

Involuntary Resettlement Due Diligence Report

Report
May 2016

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

CAO BANG PROVINCE SUBPROJECT

- Co Ba Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)
- Tien Thanh Lower Secondary School (batch1)
- Cao Thang Lower Secondary School (batch1)
- Nam Cao Lower Secondary School (batch1)
- Thach Lam Lower Secondary School (batch2)
- Phong Nam Lower Secondary School (batch2)

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

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(as of May, 2016)

Currency unit	–	Vietnamese Dong (VND)
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ACCRONYMS

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

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I. INTRODUCTION

1. The Ministry of Education and Training (MOET) is implementing the Second Lower Secondary Education for the Most Disadvantaged as Project (LSEMDAP II, or the Project) in the 28 provinces of Viet Nam, through Loan № 3201 – VIE (SF) from Asian Development Bank. Under the Project, a total of 200 lower secondary schools (LSSs) have been selected for assistance. In the screening and categorization for social safeguards, Category A subprojects automatically excluded. While Category C subprojects shall be prioritized for financing. The subproject LSSs with minor impacts (Category B) may be considered subject to the preparation and implementation of a resettlement plan (RP) acceptable to ADB, as prescribed in 2009 Safeguard Policy Statement (SPS). The RP for Category B subproject shall be approved first by the Bank and disclosed in the ADB website before implementation by MOET.

2. Cao Bằng is a province of the Northeast region of Vietnam. The province has borders with Hà Giang, Tuyên Quang, Bắc Kạn, and Lạng Sơn provinces within Vietnam. It also has common international border with Guangxi Province of the People's Republic of China. 8 beneficiary LSSs were selected for the Project, namely: (i) **Co Ba** Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1); (ii) **Tien Thanh** Lower Secondary School (batch1) (iii) **Cao Thang** Lower Secondary School (batch1); (iv) **Nam Cao** Lower Secondary School (batch2); (v) **Thach Lam** Lower Secondary School (batch2); (vi) **Phong Nam** 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 Cao Bang PPMU during 15-30/ November 2015.

III. THE PROPOSED FACILITIES

4. In all, the six LSSs will construct a total of 8 regular classrooms, 2 subject rooms for the classes in (physics, chemistry), 3 libraries, 18 student's dormitories, 10 teacher's housing units and 1 kitchens, 3 sanitary facilities for semi-boarded students. 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 = 7.8m and width = 9.8m (7.5m working and 2.3m for the corridor); For the 32 student class length = 7.2m and width = 9.5m (7.2m working and 2.3m for the corridor). Each classroom shall have a minimum usable area of 49m².

5. The subject rooms for 40 student class shall have the following dimensions: length = 15.6m (11.7 m for working and 3.9 m for a preparation room of teacher) and width = 9.8 m (7.5m for activity room and 2.3 m for the corridor). The subject rooms for 32 student class have length = 14.4m (10.8m for working and 3.6m for a preparation room of teacher) and width = 9.5 m (7.2 m for activity room and 2.3m 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, 1.5m for corridor and 2.1m for kitchen and toilet; width = 3,6m(area of 16.7m² 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	17.9 4
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	35.8 8
Student dormitory	6.6	3.6	23.76	6.6	3.6	23.7 6
Corridor (student dormitory)	3.6	2.1+1.5	12.96	3.6	2.1+1. 5	12.9 6
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 Bac Can Province

Name of the School	Classrooms	Function Rooms	library	Student's dormitory	Teacher' housing unit	kitchen	Sanitary facilities for semi boarded students	Sanitary facilities
Co Ba Ethnic Minorities' Semi-Boarding Lower Secondary School(Batch1)				4	2		1	
Tien Thanh Lower Secondary School(Batch1)					4			
Cao Thang Lower Secondary School (Batch 1)		1		4		1	1	
Nam Cao Lower Secondary School(Batch1))	4		1					
Thach Lam Lower Secondary school (Batch 2)	2	1	1	10	4		1	
Phong Nam Lower Secondary	2		1					

School(Batch 2)								
Total 6	8	2	3	18	10	1	3	

Source: CPMU of LSEMDAP II

IV. BRIEF PROFILE OF THE LSSs

A Co Ba Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)

9. The school became operational in 2004 and was established in Co Ba commune of Bao Lac District. The school has 7989 m² of land with only 10.4%, used for school buildings (830m²). In school-year 2015-2016, a total of 144 students were enrolled, 74 males and 70 females. The students were composed of 35 from Grade 6, 42 in Grade 7 and 43 in Grade 8, 24 in grade 9. The Nung student is majority with 66 % and Dao student is of 16.7%. Tay student is of 10.4 %, 6.9% pupils of Mong (6 students) and Cao Lo (4 students) Student enrolment in Co Ba LSS constant from 150 students in school-year 2010-2011 to 144 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	49	48	30	45	172
2	From 2013 to 2014	Student	53	42	52	38	185
3	From 2012 to 2013	Student	47	57	39	28	171
4	From 2011 to 2012	Student	58	43	28	52	181
5	From 2010 to 2011	Student	47	33	53	17	150
	Total	Student	254	223	202	180	859

10. 15 teachers employed by the school, 6 males and 29 females with no EM teacher. All teachers have university education. The school has two non-teaching personnel.

13. At present, the school has two 2 floor concrete-buildings(built in 2004, 2010) with 8 class room , 10 student's dormitories and 2 single floor buildings(built in 2004) which has 2 Teacher's housing rooms and 3 rooms used as office for school directorate.

B Tien Thanh Lower Secondary School (batch1)

11. The school became operational in 2005 and was established in Tien Thanh commune of Phuc Hoa District. The school has 3900 m² of land with only 19.2%, used for school buildings (750m²). In school-year 2015-2016, a total of 75 students were enrolled, 38 males and 37 females. The students were composed of 19 from Grade 6, 23 in Grade 7 and 16 in Grade 8, 17 in grade 9. The Tay student is majority with 100 % Student enrolment in Tien Thanh LSS is constant from 82 students in school-year 2010-2011 to 75 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	24	16	17	22	79
2	From 2013 to 2014	Student	11	16	22	25	74
3	From 2012 to 2013	Student	18	23	26	19	86
4	From 2011 to 2012	Student	24	27	20	16	87
5	From 2010 to 2011	Student	25	20	16	21	82
	Total	Student	102	97	99	103	401

12. 9 teachers employed by the school, 1 male and 8 female with no EM teacher. All teachers have university education. The school has 2 non-teaching personnel.

13. At present, the school has one 2 floor concrete -buildings(built in 2006) with 4 class room ,1 subject room, 2 rooms used as office for school directorate and 2 single floor buildings(built in 2010) which has 7 Teacher's housing rooms.

C Cao Thang Lower Secondary School (batch1).

14. The school became operational in 1965 and was established in Cao Thang commune of Trung Khanh District. The school has 3630 m² of land with 31.5%, used for school buildings (956m²). In school-year 2015-2016, a total of 138 students were enrolled, 64 males and 74 females. The students were composed of 43 from Grade 6; 24 in Grade 7 and 30 in Grade 8, 41 in grade 9. The Tay student is majority with 82.5%, Nung student is of 17.5%. Student enrolment in Cao Thang LSS reduced from 186 students in school-year 2010-2011 to 138 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	26	32	41	37	136
2	From 2013 to 2014	Student	36	49	40	38	163
3	From 2012 to 2013	Student	51	45	39	40	175
4	From 2011 to 2012	Student	46	39	41	37	173
5	From 2010 to 2011	Student	43	42	47	54	186
	Total	Student	202	207	208	216	833

15. 16 teachers employed by the school, 8 males and 8 females with no EM teacher. All teachers have university education. The school has 2 non-teaching personnel.

16. At present, the school has one 2 floor concrete -buildings(built in 2005) with 8 class rooms and 3 single floor buildings(built in 1999, 2001, 2009 and 2015) which has 3 subject rooms, 2 Teacher's housing rooms and 4 rooms used as office for school directorate.

D. Nam Cao Lower Secondary School (batch1).

17. The school became operational in 2007 and was established in Nam Cao commune of Bao Lam District. The school has 7430 m² of land with 13.3%, used for school buildings (978m²). In school-year 2015-2016, a total of 178 students were enrolled, 112 males and 66 females. The students were composed of 58 from Grade 6, 43 in Grade 7 and 39 in Grade 8, 38 in grade 9. The San Chi student is majority with 51.9% and Mong student is of 27%. Tay student is of 16.9%. 4.2% pupils of Nung (3 students). Student enrolment in Nam Cao LSS constant from 186 students in school-year 2010-2011 it grew to 178 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	50	56	44	12	162
2	From 2013 to 2014	Student	65	57	19	59	200
3	From 2012 to 2013	Student	61	22	85	0	168
4	From 2011 to 2012	Student	25	91	0	35	151
5	From 2010 to 2011	Student	113	0	35	38	186
	Total	Student	314	226	183	144	867

18. 14 teachers employed by the school, 5 males and 9 females with no EM teacher. All teachers have university education. The school has 1 non-teaching personnel.

19. At present, the school has one 3 floor concrete -building (in construction) with 9 class rooms and 4 single floor building(built in 2010,2011, 2011, 2014) which has 6 Teacher's housing rooms, 14 student's dormitories and 2 class rooms. .

F Thach Lam Lower Secondary School (batch2).

20. The school became operational in 2007 and was established in Thach Lam commune of Bao Lam District. The school has 8650 m² of land with 9.7%, used for school buildings (842m²). In school-year 2015-2016, a total of 397 students were enrolled, 253 males and 144 females. The students were composed of 121 from Grade 6, 106 in Grade 7 and 91 in Grade 8, 79 in grade 9. The Mong student is majority with 96.2%. Tay student is of 3.8%(15 students). Student enrolment in Thach Lam LSS increased from 299 students in school-year 2010-2011 it grew to 397 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	114	107	103	68	392
2	From 2013 to 2014	Student	118	116	88	74	396
3	From 2012 to 2013	Student	121	102	113	36	372
4	From 2011 to 2012	Student	112	157	37	46	352
5	From 2010 to 2011	Student	158	51	74	16	299
	Total	Student	623	533	415	240	1811

21. 22 teachers employed by the school, 12 males and 10 females with no EM teacher. All teachers have university education. The school has 2 non-teaching personnel.

22. At present, the school has two 2 floor concrete -building (built in 2004) with 12 class rooms and 1 single floor buildings (built in 2005) which has 3 rooms used as office for school directorate.

G . Phong Nam Lower Secondary School (batch2)

23. The school became operational in 1989 and was established in Phong Nam commune of Trung Khanh District. The school has 2564 m² of land with 29.2% used for school buildings (750m²). In school-year 2015-2016, a total of 100 students were enrolled, 66 males and 34 females. The students were composed of 22 from Grade 6, 19 in Grade 7 and 37 in Grade 8,22 in grade 9. The Tay student is majority with 55%, Kinh student is of 34%, Nung student is of 10%, Muong student is of 1% (1 student). Student enrolment in Phong Nam LSS constant from 89 students in school-year 2010-2011 to 100 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	13	24	15	15	68
2	From 2013 to 2014	Student	24	15	17	19	75
3	From 2012 to 2013	Student	16	19	20	27	82
4	From 2011 to 2012	Student	19	20	27	32	98
5	From 2010 to 2011	Student	22	20	17	30	89
	Total	Student	94	98	96	123	411

24. 12 teachers employed by the school, 3 males and 9 females with no EM teacher. All teachers have university education. The school has not non-teaching personnel.

25. At present, the school has one 1 floor-building(built in 1997) with two subject rooms, one library and 3 single floor buildings(built in 2001) which has 4 class rooms, 3 rooms used as office for school directorate and 2 teacher's housing rooms.

V. ASSESSMENT OF SOCIAL IMPACTS

26. There are no social impacts expected arising from land acquisition in any of the selected LSSs in Cao Bang 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.

Co Ba Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)

27. This school proposed a 01 story building for 4 student's dormitories include sanitary facilities in area of 154m² and one 01 story building for 2 teacher housing rooms in area of 68m². These building will be built within the existing school premise. No land acquisition is required and no third-party user will be affected. The school has site for unloading & storing construction materials. To mitigate Safety Issues, adequate safety measures to be applied by contractor during construction phase to ensure normal operation of the school.

Tien Thanh Lower Secondary School (batch1)

28. This school proposed a 01-storey building 4 teacher housing rooms in area of 158m². This building will be built within the existing school premise. No land acquisition is required and no third-party user will be affected. This LSS has applied for LUC. 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.

Cao Thang Lower Secondary School (batch1)

29. This school proposed a 02-storey building for 1 subject room, 4 student's dormitories include sanitary facilities and 1 kitchen in area of 254 m².. The structure will be built within school premise which has total area of 3036m². 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.

Nam Cao Lower Secondary School (batch1)

30. This school proposed a 02-storey building for 4 classrooms, 1 library in area of 254 m².. The structure will be built within school premise which has total area of 7403m². 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.

Thach Lam Lower Secondary School (batch2)

31. This school proposed a 02-storey building for 2 classrooms and 1 subject room in a of 180m², a 02 storey building for 10 student's dormitories include sanitary facilities in an area of 220m², and a 01- storey building for 4 teacher's housing rooms in area of 132m². These buildings will be built within the existing school premise which has total area of 8650m². No land acquisition is required and no third-party user wii 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.

Phong Nam Lower Secondary School (batch2)

32. This school proposed a 02-storey building for 2 classrooms and 1 library in area of 180m². This building will be built within the existing school premise which has total area of 2564m². 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 Cao Bang 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 Cao Bang 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 Cao Bang 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 Disadvantage as Project (LSEMDAP II)**

Subproject: **Co Ba Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)**

Province: **Cao Bang** District: **Bao Lac** 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: **Co Ba Ethnic Minorities' Semi-Boarding Lower Secondary School (batch1)**

Province: **Cao Bang** District: **Bao Lac** CATEGORY: B

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

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

D. Anticipated Project Impacts on Indigenous Peoples

Project component/ activity/output	Anticipated positive effects	Anticipated negative effects
1. Construction of 01 storey building for 4 student's dormitories include sanitary facilities in a of 154m2 and one 01 storey building for 2 teacher housing rooms in a of 68m2 within the school premise. It will follow the standard dimension as provided for in Vietnamese Standard TCVN 8794-2011.	The provisions of new classrooms will accommodate the increasing number of lower secondary education students. It will also facilitate in providing quality lower secondary education to them	

Involuntary Resettlement Impact Categorization Checklist

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

Subproject: **Tien Thanh Lower Secondary School (batch1)**

Province: **Cao Bang** District: **Phuc Hoa** 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: **Tien Thanh Lower Secondary School (batch1) (batch1)**

Province: **Cao Bang** District: **Phuc Hoa** CATEGORY: B

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

12. Will the project be in an area (land or territory) occupied, owned, or used by Indigenous Peoples, and/or claimed as ancestral domain?		X		The sub-project a is inside the school premises
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KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	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 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 01-storey building 4 teacher housing rooms in a of 158m2 within the school premise. It will follow the standard dimension as provided for in Vietnamese Standard TCVN 8794-2011.	The provisions of new classrooms will accommodate the increasing number of lower secondary education students. It will also facilitate in providing quality lower secondary education to them	

Involuntary Resettlement Impact Categorization Checklist

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

Subproject: : **Cao Thang Lower Secondary School (batch1)**

Province: **Cao Bang** District: **Trung Khanh** 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 Disadvantage as Project (LSEMDAP II)**

Subproject: **Cao Thang Lower Secondary School (batch1)**

Province: **Cao Bang** District: **Trung Khanh** CATEGORY: B

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

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
C. Identification of Special Requirements <i>Will the project activities include:</i>		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-storey building for 4 classrooms , 1 library in a of 254 m2 within the school premise. It will follow the standard dimension as provided for in Vietnamese Standard TCVN 8794-2011.	The provisions of new classrooms will accommodate the increasing number of lower secondary education students. It will also facilitate in providing quality lower secondary education to them	

Involuntary Resettlement Impact Categorization Checklist

Project: **Second Lower Secondary Education for the Most Disadvantage as Project (LSEMDAP II)**Subproject: **Nam Cao Lower Secondary School (batch1)**Province: **Cao Bang** District: **Bao Lam** CATEGORY: C

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

Indigenous Peoples Impact Screening Checklist

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

Subproject: **Nam Cao Lower Secondary School (batch1)**

Province: **Cao Bang** District: **Bao Lam** CATEGORY: B

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

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
C. Identification of Special Requirements <i>Will the project activities include:</i>				
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-storey building for 4 classrooms , 1 library in a of 254 m2 within the school premise. It will follow the standard dimension as provided for in Vietnamese Standard TCVN 8794-2011.	The provisions of new classrooms will accommodate the increasing number of lower secondary education students. It will also facilitate in providing quality lower secondary education to them	

Involuntary Resettlement Impact Categorization Checklist

Project: **Second Lower Secondary Education for the Most Disadvantage as Project (LSEMDAP II)**Subproject: **Thach Lam Lower Secondary School (batch1)**Province: **Cao Bang** District: **Bao Lam** 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: **Thach Lam Lower Secondary School (batch1)**

Province: **Cao Bang** District: **Bao Lam** CATEGORY: B

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

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNO WN	Remarks
C. Identification of Special Requirements <i>Will the project activities include:</i>				
13. Commercial development of the cultural resources and knowledge of Indigenous Peoples?		X		There is no commercial development of cultural resources as the sub-project involves the construction of classrooms.
14. Physical displacements from traditional or customary lands?		X		Physical displacement from traditional or customary lands will not happen in the sub-project
15. Commercial development of natural resources (such as minerals, hydrocarbons, forest, water, hunting or fishing ground) within customary lands under use that would impact the livelihoods or the cultural ceremonial, spiritual uses that define the identity and community of Indigenous Peoples?		X		The activities in the sub-project will involve the construction of 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-storey building for 2 classrooms and 1 subject room in a of 180m ² , a 02 storey building for 10 student's dormitories include sanitary facilities in an a of 220m ² , and a 01- storey building for 4 teacher's housing rooms in a of 132m 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 – 6

Involuntary Resettlement Impact Categorization Checklist

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

Subproject: **Phong Nam Lower Secondary School (batch2)**

Province: **Cao Bang** District: **Trung Khanh** 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: **Phong Nam Lower Secondary School (batch2)**

Province: **Cao Bang** District: **Trung Khanh** CATEGORY: B

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

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNO WN	Remarks
C. Identification of Special Requirements <i>Will the project activities include:</i>				
13. Commercial development of the cultural resources and knowledge of Indigenous Peoples?		X		There is no commercial development of cultural resources as the sub-project involves the construction of classrooms.
14. Physical displacements from traditional or customary lands?		X		Physical displacement from traditional or customary lands will not happen in the sub-project
15. Commercial development of natural resources (such as minerals, hydrocarbons, forest, water, hunting or fishing ground) within customary lands under use that would impact the livelihoods or the cultural ceremonial, spiritual uses that define the identity and community of Indigenous Peoples?		X		The activities in the sub-project will involve the construction of 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-storey building for 2 classrooms and 1 library in a of 180m 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	