

***Contextualized INEE Minimum Standards  
for Vietnam***

***20 September 2011***

## **Acknowledgement**

The introductions to each domain and the checklists for reaching the standards, have been adapted for Viet Nam from the *INEE Minimum Standards Contextualized for Afghanistan*.

## **Contents**

### **Introduction to the *Minimum Standards for Education: Preparedness, Response, Recovery* for Viet Nam**

#### **Domain One: Foundational Standards**

Community Participation

[Standard 1: Participation](#)

[Standard 2: Resources](#)

Coordination

[Standard 1: Coordination](#)

Analysis

[Standard 1: Assessment](#)

[Standard 2: Response Strategies](#)

[Standard 3: Monitoring](#)

[Standard 4: Evaluation](#)

#### **Domain Two: Access and Learning Environment**

[Standard 1: Equal Access](#)

[Standard 2: Protection and Well-being](#)

[Standard 3: Facilities and Services](#)

#### **Domain Three: Teaching and Learning**

[Standard 1: Curricula](#)

[Standard 2: Training, Professional Development and Support](#)

[Standard 3: Instruction and Learning Processes](#)

[Standard 4: Assessment of Learning Outcomes](#)

#### **Domain Four: Teachers and Other Education Personnel**

[Standard 1: Recruitment and Selection](#)

[Standard 2: Conditions of Work](#)

[Standard 3: Support and Supervision](#)

**[Domain Five: Education Policy](#)**

[Standard 1: Law and Policy Formulation](#)

[Standard 2: Planning and Implementation](#)

**Annexes:**

- 1. Glossary**
- 2. Acronyms**
- 3. Index**
- 4. Feedback form**

## INTRODUCTION TO THE MINIMUM STANDARDS FOR EDUCATION: PREPAREDNESS, RECOVERY, RESPONSE FOR VIỆT NAM

### **How were the *Minimum Standards for Education: Preparedness, Response, Recovery for Viet Nam* developed?**

The *Minimum Standards for Education: Preparedness, Response, Recovery for Viet Nam* (shortened to 'Minimum Standards for Viet Nam') are based on the *INEE Minimum Standards for Education: Preparedness, Response, Recovery*, 2010 edition (shortened to 'INEE Minimum Standards'). INEE (Inter-Agency Network for Education in Emergencies) is a network of many agencies and people in many countries. It was created to improve the standard of education provided in emergency situations. The standards were developed over several years. They include ideas taken from the experience of people from all over the world. A total of more than 3,500 people from over 80 countries helped to develop the standards.

During a series of consultations and workshops held in Hanoi between April and June 2011, the key actions and guidance notes (see below for definitions) of the INEE Minimum Standards Handbook were adapted – 'contextualized' – for Viet Nam. The purpose was to develop Minimum Standards for Education in Emergencies for Viet Nam, based on international standards, but adapted to take into account the particular conditions of this country.

There were three stages in the process of developing the *Minimum Standards for Viet Nam*:

1. **Translation into Vietnamese** of the *INEE Minimum Standards* and glossary of key terms, and validation of the translation. The validated Vietnamese translation of the *INEE Minimum Standards* is a separate, accompanying document to the *Minimum Standards for Viet Nam*.
2. **'Contextualisation'** for Viet Nam of the INEE Minimum Standards in consultation with representatives of the Ministry of Education and Training, national education institutes, schools directors, UN agencies and NGOs, who provided comments and guidance on the use of the INEE Minimum Standards and key actions in Viet Nam.
3. **Creation of key actions and guidance notes for Viet Nam.** All 19 standards were considered fully acceptable for Viet Nam. A comparative analysis of the INEE Minimum Standards with Viet Nam's legal and normative framework was made, to support the drafting of key actions and guidance notes for Viet Nam. A further consultation workshop was held, and the Legislation Department of the Ministry of Education and Training (MOET) also provided input.

This is the basis on which the current version of the *Minimum Standards for Education: Preparedness, Response, Recovery for Viet Nam* have been prepared. People who use these Minimum Standards will learn from their experience, and may want to make comments. Your feedback on the Minimum Standards for Viet Nam will be very welcome and will be used to update the Minimum Standards in future. Please use the Feedback Form at the back of the handbook or at [www....](http://www...)

### **What is the difference between a standard, a key action and a guidance note?**

Each standard, in the INEE Minimum Standards and the Minimum Standards for Viet Nam, follows the same format. First, the **Minimum Standard** is set out. The standards are derived from the principle that people affected by disaster or conflict have the right to life with dignity, and to safe, quality and relevant education. They are meant to be universal and applicable in any context. The minimum standards are *identical* in the INEE Minimum Standards and the Minimum Standards for Viet Nam.

Standards are followed by a series of **key actions**. These are suggested ways to achieve the standard. The **key actions for Viet Nam** have been adapted to the country, as described above. Some actions may still not be applicable in all contexts; they should be adapted as necessary. You can agree alternative actions to meet the standard.

Finally, **guidance notes** cover specific points of good practice to consider when applying the minimum standards and adapting the key actions in different situations. The **guidance notes for Viet Nam** are based on discussions of the key actions for Viet Nam during the development of the Minimum Standards for Viet Nam. The **guidance notes in the INEE Minimum Standards** should also be used in Viet Nam. They offer advice on priority issues and practical difficulties drawn from experience around the world. They also provide background information and definitions.

### **NOTE: Numbering of key actions**

In the INEE Minimum Standards, key actions are not numbered. Key actions for each standard have been numbered in the Minimum Standards for Viet Nam in order to reference them more easily. However this does not reflect an order of priority for key actions.

### **Why 'minimum' standards?**

The INEE Minimum Standards, and therefore the Minimum Standards for Viet Nam, are based on the right to education. This is described in many international agreements and laws (see pages 5-6 of the INEE Minimum Standards (English version)). The standards may seem high because they reflect these internationally agreed human rights and good practice. This means they define the minimum requirements for quality education and human dignity.

In practice it is often difficult to achieve fully the minimum standard, but it is important to work towards it. Ways to reach the standards will be different in each context. As described above, the key actions for *working towards* the achievement of the standards can be adapted as necessary to what is realistic in each particular situation. The **key actions for Viet Nam** should help in this process.

### **Always use the INEE Minimum Standards (available in Vietnamese translation) with the Minimum Standards for Viet Nam.**

Much information relevant to Viet Nam is included in the INEE Minimum Standards Handbook. The **guidance notes** are particularly important, especially those that refer to disaster risk

reduction. Guidance notes from the INEE Minimum Standards are referred to as appropriate in the key actions for Viet Nam (as 'INEE MS guidance note'), alongside the guidance notes for Viet Nam (as 'MS for VN guidance note'). Guidance notes should be read carefully wherever they are referenced, to help implement the key action.

There is also important background information in the **Introduction to the INEE Minimum Standard**, for users of the Minimum Standards for Viet Nam.

The sections below give more information on Education in Emergencies, and how to use the *Minimum Standards for Education: Preparedness, Response, Recovery for Viet Nam*. More detail is found in the Introduction to the *INEE Minimum Standards for Education: Preparedness, Response Recovery*.

### **What is education in emergencies?**

An 'emergency' is a situation where a community has been disrupted and has yet to return to stability. Emergencies can have mainly natural causes, such as an earthquake, or mainly human ones, such as a war. In Viet Nam, most emergency situations are currently caused by floods, storms and weather-related events. These are often called 'natural disasters', although human-induced climate change is partly responsible. Throughout the Minimum Standards, where 'emergency' is used, it can also mean disaster. Because 'disasters' are more common in Viet Nam, this term has been used most often in the key actions and guidance notes for Viet Nam.

Education in emergencies aims to ensure that learning opportunities for all ages can continue, despite the emergency situation. It covers early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. In emergency situations through to recovery, quality education provides physical, psychosocial and cognitive protection that can sustain and save lives.

Education in emergencies ensures dignity and sustains life by offering safe spaces for learning. Quality education saves lives by providing physical protection from the dangers and exploitation of a crisis environment. It can also reduce the psychosocial impact of conflict and disasters by providing a sense of routine, stability, structure and hope for the future.

In schools and other learning spaces during an emergency, children and young people who need other assistance can be identified and supported. For example protection, nutrition, water and sanitation and health services can be provided. Coordination between workers in the education, protection, shelter, water and sanitation, health and psychosocial sectors is important in establishing learner-friendly, safe spaces.

Crises provide an opportunity to teach all members of a community new skills and values. For example, teaching about hazards, promoting schools as centres for community disaster risk reduction and empowering children and youth as leaders in disaster prevention.

### **How does education fit within humanitarian response?**

Until recently, humanitarian relief entailed the provision of food, shelter, water and sanitation and health care. Education was seen as part of longer-term development work rather than as a necessary response to emergencies. However, education's life-sustaining and life-saving role has been recognised and the inclusion of education within humanitarian response is now considered critical. Communities prioritise education in times of crisis.

Schools and other learning spaces are often at the heart of the community and symbolise opportunity for future generations and hope for a better life.

Coordination and collaboration between education and other emergency sectors are essential for an effective response that addresses the rights and needs of all learners. This is reflected in the Companionship Agreement between the INEE Minimum Standards and the Sphere Project: Humanitarian Charter and Minimum Standards in Disaster Response. The purpose of the Sphere Project is to guarantee the right to life with dignity of everyone affected by emergencies. It makes practitioners accountable to the communities where they are working in an emergency (see pages 15-16 of the INEE Minimum Standards, English version).

The Education in Emergencies group in Viet Nam helps support this coordination between the education and other sectors in emergency situations. It is part of an approach known globally as the Inter-Agency Standing Committee (IASC)'s Education Cluster (see page 16 of the INEE Minimum Standards).

### **What are the *Minimum Standards for Education: Preparedness, Response, Recovery for Viet Nam*?**

The Minimum Standards for Viet Nam Handbook contains **19 standards**, each with accompanying **key actions** and **guidance notes for Viet Nam**. As noted above, it is important to use the Minimum Standards for Viet Nam with the INEE Minimum Standards Handbook, which provides useful learning from experience around the world. The aim of both handbooks is to:

- enhance the quality of educational preparedness, response and recovery
- increase access to safe and relevant learning opportunities, particularly in emergency situations
- ensure accountability in providing these services

'Quality education' is education that is available, accessible, acceptable and adaptable. The INEE Minimum Standards and the Minimum Standards for Viet Nam help to achieve quality education by bringing to life the principles of participation, accountability, non-discrimination and legal protection.

Providing quality education to all is primarily the responsibility of national authorities, delegated to ministries of education and local education authorities. In Viet Nam, the Ministry of Education and Training takes responsibility for the provision of education. Other stakeholders, including the Youth Union, Children's Union, Women's Union, national and international NGOs and United Nations (UN) agencies, also support education activities, particularly in emergency situations. The Minimum Standards for Viet Nam provide framework of good practice for all stakeholders to help achieve quality education.

### **Using the *Minimum Standards for Education: Preparedness, Response, Recovery for Viet Nam***



## **What is the content of the Minimum Standards for Viet Nam?**

The Minimum Standards for Viet Nam are organised in five 'domains', or areas of education work, the same as the INEE Minimum Standards:

**Foundational Standards:** these standards are the basis, or foundation, for all the standards in the book. They should be used across all domains to promote a holistic, quality response. These standards help to understand better the context, and apply more appropriately the standards in the domains that follow (see pages 8-9 of the INEE Minimum Standards (English version) for more information on context analysis, including explanations of 'vulnerability' and 'capacity').

**Minimum Standards on Access and Learning Environment:** these standards focus on access to safe and relevant learning opportunities. They highlight linkages with other sectors such as health, water and sanitation, nutrition and shelter that help to enhance security, safety and physical, cognitive and psychological well-being.

**Minimum Standards on Teaching and Learning:** these standards focus on elements that support effective teaching and learning, including curricula, training, professional development and support, instruction and learning processes, and assessment of learning outcomes.

**Minimum Standards on Teachers and Other Education Personnel:** standards in this domain cover administration and management of human resources in the field of education. This includes recruitment and selection, conditions of service, and supervision and support.

**Minimum Standards on Education Policy:** standards in this domain focus on the creation and application of policy, planning and implementation.

Each standard intersects with others in the handbook. The guidance notes identify important linkages to other relevant standards or guidance notes, to provide a comprehensive view of quality education.

## **Who should use the Minimum Standards for Viet Nam?**

Everyone involved in emergency education preparedness, response and recovery, including disaster risk reduction and conflict mitigation, should use and promote these minimum standards, key actions and guidance notes. They provide a framework of technical knowledge and good practice to ensure access to safe, quality education. They help to bring together people concerned with education including:

- Ministry of Education and Training at national and local levels
- teachers, other education personnel and teachers' unions
- education institutions, including teacher training institutes
- NGOs and community-based organisations, including school management boards
- the Education in Emergency group
- UN agencies
- Bilateral and multilateral donor agencies
- education consultants

- researchers and academics
- human rights and humanitarian advocates

### **How should I use the Minimum Standards for Education: Preparedness, Response, Recovery for Viet Nam?**

Always use the Foundational Standards when applying the standards in the other domains: Access and Learning Environment, Teaching and Learning, Teachers and Other Education Personnel, and Education Policy. Also read the brief introduction to each domain of standards, which sets out the major issues relevant to that domain.

The INEE Minimum Standards Handbook, and the Minimum Standards for Viet Nam, are designed to be used during humanitarian response for planning, implementation, monitoring and evaluation. They will be used most effectively if people concerned with education are already familiar with the handbooks, and have received training on how to use them, before an acute emergency response. The handbooks can support training for capacity building. They can also be used to support advocacy, particularly when fundraising for education in emergencies. Both handbooks are useful for disaster preparedness, contingency planning and sector coordination.

People who use the Minimum Standards for Viet Nam will learn from their experience, and may want to make comments. Your feedback on the Minimum Standards for Viet Nam will be very welcome and will be used to update the Minimum Standards in future. Please use the Feedback Form at the back of the handbook or at [www....](http://www.inee.org)

## Domain One: Foundational Standards

This first domain sets out standards which are the basis, or foundation, of all the standards in the later domains of the book. The domain includes standards for community participation, coordination and analysis. The Analysis standards deal with assessments, response strategies, monitoring and evaluation.

The active participation of communities is essential to an effective response to emergency. The community needs to be involved in all stages of the response: assessments, planning, implementation, management, monitoring and evaluation. This is the only way to ensure that the response takes proper account of the local culture and situation, and responds to the real needs of the affected population.

**Community participation** should aim to develop the capacity of the local community. Also, it should build upon the education activities that are already being conducted. Participation, and the capacity building that goes with it, should include women as well as men. And it should also include the active participation of children and youth. Children and youth can contribute ideas and understanding of education needs which older people often overlook. In Viet Nam, the Children's, Women's and Youth Unions and the Vietnamese Red Cross can be very helpful in supporting participation by their members in education activities. Community-based disaster risk management (CBDRM) activities are also often relevant to education, and links should be made wherever possible.

The phrase 'community participation' can be understood in different ways. Real participation means much more than just approving decisions made by other people; it means that community members contribute their time and their ideas to decision-making. It means they are fully involved in planning the education programme and in implementing and monitoring the activities. It may be difficult to do this in the early stages of an emergency, but it is important to try and make this kind of real participation happen as early as possible.

**Coordination** of an emergency education response is the responsibility of government education authorities. The role of NGOs, UN agencies and others is to support and help the local education authorities and local community organizations. It is not the role of NGOs to replace local government authorities, but rather to help build their capacity. If local authorities are not able to implement an emergency education programme in a particular place, they can make an agreement with an inter-agency coordination committee such as the Education in Emergencies group in Viet Nam, to take on the task.

**Analysis.** The standards in the Analysis domain emphasize the importance of taking full account of the local context, and the fact that emergency situations are constantly changing and evolving. Needs and interventions in other sectors should be part of the analysis. These too change and evolve over time. For these reasons, regular review and updating of emergency response strategies is important.

Another very important point is to take care that emergency response activities do not have unintended negative impacts. For example, a response that targets a particular group of people might unintentionally cause difficulties for a different group. A basic principle of emergency response is summed up in the phrase '**Do no harm**'. It means be careful that none of our interventions are accidentally making things worse.

When information is collected, it should be disaggregated for gender – numbers and information on boys and girls, men and women should be collected separately. In some situations it will also be important to collect disaggregated information for different age groups and for specific marginalized groups. This will make it possible to ensure that all sections of the affected population receive the education services they need.

Finally, all information and reports should be shared widely, and their findings made available and communicated to community representatives. If some people may not read long documents, it is best to share the findings orally in meetings. To avoid misinterpretation and rumors, the main points must be explained very clearly. This brings us back again to our starting-point: the importance of real community participation. Sharing information transparently will help to prevent harmful rumours and will also help to improve future emergency education responses.

### **Community Participation Standard 1: Participation**

Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.

#### **Key actions for Viet Nam**

1. Parents, learners, representatives of vulnerable groups, education managers and teachers participate in prioritizing and planning education activities, particularly in preparation for disasters, to ensure they are safe, effective and equitable (see VN guidance note 1, and INEE MS guidance notes 1-4).
2. School management boards and similar bodies in Viet Nam include representatives of vulnerable groups (see INEE MS guidance note 1), and fulfill the role of a 'community education committee' (see INEE MS guidance notes 2-4)
3. Children and young people are actively involved in the planning, implementation, monitoring and evaluation of education activities through appropriate bodies, including the Vietnamese Red Cross, Children and Youth Unions (see VN guidance note 1). Training, meeting needs identified by community members, is provided by qualified trainers to support the involvement of children and young people in these activities (See VN guidance notes 2-3, INEE MS guidance note 5)
4. School management boards and parents' representative committees operate, and include skills strengthening for disaster preparedness and response in their activities. They continue to operate or are reestablished as soon as possible in emergency situations. These groups participate in assessments, context analyses, participatory monitoring and review of education activities, and joint budget reviews (see VN guidance note 1, INEE MS guidance note 6).
5. Training, meeting needs identified by community members, is provided by qualified trainers to enable community members to participate and to have the necessary knowledge and awareness to be prepared for natural disasters relevant to their region (see VN guidance notes 2-3, INEE MS guidance note 7).

#### **Guidance notes for Viet Nam**

##### **1. Community representation**

The participation of community representatives may take place through school management boards, parents' representative committees, the school management board or similar bodies. Community representatives include parents, education managers and teachers, children and other community members. Criteria may be established, adapted to different regions of Viet Nam, to define which community members should be involved. It is particularly important to ensure that representatives of vulnerable groups (see INEE MS guidance note 2 and glossary, 'vulnerability') are able to participate in discussions. The Youth Union and Children's Union can support the participation of children in planning, implementation and monitoring and evaluation of education activities (see also INEE MS guidance note 5)

There should be discussion of how community members can participate in budget reviews, within the prevailing regulations. If possible, discuss with relevant authorities whether reporting and monitoring procedures can be simplified to make it easier for community members to participate. Note that ‘social audits’ (see INEE MS guidance note 6) in Viet Nam means ‘participatory monitoring and review of education activities’

## **2. Appropriate training for community representatives**

Children, young people and other community representatives should take part in appropriate training so they understand how to participate effectively. Training needs should be identified by the community, and training should be carried out by qualified trainers. It should be adapted to specific regions of Viet Nam, to specific hazards and particular audiences.





























## **3. Link with CBDRM activities**

It is important to include Disaster Risk Reduction (DRR) and emergency preparedness in school lessons, to raise awareness of children and young people. This could be done with the support of Community-based Disaster Risk Management (CBDRM) activities that already exist in the area. Teachers and other educational personnel may be able to take part in simulation exercises and other CBDRM activities, to support activities in the school.

For training of community representatives, it may be possible to use the pool of trainers that will be assembled by province under the CBDRM program. These trainers will come from provinces, districts and communes, called a ‘provincial pool of trainers’.

For additional guidance, see the INEE Minimum Standards guidance notes for Community Participation standard 1: Participation, pages 22-27 (English version)

The following checklist is designed to help track progress towards fully achieving the standard. As you achieve each point going down the list, you get closer to reaching the standard. If you achieve all seven points on the list, the standard has been achieved. **Note that fully achieving the standards is very difficult in most situations. However, the important thing is to keep AIMING for the standard, trying to get closer to it all the time.**

CHECKLIST FOR REACHING THE STANDARD ON PARTICIPATION							
	1	2	3	4	5	6	7
1. A school council or other relevant body is formed, or extended to allow community participation.							
2. All sections of the community are well represented on the council. This includes vulnerable groups such as people with disabilities.							
3. Children and youth, both boys and girls, are represented on the committee. This includes children with disabilities. These student representatives are chosen by election.							
4. The council emphasizes disaster risk reduction in its activities, and makes links between the school and relevant CBDRM activities in the area of the school.							
5. Appropriate training is provided for community representatives, to allow them to participate in the activities of the council.							
6. The council Chairperson encourages all members, men and women, boys and girls, to give their ideas and all ideas are respected.							
7. The council meets regularly, with an agreed agenda. All members participate actively. Decisions and action points are recorded in a way that makes them accessible to both literate and non-literate people.							
<b><i>When all seven boxes are covered, the full standard is achieved!</i></b>							

## **Community Participation Standard 2: Resources**

Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.

### **Proposed key actions for Viet Nam**

1. Community resources support disaster preparedness and response for schools and education institutions (see VN guidance note 1 and INEE MS guidance notes 1-3)
2. Mass organizations and community members who already have experience in community-based disaster risk management, are involved in supporting the development of curricula and extra-curricula activities, particularly in the area of disaster risk reduction and preparedness (see VN guidance notes 2 and 3, and INEE MS guidance notes 4-5).
3. Mass organizations, local community and local businesses, encouraged by local government and DOET (both district level and provincial level), are involved in developing and supporting disaster risk reduction activities in education (see VN guidance note 3 and INEE MS guidance note 5).

### **Guidance notes for Viet Nam**

#### **1. Community contributions**

Community representatives, particularly parents, should discuss what resources community members can offer (including human resources, local materials, money) to help all children and young people have access to quality education (see INEE MS guidance notes 1-2). It is important to take into account cultural issues and the level of individual families' resources. Where the 'four-on-the-spot' motto is working, it would be helpful to link to this. Agree how it can be achieved at commune level with DOET support.

#### **2. Curriculum development**

Community involvement in curriculum development probably applies initially to extra-curricula activities. Discussions involving DOET at community level can agree how community representatives can contribute to activities related to disaster risk reduction, for example. Mass organizations such as the Youth Union, Women's Union and Vietnamese Red Cross, can be involved in supporting such activities. There should be discussions between national DRR initiatives and MOET about the incorporation of disaster risk reduction in the core curriculum (for example in geography, natural sciences)

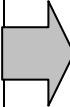




















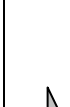

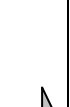
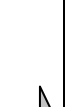

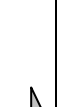







#### **3. Local support for education activities**

Mass organizations and CBDRM initiatives already have experience of disaster risk reduction activities at community level. It is important for DOET to make links with these groups, and ensure that their knowledge is used to support schools and other education institutions. DOET should also encourage support for disaster risk reduction education activities from local businesses.

For additional guidance, see the INEE Minimum Standards guidance notes for Community Participation standard 2: Community resources, pages 28-30 (English version)



The following checklist is designed to help track progress towards fully achieving the standard. As you achieve each point going down the list, you get closer to reaching the standard. If you achieve all seven points on the list, the standard has been achieved. **Note that fully achieving the standards is very difficult in most situations. However, the important thing is to keep AIMING for the standard, trying to get closer to it all the time.**

<b>CHECKLIST FOR REACHING STANDARD ON COMMUNITY RESOURCES</b>							
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
1. A committee is formed to identify the resources available locally.							
2. All sections of the community are well represented on the committee, including mass organizations and people who have been involved in CBDRM activities.							
							
3. A variety of resources have been identified and mobilized							
4. Issues of access have been addressed and all children have access to school and other education activities and feel safe there							
5. Community contributions are fully and transparently recognized by everyone involved including education authorities							
6. Community members, programme staff, and education authorities are fully trained in how to identify and mobilize resources in the longer-term							
							
7. The community has been fully involved in designing and implementing the activities, has a real sense of ownership of the programme, and there are no issues causing major disagreement as a result of the activities.	<b><i>When all seven boxes are covered, the full standard is achieved!</i></b>						

### **Coordination Standard 1: Coordination**

Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.

#### **Key actions for Viet Nam**

1. MOET leads a coordination mechanism for preparedness, response and recovery activities for education between departments of MOET and with national and international non-governmental organizations.. (See VN guidance note 1 and INEE MS guidance note 1)
2. The coordination mechanism covers assessment and planning for preparedness, response and recovery, information management, resource mobilization and capacity building (see VN guidance note 1, INEE MS guidance note 1)..
3. All levels and types of education are addressed (see INEE guidance note 1)
4. All stakeholders adhere to the principles of equality, transparency, responsibility and accountability in their financial procedures (see VN guidance note 2 and INEE guidance note 2).
5. There is transparent coordination between the different levels of the education system ('vertical'), and between different sectors, ministries and departments ('horizontal'). (see VN guidance note 1 and INEE guidance notes 3-4)
6. In the event of disaster, support and training is given to ensure that appropriate tools are used to conduct participatory assessment activities (see VN guidance note 3 and INEE guidance note 4).
7. All stakeholders adhere to the principles of equality, transparency, responsibility and accountability in their activities, reporting and financial procedures, to achieve results (see INEE guidance notes 5-6).

#### **Guidance notes for Viet Nam**

##### **1. Education coordination mechanism**

The MoU between MOET, UNICEF and Save the Children (1 June 2011 to 31 December 2013) provides a coordination mechanism for education in emergency situations, through the Education in Emergencies group in Viet Nam. Core members, functions and responsibilities for the coordination mechanism need to be established, and relations with other sectors clearly defined. Links with other sectors are very important, and the mechanism should operate at provincial, district and commune level as appropriate. The relationship with the Central and local Committees for Flood and Storm Control (CCFSC), is particularly important. The security police and the military are involved, as they take much of the responsibility during emergency situations

##### **2. Financing procedures**





























If possible, the procedures for receiving financing are simplified through discussions between MOET and the Ministry of Finance. The information management tool can be used to support transparency in financial and other reporting, with support from MOET and DOET

### **3. Joint Assessments**

The Joint Education Needs Assessment tool of the global Education cluster or an equivalent tool referring to the 2010 edition of the INEE Minimum Standards and using an approach that supports the participation of affected people, is used for joint assessments (ie involving a number of different organizations and sectors). Links with other sectors are clearly made in education assessments. Training on the assessment tool should be organized for staff of government, and other national and international agencies, who will use the tool in emergency situations.

<p>For additional guidance, see the INEE Minimum Standards guidance notes For the Coordination standard, pages 31-34(English version)</p>
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The following checklist is designed to help track progress towards fully achieving the standard. As you achieve each point going down the list, you get closer to reaching the standard. If you achieve all seven points on the list, the standard has been achieved. **Note that fully achieving the standards is very difficult in most situations. However, the important thing is to keep AIMING for the standard, trying to get closer to it all the time.**

<b>CHECKLIST FOR REACHING STANDARD ON COORDINATION</b>							
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
1. A coordination group for Education in Emergencies exists.							
2. The group is led by MOET, and all relevant organizations are represented on the committee.							
3. The group includes members who are able to raise funds for education activities, particularly in emergency situations.							
4. The group has effective systems for collecting and sharing information, so that relevant people within the education sector, in other sectors and representatives of affected communities are kept well informed.							
5. The group has strong contacts, and works effectively with groups working in other relevant sectors, in particular in the Committee for Flood and Storm Control.							
6. The group is able to react quickly to new situations or new needs that arise or are identified.							
7. The group's plans and activities cover the full range of education activities, from early childhood development, through primary and secondary school for all children, and on to adult education.							
<b><i>When all seven boxes are covered, the full standard is achieved!</i></b>							

### **Analysis standard 1: Assessment**

Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.

#### **Key actions for Viet Nam**

1. School management boards, parents' representative committees and other community members including representatives of vulnerable groups, support a rapid assessment as soon as possible after a disaster, taking into account security and safety (see VN guidance note 1, INEE MS guidance note 1).
2. The assessment collects disaggregated data that identify local perceptions of the purpose and relevance of education, barriers to access to education and priority educational needs and activities (see VN guidance note 1, INEE guidance note 2).
3. Local capacities, resources and strategies for learning and education are identified, before and during the emergency (see VN guidance note 2, INEE MS guidance notes 2-5)
4. Indicators for sensitivity and risk appropriate to Viet Nam are used in context analysis. They are defined involving community and parent representatives, students and young people (see VN guidance note 2, INEE MS guidance note 3)
5. Representatives of the affected population participate in the design and implementation of data collection (see VN guidance note 3, INEE MS guidance notes 1-3, 5 and 7-8)
6. Using an appropriate tool, the assessment collects disaggregated data that identify local perceptions of the purpose and relevance of education, barriers to access to education and priority educational needs and activities. (see VN guidance note 3, INEE MS guidance notes 2-7)
7. An inter-agency coordination committee coordinates assessments with other sectors and relevant stakeholders, to avoid duplication of efforts (see VN guidance note 4, INEE MS guidance notes 6 and 8)

#### **Guidance notes for Viet Nam**

##### **1. Initial assessments**

Definitions of 'security' and 'safety' in the context of disasters in Viet Nam need to be defined, and may need to be redefined in a specific emergency situation. The assessment should be coordinated using an agreed assessment tool, as described in Coordination Standard, key action 6. As for Community Participation Standard 1, key action 4: School management boards and parents' representative committees should participate in assessments, with local education authorities, the Committee on Flood and Storm Control and other organizations. Participants in assessments should receive training to allow them to contribute effectively.

## **2. Local resources**

As for Community Participation standard 2, key action 1, there should be discussions involving community representatives, particularly parents, to discuss what resources community members can offer (including human resources, money) to help all children/young people have access to quality education. Cultural issues and the level of individual families' resources, need to be taken into account. Indicators for sensitivity and risk need to be discussed and agreed for the specific context.

## **3. Data collection**

Representatives of school management boards and parents' representative committees participate in assessments and context analyses, participatory monitoring as soon as possible. Appropriate training enables community members to participate and to have the necessary knowledge and awareness to be prepared for natural disasters relevant to their region (see Community Participation Standard 1, key action 4), The Joint Education Needs Assessment tool, or an equivalent tool referring to the 2010 edition of the INEE Minimum Standards and using an approach that supports the participation of affected people, is used for joint assessments. support and training is given to ensure that appropriate tools are used to conduct participatory assessment activities(see Coordination standard, key action 6)

## **4. Coordination of assessments**

The Education in Emergencies group in Viet Nam provides a coordination mechanism for the organization of assessments. Links with other sectors are very important, and the mechanism should operate at provincial, district and commune level as appropriate. The relationship with the Central and local Committees for Flood and Storm Control (CCFSC), is particularly important. The security police and the military should be involved, as they take much of the responsibility during emergency situations (see Coordination Standard, key actions 2 and 5).

<p>For additional guidance, see the INEE Minimum Standards guidance notes for Analysis standard 1: Assessment, pages 35-40(English version)</p>
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The following checklist is designed to help track progress towards fully achieving the standard. As you achieve each point going down the list, you get closer to reaching the standard. If you achieve all seven points on the list, the standard has been achieved. **Note that fully achieving the standards is very difficult in most situations. However, the important thing is to keep AIMING for the standard, trying to get closer to it all the time.**

CHECKLIST FOR REACHING ANALYSIS STANDARD 1: ASSESSMENT							
	1	2	3	4	5	6	7
1. An assessment is carried out at an early stage, in close coordination with other sectors.	➔						
2. The assessment team includes people from the community including children and youth.	➔	➔					
3. The assessment team carries out a full context analysis.	➔	➔	➔				
4. The assessment team takes safety and ethical concerns very seriously.	➔	➔	➔	➔			
5. The assessment team uses standardized tools which are agreed with all stakeholders.	➔	➔	➔	➔	➔		
6. The community is involved in designing and carrying out the assessment.	➔	➔	➔	➔	➔	➔	
7. The assessment report clearly describes the methods used, is shared with community and stakeholders in other sectors, and is regularly revised and updated.	➔	➔	➔	➔	➔	➔	➔
<b><i>When all seven boxes are covered, the full standard is achieved!</i></b>							

## **Analysis Standard 2: Response Strategies**

Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.

### **Proposed key actions for Viet Nam**

1. Response accurately reflects assessment findings, taking into account available resources and based on an action plan to meet needs progressively (see VN guidance note 1, INEE MS guidance notes 1-2).
2. School management boards, parents' representative committees and other community members including representatives of vulnerable groups, participate in the response, and take part in training to support their involvement (see VN guidance note 2, INEE MS guidance notes 1, 5 and 8).
3. Define 'do no harm' for Viet Nam, and use this principle in the implementation of emergency response education activities (see VN guidance note 3, INEE MS guidance notes 3 and 7).
4. Information collected from the initial assessment and context analysis is regularly updated with new data to inform ongoing education responses (see INEE MS guidance note 4).
5. School management boards, parents' representative committees and other community members, including representatives of vulnerable groups, participate in the response, and take part in training to support it (see VN guidance note 2, INEE MS guidance note 2).
6. Education responses complement and are harmonized with national education programmes (see INEE MS guidance notes 6 and 8).
7. Baseline data are collected systematically at the start of a response programme (see VN guidance note 2, INEE MS guidance note 9).

### **Key actions for Viet Nam**

#### **1. Meeting needs**

It is important to develop a 'road map' or plan of action to agree how the needs identified in the assessment will be met, and who will take responsibility. Budgets need to be allocated to allow for the implementation of action plans, which will probably mean advocating for sufficient funds to be allocated to education as part of the emergency response. If possible, discussions about the allocation of resources for education response should be held with MOET, Ministry of Finance and Ministry of Planning and Investment, to try to ensure adequate resources.

The response to disaster situations should be coordinated as described in Coordination standard, key actions 1-2: MOET leads a coordination mechanism for preparedness, response and recovery activities for education between departments of MOET, and with national and international non-governmental organizations. The relationship with the Central Committee



for Flood and Storm Control (CCFSC) is particularly important. The mechanism should operate at provincial, district and commune level as appropriate (see also guidance note 1 for the Coordination standard).

## **2. Participation of community representatives**





























As in Community Participation standard 1, key action 5, training, meeting needs identified by community members, is provided by qualified trainers to enable community members to participate and to have the necessary knowledge and awareness to be prepared for natural disasters relevant to their region (see also VN guidance notes 2-3 for that standard). In the collection of baseline data (key action 7 above), the same applies as for Analysis Standard 1: Assessment, key action 1: School management boards, parents' representative committees and other community members including representatives of vulnerable groups, support a rapid assessment as soon as possible after a disaster, taking into account security and safety (see VN guidance note 1 for that standard).

## **3. Definitions**

It is very important to ensure that the concept of 'do no harm' as it applies in Viet Nam is understood and applied. This should be discussed with community members and within the coordination mechanism: What kind of harm can be done as a result of response? How can it be avoided? What principles and practices need to be put in place? It may be helpful to commission a policy brief or small research on potentially harmful practices.

<p>For additional guidance, see the INEE Minimum Standards guidance notes for Analysis standard 2: Response Strategies, pages 41-44(English version)</p>
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The following checklist is designed to help track progress towards fully achieving the standard. As you achieve each point going down the list, you get closer to reaching the standard. If you achieve all seven points on the list, the standard has been achieved. **Note that fully achieving the standards is very difficult in most situations. However, the important thing is to keep AIMING for the standard, trying to get closer to it all the time.**

<b>CHECKLIST FOR REACHING ANALYSIS STANDARD 2: RESPONSE STRATEGIES</b>							
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
1. A response strategy exists, based largely on general assumptions rather than an assessment of the local context and people’s real needs.							
2. The strategy is updated, based on an assessment. It now includes a description of the local context, needs and resources. It also identifies specific barriers to inclusive education, and includes plans to overcome those barriers.							
3. Capacity building activities for the local education authorities and the community are added to the strategy, including developing skills in data collection and analysis.							
4. The strategy is reviewed again to check for unintended negative consequences. Activities which might have negative consequences are adjusted to reduce the risk.							
5. Emergency preparedness and disaster risk reduction (DRR) activities are added to the strategy.							
6. The strategy is further revised so that it now supports national education programmes and priorities, while still responding to local needs.							
7. The response strategy includes a full range of education activities, to address the needs identified in assessments. Maximum use is made of local resources, especially local human resources – people and their talents and skills. It builds local capacity and strengthens national programmes. It has no known negative consequences; in order to monitor this, the strategy is regularly reviewed and updated.							
<b><i>When the score is 7, the full standard is achieved!</i></b>							

### **Analysis Standard 3: Monitoring**

Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.

#### **Proposed key actions for Viet Nam**

1. School management boards, parents' representative committees and other community members including representatives of vulnerable groups, people's committees and mass organizations, participate in collecting disaggregated data to monitor education activities (see VN guidance note 1, INEE MS guidance note 1).
2. Education response activities are monitored to ensure the safety and security of all learners, teachers and other education personnel (see VN guidance note 1, INEE MS guidance note 1)
3. Working closely with local education authorities and other agencies, community representatives, including representatives of vulnerable groups, receive training and guidance on monitoring knowledge and skills, including how to share and discuss this information and pass on the results (see VN guidance note 2, INEE MS guidance note 2).
4. Existing monitoring systems, particularly the EMIS, are used and strengthened, and lessons learned from this data inform future education activities (see VN guidance note 1, INEE MS guidance notes 3-4).
5. People's Committees, hamlet meetings, regular meetings of mass organizations (Youth, Farmer and Women's Unions) are used to share and discuss information collected (see VN guidance note 3, INEE MS guidance notes 3-4).

#### **Key actions for Viet Nam**

##### **1. Monitoring education activities for preparedness, response and recovery**

As for Community Participation Standard 1, key action 4: School management boards and parents' representative committees operate, and include skills strengthening for disaster preparedness and response in their activities. ... These groups participate in assessments, context analyses, participatory monitoring and review of education activities, and joint budget reviews (see also MS for VN guidance note 1 for this standard). MOET, and DOET at provincial and district levels, and commune authorities should work with other agencies to establish where EMIS can be improved. This should include identifying necessary support and training.

##### **2. Involvement of vulnerable people**

MOET, DOET at provincial and district levels, and commune authorities should discuss with other national and international agencies the definition of 'vulnerable' in the context of Viet Nam, and how to involve vulnerable people appropriately in monitoring activities. Training and awareness raising on involving vulnerable people should be carried out, along with training to support vulnerable people to participate. It may be considered helpful to translate and use the INEE Pocket Guides on inclusive education, disability and gender

### **3. Sharing monitoring information**

The authorities and groups which can facilitate the sharing of information need to be identified in each specific context. They are likely to include People's Committees and mass organizations (Youth, Farmer and Women's Unions). Such local groups need to receive guidance on how to share and discuss this information and pass on the results, working closely with local education authorities and other agencies.

<p>For additional guidance, see the INEE Minimum Standards guidance notes for Analysis standard 3: Monitoring, pages 45-47(English version)</p>
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The following checklist is designed to help track progress towards fully achieving the standard. As you achieve each point going down the list, you get closer to reaching the standard. If you achieve all seven points on the list, the standard has been achieved. **Note that fully achieving the standards is very difficult in most situations. However, the important thing is to keep AIMING for the standard, trying to get closer to it all the time.**

CHECKLIST FOR REACHING ANALYSIS STANDARD 3: MONITORING							
	1	2	3	4	5	6	7
1. Some basic quantitative information is collected, but not regularly, and the information is usually not used.	➔						
2. Both quantitative and qualitative information is collected. The education managers alone decide what data to collect.	➔	➔					
3. The education coordination group decides what information to collect, and checks that monitoring is done on a regular basis.	➔	➔	➔				
4. The education coordination group consults community representatives including learners, teachers and program staff in developing indicators for monitoring.	➔	➔	➔	➔			
5. The education coordination group reviews monitoring information regularly, analyses it and shares results with the community and the local education authority.	➔	➔	➔	➔	➔		
6. Monitoring of the education program is expanded to cover a wider range of indicators, including safety and child protection issues.	➔	➔	➔	➔	➔	➔	
7. Information from the monitoring is shared, analysed and used to make continuous improvements in the work, so that it serves a full range of education needs.	➔	➔	➔	➔	➔	➔	➔
<b>When the score is 7, the full standard is achieved!</b>							

#### **Analysis Standard 4: Evaluation**

Systematic and impartial evaluations improve education response activities and enhance accountability.

#### **Key actions for Viet Nam**

1. Evaluations of education work take place regularly and transparently, and are used to inform future activities (see VN guidance note 1, INEE MS guidance notes 1-2)
2. School management boards, parents' representative committees and other community members, including representatives of vulnerable groups, People's committees and mass organizations, participate in evaluation of education activities for preparedness, response and recovery. Peer review activities are included in evaluation (see VN guidance note 2, INEE MS guidance note 3).
3. Evaluations are used to strengthen the sharing of experience of good practice and lessons learned between different locations and agencies, and this information is used to improve future response, programming, advocacy and policy (see VN guidance note 3, INEE MS guidance note 4).

#### **Guidance notes for Viet Nam**

##### **1. Organising evaluations**

It is important to discuss within the education coordination group how and by whom evaluations of education activities are planned, in order to avoid duplication. It may be necessary to organise training to support evaluation activities, particularly to support the involvement of community representatives (see following guidance note).

##### **2. Involvement of community representatives**

As for assessment and monitoring, the involvement of community representatives is crucial for the effective evaluation of education activities. How to organize this should be discussed at the commune, district and provincial levels. Peer reviews, where representatives of one agency review the work of another, can also be considered as part of the evaluation process.

##### **3. Sharing of information**

Evaluations are one way to strengthen the sharing of experience of good practice and lessons learned between different locations and agencies is strengthened. Agree in advance how information can be shared between agencies and locations, building on existing mechanisms.

As described in Analysis standard 3, key action 5, this can be done at village level through People's Committees, hamlet meetings and meetings of mass organizations (Youth, Farmer and Women's Unions), as well as through agency coordination meetings (see also MS for MS for VN guidance note 3 for that standard). It is very important that the information is used to inform future activities, including advocacy, programming and policy.

For additional guidance, see the INEE Minimum Standards guidance notes for Analysis standard 4: Evaluation, pages 48-49(English version)

The following checklist is designed to help track progress towards fully achieving the standard. As you achieve each point going down the list, you get closer to reaching the standard. If you achieve all seven points on the list, the standard has been achieved. **Note that fully achieving the standards is very difficult in most situations. However, the important thing is to keep AIMING for the standard, trying to get closer to it all the time.**

CHECKLIST FOR REACHING ANALYSIS STANDARD 4: EVALUATION							
	1	2	3	4	5	6	7
1. There are no regular evaluations carried out. Any evaluations that are done are carried out by those implementing activities and results are not shared.	➔						
2. Evaluations are carried out at the end of the project, but these evaluation activities are designed and carried out by a small group that does not represent the whole community.	➔	➔					
3. Evaluations are irregular but carried out by a group representative of the whole community.	➔	➔	➔				
4. Regular evaluations are designed and carried out by a group including those implementing activities and others from the community.	➔	➔	➔	➔			
5. The results of the evaluations are analyzed by a group that represents the whole community; recommendations are developed on the basis of the evaluation results.	➔	➔	➔	➔	➔		
6. Well-designed evaluations using a range of tools are carried out at regular intervals, mid-way through and at the end of every project	➔	➔	➔	➔	➔	➔	
7. The recommendations developed in evaluations are followed, and new and improved activities are designed by a group representative of the whole community.	➔	➔	➔	➔	➔	➔	➔
<b><i>When the score is 7, the full standard is achieved!</i></b>							



## Domain Two: Minimum Standards on Access and Learning Environment

Education is a right. It is also a resource, benefiting individuals, families, communities and the nation. In times of emergency, access to education may be very limited, but continuing access to education is important. It can help people cope better with their situation. Providing education can bring a feeling of normality back into people's lives, especially children.

Providing education in an emergency situation can be difficult. It can also be more complicated than in normal times, because there may be new categories of vulnerable people as a result of the emergency. It remains the responsibility of education authorities, supported as appropriate by international and national non-governmental and UN agencies, to respond to the education needs of all members of affected communities.

Education should be provided in safe environments. This means safe locations and safe construction. It also includes safe routes between homes and schools or other learning places. This applies to all learning places, whether they are formal schools, community-based classes or higher education institutions. The learning places and classes should be accessible to all people in the community. This includes girls as well as boys, working children, people with disabilities and people from ethnic or language minority groups.

Education programmes in emergencies should address people's needs for a safe and secure learning environment. They should provide both physical protection and psychosocial support.

Providing safe places for education reduces disruption to students' learning and helps prevent students dropping out of school. Safe education environments can also be used as community centres for meetings and other events. They can be used as bases for providing other services, such as health and psychosocial support.

The response to an emergency can be an opportunity to '*build back better*' – this means to create new services that are better than the services provided before the emergency. Emergencies involve hardship, but the response should be to use the opportunity to improve the education system. This requires a deliberate effort to make schools and other education institutions safer, more inclusive, more supportive and more resistant to disaster in future.

In this way, improving the education system after an emergency can contribute to the Vietnamese government's goal of reducing the risk of disaster throughout the country.

Access to education should be provided for all the people in the community, without any discrimination. This requires removing all the barriers that prevent some people accessing education. Programmes should include both formal and flexible non-formal services. Steps should be taken to ensure access to education for all girls and boys, women and men. Everyone's language, culture and religion should be respected.

## Access and Learning Environment Standard 1: Equal Access

All individuals have access to quality and relevant education opportunities.

### Key actions for Viet Nam

1. No individual or social group is denied access to education and learning opportunities because of discrimination (see MS for VN guidance note 1, INEE MS guidance note 1)
2. Infrastructure is improved to ensure access to education for all groups, particularly disabled people and kindergarten (see MS for VN guidance note 2, INEE MS guidance note 1).
3. Administrative procedures are simplified, to allow for more flexibility and removing barriers to enrolment. (see MS for VN guidance note 3, INEE MS guidance notes 2 and 4)
4. School management boards, parents' representative committees and other community members support the restarting of the necessary range of education activities as soon as possible after a disaster (see MS for VN guidance note 4, INEE MS guidance notes 3-5)
5. Through sensitization and training, local communities become increasingly involved in supporting access to quality and relevant education for children and young people (see MS for VN guidance note 5, INEE MS guidance notes 6-7).
6. There is a response plan, with a budget to ensure 'spare capacity' – space and staff – is available to receive learners from education institutions in distress (see MS for VN guidance note 6, INEE MS guidance note 8).
7. A budget is allocated to ensure that resources are available to restore education provision as soon as possible after an emergency (see MS for VN guidance note 6, INEE MS guidance note 9)
8. Policy is created to ensure education programmes are mutually recognized by different countries
9. There is awareness raising amongst communities and authorities to ensure the impact on areas receiving displaced people is minimised

### Guidance notes for Viet Nam

#### 1. Access without discrimination

Existing laws on disability, gender, minority groups should be implemented. To support this, training and awareness raising on these need to issues takes place, and infrastructure improvements need to be made. There needs to be a budget allocated for these activities. INEE Pocket Guides on disability, gender and inclusive education for ethnic minority students provide much helpful information on carrying out these activities, so their translation and training on their use should be considered.

#### 2. Infrastructure improvements

Old buildings should be repaired, and standards enforced in new designs, to ensure access to education for all groups. Decision No. 4458, dated August 22 2010, gives information about building safe schools in general education schools. Other relevant building codes should be identified and implemented in light of this key action. Budgets need to be allocated to allow building codes to be enforced. Cooperation with other sectors, including Ministry of Construction and authorities responsible for water/sanitation, is essential.

### **3. Facilitating access**

Administrative procedures need to be simplified for emergency contexts, to allow for more flexibility so that learners can start or restart education more easily. Links between the education sector and local administration and mass organizations should be reinforced, to facilitate this. It may be necessary to advocate for a change in policy if necessary

### **4. A range of education opportunities, formal and non-formal**

Community representatives involved in supporting the restarting of educational activities including representatives of vulnerable groups, people's committees at different levels and mass organizations. To allow for more flexibility in emergency situations, existing non-formal education classes need to be improved, so they are checked, standardised, and recognized, allowing exchange between the formal and non-formal systems. Students should be able to move between the formal and non-formal systems if necessary.

### **5. Involvement of community members**

As for Community Participation standard 1, key action 1: 'Parents, learners, representatives of vulnerable groups, education managers and teachers participate in prioritizing and planning education activities to ensure they are safe, effective and equitable. This may be done through school management boards, parents' representative committees, the or similar bodies' (see also MS for VN guidance note 1 for this standard). Community members need to take part in appropriate training to allow them to understand how to participate effectively. It may be appropriate to set criteria, adapted to different regions, to define which community members should be involved. Such community involvement could be piloted on a small scale first.

### **6. Resources**

To ensure that resources are available when they are needed, there needs to be a response plan, with a budget, to ensure 'spare capacity' – space and staff – available to receive children from schools in distress. The relevant local education and civil authorities should take responsibility for organizing extra facilities, with the support of schools, families and communities, to ensure children and young people can continue their education as soon as possible after an emergency. The focus should be on ensuring 'continuity of education' in discussions about restoring education facilities after disaster. It is important to work with the relevant authorities to ensure the prioritization of the repair and reconstruction of schools in recovery efforts. Sufficient funds should be allocated for this. Particular efforts should be made to improve equity and quality for mountainous and rural areas of Viet Nam..





























### **7. Host communities**

The evacuation of areas affected by a disaster can have a significant impact on those receiving them. To mitigate this, it is important to work with communities which are likely to be hosts, to ensure preparedness for receiving displaced people from other communities. There should be advocacy to support minimising the use and duration of the use of schools as evacuation

centres, which supports advocacy in favour of prioritizing the rebuilding of schools after an emergency.

For additional guidance, see the INEE Minimum Standards guidance notes for Access and Learning Environment standard 1: Equal Access, pages 55-60(English version)

The following checklist is designed to help track progress towards fully achieving the standard. As you achieve each point going down the list, you get closer to reaching the standard. If you achieve all seven points on the list, the standard has been achieved. **Note that fully achieving the standards is very difficult in most situations. However, the important thing is to keep AIMING for the standard, trying to get closer to it all the time.**

CHECKLIST FOR REACHING STANDARD ON EQUAL ACCESS							
	1	2	3	4	5	6	7
1. There is a school but not all children attend (for example disabled children, poorer children)							
2. Infrastructure is improved to allow disabled children to attend school							
3. The school management board works to encourage enrolment of children with disabilities, and other marginalized groups, and ensures that all children are made welcome and feel comfortable.							
4. Teachers use participatory learner-centred methods, so that learners enjoy their time at school, remain in education and complete their studies.							
5. Budgets are allocated to allow for spare capacity in preparation for school evacuations because of emergency, and reconstruction and rehabilitation of schools and education institutions as soon as possible after an emergency.							
6. There are education opportunities for working children, over-age students and adults, during normal times and after emergencies.							
7. Education opportunities are provided for all children, including those from marginalized groups, and also for adults in the community. The school environment is safe and welcoming.							
	<b><i>When all seven boxes are covered, the full standard is achieved!</i></b>						

## **Access and Learning Environment Standard 2: Protection and Well-being**

Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.

### **Key actions for Viet Nam**

1. Safety must be ensured for learners, teachers and other personnel in education institutions and their surroundings (see MS for VN guidance note 1, INEE MS guidance notes 1 and 3-4).
2. Teachers and other education personnel acquire the skills and knowledge needed to create a supportive learning environment and to promote learners' psychosocial well-being (see MS for VN guidance note 2, INEE MS guidance notes 2-3 and 8-9)
3. Urban and environmental planning takes account of the need for education institutions to be close to the people they serve, and adapted transport is provided where necessary (see MS for VN guidance note 3, INEE MS guidance notes 5-6).
4. Schools and their surroundings are safe, secure and accessible. There are particular efforts to address dangerous roads leading to schools (see MS for VN guidance note 3, INEE MS guidance notes 5-7).

**NOTE: it is proposed by the Legislation Department of MOET that key actions 1, 3 and 4 be combined into one: 'All schools built should be child-friendly schools'. It is recommended however to keep the three key actions separate, to allow for specific focus on the safety of the learning environment (key action 1), closeness to learners (key action 3) and safety of the route to the learning place (key action 4)**

5. Military occupation of schools in disaster situations is minimized (see MS for VN guidance note 4, INEE MS guidance notes 1, 3 and 6-7).
6. School management boards, parents' representative committees and other community members including representatives of vulnerable groups, participate in decisions about school building, repairs and upgrading (see MS for VN guidance note 5, INEE MS guidance notes 1 and 10).
7. School management boards, parents' representative committees and other community members including representatives of vulnerable groups, participate in planning for disaster risk reduction activities to support preparedness of the school for disaster (see MS for VN guidance note 5, INEE MS guidance note 11)

### **Key actions for Viet Nam**

## **1. Keeping education institutions safe**

Educational institutions should be child-friendly, and learners, teachers and other personnel must be safe when there. Anything that may harm them, or that may cause injury in the event of a disaster, needs to be identified and addressed. For example, dead branches may fall and hurt people in a storm, so trees need to be pruned before the storm season. The particular environmental and cultural issues in specific regions need to be taken into account. Training should be provided for teachers, learners, community members and education authorities to help them identify and address potential dangers. Tools such as the Education in emergencies assessment tool, and the Self-assessment Tool for Disaster Risk Reduction Action Planning in Schools, currently being piloted, can help support this process. Funds need to be allocated to provide for training, and support to local authorities and schools to carry out necessary prevention measures.

## **2. Psychosocial support**

At the moment there is very little psychosocial support provided in schools and education institutions in Viet Nam. This needs to be increased, particularly in areas where there is a high risk of disaster. Teachers and other education personnel should receive pre-service and in-service training on how to provide relevant life-skills and psychosocial support before, during and after crisis. This means allocating resources to support the training and provision of psychosocial support and life-skills education. Facilities in other sectors, particularly appropriately trained doctors and nurses, should also be available to support education institutions. This means coordinating effectively with the health and social service sectors, and allocating resources to support it.

## **3. Accessing school safely**

Many schools and education institutions in Viet Nam have dangerous roads leading them. Efforts need to be made to improve road safety. This can include working with schools and communities to raise awareness of the need to help children understand the dangers of roads, and to encourage them to take action to improve road systems where feasible.

As far as possible, education institutions should be located close to the people they serve. Where they are far from children's homes, adapted transport should be provided. Resources need to be allocated for these measures.

## **4. Use of schools by the military and security forces**

If possible, schools should not be used for military or security purposes, even during emergencies. If this is not possible, military occupation should be minimized. When the military leaves, schools should be repaired and returned to the education authorities in as good or better condition than before. It will require work with relevant authorities to see whether the use of schools by the army can be reduced or even prohibited.

## **5. Working with communities**

It is important for communities to feel confident to contribute their ideas about how the school is run and preparedness, response and recovery activities are planned. Schools and other education institutions should facilitate the involvement of communities, and be ready to receive, discuss and implement the ideas of parents and others. This can take place, for example,



through parents' associations, which are legally recognized ways for schools to interact with parents.

The involvement of communities is particularly important in disaster risk reduction for schools. This can be linked with existing CBDRM activities, to support the provision of necessary training and support for teachers, other staff and authorities. The Vietnamese Red Cross and Women's Union, which already have much experience, should be involved in training and other disaster risk reduction activities. Tools such as the Self-assessment Tool for Disaster Risk Reduction Action Planning in Schools are also very useful in helping schools and communities to work together. Resources to support disaster risk reduction and management activities at school level and above should be allocated by the relevant authorities, including both education and local committees for Flood and Storm Control (CFSC).

For additional guidance, see the INEE Minimum Standards guidance notes for Access and Learning Environment standard 2: Protection and Well-being, pages 61-67(English version)

The following checklist is designed to help track progress towards fully achieving the standard. As you achieve each point going down the list, you get closer to reaching the standard. If you achieve all seven points on the list, the standard has been achieved. **Note that fully achieving the standards is very difficult in most situations. However, the important thing is to keep AIMING for the standard, trying to get closer to it all the time.**

CHECKLIST FOR REACHING STANDARD ON PROTECTION AND WELLBEING							
	1	2	3	4	5	6	7
1. The school exists but is not safe or accessible for all.	→						
2. The school is safe and close to the population; there is appropriate transport provided where schools are far from learners' homes.	→	→					
3. Routes to and from the school have been made safe so that all children have access; at a minimum, children receive regular road safety guidance and practice.	→	→	→				
4. Community members, including children and youth, participate in disaster risk reduction and disaster preparedness, and the design of the education programme related to this.	→	→	→	→			
5. The school has carried out and implemented a disaster risk assessment and action planning process, which is reviewed and updated regularly at least once a year.	→	→	→	→	→		
6. The school is child friendly; teachers focus on praising good behaviour and use non-violent forms of punishment.	→	→	→	→	→	→	
7. All teachers have been trained on psychosocial support and well-being and can identify and refer children who need help.	→	→	→	→	→	→	→
<b><i>When all seven boxes are covered, the full standard is achieved!</i></b>							

**Access and Learning Environment Standard 3: Facilities and Services**

Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

**Key actions for Viet Nam**

1. Learning sites and structures are safe and accessible for all learners, teachers and other education personnel (see MS for VN guidance note 1, INEE MS guidance notes 1-4).
2. Temporary and permanent learning environments are repaired, retro-fitted or replaced as needed with disaster-resilient design and construction (see MS for VN guidance note 2, INEE MS guidance notes 2 and 4)
3. Learning sites are marked by visible protective boundaries and clear signs.
4. Physical facilities used for learning sites are appropriate for the actual situation, including adequate space for classes, administration, recreation and sanitation facilities (see MS for VN guidance note 3, INEE MS guidance note 2-4)
5. Class area and seating arrangements meet agreed ratios of space per learner and teacher in order to promote participatory methodologies and learner-centred approaches (see guidance note 3, INEE MS guidance note 4).
6. All community members, including young people, participate in the construction and maintenance of the learning environment (see MS for VN guidance note 4, INEE MS guidance notes 1-3).
7. Adequate quantities of safe water and appropriate personal sanitation facilities and community healthcare are provided for personal hygiene and protection, taking into account sex, age and people with disabilities (see MS for VN guidance note 3, INEE MS guidance notes 3 and 5-6).

**NOTE: the Legislation Department of MOET notes that the provision of water and sanitation facilities adapted for disabled people is not feasible for all regions across the country under the current circumstances. It is recommended that the key action can however remain as it is, as a goal to work towards.**

8. Skills-based health and hygiene education is promoted in the learning environment (see MS for VN guidance note 5, INEE MS guidance note 6).
9. School-based health and nutrition services are available to address hunger and other barriers to effective learning and development (see MS for VN guidance note 5, INEE MS guidance note 7).
10. Appropriate links are made with other sectors, particularly the health and nutrition sectors, to provide the necessary support to schools (see MS for VN guidance note 5, INEE MS guidance note 8).

### **Key actions for Viet Nam**

### **1. Standards for safety and accessibility at learning sites in Viet Nam**

Existing standards, laws and regulations covering safety and accessibility at learning sites need to be reviewed, and resources made available to allow for improvements. This should include disaster risk reduction and preparedness(see also Access and Learning Environment standard 2, key action 1, MS for VN guidance note 1)

### **2. Repair and retrofitting**

Appropriate designs for repair and retro-fitting need to be identified and used in repair and construction. It is important to work with the Ministry of Construction at the relevant level in and it may be necessary to provide training for builders. ‘School building funds’ paid by each student at the beginning of the school year can help to pay for these activities. All resources should be used efficiently and effectively.

### **3. Space and facilities**

National standards for space and facilities in schools, including water/sanitation and ratios of space per teacher and learner, should be reviewed. All available resources, both from state and nongovernmental sources, should be used to try to ensure that these standards are met. The learning environment should allow for learner-centred teaching approaches. Particular attention should be paid to water and sanitation facilities, and especially those adapted for disabled people. There needs to be a preparedness plan for providing these facilities in emergency situations.

Regions where problems of infrastructure are greatest should be prioritized in the allocation of resources for improvements to physical structures. If possible spare space should be allowed for increasing school enrolments.

### **4. Involvement of communities**

It may be necessary to carry out awareness-raising to encourage parents and other community members to participate in school activities to support improvements in the learning environment. Mass organizations – Youth, Women’s and Farmers’ Unions – and local authorities can work together to do this. The Self-assessment Tool for Disaster Risk Reduction Action Planning in Schools is a useful tool to support such activities.

### **5. Health, hygiene and nutrition**

Teaching staff need to be provided with training and resources to improve skills-based health and hygiene education in education institutions. This can be supported by strong links with health and nutrition authorities. To facilitate this, and to ensure referral services are available, identify and work with the relevant people in the Ministry of Health and the National Institute for Nutrition. Improved provision of psychosocial services for schools is particularly important. This may mean awareness-raising about the importance of psychosocial support and other services as prevention as well as treatment.

<p>For additional guidance, see the INEE Minimum Standards guidance notes for Access and Learning Environment standard 3: Facilities and Services, pages 68-72(English version)</p>
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The following checklist is designed to help track progress towards fully achieving the standard. As you achieve each point going down the list, you get closer to reaching the standard. If you achieve all seven points on the list, the standard has been achieved. **Note that fully achieving the standards is very difficult in most situations. However, the important thing is to keep AIMING for the standard, trying to get closer to it all the time.**

CHECKLIST FOR REACHING STANDARD ON FACILITIES AND SERVICES							
	1	2	3	4	5	6	7
1. There are learning sites, but they are not accessible to all, specifically disabled people.	➡						
2. Learning sites are accessible to all, but are not designed to be disaster resistant.	➡	➡					
3. School buildings are accessible to all and have been repaired and retro-fitted to make them resilient to relevant disaster situations.	➡	➡	➡				
4. There is enough clean water for drinking and hand washing for all children and staff.	➡	➡	➡	➡			
5. There are adequate sanitation facilities for all children and staff, including disabled people. These are separate for boys and girls / men and women.	➡	➡	➡	➡	➡		
6. A maximum class size is agreed and classrooms are designed to fit this standard.	➡	➡	➡	➡	➡	➡	
7. Teachers are trained in recognizing and referring children with psychosocial problems to external services.	➡	➡	➡	➡	➡	➡	➡
<b><i>When all seven boxes are covered, the full standard is achieved!</i></b>							

## Domain Three: Minimum Standards on Teaching and Learning

Education must produce real learning if it is to have value. That means education provision is about **quality** as well as **access**. The quality of education is determined by the learning *outcomes*. The outcomes depend on the *inputs* to the programme.

*Inputs* include the curriculum, teaching and learning materials, methods used in the classroom and methods used for assessment. Assessing learning *outcomes* provides information about the achievements of individual students and also information for evaluating the learning programme. If most students are learning well, that means the programme is providing good quality education. But if many students are failing or dropping out, that indicates there are problem with the programme.

The curriculum in an emergency education programme should include topics relevant to preventing or at least reducing the risks of similar emergencies occurring again in the future. If the emergency was due to a natural disaster, the curriculum should include activities that help students learn to identify risks and plan ways to reduce them. This can be in the context of language activities, some kinds of maths and science activities, and life skills and social studies. In places known to be prone to certain types of disasters, including such curriculum content at all times, before, during and after emergencies, is a way to increase *preparedness*. This should reduce the negative impact of the disaster.

Emergencies often disrupt economic activity and increase poverty. Education therefore needs to include knowledge, skills and attitudes that will help older students find jobs or start their own small businesses. Lessons need to include activities which help students practice skills in planning, problem-solving, teamwork and leadership. These kinds of activities should be applied in lessons in some relevant curriculum subjects.

In an emergency, and sometimes in normal times also, there may be a shortage of teachers with the normal level of qualifications. Communities may need to recruit as teachers the best educated people they can find, even if they are not fully qualified or highly educated. Short training courses may be needed. Longer-term courses to enable these under-qualified teachers to continue their own education may also be needed. Lack of qualified teachers requires education authorities to improvise and make the best use of whatever human resources are available. The most important factor in education is the commitment and capacity of students to continue learning in even the most difficult conditions. Unqualified

teachers can still help students learn, especially in the early grades. If the unqualified teachers are also given the opportunity to upgrade their own education, they can continue helping students learn in the higher grades too. This requires innovative thinking and careful planning, to make the best use of all available human resources.

A particular need in emergency situations is to provide teachers with training in how to support the active participation and learning of children who have suffered distress due to the emergency. Since the teachers themselves will probably also have suffered, they will also need help in dealing with their own psychosocial issues.



## Domain: Teaching and Learning

### Teaching and Learning Standard 1: Curricula

Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

#### Key actions for Viet Nam( to be read with the guidance notes)

1. Curricula, textbooks and reference materials are developed, reviewed and revised by MOET, with the appropriate participation of other agencies and community representatives (see MS for VN guidance note 1, INEE MS guidance notes 1-3).
2. There is increased flexibility to develop locally appropriate curricula (see MS for VN guidance note 1, INEE MS guidance notes 1-4).
3. In case a refugee situation arose in Viet Nam, formal curricula and examinations used in the education of refugees and internally displaced people are recognised by the home and Vietnamese governments (see INEE MS guidance note 3)
4. Curricula teach disaster risk reduction and environmental education (see MS for VN guidance note 2, INEE MS guidance notes 3-4).
5. Core competencies of education in the core curricula and supplementary materials, cover literacy, numeracy, early learning, life skills and hygiene practices (see INEE MS guidance notes 4-5).
6. Curricula address the psychosocial well-being and protection needs of learners (see INEE MS guidance note 6).
7. The development of textbooks in Vietnamese and mother-tongue based languages for learners from ethnic minority groups is supported (see MS for VN guidance note 3, INEE MS guidance note 7).
8. Curricula, textbooks and supplementary materials are gender-sensitive, recognise diversity, prevent discrimination and promote respect for all learners (see INEE MS guidance note 8)
9. Sufficient teaching and learning materials are provided as soon as possible when there is a disaster (see INEE MS guidance note 9)

#### Key actions for Viet Nam

##### 1. Development of curriculum

The agency within MOET responsible for the review of curriculum needs to be identified. ‘Other stakeholders’, such as teachers, other organizations working in education, parents and community representatives should be able to participate in the development of curriculum. How this can happen needs to be agreed. There should be an annual plan for the review and updating of curriculum, including teaching approaches. There should be increased flexibility to develop locally appropriate curricula so that curriculum can be adjusted as necessary for specific emergency situations. Decentralisation policies can be applied to support the implementation of this key action.

## **2. Content of curriculum**

Existing curricula should be reviewed to ensure they reflect the key competencies noted in key action 5. DRR and environmental aspects of the current curricula (core and supplementary if possible), need to be developed, linked with existing Community Based Disaster Risk Management (CBDRM) work. Curricula should also be adapted to ensure psychosocial and protection needs, gender-sensitivity and diversity are addressed. This should be based on learning from practice, taking into account the particular features of different regions, particularly for more sensitive locations.

## **3. Language of instruction**





























Curricula, textbooks and guidebooks should gradually be localized in accordance with learners’ language. It will be important to agree what is feasible in relation to introducing more learning materials in mother tongue-based languages, taking account of the very large number of languages in Viet Nam. One approach could be to include more illustrations to help with explanations in Vietnamese. The particular features of different regions must be considered.

## **4. Availability of teaching materials**

Existing regulations for the provision of education materials in disaster situations should be checked with MoET and UNICEF. It is important to monitor actual availability of teaching and learning materials for schools affected by disaster, and take action to improve preparedness for future disasters if necessary.

<p>For additional guidance, see the INEE Minimum Standards guidance notes for Teaching and Learning, standard 1: Curricula, pages 77-82(English version)</p>
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The following checklist is designed to help track progress towards fully achieving the standard. As you achieve each point going down the list, you get closer to reaching the standard. If you achieve all seven points on the list, the standard has been achieved. **Note that fully achieving the standards is very difficult in most situations. However, the important thing is to keep AIMING for the standard, trying to get closer to it all the time.**

CHECKLIST FOR REACHING TEACHING & LEARNING STANDARD 1: CURRICULA							
	1	2	3	4	5	6	7
1. There is a single national core curriculum. It sets out clearly the competencies that students should acquire at specific stages.							
2. Curriculum content is gender-sensitive and appropriate to the ages, developmental levels and learning styles of a wide range of learners.							
3. The curriculum promotes active student-centred learning. It includes provision for the learning needs of students of different abilities and from different communities.							
4. The curriculum encourages teachers to relate content to learners' needs and interests.							
5. The curriculum encourages learners to think for themselves, solve problems and have positive attitudes towards diversity.							
6. There is a process for continuous curriculum review and development, involving teachers, other organizations and community representatives for extra-curricular activities where possible.							
7. Teaching and learning materials are available in students' own languages.							
<b><i>When all seven boxes are covered, the full standard is achieved!</i></b>							

## Teaching and Learning Standard 2: Training, Professional Development and Support

Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

### Key actions for Viet Nam

1. Appropriate training is available equitably to teachers, and is accredited by MOET (see MS for VN guidance note 1, INEE MS guidance notes 1-2)
2. re-service and in-service training is appropriate to the context, reflects learning objectives, and relevant teaching methods, approaches and assessment of learning outcomes (see INEE MS guidance notes 1-2). P
3. raining is recognised and approved by relevant education authorities (see INEE MS guidance notes 3-4). T
4. dditional training and materials are provided as necessary by qualified trainers in disaster situations (see MS for VN guidance note 1, INEE MS guidance notes 3-4). A
5. Ongoing training and support enables teachers to use participatory approaches to teaching and learning equipment and aids(see MS for VN guidance note 2, INEE MS guidance notes 3-6)
6. raining includes knowledge and skills for formal and non-formal curricula, including hazard awareness, disaster risk reduction and conflict prevention (see MS for VN guidance note 2, INEE MS guidance note 6) T

### Key actions for Viet Nam

#### 1. Availability of teacher training





























The attendance of teacher training courses should be monitored for male/female ratios, and feedback gathered from trainees and trainers. Imbalances should be addressed where possible. The availability of training to teachers in poorer areas in particular needs to be increased, and to provide for the additional needs for training of teachers in emergency situations.

#### 2. Content of teacher training

Training should be appropriate to the level and experience of the trainees. The selection of trainees must ensure a good match between professional expertise and capacity, and the training program. Training should include specific guidance on teaching people with disability, and support teachers in the use of participatory teaching methods and learning equipment. It is very important that disaster risk reduction and management is included in teacher training courses. This could be done with the support of existing CBDRM training activities.

For additional guidance, see the INEE Minimum Standards guidance notes for Teaching and Learning, standard 2: Training, Professional Development and Support, pages 83-6(English version)

The following checklist is designed to help track progress towards fully achieving the standard. As you achieve each point going down the list, you get closer to reaching the standard. If you achieve all seven points on the list, the standard has been achieved. **Note that fully achieving the standards is very difficult in most situations. However, the important thing is to keep AIMING for the standard, trying to get closer to it all the time.**

CHECKLIST FOR REACHING TEACHING & LEARNING STANDARD 2: TRAINING, PROFESSIONAL DEVELOPMENT AND SUPPORT							
	1	2	3	4	5	6	7
1. Some training is given to all teachers and other education personnel, including school leadership and management.							
2. Training for teachers covers essential subject knowledge and also learner-centered methods for teaching the subject.							
3. Additional relevant topics such as children's rights, disaster preparedness and psychosocial support are included in teacher training.							
4. Training is followed up with support in the classroom, to help teachers put their training into practice.							
5. Refresher training, follow-up workshops and teacher learning circles are included in the teacher training system.							
6. Training programmes are recognized and accredited by MOET.							
7. A comprehensive and integrated system of pre-service, in-service and continuing professional development is in place for teachers and other education personnel, including school Principals, school management boards and local education authorities.							
<b><i>When all seven boxes are covered, the full standard is achieved!</i></b>							

### Teaching and Learning Standard 3: Instruction and Learning Processes

Instruction and learning processes are learner-centred, participatory and inclusive.

#### Key actions for Viet Nam

1. Teaching methods are appropriate to the age, developmental level, language, culture, capacities and needs of learners (see MS for VN guidance note 1, INEE MS guidance notes 1-3)
2. Teachers demonstrate an understanding of the entire curriculum, and apply appropriate teaching skills in their interaction with learners with friendly attitudes (see MS for VN guidance note 1, INEE MS guidance notes 1-3)
3. Teachers are trained to be inclusive in their approach, particularly for children with disabilities (see MS for VN guidance note 2, INEE MS guidance note 2).
4. School management boards, parents' representative committees and other community members including representatives of vulnerable groups, are informed of curriculum content and methods, and have opportunities to ask questions and receive explanations (see INEE MS guidance note 3).

#### Guidance notes for Viet Nam

##### 1. Teaching methods

Teaching skills and methods should be regularly monitored, including in disaster situations. Where necessary, further training and guidance should be provided to teachers support improvements.

##### 2. Learners with disability

Barriers to learning experienced by disabled children in Viet Nam should be removed, to ensure they have access to appropriate learning opportunities. This includes reviewing instruction and learning processes related to inclusive education for disabled learners, and improving them as necessary. This needs to be supported by a review of existing policy and legislation regarding the inclusion of disabled learners, particularly the percentage of disabled children who are in school.



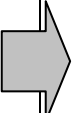
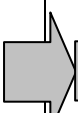


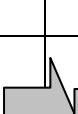





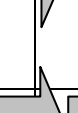
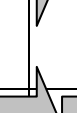

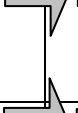
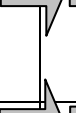
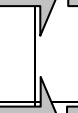
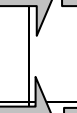

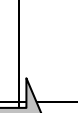
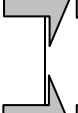
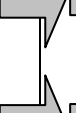
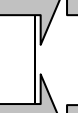
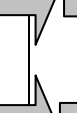
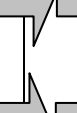
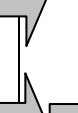

##### 3. Working with communities

Learning content and educational methods should be publicized to parents, shared with local leadership, and comments collected from them. Educational institutions, teachers, students and different levels of educational management should also be involved. Where possible, content, teaching methods and approaches to testing and assessment should be adapted according to their feedback.

For additional guidance, see the INEE Minimum Standards guidance notes for Teaching and Learning, standard 3: Instruction and Learning Processes, pages 87-8(English version)



The following checklist is designed to help track progress towards fully achieving the standard. As you achieve each point going down the list, you get closer to reaching the standard. If you achieve all seven points on the list, the standard has been achieved. **Note that fully achieving the standards is very difficult in most situations. However, the important thing is to keep AIMING for the standard, trying to get closer to it all the time.**

CHECKLIST FOR REACHING TEACHING & LEARNING STANDARD 3: INSTRUCTION AND LEARNING PROCESSES							
	1	2	3	4	5	6	7
1. There is a teacher and students, and lessons are being taught.							
2. The teacher treats the children kindly and with respect, while still maintaining order and keeping the students' attention.							
3. All the children in the community are enrolled in the school, including those with disability and from other marginalized groups, such as poor or minority children.							
4. All children are enrolled, including children with disabilities and from marginalized groups, and any special or individual learning needs are met.							
5. The classroom is attractively decorated with pictures, charts and objects, including examples of children's work.							
6. The lessons include different activities – whole class teaching, pair or group work, and individual tasks.							
7. Parents, community representatives and leaders are given opportunities to provide feedback on the teaching content and methodology. This feedback is taken into account in improving content, teaching methods and approaches to testing and assessment							
<b>When the score is 7, the full standard is achieved!</b>							

#### **Teaching and Learning Standard 4: Assessment of Learning Outcomes**

Appropriate methods are used to evaluate and validate learning outcomes.

##### **Key actions for Viet Nam**

1. There is continuous assessment and evaluation of learners' progress towards established objectives. These inform teaching methods, and lead to changes as necessary (see MS for VN guidance note 1, INEE MS guidance note 1).
2. Learners' achievement is recognised and credits or course completion documents are provided accordingly (see INEE MS guidance note 2)
3. Professional education equips learners with employability, self-employability or ability to further study (see INEE MS guidance note 2).
4. Testing and assessment methods ensure accuracy, fairness, comprehensiveness, openness and friendliness (see INEE MS guidance note 2)
5. Educational development is linked to requirements for socio-economic development so that assessments are relevant to learners' future educational and economic needs (see INEE MS guidance note 4)

##### **Guidance notes for Viet Nam**





























###### **1. Assessment methods**

Continuous assessment, and the evaluation of learners' progress, should compare the performance of learners after completing a programme. What has been learned should be measured against established teaching objectives. These two elements should be the basis of improving teaching methods. In technical and vocational programmes, testing and assessment methods should test their quality and relevance to a changing environment.

Criteria for assessment and evaluation, and guidance for implementation, should be agreed for Viet Nam, based on what already exists, and taking into account INEE MS guidance notes 1-4.

For additional guidance, see the INEE Minimum Standards guidance notes for Teaching and Learning, standard 4: Assessment of Learning Outcomes, pages 89-90 (English version)

The following checklist is designed to help track progress towards fully achieving the standard. As you achieve each point going down the list, you get closer to reaching the standard. If you achieve all seven points on the list, the standard has been achieved. **Note that fully achieving the standards is very difficult in most situations. However, the important thing is to keep AIMING for the standard, trying to get closer to it all the time.**

<b>CHECKLIST FOR REACHING TEACHING &amp; LEARNING STANDARD 4:</b>							
<b>ASSESSMENT OF LEARNING OUTCOMES</b>							
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
1. Students are assessed regularly.							
2. Assessment is used to identify students' learning needs. The results of assessment are used to improve teaching and learning.							
3. Assessment is conducted in a supportive and non-threatening manner, so that learners are relaxed and the assessment measures their true abilities.							
4. A range of different assessment methods are used, appropriate to the age and development level of the learners, and to the knowledge, skills and attitudes being assessed.							
5. Assessment tools are designed to be gender sensitive and do not discriminate against learners whose mother tongue is different from the language of instruction at the school.							
6. Standardized assessment tools are used for key skills, and the results incorporated in curriculum review.							
7. Assessment tools and methods are a regular and integral part of teaching and learning. Results are used to identify learning needs of individual students, and also to evaluate the effectiveness of the education programme and improve it.							
<b><i>When all seven boxes are covered, the full standard is achieved!</i></b>							

## Domain Four: Minimum Standards on Teachers and Other Education Personnel

The term ‘teachers and other education personnel’ includes:

- Classroom teachers
- Classroom assistants or assistant teachers, where these exist
- Pre-school teachers
- Teachers of disabled children
- Vocational trainers
- Facilitators working in child-friendly spaces in disaster situations
- Community-volunteers working in education programs
- Head teachers, school directors, and people working for local and national education authorities

The roles and responsibilities of teachers and other education personnel depend on the type of education being provided. It is very important to involve them in decisions made about the education in the school or educational institution where they work, and to ensure that they get regular training.

Recruiting teachers and other education personnel should be transparent and should not discriminate. Participation by the community is especially important in the process of selecting teachers and other education personnel. Everyone selected must have the approval of the whole community.

When hiring teachers it is important to consider the skills and experience they have. It might not always be possible to find fully trained, experienced teachers. If this is the case, there are other criteria you can consider, to ensure that the teachers you hire are capable of doing the job well. Teachers should be paid fairly and allowed to join a union if they want to. Their working hours and what they are expected to do as part of the job must be made very clear to them, and written in a contract that they understand. The community should be involved in developing all of these things so that everyone is satisfied with what the teachers are going to do and how much they will be paid.

Remember that in disaster situations, the teachers and other education personnel will also be suffering stress, like the learners. They have experienced the same things. Just as children and young people need support in coping with their experiences, so do teachers and other education personnel. If they are not supported properly, they won't be as effective in helping the children to overcome their problems. It is important to make sure the teachers and other education personnel have someone to talk to if they need it.



## Teachers and Other Education Personnel Standard 1: Recruitment and Selection

A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.

### Key actions for Viet Nam

1. Job descriptions are clear and transparent, and it is clear who takes responsibility for recruiting (see MS for VN guidance note 1, INEE MS guidance note 1).
2. Schools participate in the selection of teachers and other education personnel on the basis of transparent criteria and an assessment of competencies (see MS for VN guidance note 2, INEE MS guidance notes 2-4).
3. Specific ratios (teacher/learner manager/learner) are defined according to local conditions, particularly in disaster situations. (see INEE MS guidance note 5)

### Guidance notes for Viet Nam

#### 1. Recruitment of education staff

In Viet Nam recruitment and selection is merit-based according to the regulations. Criteria for selection of teachers and other personnel should be clearly defined. It is important to ensure that the regulations are applied, particularly regarding clear job descriptions and recruitment procedures. Where there are difficulties of recruitment, particularly in disaster situations, special efforts should be made to identify potential candidates from within the community and outside (see also guidance note 3 below). In these cases, it will be important to define criteria for selecting community members and others with insufficient formal qualifications, to join the teaching staff.

#### 2. Involvement of community representatives

If possible, a selection committee which represents [Cộng đồng đồng tuyển chọn đại diện cho....] education authorities and the community selects teachers and other personnel. This may not yet happen in many places in Viet Nam. However it can be an aim that teacher selection panels take into account community acceptance, gender and diversity. A starting point may be to define criteria for acceptance of teachers and other personnel by the community. Other criteria for teacher selection may also be defined with the community, such as sensitivity to psychosocial needs and diversity. A next step could be to agree ways to involve community representatives in the actual selection process, and their role in that process.

#### 3. Providing for disaster situations

Regulations for staffing in disaster situations need to be established in advance. It is very important that funds are allocated to allow for the recruitment of extra teachers if necessary. It may be necessary to bring in extra teachers from other areas. Another possibility is to provide short-term training for local people if there are not enough

qualified teachers in the disaster area (see also guidance note 1).

For additional guidance, see the INEE Minimum Standards guidance notes for Teachers and Other Education Personnel, standard 1: Recruitment and Selection, pages 95-97 (English version)

The following checklist is designed to help track progress towards fully achieving the standard. As you achieve each point going down the list, you get closer to reaching the standard. If you achieve all seven points on the list, the standard has been achieved. **Note that fully achieving the standards is very difficult in most situations. However, the important thing is to keep AIMING for the standard, trying to get closer to it all the time.**

<b>CHECKLIST FOR SCORING TEACHERS AND OTHER EDUCATION PERSONNEL STANDARD 1:</b>							
<b>RECRUITMENT AND SELECTION</b>							
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
1. There are teachers and they come to the school whenever they have time. They each have a Job Description, but they doesn't understand it. No-one supervises the teachers.	➔						
2. The teachers have Job Descriptions and understand them.	➔	➔					
3. Class sizes are manageable for the teachers. The teachers are involved in setting the standard for class size	➔	➔	➔				
4. All teachers are given regular supervision and support in the classroom.	➔	➔	➔	➔			
5. There is a plan for recruiting extra teachers when it is necessary during a disaster situation, and funds are allocated to pay for it.	➔	➔	➔	➔	➔		
6. There is a selection committee that represents all sections of the community. The committee selects teachers.	➔	➔	➔	➔	➔	➔	
7. There are both male and female teachers, from all the ethnic groups in the community. Between them they speak all the different languages that the children speak at home. All the teachers have Job Descriptions and have been approved by the education committee.		➔	➔	➔	➔	➔	➔
<b>When the score is 7, the full standard is achieved!</b>							



## **Teachers and Other Education Personnel Standard 2: Conditions of Work**

Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.

### **Key actions for Viet Nam**

1. Compensation systems and conditions of work are coordinated among all relevant stakeholders (see MS for VN guidance note 1, INEE MS guidance notes 1-2).
2. Contracts describe compensation and conditions of work for teachers and other education personnel, in normal and emergency situations. Teachers receive remuneration on a monthly basis, in normal and emergency situations (see MS for VN guidance note 1-2, INEE MS guidance note 2).
3. Terms and conditions for teachers and other education personnel are agreed upon by trade unions
4. The code of conduct for teachers and other education personnel in Viet Nam is respected and implemented (see INEE MS guidance note 3)

### **Guidance notes for Viet Nam**

#### **1. Ensuring compensation for teachers**

Funds must be allocated to ensure that compensation for teachers and other personnel is paid regularly, in normal and emergency situations. Financial resources specifically for education in emergencies should include allocations to ensure systems are maintained during disaster situations. As in Coordination Standard 2, key action 4: All stakeholders adhere to the principles of equality, transparency, responsibility and accountability in their financial procedures.

#### **2. Continuity of education in exceptional circumstances**

Regulations for what do to in case a teacher dies, is missing or disappears need to be clarified. How education services are assured in such circumstances needs to be understood.

For additional guidance, see the INEE Minimum Standards guidance notes for Teachers and Other Education Personnel, standard 2: Conditions of Work, pages 98-100 (English version)

The following checklist is designed to help track progress towards fully achieving the standard. As you achieve each point going down the list, you get closer to reaching the standard. If you achieve all seven points on the list, the standard has been achieved. **Note that fully achieving the standards is very difficult in most situations. However, the important thing is to keep AIMING for the standard, trying to get closer to it all the time.**

<b>CHECKLIST FOR REACHING TEACHERS AND OTHER EDUCATION PERSONNEL STANDARD 2: CONDITIONS OF WORK</b>							
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
1. Each teacher signs a contract but they do not understand what it says.	➡						
2. All of the conditions of work outlined in the contract are explained clearly to each teacher before they sign.	➡	➡					
3. Compensation is paid to the teachers, but this is not regular and does not match local standards.	➡	➡	➡				
4. Compensation is paid regularly, is fair, and the education authorities agree that it matches their own policy, in normal and disaster situations.	➡	➡	➡	➡			
5. There is a Code of Conduct signed by all teachers, but its implementation is not monitored.	➡	➡	➡	➡	➡		
6. Teachers are monitored on how they follow the Code of Conduct but disciplinary measures for breaching the code are not clear.	➡	➡	➡	➡	➡	➡	
7. Teachers sign a clear contract, which they understand. Compensation is fair and in line with local accepted standards. Teachers also sign a Code of Conduct. Disciplinary measures are taken for breaches of the Code and all teachers understand and agree with this.	➡	➡	➡	➡	➡	➡	➡
<b><i>When the score is 7, the full standard is achieved!</i></b>							

### **Teachers and Other Education Personnel Standard 3: Support and Supervision**

Support and supervision mechanisms for teachers and other education personnel function effectively.

#### **Proposed key actions for Viet Nam**

1. An agreed stock of teaching and learning materials is reserved at local and central levels for use in emergencies (see MS for VN guidance note 1, INEE MS guidance note 1)
2. Teachers and other education personnel are involved in professional development that contributes to their motivation and support (see MS for VN guidance note 2, INEE MS guidance notes 2-3)
3. There is a transparent supervisory mechanism for capacity assessment for teachers in emergency situations in particular. There are training programmes for teachers inexperienced in emergency situations (see MS for VN guidance note 2, INEE MS guidance notes 2-3)
4. Performance appraisals for teachers and other education personnel are conducted, documented and discussed regularly, in normal and emergency situations (see MS for VN guidance note 2, INEE MS guidance note 4)
5. Students regularly have the opportunity to provide feedback on the performance of teachers and other education personnel, in normal and emergency situations (see INEE MS guidance note 5)
6. Appropriate, accessible and practical psychosocial support is available to teachers and other education personnel, in normal and emergency situations (see INEE MS guidance note 6)

#### **Key actions for Viet Nam**

##### **1. Teaching material stocks**

To ensure that necessary teaching and learning materials are available in disaster situations, funds must be allocated and used for this. It will be necessary to organise logistics for the storage and distribution of these materials during an emergency, and resources should be allowed for this also.

##### **2. Supervision, support and performance appraisal**

If they don't already exist, mechanisms for teachers and other personnel to give feedback on their situation and needs should be established, both for normal and disaster situations. Similarly transparent supervisory and performance appraisal systems should be in place. Resources need to be allocated and used effectively for these purposes.

In preparation for disasters, there should be training programmes for teachers inexperienced in emergency situations. Resources should also be allocated for the provision of psychosocial support normal and emergency situations, including training for psychosocial specialists who

can support the education system during disasters.

For additional guidance, see the INEE Minimum Standards guidance notes for Teachers and Other Education Personnel, standard 3: Support and Supervision, pages 101-2 (English version)

The following checklist is designed to help track progress towards fully achieving the standard. As you achieve each point going down the list, you get closer to reaching the standard. If you achieve all seven points on the list, the standard has been achieved.

**Note that fully achieving the standards is very difficult in most situations. However, the important thing is to keep AIMING for the standard, trying to get closer to it all the time.**

<b>CHECKLIST FOR REACHING TEACHERS AND OTHER EDUCATION PERSONNEL STANDARD 3: SUPPORT &amp; SUPERVISION</b>							
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
1. Teachers get some supervision visits but these do not offer real support.	➔						
2. DOET representatives visit teachers and other education personnel occasionally.	➔	➔					
3. DOET representatives visit teachers and other education personnel regularly. They try to help solve any problems. The teachers trust them.	➔	➔	➔				
4. There are regular performance appraisals but these do not include the children's views.	➔	➔	➔	➔			
5. Children are asked for their opinions about their experience in the classroom. These opinions area included in the appraisal of the teacher.	➔	➔	➔	➔	➔		
6. Further training is available to support teachers who are not familiar with disaster situations, to help teachers upgrade their subject knowledge and teaching skills, and to help school directors develop management skills.	➔	➔	➔	➔	➔	➔	
7. Teachers in normal and disaster situations are fully supported through regular classroom visits, training and regular supervision sessions to address any psychosocial problems that they are experiencing.	➔	➔	➔	➔	➔	➔	➔
	<b>When the score is 7, the full standard is achieved!</b>						



## Domain Five: Minimum Standards on Education Policy

The right to education is stated in the Constitution of the Socialist Republic of Viet Nam<sup>1</sup>. It is also stated in international laws and declarations that Viet Nam has signed<sup>2</sup>. Therefore both the Government of Viet Nam and its national and international partners have a duty to fulfill people's right to education.

This right to education includes the right to free expression of ideas and opinions, although this right must in practice be exercised carefully, in order to avoid causing offence to other people.

The right to education also includes the right to freedom from all forms of discrimination, for example on the basis of sex, ethnicity, language, religion, ability or disability.

The right to education also includes the right of all people without discrimination, to express their views on decisions about education policy.

These rights should be upheld in disaster as well as normal situations. Education authorities and others involved in education should develop and implement a plan for education in emergencies.

The emergency education plan should incorporate the following principles

- ❖ The plan should take into account national and international standards and principles.
- ❖ The plan should aim to ensure all people's rights to education can be fulfilled in an emergency.
- ❖ The plan should ensure access to good quality education for all the people affected by an emergency, without any discrimination.
- ❖ The plan should clearly link activities to prepare for an emergency before it happens, activities to respond to an emergency if it happens, and activities to return to normal development after the emergency.

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<sup>1</sup> Article 59: The citizen has the right to get general education and vocational training in various ways

<sup>2</sup> International Covenant on Economic Social and Cultural Rights, signed 1982; International Covenant on Civil and Political Rights, signed 1982; International Convention on the Elimination of all Forms of Racial Discrimination signed 1982, Convention on the Elimination of Discrimination Against Women, signed 1982, Convention on the Rights of the Child, ratified 1990; International Convention on the Rights of Persons with Disabilities, signed 2007

Community participation is essential for successful planning and implementation of education in emergencies.

Emergency education plans should reflect the aims of *Education for All* and the *Millennium Development Goals*. These are the basis of Government policy on education in Viet Nam. Emergency education plans should also incorporate the relevant provisions of the UN Convention on the Rights of the Child (CRC), signed by Viet Nam in 1990.



## **Education Policy Standard 1: Law and Policy Formulation**

Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.

### **Key actions for Viet Nam**

1. Vietnam legislation protects education facilities, learners, teachers and other education personnel, especially through conventions signed and adopted by Viet Nam (see MS for VN guidance note 1, INEE MS guidance note 1).
2. Respect for human rights and the protection of education is integrated into all relevant activities, both in normal and disaster situations. Ensuring continuity of education is the goal during disasters (see MS for VN guidance note 2, INEE MS guidance notes 1-2).
3. Policy and standards for construction of schools and physical infrastructure take account of disaster situations, ensuring that schools are on safe sites (see MS for VN guidance note 3, INEE MS guidance notes 2-3).
4. Consultations are arranged with community members to support context analysis that takes into account gender, age, and occupation, and informs the development of laws, regulations and policies (see MS for VN guidance note 4, INEE MS guidance note 4).
5. A plan for policy formulation and budget allocations is developed to allow a quick response to emergency situations, preparedness and recovery. Analysis is conducted according to the seven economic regions, including local characteristics (see INEE MS guidance notes 5-6).
6. Scenarios where there may be refugees in Viet Nam are anticipated, so that schools for refugees can use the curricula and language of the country or area of origin (see INEE MS guidance note 7)
7. Existing legislation encouraging the involvement of non-state actors, such as NGOs and UN agencies, to be involved in education, are rapidly implemented in emergency situations (see MS for VN guidance note 5, INEE MS guidance note 8).

### **Guidance notes for Viet Nam**

#### **1. Laws and international conventions**

International conventions that Viet Nam has signed on the protection of education facilities, learners, teachers and other personnel include: the International Covenant on Economic Social and Cultural Rights, the International Covenant on Civil and Political Rights, the International Convention on the Elimination of all Forms of Racial Discrimination, the Convention on the Elimination of Discrimination Against Women, the Convention on the Rights of the Child and the International Convention on the Rights of Persons with Disabilities, signed 2007. Information about these conventions should be widely disseminated, for example through TV (VTV2, golden hour VTV), the press and mass organizations. National education laws, regulations and policies can be reviewed to

see that they reflect these international conventions on the protected status of education.

## **2. Continuity of education in disaster situations**

To support continued education provision during disaster situations, teachers should be prepared through training. For example, they should understand how to work in smaller groups, and to organize distance learning via internet when necessary. An assessment should be carried out as soon as possible after a disaster to identify the support needs of teachers and learners, and these should be provided as soon as possible. For example, transport may be provided to take children back and forth to school after the disaster, and families encouraged to send their children back to school as soon as it is safe for them to do so.

National laws, regulations and policies should reflect the need to prioritise the continuity of education during disasters. Resources must be allocated to provide for their implementation. There should be monitoring to ensure that the resources are effectively and transparently used.

## **3. Safety of school sites**

Policy and standards for construction of schools and physical infrastructure must ensure that schools are on safe sites. They should be located near a hospital or other medical institution. Emergency readiness facilities for schools should be constructed, and potential dangers on the site should be addressed. The DRR Self Assessment Tool for Education Institutions currently being piloted can support this process.

## **4. Context analysis**

Consultations with community members should be organized so that it as easy as possible for participants to give their feedback. The 'law on laws' for Viet Nam includes the procedures for mandatory public consultation processes, showing how the results of community consultations can be incorporated into laws, regulations and policies. Analysis should be conducted according to the seven economic regions, including local characteristics.

## **5. Involvement of non-state actors**

The operations and objectives of NGOs are analyzed and reviewed in establishing preparedness plans for emergency. The efforts of all education actors, led by MOET and including national and international NGOs and UN agencies, are coordinated as described in the Coordination Standard.

For additional guidance, see the INEE Minimum Standards guidance notes for Education Policy, standard 1: Law and Policy Formulation, pages 107-11 (English version)

## **Education Policy Standard 2: Planning and Implementation**

Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.

### **Key actions for Viet Nam**

- 1.** Formal and non-formal education programmes reflect international and national legal frameworks and policies (see MS for VN guidance note 1, INEE MS guidance note 1)
- 2.** Education in emergency response, preparedness and recovery is integrated into the planning and implementation of all educational activities, including continuing education, and into other emergency response sectors (see MS for VN guidance note 2, INEE MS guidance note 2)
- 3.** Emergency education is included as an integral part of relevant legislation and strategies (see MS for VN guidance note 3)
- 4.** Education authorities develop and implement national and local education plans that prepare for and respond to future and current emergencies. (see MS for VN guidance note 4, INEE MS guidance note 3)
- 5.** Financial, technical, material and human resources are sufficient for effective and transparent development of education policy, and for planning and implementation of education programmes in emergency situations (see MS for VN guidance note 5, INEE MS guidance notes 4-5)

### **Guidance notes for Viet Nam**

- 1. International and national legal frameworks and policies**

Relevant international standards and tools, such as the INEE Minimum Standards, based on international law, should be used in planning. This may mean moving activities currently covered in non-formal education, such as disaster risk reduction, gradually into formal education.

## **2. Working with other sectors**

Climate Change Mitigation and Adaptation and DRR should be integrated into regular and informal education. For example, skills needed for emergency situations such as learning to swim, can be incorporated into school curricula. Relevant information and skills can also be included in pre- and in-service teacher training programs, summer learning programs, extra-curricular activities and union's activities

It is also very important that education activities are integrated into the work of other sectors as part of their emergency response (for example construction, water and sanitation). The Sphere Handbook includes references to incorporating Education in emergencies in relevant standards. Particularly important is to work with relevant actors, including UN agencies and NGOs, to incorporate schools and other education institutions into CBDRM activities. This can include use of the DRR Self Assessment Tool for schools, currently being piloted

## **3. Relevant existing legislation**

The education sector should actively participate in the whole Disaster Management Continuum: Preparedness-Response-Recovery and Rehabilitation-Mitigation (rather than only focusing on response-recovery and rehabilitation). Relevant legislation that should reflect this includes: the law on Disaster Risk Management, Community Based Disaster Risk Management (CBDRM) program; the National Target Programme (NTP) to respond to Climate Change; and the ASEAN Agreement on Disaster Management and Emergency Response (AADMER). Emergency education should be included as an integral part of the law on Disaster Risk Management currently being drafted in Viet Nam.

## **4. Education plans**

Apart from national and local education plans, individual schools and education institutions should be supported to handle emergency situations autonomously. For example, emergency scenarios can be developed for each region, that individual schools can use as a reference in order to build their own. Emergency drills should be regularly practiced. The DRR Self Assessment Tool for Education Institutions currently being piloted can support the development of preparedness plans involving community members living near the school (commune people's committee...). It guides participants to carry out risk analysis as the basis for a school-based action plan for disaster risk reduction.

To support the integration of education into local disaster preparedness planning, relevant standards (such as the Minimum Standards for Viet Nam and the Self-assessment Tool for Disaster Risk Reduction Action Planning in Schools) and guidelines should be provided to people's committees at different levels (district, commune...).

Training and guidance on how to use tools and guidelines is very important to ensure they are understood and used effectively.

## **5. Resources**

Education is not always considered as a key sector during disaster response. It is essential

to mobilize in advance the necessary resources for education activities in disaster situations, including preparedness, prevention and recovery. This should be included in annual budget allocations.

For additional guidance, see the INEE Minimum Standards guidance notes for Education Policy standard 2: Planning and Implementation, pages 112-4 (English version)

## **ANNEXES**

- 1. Glossary**
- 2. Acronyms**
- 3. Index**
- 4. Feedback form**

## Annex 1: Glossary

**Access:** an opportunity to enrol in, attend and complete a formal or non-formal education programme. When access is unrestricted, it means that there are no practical, financial, physical, security-related, structural, institutional or socio-cultural obstacles to prevent learners from participating in and completing an education programme.

**Accountability:** an explanation of the meaning and reasons for actions and decisions that consider the needs, concerns and capacities and circumstances of affected parties. Accountability is about the transparency of management processes including the use of financial resources. It is about the right to be heard and the duty to respond. In education, accountability means holding education providers responsible for the quality of their service delivery in terms of student knowledge, skills and attitudes; teacher behaviour; and school or system performance.

**Assessment:** 1) an investigation carried out before planning educational activities and intervening in an emergency to determine needs, gaps in the response and available resources; 2) a test of learners' progress and achievement. An 'assessment of learning outcomes' is a form of assessment determined by an education programme. A number of assessment tools can be found in the INEE Toolkit: [www.ineesite.org/toolkit](http://www.ineesite.org/toolkit). Assessment tools should always be adapted to reflect information needed in a specific context or environment.

**Capacity:** a combination of the strengths, attributes and resources of individuals or available within a community, society or organisation that can be used to achieve agreed goals.

**Capacity building:** the strengthening of knowledge, ability, skills and behaviour to help people and organisations achieve their goals.

**Child-friendly spaces and schools:** safe spaces and schools where communities create nurturing environments for children to access free and structured play, recreation, leisure and learning activities. Child-friendly spaces may provide health, nutrition and psychosocial support and other activities that restore a sense of normality and continuity. They are designed and operated in a participatory manner. They may serve a specific age group of children or a variety of age ranges. Child-friendly spaces and schools are important in emergencies through to recovery.

**Child protection:** freedom from all forms of abuse, exploitation, neglect and violence, including bullying; sexual exploitation; violence from peers, teachers or other educational personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.

**Children:** all people between 0 and 18 years of age. This category includes most adolescents (10–19 years). It overlaps with the category of youth (15–24 years) (see also definition for 'youth' below).



**Cognitive:** mental processes such as thought, imagination, perception, memory, decision-making, reasoning and problem-solving.

**Community education committee:** an existing or new committee, which identifies and addresses the educational needs of a community. Members include representatives of parents and care-givers, teachers, learners, community organisations and leaders, marginalised groups, civil society associations, youth groups and health workers.

**Conflict mitigation:** actions and processes that 1) are sensitive to conflict and do not increase tensions or sources of violence; and 2) aim to address causes of conflict and change the way that those involved act and perceive the issues. Humanitarian, recovery and development activities are reviewed for their effect on the conflict context in which they take place and their contribution to longer-term peace and stability. Conflict mitigation approaches can be used for conflict prevention and interventions in conflict and post-conflict situations.

**Disability:** physical, mental, intellectual or sensory impairments and barriers of attitude and of the environment that prevent full and effective participation of individuals in society on an equal basis with others.

**Disaggregated data:** statistical information that is separated into its component parts. For example, assessment data from a population or a sample can be analysed by sex, age group and geographic area.

**Disaster:** a serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.

**Disaster risk reduction:** the concept and practice of reducing risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, reduced vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.

**Discrimination:** treating people differently leading to denial of access to facilities, services, opportunities, rights or participation on the basis of gender, religion, sexual orientation, age, ethnicity, HIV status or other factors.

**Distress:** the state of being upset, anxious and destabilised. It can occur in response to difficult living conditions such as poverty and overcrowding or exposure to threats to one's security or well-being.

**'Do No Harm':** an approach which helps to identify unintended negative or positive impacts of humanitarian and development interventions in settings where there is conflict or risk of conflict. It can be applied during planning, monitoring and evaluation to ensure that the intervention does not worsen the conflict but rather contributes to improving it. 'Do No

Harm' is considered an essential basis for the work of organisations operating in situations of conflict.

**Early childhood development:** the processes through which young children, aged 0–8 years, develop their optimal physical health, mental alertness, emotional confidence, social competence and readiness to learn. These processes are supported by social and financial policies and comprehensive programming that integrate health, nutrition, water, sanitation, hygiene, education and child protection services. All children and families benefit from high-quality programmes, but disadvantaged groups benefit the most.

**Education authorities:** governments with their associated ministries, departments, institutions and agencies who are responsible for ensuring the right to education. They exercise authority over education provision at national, district and local levels. In contexts where government authority is compromised, non-state actors, such as NGOs and UN agencies, can sometimes assume this responsibility.

**Education Cluster:** an inter-agency coordination mechanism for agencies and organisations with expertise and a mandate for humanitarian response within the education sector in situations of internal displacement. Established in 2007 through the IASC (see separate entry), the Education Cluster is led by UNICEF and Save the Children at the global level. At a country level, other agencies may lead and the national ministry of education is actively involved. UNHCR is the lead agency in refugee contexts. The Education Cluster is responsible for strengthening preparedness of technical capacity to respond to humanitarian emergencies. During humanitarian response, it should ensure predictable leadership and accountability in the education sector.

**Education in emergencies:** quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial and cognitive protection that can sustain and save lives.

**Education response:** the provision of education services to meet people's needs and rights to education during an emergency through to recovery.

**Emergency:** a situation where a community has been disrupted and has yet to return to stability.

**Formal education:** learning opportunities provided in a system of schools, colleges, universities and other educational institutions. It usually involves full-time education for children and young people, beginning at between five and seven years and continuing to 20 or 25 years old. It is normally developed by national ministries of education, but in emergency situations may be supported by other education stakeholders.

**Gender:** the roles, responsibilities and identities of women and men and how these are valued in society. They are specific to different cultures and change over time. Gender identities define how society expects women and men to think and act. These behaviours are learned in the family and in schools and through religious teaching and the media.

Gender roles, responsibilities and identities can be changed because they are socially learned.

**Gender balance:** an approximately equal number of men and women and boys and girls. It can refer to participation and input into activities and decision-making to ensure that both male and female interests are considered and protected. It can refer to the number of men and women employed by education authorities and by international and national agencies. It is particularly important in the employment of teachers. A balance of men and women at all levels creates more possibilities for discussing and addressing the different impacts of policies and programming on men and women and boys and girls.

**Gender-based violence:** any harmful act based on gender differences. In many contexts, women are more vulnerable to gender-based violence because of their lower status in society. Men and boys may also be victims, especially of sexual violence. The nature and extent of gender-based violence vary across cultures, countries and regions. Examples include:

- *sexual violence* such as sexual exploitation and abuse, forced prostitution, and forced and child marriage;
- *domestic and family violence* including physical, emotional and psychological abuse;
- *harmful cultural or traditional practices* such as female genital mutilation, honour killings and widow inheritance, usually by male members of a dead husband's family.

**Hazard:** a potentially damaging physical event, phenomenon or human activity that may cause loss of life or injury, property damage, social and economic disruption or environmental degradation. Hazards can have natural or human-made origins or a combination of these. The risk posed by a hazard depends on how likely it is, and where, how often and with what intensity it takes place. For example, a small earthquake in a desert region that occurs once in 100 years poses a very low risk for people. An urban flood that occurs to a height of 3 metres within 48 hours once every 5–10 years has a relatively high probability and requires mitigation measures.

**Human rights:** a means to a life in dignity. Human rights are universal and inalienable: they cannot be given, nor taken away. In an emergency context, key human rights, such as non-discrimination, protection and the right to life, take immediate priority, while the progressive realisation of other rights may rely on available resources. As education is instrumental to protection, non-discrimination and survival, it must be seen as a key human right. International human rights law is the body of international legal treaties and normative standards that govern states' obligations to respect, protect and fulfil human rights at all times, including during emergencies. During conflict, international humanitarian and criminal law also apply. These treaties and standards regulate hostilities, protect civilians and place duties on actors who may challenge, supplant or act on behalf of the state. Refugee law sets out government obligations towards persons displaced across international boundaries due to the fear of persecution or armed conflict.

**Inclusive education:** ensures the presence, participation and achievement of *all* individuals in learning opportunities. It involves ensuring that education policies, practices and facilities respond to the diversity of all individuals in the context. Exclusion from education can result from discrimination, lack of support to remove barriers or use of languages, content or teaching methods that do not benefit all learners. People with physical, sensory, mental and intellectual disabilities are often among the most excluded from education. Emergencies have an impact on exclusion. Some individuals who were previously able to access education may be excluded because of circumstantial, social, cultural, physical or infrastructural factors. Inclusive education means ensuring that these barriers to participation and learning are removed and that teaching methodologies and curricula are accessible and appropriate for students with disabilities. All individuals are welcomed and supported to make progress, and their individual requirements are addressed.

**Information management:** comprises assessment of needs, capacities and coverage and the associated monitoring and evaluation, data storage, data analysis, and systems for sharing information. Information management tools and systems should help stakeholders decide which facts and data to collect, process and share, with whom, when, for what purpose, and how.

**Instruction and learning processes:** interactions between the learners and teachers. Instruction is planned according to the curricula, based on needs identified through assessment, and made possible through training of teachers. Learner-centred, participatory and inclusive instruction and learning processes involve the larger community in providing and supporting education.

**Inter-Agency Standing Committee (IASC):** an inter-agency forum for coordination, policy development and decision-making within humanitarian assistance. The IASC was established in June 1992 in response to a UN General Assembly Resolution on the strengthening of humanitarian assistance. The IASC involves both key UN and non-UN humanitarian partners.

**Internally displaced person (IDP):** a person who has been forced to leave his or her home area to find a safe place inside his or her home country, rather than crossing an international border. IDPs often flee for similar reasons as refugees, such as armed conflict, disasters, generalised violence or human rights violations. However, legally they remain under the protection of their own government, even though that government might be the cause of their flight. As citizens, they retain their rights, including to protection, under both human rights law and international humanitarian law.

**Learners:** people, including children, youth and adults, who participate in education programmes. This includes students in formal schools, trainees in technical and vocational education and training programmes and participants in non-formal education, such as literacy and numeracy classes, life skills courses in the community and peer-to-peer learning.

**Learning outcomes:** the knowledge, attitudes, skills and abilities that students have attained as a result of taking part in a course or education programme. Learning outcomes are usually described as what students 'should know and be able to do' as a result of instruction and learning processes.

**Learning sites:** the location of learning spaces.

**Learning spaces:** places where teaching and learning happen. Examples include private homes, child-care centres, pre-schools, temporary structures and schools.

**Life skills:** skills and abilities for positive behaviour that enable individuals to adapt to and deal effectively with the demands and challenges of everyday life. They help people think, feel, act and interact as individuals and as participating members of society. Life skills fall into three inter-related categories: *cognitive*; *personal or emotional*; and *inter-personal or social*. Life skills can be general: for example, analysing and using information, communicating and interacting effectively with others. They may be about specific content areas such as risk reduction, environmental protection, health promotion, HIV prevention, prevention of violence or peace-building. The need for life skills often increases in situations of crisis, requiring increased emphasis on building life skills that are relevant and applicable to the emergency and local contexts.

**Non-formal education:** educational activities that do not correspond to the definition of formal education (see separate entry above). Non-formal education takes place both within and outside educational institutions and caters to people of all ages. It does not always lead to certification. Non-formal education programmes are characterised by their variety, flexibility and ability to respond quickly to new educational needs of children or adults. They are often designed for specific groups of learners such as those who are too old for their grade level, those who do not attend formal school, or adults. Curricula may be based on formal education or on new approaches. Examples include accelerated 'catch-up' learning, after-school programmes, literacy and numeracy. Non-formal education may lead to late entry into formal education programmes. This is sometimes called 'second-chance education'.

**Participation:** being involved in and influencing processes, decisions and activities. Participation is a right for all and is the basis for working with communities and developing programmes. Participation varies according to evolving capacities. All groups including adults, children, youth, persons with disabilities and members of vulnerable groups can participate in different ways from the earliest age. No group of people should be denied opportunities for participation because they are hard to reach or difficult to work with. Participation is voluntary. People are invited and encouraged to participate, not coerced or manipulated. Participation may include a range of activities and approaches. Passive roles include using services, contributing material resources, accepting decisions made by others and being consulted in a minimal way. Examples of active participation include contributing time, being involved directly in decision-making and planning and implementing education activities.

**Participatory learning:** an approach to teaching and learning which focuses on the learner. It encourages learning by doing things, using small groups, concrete materials, open questioning and peer teaching. For example, learners use practical activities to understand mathematical concepts or work together to solve problems and ask and answer questions. Participatory learning is contrasted with teacher-focused methodologies, which are characterised by learners passively sitting at desks, answering closed questions and copying

from a blackboard. Participatory learning may also be used with teachers and education authorities to support them to analyse their needs, identify solutions and develop and implement a plan of action. In these contexts, it may include community participation, coordination and analysis.

**Preparedness:** the knowledge and capacities developed by governments, professional response and recovery organisations, communities and individuals to effectively anticipate, respond to and recover from the impacts of likely, imminent or current hazard events or conditions.

**Prevention:** actions taken to avoid the adverse impacts of hazards and related disasters (see separate entries for these terms).

**Protection:** freedom from all forms of abuse, exploitation, violence and neglect.

**Psychosocial support:** processes and actions that promote the holistic well-being of people in their social world. It includes support provided by family and friends. Examples of family and community support include efforts to reunite separated children and to organise education in an emergency setting.

**Quality education:** quality education is affordable, accessible, gender-sensitive and responds to diversity. It includes 1) a safe and inclusive learner friendly environment; 2) competent and well-trained teachers who are knowledgeable in the subject matter and pedagogy; 3) an appropriate context-specific curriculum that is comprehensible and culturally, linguistically and socially relevant for the learners; 4) adequate and relevant materials for teaching and learning; 5) participatory methods of instruction and learning processes that respect the dignity of the learner; 6) appropriate class sizes and teacher-student ratios; and 7) an emphasis on recreation, play, sport and creative activities in addition to areas such as literacy, numeracy and life skills.

**Recovery:** the restoration and improvement of facilities, livelihoods, living conditions or psychosocial well-being of affected communities, including efforts to reduce disaster risk factors.

**Refugee:** according to the 1951 Refugee Convention, a refugee is someone who 'owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his or her nationality, and is unable to, or owing to such fear, is unwilling to avail him or herself of the protection of that country'.

**Relevant education:** learning opportunities that are appropriate for learners. Relevant education takes into account local traditions and institutions, positive cultural practices, belief systems and the needs of the community. It prepares children for a positive future in society in the national and international context. Relevant education is an element of educational quality and refers to what is learned, how it is learned and how effective the learning is.

**Risk:** the product of external threats such as natural hazards, HIV prevalence, gender-based violence, armed attack and abduction, combined with individual vulnerabilities such as

poverty, physical or mental disability or membership in a vulnerable group.

**Risk assessment:** a methodology to determine the nature and extent of risk by analysing potential hazards and evaluating existing conditions of vulnerability that could pose a potential threat or harm to people, property, livelihoods and the environment on which they depend.

**Safety:** freedom from physical or psychosocial harm.

**Security:** protection from threat, danger, injury or loss.

**Stakeholder:** a person, group or institution with interests in a project or programme.

**Vulnerability:** the characteristics and circumstances of individuals or groups that result in them being susceptible to attack, harm or distress. Examples of vulnerable groups may include unaccompanied children, people with disabilities, single-headed households and children formerly associated with armed forces and armed groups.

**Well-being:** the condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; having security, protection and access to quality services (see also entry for 'cognitive').

## Annex 2

### Acronyms

<b>CBDRM</b>	Community Based Disaster Risk Management
<b>CFSC</b>	Committee for Flood and Storm Control
<b>DOET</b>	Department of Education and Training, provincial or district level
<b>DRR</b>	Disaster Risk Reduction
<b>EMIS</b>	Education Management Information System
<b>INEE</b>	Inter-agency Network for Education in Emergencies
<b>IASC</b>	Inter-Agency Standing Committee
<b>MOET</b>	Ministry of Education and Training



### **Annex 3: Index**

**Annex 4: Feedback Form for *Minimum Standards for Education: Preparedness, Response, Recovery***

Date:

Name:

Organisation and job title:

Address:

Phone/fax:

E-mail:

1. Please list the ways in which you or your organisation have used the Minimum Standards for Viet Nam. Be as specific as possible and include the ways (if any) in which you adapted the indicators in the Handbook to your context and to the work of your project/organisation/coordination structure etc.
2. What challenges have you encountered while using this handbook and how did you overcome or work around them?
3. Can you share any lessons learned and/or examples of good practices from your experience using this handbook? What has been the impact of using the standards on your work?
4. Based on your experience, what additional information and/or tools would make this handbook more effective and relevant?

5. Please provide any additional comments or feedback on this handbook.

Thank you for sharing your experience using the *Minimum Standards for Education: Preparedness, Response, Recovery for Viet Nam*. This feedback will inform future versions of the Minimum Standards. Please fill in this questionnaire and email it to....or mail it to...You may also fill in this feedback form online at [www...](#)