss of income sources and means of livelihoods due to land acquisition?  |     | ✓  |           | The Project will rather create livelihood or employment in the locality due to construction of school rooms.                                    |
| <b>Involuntary Restrictions on land use or on access to legally designated parks and protected areas</b>   |     |    |           |   |
| 10. Will people lose access to natural resources, communal facilities and services?  |     | ✓  |           | All Civil works and rehabilitation shall be undertaken in school premises.  |
| 11. If land use is changed, will it have an adverse impact on social and economic activities?  |     | ✓  |           | No current use of land will be changed and therefore there is no impact on the socio-economic activities of the people.                         |
| 12. Will access to land and resources owned by the communally or by the state be restricted?   |     | ✓  |           | Restriction to land resources of the community or by the state is unlikely.   |
| <b>Information on Displaced Persons</b>  |     |    |           |   |
| 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<br>If yes, approximately how many? |     |    |           |   |
| Are any of the poor, female-headed households, or vulnerable to poverty risks? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable   |     |    |           |   |
| Are any displaced persons from indigenous or ethnic minority groups? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable   |     |    |           |   |

### Indigenous Peoples Impact Screening Checklist

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

Subproject: **Tran Ngoc Suong Lower Secondary School**

Province: **Quang Nam** District: **Tien Phuoc** Commune **Tien Tho** CATEGORY: **C**

| KEY CONCERNS<br>(Please provide elaborations<br>on the Remarks column)   | YES | NO | NOT<br>KNOWN | Remarks  |
|--|-----|----|--------------|--|
| <b>A. Indigenous Peoples Identification</b>  |     |    |              |  |
| 1. Are there socio-cultural group present in or use the project areas who may be considered as “tribes” (hill tribes, schedules tribes, tribal peoples), “minorities” (ethnic or national minorities) or “indigenous communities” in the project area?                             |     | ✓  |              | The land is allocated solely for the school. No indigenous communities in the project area |
| 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? |     | ✓  |              |  |
| 3. Do such groups self-identity as taking part of a distinct social and cultural group?  |     | ✓  |              |  |
| 4. Do such groups maintain collective attachments to distinct habitats or ancestral territories and/or to the natural resources in these habitats and territories?   |     | ✓  |              |  |
| 5. Do 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?  |     | ✓  |              |  |
| 7. Has such groups been historically, socially and economically marginalized, disempowered, excluded, and/or discriminated against?  |     | ✓  |              |  |
| 8. Are such groups represented as “Indigenous Peoples” or as “ethnic minorities” or “scheduled tribes” or “tribal populations” in any formal decision-making bodies at the national or local levels?   |     | ✓  |              |  |
| <b>B. Identification of Potential Impacts</b>  |     |    |              |  |
| 9. Will the project directly or indirectly benefit or target Indigenous Peoples?   |     | ✓  |              |  |
| 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?)   |     | ✓  |              |  |
| 11. Will the project affect the livelihood systems of Indigenous Peoples? (e.g. food production system, natural resource management, crafts and trade, employment status)  |     | ✓  |              | The construction of the proposed facilities will be done in school premises.               |
| 12. Will the project be in an area (land or territory) occupied, owned, or used by Indigenous Peoples, and/or claimed as ancestral domain?   |     | ✓  |              | The sub-project area is inside the school premises.  |

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

**D. Anticipated Project Impacts on Indigenous Peoples**

| <b>Project component/ activity/output</b>   | <b>Anticipated positive effects</b>   | <b>Anticipated negative effects</b> |
|---|---|-------------------------------------|
| 1. Construction of 06 classrooms in a 02-storey building. The total land for the building is 245 m <sup>2</sup> within the school premise. It will follow the standard dimension as provided for in Vietnamese Standard TCVN 8794-2011. | The provisions of new classrooms will accommodate the increasing number of lower secondary education students. It will also facilitate in providing quality lower secondary education to them |                                     |

### Involuntary Resettlement Impact Categorization Checklist

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

Subproject: **Le Hong Phong Lower Secondary School**

Province: **Quang Nam** District: **Bac Tra My** Commune **Tra Doc**

CATEGORY: **C**

| Probable Involuntary Resettlement Effects  | Yes | No | Not Known | Remarks  |
|--|-----|----|-----------|--|
| <b>Involuntary Acquisition of Land</b>   |     |    |           |  |
| 1. Will there be land acquisition?   |     | ✓  |           | Civil works and rehabilitation shall be undertaken in school premises.   |
| 2. Is the site for land acquisition known?   |     |    |           | Land acquisition will only happen if there is an expansion of school premises. But so far, there is no proposal for expansion.   |
| 3. Is the ownership status and current usage of land to be acquired known?   |     |    |           | This is not applicable to the project since there is no expansion of school premises.  |
| 4. Will easement be utilized within an existing Right of Way (ROW)?  |     | ✓  |           | The school has already an entrance and will not be touched by the construction of 04 classrooms and 01 Physic subject room in a 02-storey building at the school premises. |
| 5. Will there be loss of shelter and residential land use to land acquisition?   |     | ✓  |           | Not a house or residential land shall be affected given the wide space of school premises.   |
| 6. Will there be loss of agricultural and other productive assets due to land acquisition?   |     | ✓  |           | All civil works shall be undertaken in school premises.  |
| 7. Will there be loss of crops, trees, and fixed assets due to land acquisition?   |     | ✓  |           | It is unlikely that they shall be affected by the construction.  |
| 8. Will there be loss of business or enterprises due to land acquisition?  |     | ✓  |           | Not a single business will be affected as all civil works shall be done inside the school premises.  |
| 9. Will there be loss of income sources and means of livelihoods due to land acquisition?  |     | ✓  |           | The Project will rather create livelihood or employment in the locality due to construction of school rooms.   |
| <b>Involuntary Restrictions on land use or on access to legally designated parks and protected areas</b>   |     |    |           |  |
| 10. Will people lose access to natural resources, communal facilities and services?  |     | ✓  |           | All Civil works and rehabilitation shall be undertaken in school premises.   |
| 11. If land use is changed, will it have an adverse impact on social and economic activities?  |     | ✓  |           | No current use of land will be changed and therefore there is no impact on the socio-economic activities of the people.  |
| 12. Will access to land and resources owned by the communally or by the state be restricted?   |     | ✓  |           | Restriction to land resources of the community or by the state is unlikely.  |
| <b>Information on Displaced Persons</b>  |     |    |           |  |
| 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<br>If yes, approximately how many? |     |    |           |  |
| Are any of the poor, female-headed households, or vulnerable to poverty risks? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable   |     |    |           |  |
| Are any displaced persons from indigenous or ethnic minority groups? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable   |     |    |           |  |



### Indigenous Peoples Impact Screening Checklist

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

Subproject: **Le Hong Phong Lower Secondary School**

Province: **Quang Nam** District: **Bac Tra My** Commune **Tra Doc** CATEGORY: **B**

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

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

**D. Anticipated Project Impacts on Indigenous Peoples**

| <b>Project component/ activity/output</b>  | <b>Anticipated positive effects</b>   | <b>Anticipated negative effects</b> |
|--|---|-------------------------------------|
| 1. Construction of 04 classrooms and 01 Physic subject room in a 02-storey building. The total land for the building is 245 m <sup>2</sup> within the school premise. It will follow the standard dimension as provided for in Vietnamese Standard TCVN 8794-2011. | The provisions of new classrooms will accommodate the increasing number of lower secondary education students. It will also facilitate in providing quality lower secondary education to them |                                     |

### Involuntary Resettlement Impact Categorization Checklist

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

Subproject: **Phuoc Ninh Lower Secondary School**

Province: **Quang Nam** District: **Nong Son** Commune **Phuoc Ninh** CATEGORY: **C**

| Probable Involuntary Resettlement Effects  | Yes | No | Not Known | Remarks  |
|--|-----|----|-----------|--|
| <b>Involuntary Acquisition of Land</b>   |     |    |           |  |
| 1. Will there be land acquisition?   |     | ✓  |           | Civil works and rehabilitation shall be undertaken in school premises.   |
| 2. Is the site for land acquisition known?   |     |    |           | Land acquisition will only happen if there is an expansion of school premises. But so far, there is no proposal for expansion.                                 |
| 3. Is the ownership status and current usage of land to be acquired known?   |     |    |           | This is not applicable to the project since there is no expansion of school premises.  |
| 4. Will easement be utilized within an existing Right of Way (ROW)?  |     | ✓  |           | The school has already an entrance and will not be touched by the construction of 04 classrooms and 01 Library in a 02-storey building at the school premises. |
| 5. Will there be loss of shelter and residential land use to land acquisition?   |     | ✓  |           | Not a house or residential land shall be affected given the wide space of school premises.   |
| 6. Will there be loss of agricultural and other productive assets due to land acquisition?   |     | ✓  |           | All civil works shall be undertaken in school premises.  |
| 7. Will there be loss of crops, trees, and fixed assets due to land acquisition?   |     | ✓  |           | It is unlikely that they shall be affected by the construction.  |
| 8. Will there be loss of business or enterprises due to land acquisition?  |     | ✓  |           | Not a single business will be affected as all civil works shall be done inside the school premises.  |
| 9. Will there be loss of income sources and means of livelihoods due to land acquisition?  |     | ✓  |           | The Project will rather create livelihood or employment in the locality due to construction of school rooms.   |
| <b>Involuntary Restrictions on land use or on access to legally designated parks and protected areas</b>   |     |    |           |  |
| 10. Will people lose access to natural resources, communal facilities and services?  |     | ✓  |           | All Civil works and rehabilitation shall be undertaken in school premises.   |
| 11. If land use is changed, will it have an adverse impact on social and economic activities?  |     | ✓  |           | No current use of land will be changed and therefore there is no impact on the socio-economic activities of the people.  |
| 12. Will access to land and resources owned by the communally or by the state be restricted?   |     | ✓  |           | Restriction to land resources of the community or by the state is unlikely.  |
| <b>Information on Displaced Persons</b>  |     |    |           |  |
| 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<br>If yes, approximately how many? |     |    |           |  |
| Are any of the poor, female-headed households, or vulnerable to poverty risks? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable   |     |    |           |  |
| Are any displaced persons from indigenous or ethnic minority groups? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable   |     |    |           |  |

### Indigenous Peoples Impact Screening Checklist

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

Subproject: **Phuoc Ninh Lower Secondary School**

Province: **Quang Nam** District: **Nong Son** Commune **Phuoc Ninh** CATEGORY: **C**

| KEY CONCERNS<br>(Please provide elaborations<br>on the Remarks column)   | YES | NO | NOT<br>KNOWN | Remarks  |
|--|-----|----|--------------|--|
| <b>A. Indigenous Peoples Identification</b>  |     |    |              |  |
| 1. Are there socio-cultural group present in or use the project areas who may be considered as “tribes” (hill tribes, schedules tribes, tribal peoples), “minorities” (ethnic or national minorities) or “indigenous communities” in the project area?                             |     | ✓  |              | The land is allocated solely for the school. No indigenous communities in the project area |
| 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? |     | ✓  |              |  |
| 3. Do such groups self-identity as taking part of a distinct social and cultural group?  |     | ✓  |              |  |
| 4. Do such groups maintain collective attachments to distinct habitats or ancestral territories and/or to the natural resources in these habitats and territories?   |     | ✓  |              |  |
| 5. Do 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?  |     | ✓  |              |  |
| 7. Has such groups been historically, socially and economically marginalized, disempowered, excluded, and/or discriminated against?  |     | ✓  |              |  |
| 8. Are such groups represented as “Indigenous Peoples” or as “ethnic minorities” or “scheduled tribes” or “tribal populations” in any formal decision-making bodies at the national or local levels?   |     | ✓  |              |  |
| <b>B. Identification of Potential Impacts</b>  |     |    |              |  |
| 9. Will the project directly or indirectly benefit or target Indigenous Peoples?   |     | ✓  |              |  |
| 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?)   |     | ✓  |              |  |
| 11. Will the project affect the livelihood systems of Indigenous Peoples? (e.g. food production system, natural resource management, crafts and trade, employment status)  |     | ✓  |              | The construction of the proposed facilities will be done in school premises.               |
| 12. Will the project be in an area (land or territory) occupied, owned, or used by Indigenous Peoples, and/or claimed as ancestral domain?   |     | ✓  |              | The sub-project area is inside the school premises.  |

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

**D. Anticipated Project Impacts on Indigenous Peoples**

| <b>Project component/ activity/output</b>  | <b>Anticipated positive effects</b>   | <b>Anticipated negative effects</b> |
|--|---|-------------------------------------|
| 1. Construction of 04 classrooms and 01 Library in a 02-storey building. The total land for the building is 245 m <sup>2</sup> 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 |                                     |