

# Due Diligence Report

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October 2014

## VIE: Second Upper Secondary Education Development Project (USEDP II) – Quang Nam Province

Hiep Duc Upper Secondary School  
Huynh Thuc Kang Upper Secondary School  
Kham Duc Upper Secondary School  
Nguyen Thai Binh Upper Secondary School

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

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## **ACCRONYMS**

|          |   |  |
|----------|---|--|
| ADB      | - | Asian Development Bank                   |
| CPMU     | - | Central Project Management Unit          |
| EMs      | - | Ethnic Minorities                        |
| MOET     | - | Ministry of Education and Training       |
| RP       | - | Resettlement Plan                        |
| USEDP II | - | Second Upper Secondary Education Project |
| USS      | - | Upper Secondary School                   |

## I. INTRODUCTION

1. The Ministry of Education and Training (MOET) is implementing the Second Upper Secondary Education Development Project (USEDP II, or the Project) in the 33 provinces of Viet Nam, through Loan № 2929 – VIE (SF) from Asian Development Bank (ADB). Under the Project, a total of 135 upper secondary schools (USSs) and six (6) pedagogical centers have been selected for assistance. In the screening and categorization for social safeguards, Category A subprojects are automatically excluded as Category C shall be prioritized for financing. The subproject USSs 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 downloaded at ADB website before implementation by MOET.

2. **Quang Nam** is one of the provinces in Viet Nam with large population that lies in the country's North Central Coastal Region. Four (4) beneficiary USSs were selected for the Project in the province, namely: (i) Hiep Duc Upper Secondary School; (ii) Huynh Thu Khang Upper Secondary School; and (iii) Kham Duc Upper Secondary School; and (iv) Nguyen Thai Binh Upper Secondary School. They are located in four (4) of the province's 15 districts. As screened, they are all Category C subprojects both in Involuntary Resettlement and Indigenous Peoples categorization (**Attachments 1 to 4**), since no social impacts are expected as they shall be constructed inside the schools' premises. The Central Project Management Unit (CPMU) of USED P 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 in the construction of school facilities.

## II. APPROACH AND METHODOLOGY IN DUE DILIGENCE

3. The CPMU has applied the selection criteria in evaluating the USSs included in the long list. The criteria were developed during the PPTA. Given the large number of USSs and their geographic locations, the CPMU sent questionnaires for filling up by the school officials whose responses were the basis for screening and selection in producing the shortlist of USSs. The school officials of shortlisted USSs were then again 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 the CPMU made the reasonable distribution of facilities that are urgently needed. The second set was aimed to validate if land acquisition shall be required. The staff and the Social Safeguards Specialists at the CPMU have visited the schools in Quang Nam Province from 20-21 August 2014 to validate the information provided before this DDR was finalized.

## III. THE PROPOSED FACILITIES

4. In all, the four (4) USSs will construct a total of 23 regular classrooms and 12 function rooms for the holding of classes in biology, physics, chemistry, and laboratory. The construction of regular classrooms will follow the standard dimension as provided for in Decision № 37/2008/QĐ-BGDĐT (July 16, 2008) by MOET. The following dimension of each classroom is as follows: length = 7.8 m and width = 9.9 m. Comprising the width is 7.5 m working area and 2.4 m for the corridor. Each classroom shall have a total area of 56.77 m<sup>2</sup>.

5. The function rooms shall have the following dimensions: length = 11.7 m and width = 9.6 m. The length shall be composed of 7.8 m for working area and 3.9 m for preparation room of teacher. The width is composed of 7.5 m for activity room and 2.1 m for the corridor. Overall, each function room shall have a total area of 83.92 m<sup>2</sup> in which 56.47 m<sup>2</sup> for activity room and 27.45 m<sup>2</sup> for preparation room of the teacher.

6. The distribution of the proposed facilities in four (4) schools is shown in Table 1.

**Table 1: Proposed USSs Facilities in Quang Nam Province**

| <b>Name of the School</b>             | <b>Classrooms</b> | <b>Function Rooms</b> |
|---------------------------------------|-------------------|-----------------------|
| Hiep Duc Upper Secondary School       | 2                 | 3                     |
| Huynh Thuc Khang Upper Secondary Sch. | 2                 | 3                     |
| Kham Duc Upper Secondary School       | 17                | 3                     |
| Nguyen Thai Binh Upper Secondary Sch. | 2                 | 3                     |
| <b>Total</b>                          | <b>23</b>         | <b>12</b>             |

Source: CPMU of USEDP II

#### **IV. BRIEF PROFILE OF THE USSs**

##### **A. Hiep Duc Upper Secondary School**

7. The school was opened in 1986 in Tan An Commune under the jurisdiction of Tan An Town in Hiep Duc District. The government has allocated a total of 16,800 m<sup>2</sup> land per Decision № 539/QĐ-TT with the school serving the students in nine (9) communes. The school buildings occupy about 5,040 m<sup>2</sup>, or 30.0% of the land. During the school-year 2013-2014, a total of 982 students were enrolled, 451 are males and 531 are females. The student population were composed of 350 from Grade 10, 312 in Grade 11 and 320 in Grade 12, largely shared by the Kinh (87.2%). The small population of ethnic minority groups only shared of 12.8%.

8. The school has an average enrollment of 1,074 students for the last five school-years. Growth of student population is flat but it needs two (2) additional classrooms and three (3) function rooms. It has 52 personnel, seven (7) are non-teaching staff and 45 are teachers, in which 43 are Kinh as two (2) are EMs. All the teachers are university graduates and one (1) has a master degree.

##### **B. Huynh Thuc Khang Upper Secondary School**

9. The school was established in Tien Phuoc District when the war ended in 1970s. The government has granted a total of 7,870 m<sup>2</sup> for the school in Tien Ky Commune under Certificate № 00001QSĐ/TP. A total of 1,530 m<sup>2</sup>, or 19.4%, are occupied by the school buildings as classrooms of students from 15 communes. The school had a total population of 1,527 students in school-year 2013-2014, of which 595 students are males and 932 are females. By grade level, the students were composed of 471 students in Grade 10, 545 in Grade 11 and 511 in Grade 12 whose large majority belongs to Kinh (99.9%).

10. Annual enrolment of students in Huynh Thuc Khang USS averaged to 1,627 which exhibited only 1.0% increased during the last five school-years. Although the enrolment has increased moderately, the school only proposes for two (2) classrooms and three (3) function rooms that are lacking in the school. On the administration, the school has 81 personnel, 73 are teachers and eight (8) are non-teaching staff. Forty seven teachers are female while 26 are male with 72 are Kinh and only one (1) is an EM, all are graduates of university. Three teachers have Master of Arts degree as one (1) teacher is pursuing for the same.

##### **C. Kham Duc Upper Secondary School**

11. The school was granted 7,967.5 m<sup>2</sup> of land in Kham Duc Commune, Phuoc Son District and opened in 1977. The land is covered by land Use Right Certificate № BK940656. Of the total land, 2,680 m<sup>2</sup> (or 33.6%) are used for school buildings as the rest is open space. During the school-year 2013-2014, enrollment was totaled to 905 students, 430 are males and 475 are females. Enrolment comprised by 298 students in Grade 10, 316 in Grade 11 and 291 in Grade 12. Ethnicity of the students is largely composed of EMs, at 62.1% while the Kinh at 37.9%.

12. The school has 55 staff, eight (8) are non-teaching employees as 47 are teachers, 23 are males and 24 are females. Thirty two teachers are Kinh while 15 are EMs, two (2) have master of arts degree and one is pursuing to have the same title. All teachers are university graduates.

#### **D. Nguyen Thai Binh Upper Secondary School**

13. When Nguyen Thai Binh Upper Secondary School was established in July 1999, the government has granted 11,972 m<sup>2</sup> of land in Group 2 Village at Binh Dao Commune in Thang Binh District. A total of 2,506 m<sup>2</sup>, or 20.9%, on that land were used for school buildings and, as document showed, the land has Land Use Rights Certificate № S245321. The school serves nine (9) communes and Thang Binh Town. During the school-year 2013-2014, the school has a total student population of 1,885 composed 835 males and 1,050 females. They were representing three classes, 655 from Grade 10, 598 in Grade 11 and 632 in Grade 12 and they are all Kinh.

14. From school-year 2009-2010 towards school-year 2013-2014, the school has recorded an average enrolment of 1,900 students, who were mentored by 47 teachers, 32 are Kinh and 15 are EMs. Two teachers have already their Master of Arts degree and one is still studying. All teachers are university graduates. The school has also eight (8) non-teaching personnel.

### **V. ASSESSMENT OF SOCIAL IMPACTS**

15. Adverse social impacts are not expected arising from land acquisition in the four (4) USS beneficiaries 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. Given the total land requirements of the proposed facilities, they were assessed as to their impacts on available lands in the respective school premises.

- **Hiep Duc Upper Secondary School.** This school proposes for two (2) classrooms and three (3) function rooms. Given the area of 56.77 m<sup>2</sup> for each classroom and 83.92 m<sup>2</sup> for the function room, this subproject will require a total area of 365.3 m<sup>2</sup> (113.5 m<sup>2</sup> for the classrooms and 251.8 m<sup>2</sup> for the function rooms). The area is only equivalent to 4.2% of its 16,800 m<sup>2</sup> land. If this is added to the area occupied by existing buildings, this would increase to 32.2%. Therefore, land acquisition beyond the school premises is not required.
- **Huynh Thu Khang Upper Secondary School.** The proposed facility for this school is two (2) classrooms and three (3) function rooms. Using the standard dimensions prescribed by MOET (see paras. 4 – 5), the combined land requirement shall be 365.3 m<sup>2</sup> or 4.6% of the total land of the school. If the space for the area of existing structures is added, they would occupy 24.0% of the total area of the school. Land acquisition is not required.
- **Kham Duc Upper Secondary School.** Seventeen classrooms and three (3) function rooms are being proposed by this school. These facilities shall require a total of 1,216.8 m<sup>2</sup>, of which 965.0 m<sup>2</sup> for the classrooms while 251.8 m<sup>2</sup> for the function rooms. The combined areas represent 15.3% of the 7,967.0 m<sup>2</sup> land owned by the school, and if added to the land area occupied by existing buildings, their share would increase to 48.9% of the school's total land. Hence, land acquisition is still not required.
- **Nguyen Thai Binh Upper Secondary School.** This school also proposes for two (2) classrooms and three (3) function rooms. For these facilities, the total land requirement shall be 365.3 m<sup>2</sup> or 3.0% of the total land of the school. If the space

for the area of existing structures is added, they would occupy 24.0% of the total area of the school. Land acquisition is not required.

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

## Attachment – 1

### Involuntary Resettlement Impact Categorization Checklist

Project: **Second Upper Secondary Education Development Project (USEDP II)**

Subproject: **Hiep Duc Upper Secondary School**

Province: Quang Nam District: Hiep Duc (Tan An Town) 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 inside the 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 two (2) classrooms and three (3) function room 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?  |     | ✓  |           | Trees or crops of private persons shall not be affected. While there are some trees in school premises, 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 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?   |     | ✓  |           | 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 |     |    |           |   |
| 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 Upper Secondary Education Development Project (USEDP II)**

Subproject: **Hiep Duc Upper Secondary School**

Province: Quang Nam District: Hiep Duc (Tan An Town) 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. 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? | ✓   |    |              | 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?  | ✓   |    |              | Such groups are socially and economically marginalized due to their geographic location.   |
| 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 deliver quality 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 classrooms will be done in school premises.  |
| 12. 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 sub-project area is inside the school premises.  |

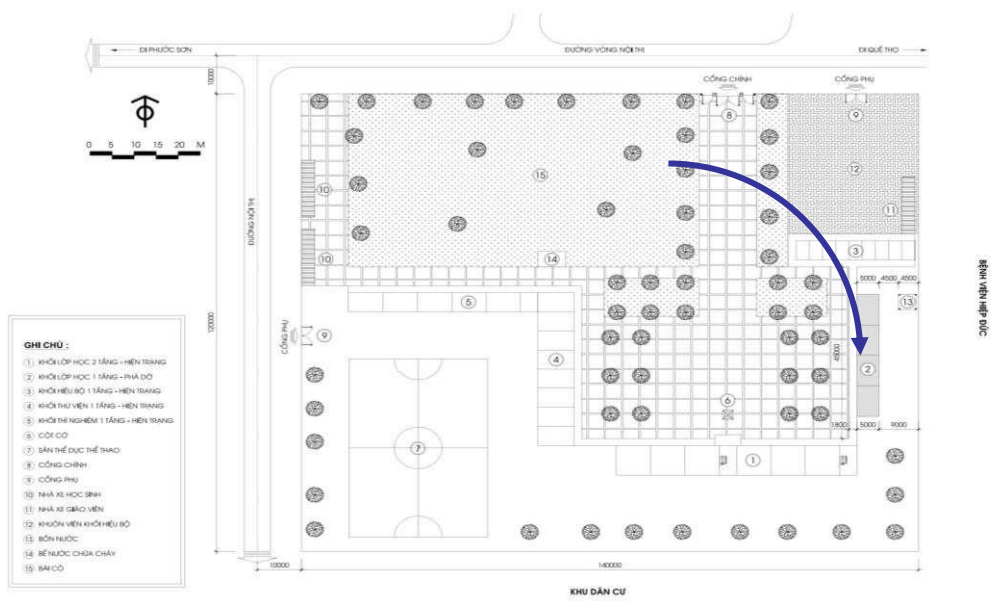


| <b>KEY CONCERNS</b><br>(Please provide elaborations on the remarks column)   | <b>YES</b> | <b>NO</b> | <b>NOT KNOWN</b> | <b>Remarks</b>  |
|--|------------|-----------|------------------|---|
| <b>C. Identification of Special Requirements</b>   |            |           |                  |   |
| <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 classrooms...                          |
| 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 two (2) classrooms and three (3) function rooms 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 classrooms.   |
| 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 two (2) classrooms at the school premises. It will follow the standard dimension as provided for in Decision 37/2008/QD-BGDDT (July 16, 2008). Each classroom shall have the following dimensions: length = 7.8 m and width = 9.9 m. Comprising the width is 7.5 m working area and 2.4 m for the corridor. The classroom shall have a total area of 56.77 m <sup>2</sup> .  | The provisions of new classrooms will accommodate the increasing number of upper secondary education students. It will also facilitate in providing them quality upper secondary education.           | None                                |
| 2. Construction of three (3) function rooms in the school premises. Each function room shall have the following dimensions: length = 11.7 m and width = 9.6 m. The length shall be composed of 7.8 m for working area and 3.9 m for preparation room of teacher. The width is composed of 7.5 m for activity room and 2.1 m for the corridor. Overall, each function room shall have a total area of 83.92 m <sup>2</sup> in which 56.47 m <sup>2</sup> for activity room and 27.45 m <sup>2</sup> for preparation room of teacher. | The function rooms shall be instrumental for the students to gain more knowledge in improved lessons in science. The function rooms shall be used in biology, chemistry, physics or laboratory rooms. | None                                |

## Layout of Hiep Duc USS and the Proposed Subproject Location



**TỔNG MẶT BẰNG HIỆN TRẠNG**  
**TL: 1/750**



Above are the selected pictures of the existing school buildings of Hiep Duc USS.

## Attachment – 2

### Involuntary Resettlement Impact Categorization Checklist

Project: **Second Upper Secondary Education Development Project (USEDP II)**

Subproject: **Huynh Thuc Khang Upper Secondary School**

Province: Quang Nam District: Tien Phuoc (Tien Ky Sub-Town) 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 two (2) classrooms and three (3) function rooms 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?  |     | ✓  |           | Trees or crops of private persons shall not be affected. While there are some trees in school premises, 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 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?   |     | ✓  |           | 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 |     |    |           |  |
| 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 Upper Secondary Education Development Project (USEDP II)**

Subproject: **Huynh Thuc Khang Upper Secondary School**

Province: Quang Nam District: Tien Phuoc (Tien Ky Sub-Town) CATEGORY: C

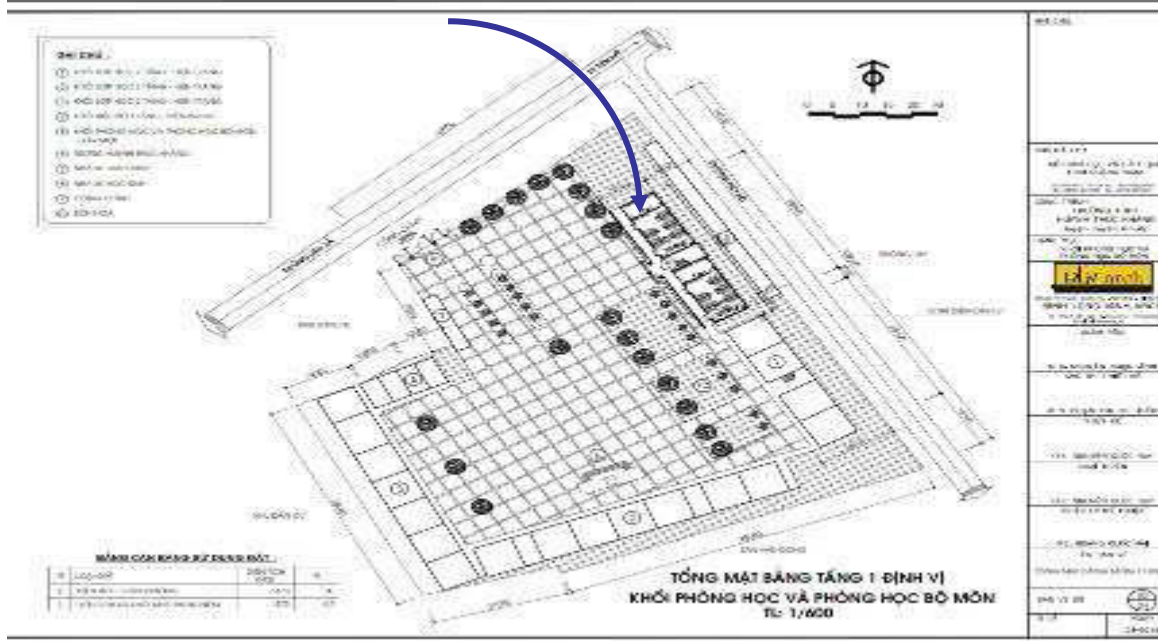
| <b>KEY CONCERNS</b><br>(Please provide elaborations<br>on the Remarks column)  | <b>YES</b> | <b>NO</b> | <b>NOT<br/>KNOWN</b> | <b>Remarks</b>   |
|--|------------|-----------|----------------------|--|
| <b>A. Indigenous Peoples Identification</b>  |            |           |                      |  |
| 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 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? | ✓          |           |                      | 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?  | ✓          |           |                      | Such groups are socially and economically marginalized due to their geographic location.   |
| 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 deliver quality 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 classrooms will be done in school premises.  |
| 12. 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 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 classrooms...                          |
| 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 two (2) classrooms and three (3) function rooms 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 classrooms.   |
| 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 two (2) classrooms in the school premises. Each function room shall have the following dimensions: length = 11.7 m and width = 9.6 m. The length shall be composed of 7.8 m for working area and 3.9 m for preparation room of teacher. The width is composed of 7.5 m for activity room and 2.1 m for the corridor. Overall, each function room shall have a total area of 83.92 m <sup>2</sup> in which 56.47 m <sup>2</sup> for activity room and 27.45 m <sup>2</sup> for preparation room of teacher.       | The function rooms shall be instrumental for students to gain more knowledge in improved lessons in science. The function rooms shall be used in biology, chemistry, physics or laboratory rooms.     | None                                |
| 2. Construction of three (3) function rooms in the school premises. Each function room shall have the following dimensions: length = 11.7 m and width = 9.6 m. The length shall be composed of 7.8 m for working area and 3.9 m for preparation room of teacher. The width is composed of 7.5 m for activity room and 2.1 m for the corridor. Overall, each function room shall have a total area of 83.92 m <sup>2</sup> in which 56.47 m <sup>2</sup> for activity room and 27.45 m <sup>2</sup> for preparation room of teacher. | The function rooms shall be instrumental for the students to gain more knowledge in improved lessons in science. The function rooms shall be used in biology, chemistry, physics or laboratory rooms. |                                     |

## Layout of Huynh Thuc Khang USS and location of the proposed facilities



The general perspective of school building of Huynh Thuc Khang USS.



The proposed site facilities in the school premises.

## Attachment – 3

### Involuntary Resettlement Impact Categorization Checklist

Project: **Second Upper Secondary Education Development Project (USEDP II)**

Subproject: **Kham Duc Upper Secondary School**

Province: Quang Nam District: Phuoc Son (Kham Duc Commune) 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 17 classrooms and three (3) function rooms 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?   |     | ✓  |           | Trees or crops of private persons shall not be affected. While there are some trees in school premises, 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 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?  |     | ✓  |           | 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 Upper Secondary Education Development Project (USEDP II)**

Subproject: **Kham Duc Upper Secondary School**

Province: Quang Nam District: Phuoc Son (Kham Duc Commune) CATEGORY: C

| <b>KEY CONCERNS</b><br>(Please provide elaborations<br>on the Remarks column)  | <b>YES</b> | <b>NO</b> | <b>NOT<br/>KNOWN</b> | <b>Remarks</b>   |
|--|------------|-----------|----------------------|--|
| <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 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? | ✓          |           |                      | 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?  | ✓          |           |                      | Such groups are socially and economically marginalized due to their geographic location.   |
| 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 deliver quality 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 classrooms will be done in school premises.  |
| 12. 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 sub-project area is inside the school premises.  |

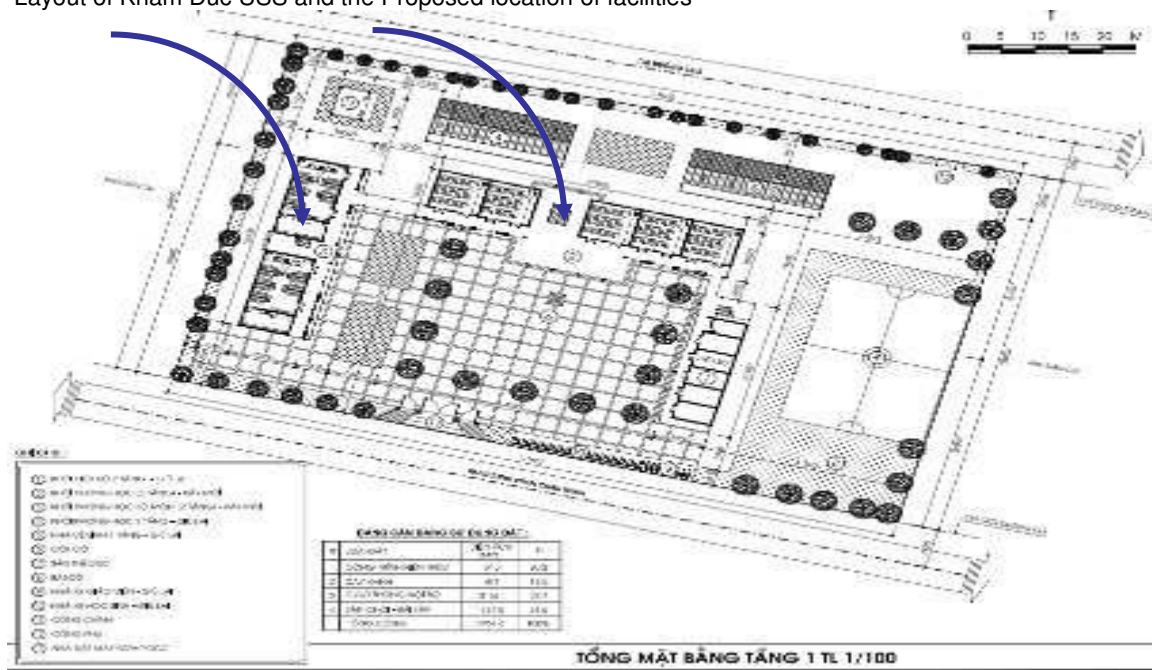


| <b>KEY CONCERNS</b><br>(Please provide elaborations on the remarks column)   | <b>YES</b> | <b>NO</b> | <b>NOT KNOWN</b> | <b>Remarks</b>   |
|--|------------|-----------|------------------|--|
| <b>C. Identification of Special Requirements</b><br><i>Will the project activities include:</i>  |            |           |                  |  |
| 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 classrooms...                     |
| 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 17 classrooms and three (3) function rooms 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 classrooms.  |
| 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 17 classrooms at the school premises. It will follow the standard dimension as provided for in Decision 37/2008/QD-BGDDT (July 16, 2008). Each classroom shall have the following dimensions: length = 7.8 m and width = 9.9 m. Comprising the width is 7.5 m working area and 2.4 m for the corridor. The classroom shall have a total area of 56.77 m <sup>2</sup> ..  | The provisions of new classrooms will accommodate the increasing number of upper secondary education students. It will also facilitate in providing them quality upper secondary education. | None                                |
| 2. Construction of three (3) function rooms in the school premises. Each function room shall have the following dimensions: length = 11.7 m and width = 9.6 m. The length shall be composed of 7.8 m for working area and 3.9 m for preparation room of teacher. The width is composed of 7.5 m for activity room and 2.1 m for the corridor. Overall, each function room shall have a total area of 83.92 m <sup>2</sup> in which 56.47 m <sup>2</sup> for activity room and 27.45 m <sup>2</sup> for preparation room of teacher. | The function rooms shall be instrumental for students to gain more knowledge in improved lessons in science. The function rooms shall be used in physics or laboratory rooms.               | None                                |

Layout of Kham Duc USS and the Proposed location of facilities



Existing buildings of Kham Duc USS.

## Attachment – 4

### Involuntary Resettlement Impact Categorization Checklist

Project: **Second Upper Secondary Education Development Project (USEDP II)**

Subproject: **Nguyen Thai Binh Upper Secondary School**

Province: Quang Nam District: Thang Binh (Binh Dao Commune) 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 two (2) classrooms and three (3) function rooms 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?   |     | ✓  |           | Trees or crops of private persons shall not be affected. While there are some trees in school premises, 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 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?  |     | ✓  |           | 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 Upper Secondary Education Development Project (USEDP II)**

Subproject: **Nguyen Thai Binh Upper Secondary School**

Province: Quang Nam District: Thang Binh (Binh Dao Commune) 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. 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? | ✓   |    |              | 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?  | ✓   |    |              | Such groups are socially and economically marginalized due to their geographic location.   |
| 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 deliver quality 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 classrooms will be done in school premises.  |
| 12. 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 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 classrooms...                          |
| 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 two (2) classrooms and three (3) function rooms 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 classrooms.   |
| 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 two (2) classrooms in the school premises. Each function room shall have the following dimensions: length = 11.7 m and width = 9.6 m. The length shall be composed of 7.8 m for working area and 3.9 m for preparation room of teacher. The width is composed of 7.5 m for activity room and 2.1 m for the corridor. Overall, each function room shall have a total area of 83.92 m <sup>2</sup> in which 56.47 m <sup>2</sup> for activity room and 27.45 m <sup>2</sup> for preparation room of teacher.       | The function rooms shall be instrumental for students to gain more knowledge in improved lessons in science. The function rooms shall be used in biology, chemistry, physics or laboratory rooms.     | None                                |
| 2. Construction of three (3) function rooms in the school premises. Each function room shall have the following dimensions: length = 11.7 m and width = 9.6 m. The length shall be composed of 7.8 m for working area and 3.9 m for preparation room of teacher. The width is composed of 7.5 m for activity room and 2.1 m for the corridor. Overall, each function room shall have a total area of 83.92 m <sup>2</sup> in which 56.47 m <sup>2</sup> for activity room and 27.45 m <sup>2</sup> for preparation room of teacher. | The function rooms shall be instrumental for the students to gain more knowledge in improved lessons in science. The function rooms shall be used in biology, chemistry, physics or laboratory rooms. |                                     |