





Ha Noi Office
Office of the Representative to
the Socialist Republic of Viet Nam
Member of United Nations Team
United Nations
Educational, Scientific and
Cultural Organization
Tổ chức Giáo dục,
Khoa học và Văn hóa
của Liên Hợp Quốc


**Viet Nam
National Commission
for UNESCO**
Ủy ban Quốc gia
UNESCO Việt Nam
United Nations
Educational, Scientific and
Cultural Organization
Tổ chức Giáo dục,
Khoa học và Văn hóa
của Liên Hợp Quốc

Report on the Implementation of the *Memorandum of Understanding between the Socialist Republic of Viet Nam and the United Nations Educational, Scientific and Cultural Organization (UNESCO) for the 2010 to 2016 period*

*Prepared by the UNESCO Ha Noi Office and the Viet
Nam National Commission for UNESCO*

Foreword

The Memorandum of Understanding (MOU) between the Government of the Socialist Republic of Viet Nam and the United Nations Educational, Scientific and Cultural Organization (UNESCO) for the period of 2010-2015 was signed in Ha Noi on 1 October 2010 between the Deputy Minister of Foreign Affairs cum President of the Viet Nam National Commission for UNESCO and the UNESCO Director-General during her visit to the country.

The MOU outlines the cooperation between Viet Nam and UNESCO within the Organization's fields of competence under its five sectors: Education; Natural Sciences; Social and Human Sciences; Culture; and Communication and Information and under an intersectoral approach which integrates various sectors to implement initiatives relevant to sustainable development. The implementation of these activities contributed to the United Nations (UN) One Plan 2012-2016, the single programmatic framework outlining the UN's support to the Government and the people of Viet Nam for this period.

This report has been updated on a regular basis and provides information on the achievements and progress of implementation pertaining to each of the MOU articles. It has been produced jointly by the UNESCO family, including the Viet Nam National Commission for UNESCO, Vietnamese line ministries and agencies that hold vice presidency or membership of the Commission, UNESCO Headquarters, the Asia and Pacific Regional Bureau for Education in Bangkok, the Regional Science Bureau for Asia and the Pacific in Jakarta, various UNESCO institutes providing technical support to the country and the UNESCO Office in Viet Nam.

We express satisfaction that, as of 2015, significant progress has been made towards goals set out since the MOU's signing. The experience and lessons learned throughout this period will continue to enhance the development of the Memorandum of Understanding between the Socialist Republic of Viet Nam and UNESCO for the 2016-2020 period, signed in Paris, France on 1 December 2015.

We look forward to continued cooperation between Viet Nam and UNESCO towards the country's sustainable development, its empowerment in its international integration, and the support of national priorities to strengthen Viet Nam as an inclusive, resilient and sustainable learning society.

Pham Sanh Chau

Secretary-General of Viet Nam National
Commission for UNESCO

Katherine Muller-Marin

Representative of UNESCO to Viet Nam
and Head of Ha Noi Field Office



Table of Contents

Foreword	02
Organizations, institutions and committees participating in the report.....	04
MOU and UN in Viet Nam One Plan 2012-2016.....	05
Education.....	06
Natural Sciences.....	36
Social and Human Sciences	56
Culture	62
Communication and Information.....	76
National Commission	89



Organizations, institutions and committees participating in the report

Viet Nam National Commission for UNESCO (NatCom)
Ministry of Education and Training (MOET)
Ministry of Culture, Sports and Tourism (MOCST)
Ministry of Information and Communication (MIC)
Ministry of Science and Technology (MOST)
Ministry of Natural Resources and Environment (MONRE)
Ministry of Agriculture and Rural Development (MARD)
Viet Nam Academy of Social Sciences (VASS)
Viet Nam Man and Biosphere Programme National Committee (MAB Viet Nam)
Viet Nam Memory of the World National Committee
Viet Nam Intergovernmental Oceanographic Commission (IOC Viet Nam)
Vietnamese National Committee for International Hydrological Programme (IHP Viet Nam)
Radio Voice of Viet Nam (VOV)
Viet Nam News Agency (VNA)
Viet Nam Television (VTV)
Viet Nam Focal Point for the Global Network of National Geoparks

UNESCO Headquarters
UNESCO Asia and Pacific Regional Bureau of Education in Bangkok
UNESCO Regional Science Bureau for Asia and the Pacific in Jakarta
UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (UNEVOC)
UNESCO Institute for Lifelong Learning (UIL)
UNESCO International Institute for Educational Planning (IIEP)
UNESCO Intergovernmental Oceanographic Commission (IOC)
UNESCO Institute for Statistics (UIS)
UNESCO International Bureau for Education (IBE)
UNESCO Representative Office to Viet Nam



Viet Nam-UNESCO MOU and United Nations in Viet Nam One Plan 2012-2016

One Plan Outcome	MOU articles
One Plan Focus Area 1: Inclusive, Equitable and Sustainable Growth	
One Plan Outcome 1.1: By 2016, key national institutions formulate and monitor people-centred, green and evidence-based socio-economic development policies to ensure quality of growth as a Middle Income Country	21, 22, 23, 24, 27, 28, 29, 30, 32, 33, 35, 36, 37, 43
One Plan Outcome 1.2: By 2016, institutions create opportunities for decent work for people of working age, particularly the most vulnerable and disadvantaged, to benefit in the process of socio-economic transformation	9, 31
One Plan Outcome 1.3: By 2016, key national and sub-national Agencies, in partnership with the private sector and communities, have established and monitor multi-sectoral strategies, mechanisms and resources to support implementation of relevant multilateral agreements and effectively address climate change adaptation, mitigation and disaster risk management	7, 12, 15, 16, 19, 22, 23, 27, 29, 42
One Plan Outcome 1.4: By 2016, key national and sub-national agencies, in partnership with the private sector and communities, implement and monitor laws, policies and programmes for more efficient use of natural resources and environmental management, and to implement commitments under international conventions	12, 13, 14, 17, 18, 20, 25, 33
One Plan Focus Area 2: Access to Quality Essential Services and Social Protection	
One Plan Outcome 2.3: By 2016, increased quality and effective management of education and training systems, and increased access to pre-primary, primary and continuing education, particularly for the most vulnerable and disadvantaged groups	1, 2,3, 4, 5, 6,7, 8, 9, 10, 11, 34
One Plan Outcome 2.4: By 2016, national and sub-national institutions, in partnership with communities, more actively address inequalities through implementation and monitoring of laws, policies and programmes that promote gender equality and women’s empowerment, and an effective and sustainable response to HIV, reducing stigma and discrimination	10
One Plan Focus Area 3: Governance and Participation	
One Plan Outcome 3.1: By 2016, elected bodies are better able to formulate laws and oversee the performance of state Agencies and represent the aspirations of the Vietnamese people, especially women, ethnic minorities and other vulnerable and disadvantaged groups	23, 28
One Plan Outcome 3.2: By 2016, all citizens, particularly the most vulnerable and disadvantaged groups, benefit from strengthened legal and judicial reform and increased access to justice, enhanced capacity of legal and judicial professionals, and strengthened national legal frameworks to support the implementation of international conventions ratified by Viet Nam	23, 28, 44
One Plan Outcome 3.3: By 2016, improved performance of the public sector institutions at national and sub-national levels, through enhanced coordination, accountability, transparency and anti-corruption efforts, will reduce disparities and ensure access to public services for the most vulnerable and disadvantaged groups	23, 28, 33, 38, 39, 40, 42



Education

Article 1: Supporting the implementation of the National Education for All (EFA) Plan of Action (2003-2015) through regular reviews, monitoring, strengthened coordination among the education sector partners and mobilization of resources to meet the EFA Goals by 2015.

The Viet Nam National Education For All (EFA) Action Plan for 2003-2015 was revised and updated through efforts coordinated by the Ministry of Education and Training (MOET) and UNESCO, as the designated Coordinating Agency for the Global Partnership for Education (GPE), previously the Education For All-Fast Track Initiative. **Awareness was raised on the priorities to be achieved by Viet Nam by 2015**, with challenges beyond universal access to primary education with priority on quality and equity and in alignment with the Education Development Strategic Plan 2011-2020 (EDSP). MOET updated and costed the reviewed Action Plan with technical support from UNESCO's Asia and Pacific Regional Bureau for Education. Throughout this process:

- MOET learned about technical guidelines of the EFA review developed by UNESCO while participating in the Regional Technical Meeting in Bangkok. **A national task force was established to conduct the 2015 EFA Review**, a national advisor for the Review was identified and the roles and responsibilities of each key actor were developed and clearly defined through a work plan. An outline of the EFA review report was developed including the essential information, data and indicators to be presented, MOET's priorities and objectives in reaching EFA goals, roles and responsibilities of the key stakeholders involved and cost estimates.
- **The Viet Nam EFA report was consolidated in the Asia and Pacific regional synthesis and was presented at the Asia and Pacific Regional Education Conference** in Bangkok in August 2014. Technical meetings were held by the MOET EFA review team to discuss the report writing. At least six meetings and seminars took place in Bangkok to discuss EFA related topics such as education quality and equity, and to share the EFA best practices. At the request of MOET, UNESCO further supported the editing of the report in English and printed the report in both Vietnamese and English for wider dissemination.
- The following main recommendations were presented as a result of the 2003-2015 EFA Action Plan update: i) ensure that the most disadvantaged have access to at least one year of quality pre-school education, ii) strengthen Vietnamese through Mother Tongue and Inclusive Education, and iii) improve the EFA Quality Assurance mechanisms through enhanced capacities of local education managers.
- ECCE (universalization at age 5) and quality Primary Education were identified as EFA priorities for funding, based on the updated EFA Action Plan. MOET decided to target the VNEN project proposal for GPE funding, while the World Bank agreed to increase the loan for the ECCE project.

Viet Nam's project implementation grant for the GPE Viet Nam New School Model (GPE-VNEN), based on Escuela Nueva in Colombia, was approved at the Global Partnership Board of Directors meeting on 31 July 2012. Viet Nam obtained a grant of 84.6 million USD for this project. Throughout the formulation of the project, which maintained a focus on student-centred system-wide pedagogical renovation, UNESCO coordinated and engaged with ESG partners and acted as liaison between Viet Nam and the GPE Secretariat based in Washington, D.C.

GPE-VNEN was officially launched in March 2013. Initial changes in schools as a result of the project have been observed during joint missions by MOET, ESG and World Bank, in particular that the children are developing lifelong positive attitudes such as creativity, self-confidence, responsibility and communication skills. **Initial observations show children's learning achievements and their enthusiasm towards learning help motivate teachers and parents and strengthen parent and community support; the VNEN approach of small group peer-learning and problem solving helps develop positive attitudes such as initiative, creativity, self-esteem, self-reliance, responsibility, social and communication skills and self-confidence; VNEN schools give children far more learning opportunities within the school.** Challenges were also analysed including school principals' and teachers' motivation; adequate furniture, supplies and equipment; reduction of geographical disparities in learning achievements; involvement of parents/caregivers, especially from poorest families; and reaching out to the local community and local businesses. Findings of ESG joint missions were discussed at wrap-up meetings.

Experiences on "Improving the Quality of Early Childhood Education (ECE)" in Viet Nam were shared and policy recommendations to promote quality ECE in Viet Nam were made during a forum co-hosted by UNESCO and the World Bank, UNICEF, Plan Viet Nam, New Zealand Agency for International Development (NZAID), Save the Children, the Flemish Association for Development Cooperation and Technical Assistance (VVOB) and others NGOs and development partners. Three participants from the Hai Duong City Community Learning Centre (CLC) and the Department of Education and Training (DOET) of Hai Duong Province, and one participant from the Binh Duong Province DOET attended the forum and shared experiences on parenting education programmes through CLCs.

Viet Nam has been **taking an active role in the UNESCO-SEAMEO joint project "Pre-primary Teachers Development in Southeast Asia"**, which is funded by the Government of Japan. The project aims to contribute to the qualitative improvement of pre-primary education by professionalizing and strengthening the capacity of pre-primary teachers. Following the 38th SEAMEO High Officials Meeting (November 2015), Viet Nam endorsed the main output of the project, namely, "Southeast



Asian Guidelines for Early Childhood Teacher Development and Management”.

- Main contributions of GoVN’s participation through MoET:
 - (1) Completed a questionnaire survey in relation to early childhood teachers
 - (2) Participated in two regional workshops in Bangkok (July 2014 and March 2015)
 - (3) Prepared a draft country roadmap to implement the guidelines (prepared during the 2nd workshop)
 - (4) Provided comments on the draft guidelines.
 - (5) Endorsed the guidelines (high official – representative to SEAMEO High Officials Meeting)

Viet Nam’s achievements in improving quality of education and developing and optimizing innovation policies and measures which encourage the advancement of the Vietnamese education system and its international competitiveness were shared at the World Education Forum (Incheon, Republic of Korea) in May 2015, through the participation of the Vice Minister of Education and Training, sponsored by UNESCO, as a panellist at the session on primary and secondary education quality.

As the coordinating agency for the Global Partnership for Education Viet Nam Escuela Nueva project (GPE-VNEN), **UNESCO provided technical support to the MOET and facilitated ESG’s contribution to the Viet Nam pledge at GPE 2nd Replenishment Conference. Viet Nam’s pledge highlighted 5 priority areas including: assigning 20 per cent of the national budget to education, improving equity and quality of education, mainstreaming gender equality, integrating DRR and Climate Change in the curriculum, and improving data and statistics collection and measurement.** Substantial support to the GPE-VNEN joint implementation missions was provided by UNESCO Viet Nam. Important contributions were also made by UNESCO to the development of the mission Aide Memoires.

Advocacy for EFA was made through the celebration of the Global Action Week for EFA in 2010, 2011, 2012, 2013, 2014 and 2015, led by MOET with support by UNESCO together with EFA partners in Viet Nam.

- **During the EFA Global Action Week of 2010, the celebration targeted giving priority to education financing even in the face of the economic downturn and was launched in line with the FIFA World Cup 2010 as the campaign “1 GOAL: Education for All”.** Partner organizations included Action Aid, ChildFund, World Vision, Aide de Action, Oxfam, Viet Nam Chamber of Commerce and Industry-Global Compact Network (VCCI), Viet Nam Association for Protection of Children’s Rights (VAPCR), the Technology Transfer Centre of Education, the Health and Environment (DHA), the Centre for Education Promotion and Empowerment of Women (CEPEW) and the Viet Nam Learning Promotion Association (VLPA), and UNESCO together with the Centre for Non- formal education and community development (CENEV).
- **During the EFA Global Action Week of 2011, a media campaign was carried out under the theme “Education for Disadvantaged Women and Girls”.** Nine organizations including MOET, Action Aid, Aide et Action, Child Fund, ILO, UNICEF, the National Coordination Board for EFA, World Vision and UNESCO supported the campaign with development of a Website on Global Action Week for EFA and sharing of messages through talk shows on radio and television with participation of education authorities, ethnic minority teachers and learners. **A book with stories about how education has changed the lives of disadvantaged women and girls was published in Vietnamese and shared via UNESCO’s Website.**
- **During the 2012 EFA Global Action Week, the celebration targeted awareness raising of the public and of governmental institutions on Early Childhood Care and Education** through a national event “Let’s Join Hands for the Comprehensive Development of Young Children”. The aim of the forum was to highlight the significance of parents, primary care givers, the state and social sectors and to promote partnerships among these stakeholders as key actors involved in early childhood care and education.
- **During the EFA Global Action Week of 2013, the theme ‘Every Child has the right to good teachers’ was promoted.** The campaign included a 3-month column on "Good teachers for 21st century learners" in Viet Nam’s Journal of Educational Science and Education and the Times Newspaper as a unique approach to engage the public, especially researchers, learners, parents and responsible citizens, to share ideas and recommendations through essays and scholarly articles on how to better support teachers to meet the needs of learners and society in the 21st century. Education and the Times Newspaper’s circulation is around 23,000 copies per volume and the Journal of Educational and the Times’ circulation is around 7,000 copies per bi-monthly volume. Readers who accessed the columns could be in the hundreds of thousands. A desk calendar for 2014 about the 2013 campaign, together with photos and information of key education activities from participating organizations, was printed and distributed in December 2013.
- **During the EFA Global Action Week of 2014, Viet Nam enhanced the implementation of policies, programmes and measures to ensure quality inclusive**



education, enabling people with disabilities to overcome barriers to their access to education and to realize their right to education through discussions among people with disabilities, parents, teachers, local authorities and policy makers, under the theme “Persons with disabilities have the right to a quality, friendly and equal education”. The launching ceremony in Hue City was attended by 200 participants. Activities around the week were organized throughout the country at the sub-national level. In 2014, activities led by MOET with UNESCO support were implemented with active participation from UN organizations (ILO, UNESCO, UNICEF and UNDP) and international and local NGOs including ChildFund Viet Nam, Catholic Relief Services Viet Nam, Oxfam UK, Plan International, the Viet Nam Coalition for Education for All (VCEFA), World Vision, Save the Children, Viet Nam Assistance for the Handicapped (VNAH), World Concern, ActionAid, Action to the Community Development Centre (ACDC), Ha Noi Disabled People Association (DP Ha Noi), Ha Noi Association of the Deaf (HAD), Inclusive Development Action (IDEA) and the Viet Nam Association for Learning Promotion (VALP).

- **During the EFA Global Action Week of 2015, organized by the Ministry of Education and Training (MOET), in cooperation with ChildFund, Save the Children, Viet Nam Coalition for Education for All (VCEFA) and World Vision, together with UNESCO, ILO and UNICEF, a campaign on the theme “Rights to Education 2000-2030 - Vote for Education!” was launched. The campaign covered five areas: Right to Education, Quality Education, Lifelong Learning, Inclusive Education and Equity in Education.** The 2015 EFA GAW campaign included: a national policy dialogue on 28 May, an exhibition on 28-29 May 2015 at the Ho Chi Minh Museum and the media campaign prior to, during and after the Action Week to disseminate GAW messages including a press release, radio and television news coverage, posters and banners. During the policy dialogue, MOET reviewed EFA achievements and challenges and UNESCO shared the key findings of the 2015 EFA Global Monitoring Report. **The dialogue contributed to further raising awareness on Education For All, with key messages including: Vote for Education, we all have the right to a good education; Early childhood education brings long-term benefits for children from disadvantaged backgrounds; Children need to complete secondary education to acquire foundation skills; Quality teachers are prerequisites of a quality education; Never too young, never too old to learn; Educated parents are likely to have more educated children; Inclusive education is more than a seat in the class; and, Providing all women in poor countries with secondary education to reduce maternal deaths and child deaths.**

The EFA Global Monitoring Report (GMR) Summaries for 2013/2014 and 2015 were translated and disseminated to advocate for issues related to equity and quality in teaching and learning. The translation was carried out by a leading researcher and translator from the Viet Nam Institute for Educational Sciences and reviewed by UNESCO. 280 copies of the report in Vietnamese were printed for dissemination to MOET, institutes, DOETs and NGOs.

Viet Nam’s presence in the EFA Global Monitoring Report was enhanced with photos and interviews taken in schools in Lao Cai Communes. Through collaboration between UNESCO Viet Nam, UNESCO Headquarters and MOET in September 2013, a Vietnamese reporter/photographer selected by UNESCO Headquarters and an expert assigned by MOET, with support of local district Bureaux of Education and Training and the provincial Department of Education and Training, visited the schools and communities. The results of the mission were submitted to the EFA Global Monitoring Report team in September 2013.

Literacy skills, essential in today’s knowledge societies, and in raising public awareness on building a learning society and a knowledge economy in Viet Nam were highlighted by UNESCO on the occasion of the 74th anniversary of promotion of Vietnamese Romanized Characters as the national language organized by the Nguyen Van To Continuing Education Centre as part of International and Vietnamese Literacy Day. MOET’s Continuing Education Department (CED/MOET) and UNESCO Viet Nam contribute with events and discussions organized by the Nguyen Van To Illiteracy Fighters Club, which was founded under the Viet Nam Federation of UNESCO Associations. The Nguyen Van To Continuing Education Centre, the host of the Illiteracy Fighters Club, was established over 100 years ago and today provides literacy programmes for out-of-school youth, adults and disadvantaged learners in the Red River Delta region. Members of the club include veteran teachers and supporters of a mass education campaign launched in 1945. Most are 80-90 years old but are still active in advocating for developing and implementing literacy and non-formal education programmes to the National Assembly, the Communist Party and in mass media. CED/MOET also seeks their advice when developing and monitoring literacy programmes and policies.

90 participants from various sectors including education, culture, agriculture and labour have raised their awareness on literacy, both basic literacy and functional literacy, in building a learning society in Viet Nam in the 21st Century during a national Literacy Workshop in 2015. Good practices at national and local communities in implementing literacy programmes were shared at the workshop and dialogue was promoted among policymakers, researchers, local authorities, and learners of different ages on how to better coordinate literacy programmes from various ends to contribute to more effective and efficient coordination among various actors. The message that literacy is essential to reach the proposed sustainable development goal to promote “inclusive and equitable quality education and lifelong learning for all” was highlighted.

A number of recommendations were made towards improving equity and quality for rural populations and developing rural education for the 21st century, as Viet Nam is undergoing massive economic restructuring at the International Seminar on Education for Rural Transformation in the Context of Economic Restructuring. The



seminar was organized by VNIES and supported by UNESCO and DAAD in collaboration with MOET.

Research and practice in integrating transversal competences in the context of curriculum reform have been strengthened as a result of the seminar on “Integrating transversal competences: policy and practice” held at VNIES with the participation of MOET and leading academics in Viet Nam. The seminar was also supported and facilitated by UNESCO, who chaired the discussions and presentations and shared examples from the Asia-Pacific Region. As a result of the workshop, the research reports (Phase II and Phase III) were completed as a contribution to the regional study carried out by UNESCO Bangkok.

UNESCO and MOET, in coordination with ESG members, promoted inclusive education as a strategy for achieving EFA goals. Actions included the following:

- **A multi-country review on inclusive education in teacher education systems was conducted** by UNESCO in Bangkok, in collaboration with UNESCO Field Offices including the Office in Viet Nam. **The study emphasized that strong advocacy is critical to change the mind-sets of education policymakers, administrators, teacher educators, teachers and other stakeholders and create a strong foundation for promoting inclusive education in and through teacher education.**
- A set of five booklets on ***Promoting Inclusive Teacher Education: Advocacy Guides***, was produced as a tool to provide guidelines to advocate for inclusive education in pre-service teacher education in the local context and situation. To promote inclusive education in Viet Nam, UNESCO worked with the Department of Teachers and Educational Administrators (DETA), in collaboration with Ha Noi National University of Education, to translate and adapt the guides into Vietnamese. UNESCO Viet Nam provided guidance and technical support to the translation and innovative Vietnamese case studies, which are included in the Guides.
- **The capacities of teacher trainers to understand and practice an inclusive education approach was increased** through a three-day workshop for more than 100 participants (education managers and lecturers from teacher training universities and colleges in the Northern Region of Viet Nam). The workshop, supported by UNESCO Viet Nam and organized by the Ha Noi National University of Education in collaboration with MOET, introduced **the publication set of *Promoting Inclusive Teacher Education: Advocacy Guides* which was presented and discussed at the workshop, in order to identify trends, opportunities and challenges in organizing and managing inclusive teacher education in the world and in Viet Nam.**
- **Awareness on the importance of inclusive education for children with disabilities was raised during the International Conference on Education for Children with Learning Disabilities and Intellectual Disabilities**, organized by the Ha Noi National University of Education, in collaboration with MOET, and with the support of UNESCO Ha Noi. The conference focused on four main topics: i) assessment for students with learning or intellectual disabilities; ii) intervention, education and support for students with learning or intellectual disabilities; iii) in-service and pre-service teacher training on education for students with learning or intellectual disabilities, and iv) social welfare for students with learning disabilities or students with intellectual disabilities. To further disseminate the conference results, UNESCO supported the printing and publication of a collection of conference papers by the Education and Science Information Journal under MOET.
- A regional documentation of case studies on inclusive schools in six countries in the Asia-Pacific region was conducted by UNESCO Bangkok with support of UNESCO Field Offices including UNESCO Viet Nam. **Case studies of Ho Thi Ky Primary School in Ho Chi Minh City and Phan Boi Chau Primary School in Dak Lak Province which effectively include children of diverse backgrounds in regular education settings** were documented by the Viet Nam Institute of Educational Sciences under MOET. These case studies will be disseminated as examples of promising practices of successful inclusion in education, and also contribute to the global knowledge data base for inclusive approaches to teaching and learning that UNESCO is developing.
- A regional study on the **Use of Language(s) in Classrooms in Ethnolinguistic Communities** was conducted by UNESCO in Bangkok, in collaboration with UNESCO Field Offices including the Office in Viet Nam. The study aims to analyse how language use (mother tongues/local languages or dominant/official languages) helps or hinders the attendance, participation, retention and educational attainment of ethno-linguistic children in four countries in Asia-Pacific region. Sin Cheng Semi-boarding Ethnic Primary School in Si Ma Cai District, Lao Cai Province and Lung Phinh Semi-boarding Ethnic Primary School in Bac Ha District, Lao Cai Province were documented by the Viet Nam Institute of Educational Sciences. The best practices and lessons learned were compiled. The results of this study will be consolidated into a regional synthesis report and presented at the 5th International Conference on Language and Education in October 2016. The study will enhance the knowledge of inclusive ways of language use in classrooms and its pedagogical implication on classroom practices and children’s learning.



Article 2: Supporting the implementation of the Government's education development plans and programmes to enhance the quality and relevance of education at all levels, from pre-primary to higher education and non-formal education.

Priority has been given to access to education by vulnerable groups, improving quality of education and skills training as strategic priorities in the implementation of the United Nations One Plan in Viet Nam. The UN Joint Programming Group (JPG) on Education has been chaired by UNESCO for the past years. UNESCO has also served as the Secretariat to the JPG (now denominated Joint Working Group).

Support for education in Viet Nam was improved through the Education Sector group (ESG) which represents a coordinated effort of national and international partners working in Education in Viet Nam. UNESCO and the Ministry of Education and training co-chair the ESG. Some of ESG's actions include: i) a mapping of the partnership group members by the Aid Effectiveness Forum in Viet Nam, ii) support to the development of the national Socio-Economic Development Plan (SEDP) 2011-2015, iv) reporting on the aid-effectiveness in the education sector; v) support of VNEN/GPE implementation in Viet Nam; vi) commissioning a "Rapid assessment of the impact of economic crisis on education in Viet Nam" which found none or minimal negative impact on the education sector in this country; vii) providing input to relevant outputs of the Joint Sector Review.

A project to support MOET in implementing an Education Sector Analysis (ESA) received approval in early 2015 with the goal to provide evidence to the EDSP midterm review with a focus on general education in three proposed areas: (i) education access by disadvantaged groups, including ethnic minorities and those living with disabilities; (ii) skills and competences for students; and (iii) innovative teaching and learning methods and assessments that foster students' creativity, innovation and self-learning capacities. The project will end in August 2016.

- **A Steering Committee, a Technical Team and a Research Team were approved and officially established.** The Steering Committee consists of ten members chaired by the Vice Minister, with Deputy Department Director Generals from all concerned departments and institutions, including: Planning and Finance, Primary Education, Secondary Education, Continuing Education, Ethnic Minority Education, Teachers and Administrators, the Viet Nam Institute for Educational Sciences (VNIES) and the Viet Nam National Commission for UNESCO.
- Thirteen members integrate the Education Sector Analysis Technical Team, led by the Planning and Finance Department. Members are representatives from VNIES, Primary Education, Secondary Education, Continuing Education, Ethnic Minority Education, Teachers and Administrators, General Office, MOET's Gender Committee and UNESCO. VNIES will lead the Research Team, which consists of five researchers, including the VNIES Centre for General Education, Centre for Manpower Analysis and Forecasting, Continuing Education Centre, Centre for Education Evaluation and the National Institute for Education Management (NIEM).

An Education Sector Analysis (ESA) indicator framework and the tools for collecting data from the field from students, parents, teachers, education managers (DOET and BOET) and the community were developed and agreed upon in the first and second expert meetings.

- In consultation with the MOET leadership and UNESCO, the Education Sector Analysis team identified the focus of the Education Sector Analysis on general education with specific aspects as follows: (i) education access by disadvantaged groups, including ethnic minorities and those living with disabilities; (ii) skills and competences for students; and (iii) innovative teaching and learning methods and assessments that foster students' creativity, innovation and self-learning capacities. The in-depth research theme focused on skills and competencies, so that more qualitative analysis could be provided.
- **The ESA Indicator Framework was developed** including the four following areas: national level context (economic, socio-demographic, education expenditure), education access, students' learning and skills and competencies, and educational management. Desk studies were also carried out. Tools for field data collection were applied in three provinces: Ha Noi, Gia Lai and Long An.
- **A total of 160 people from the ESA team and research team, as well as the education officials from the MOET departments, institutes and ESG members participated in three expert meetings and one wide consultation workshop, and enhanced their understanding and application of ESA methodologies in a very participatory approach.** More specifically, the three expert meetings and the first consultation workshop have achieved: Expert Meeting 1: discussed the methodologies of ESA, including the indicators framework, data and information collection, as well as consultation among stakeholders; developed and agreed on a detailed plan of action to implement the ESA focusing on the general education sector; Expert Meeting 2: shared the comments on the ESA indicators from MOET departments and ESG members to complete the set of indicators for ESA; discussed the field visit methodologies, including questionnaires, the information to be collected and how to collect the information; Prepared the field trip works; discussed and agreed on the ESA report outline; Expert Meeting 3: shared and discussed the data collected from the fields and agreed on the detailed outlines of the ESA report and the research report; and Consultation meeting: collected comments/recommendations from key MOET's dept., UNESCO, UNICEF, WB, GPE, representatives from 6 provinces/cities and relevant ministries/



agencies on the methodologies of the sector analysis and the analysis report; MOET share the EDSP mid-term review work plan with timeline.

In support of the monitoring of progress in the education sector implementation of the Education Development Strategy Plan (EDSP), the first education joint sector review (JSR) in Viet Nam was conducted with funding from the UN in Viet Nam's One Plan Fund. The JSR aims to enhance education sector performance through assisting MOET in leading and coordinating high quality education and to institutionalize annual Sector Reviews within MOET and among other stakeholders. The Education Joint Sector Review (JSR) is an annual activity jointly carried out by the Government, donors and partners since 2013 to enhance education sector performance through supporting MOET in leading and coordinating a high quality review towards realizing initiatives and policy recommendations, raising the capacity of stakeholders in evidence-based planning and supervising JSR implementation as well as expanding joint cooperation of educational stakeholders and strengthening policy dialogues in education.

- **Information was collected from schools and communities during joint missions** to Dak Lak, Thanh Hoa and Tra Vinh Provinces and was reflected in the JSR report. **The Education Joint Sector Review enhanced the capacity of the education sector to monitor performance and raising the capacity of stakeholders in evidence-based planning and supervising, expanding the cooperation of educational stakeholders and strengthening policy dialogues in education.**
- The JSR Report was finalized and presented at the JSR Education Forum after two major rounds of consultations with MOET departments and with the ESG.
- **10 recommendations were proposed in the JSR Report** including: i) improving teacher motivation; ii) improving the quality of supervision and management at all levels; iii) enhancing parenting education; iv) paying more attention to children at-risk of not learning; v) expanding the VNEN approach; vi) wider stakeholder participation in education at the local level; vii) sustainability of policies and strategies; viii) engagement of other line ministries in education; ix) improving the availability of data and information and its use for continuous strategic renovation; and x) continuity of future JSRs.
- Access to the **report has been ensured by printing and disseminating it on various occasions**, such as the EFA Global Action Week, and is uploaded on UNESCO's website to be widely disseminated, including within the Education Sector Group (ESG). This report was a joint result of MOET and UNESCO with a foreword co-signed by the Vice Minister of Education and the UNESCO Representative to Viet Nam.
- **Relevant presentations highlighted the on-going educational and training reform and proposed orientations to develop students' capacity during the Education Joint Sector Review Forum.** The Forum was the final major activity within JSR framework for 2014.
- A total of 70 participants from related departments and institutions under MOET, related line ministries and agencies, education institutes and universities, provincial education officials from Lao Cai, Tra Vinh, Thanh Hoa, Dak Lak and Ha Nam, teachers and education administrators, and Education Sector Group members, including UNICEF, World Bank, Belgium, ILO, Save the Children, Action Aid, VCEFA, Oxfam and VVOB, attended the forum.

The vital role of teachers in the renovation of education and training and building a learning society and appreciation of the contribution media and the health sector to engage society to better support teachers' professional and personal needs in fulfilling their role was highlighted by UNESCO during the celebration of Teacher's Day 2013. An article about UNESCO's mandate and areas of expertise in education as well as key messages about Teachers' Day were published in the Education and the Times Newspaper. **In addition, the programme "Tributes to Teachers" was hosted during live television** in November 2013 by the Ministry of Education and Training and Viet Nam Television with support from UNESCO Viet Nam, the private sector and other organizations. The programme paid tribute to teachers and called for good teachers for good education and a better society.

With funding from the Global Partnership for Education (GPE)'s Global and Regional Activities (GRA) programme, **the UNESCO Institute of Statistics provided assistance to Viet Nam to enhance its national reporting system on education financing flows, with the overall goal to improve the completeness and quality of education finance data available for national policy-making and international reporting, and to develop international methods around the framework of National Education Accounts.** The project is coordinated by a team led by the Ministry of Education and Training (MOET), including the General Bureau of Statistics (GSO), the Ministry of Finance, the World Bank and UNICEF, in order to collect, compile and analyse data on public and private expenditures on education. This project received the technical and logistical support of UNESCO in Viet Nam.

Planning and capacity building, as well as one regional workshop with six countries for information sharing and capacity development, **has been conducted in Ha Noi** by MOET with support from UIS and UNESCO Viet Nam. The project is managed by UIS and UNESCO Ha Noi is providing substantial support with technical advice, consulting MOET leadership, identifying members of the steering committee and technical committee, and holding meetings with development partners and national partners.



According to the regional research framework on school finance, managed by UNESCO Bangkok, Kobe University, UNESCO Bangkok and MOET organized a national workshop on school finance to disseminate results of Viet Nam's country report on school finance and to receive feedback on the report's findings and recommendations to help in finalizing the country report and in preparing the Asia-Pacific regional report and guidelines on school finance. The report included nine recommendations to strengthen the school financing system. The workshop was attended by 50 participants from MOET, selected provinces and ESG members. UNESCO Ha Noi provided substantial support, including liaising with the MOET, in the development of the research approach and guidelines, and in the facilitation of the consultation on the research framework in the JPG Education.

A draft framework for Quality Assurance and Accreditation (QAA) for higher education was completed by MOET's General Department of Education Testing and Accreditation with the support of UNESCO Asia-Pacific Programme of Educational Innovation for Development (APEID), the Division of Higher Education in Paris and UNESCO Viet Nam.

- The framework was developed based on analyses of national legislation and practices, international best practices and a capacity-building mission to Bangkok undertaken by Viet Nam's QAA task force formed at the beginning of the project. A national mapping of the QAA situation in higher education in Viet Nam and a comparative study on QAA in relevant countries also helped inform the draft framework development.
- **The task force, which included representatives of MOET and universities, was trained through a weeklong capacity building event that included QAA training, an Asia Pacific Quality Assurance Network (APQN) conference, an annual APQN general meeting and a study visit to Thailand's Office of the National Education Standards and Quality Assessment (ONESQA). The Task Force also attended the Annual 2010 Conference on "Enhancing quality of higher education in the developing world", held in Bangkok.** Throughout this initiative, the task force worked closely with international consultants to review and to revise the framework and to build their capacity.
- **Five officials from MOET, in charge of policy planning for quality assurance in higher education, strengthened their knowledge on QAA through a four day hands-on training and on-site experience,** provided by the Japanese QAA agency, the National Institution for Academic Degrees and University Evaluation (NIAD-UE) in Japan with the support of the APQN. The goal was to: i) become familiar with concepts, tools and options to establish, develop, and sustain a national QAA system; ii) understand the implications of the different options and reflect on their adaptations to suit their national context; iii) discuss a range of specific examples of international experiences concerning the options in external QAA; and iv) draw lessons on good or desirable practices in external QAA.
- **A proposal for the design of a Quality Assurance and Accreditation Agency (QAA) towards international integration was produced with the support of the Asia Pacific Quality Network (APQN).**
- In early September 2013, the **VNU Center for Education Accreditation in Ha Noi (VNU-CEA), the first accreditation agency in Viet Nam, was established by MOET.** VNU-CEA is licensed to accredit all higher education institutions and programs, except schools, faculties and programs that belong to VNU Ha Noi. With a similar function, in late 2013, **MOET established the VNUHCM Educational Accreditation Center (VNU-HCM EAC). A third assessment centre is being planned for central Viet Nam.**



Article 3: Strengthening institutional and professional capacities at national and sub-national levels for systematic monitoring and assessment of the quality of education including through the development and implementation of programmes for literacy assessment and the assessment of learning outcomes.

Assistance to Viet Nam for the preparation phase of the Literacy Assessment and Monitoring Programme (LAMP) was finalized by the UNESCO Institute for Statistics (UIS), the UNESCO Asia and Pacific Regional Bureau for Education and UNESCO Viet Nam.

- **The Viet Nam LAMP team completed field testing of the LAMP instruments that were adapted to the Vietnamese context and conducted a pilot survey.** The pilot survey helped LAMP team to understand and improve the survey methodology. A sampling proposal for the main survey has been completed.
- **National experts from MOET, VNIES and General Statistics Office (GSO) enhanced their capacities through studying LAMP guidelines and manuals, attending training with UIS and directly conducting programme activities** which involved the new psychometric assessment rather than older methods such as proxy indicators of education levels or self-declared surveys. Equipment was provided for field survey including recorders, laptops, wireless modem, camera, scanners, stopwatches, calculators, raincoats, flashlights, batteries and various supplies. Among other tasks, software development, data capture, interviewers training and the coding and scoring of results was conducted by LAMP team members.
- **The LAMP team developed an understanding of LAMP methodology and skills in data collection and analysis through participation, successful completion and reporting of the field survey activities.** Based on the field test phase, MOET has decided to undertake the main LAMP survey, which constitutes a significant step forward for planning of the roadmap towards a learning society. Funding for the main survey needs to be identified in order to complete this important process that began in 2007 and is led by a National Project Team composed of personnel from the MOET, GSO and VNIES. A proposal document for fundraising has been prepared together with MOET.

National statisticians from South and Southeast Asian countries, including two specialists from MOET in Viet Nam, were trained in the use of the revised International Standard Classification of Education (ISCED), an instrument for assembling, compiling and presenting statistics of education both within individual countries and internationally, through their participation in a regional workshop organized by UIS in May 2012 in Bangkok.

UIS has a better understanding of the current challenges faced by MOET to participate in the international education data collection and has assisted Viet Nam in enhancing MOET's statistical capacities in producing international education data through its work together with MOET. Following Regional workshops, in September 2012, UIS worked together with MOET, led by its Department of Planning and Finance, and GSO to document and report on education data and statistics, in line with ISCED.

- **MOET completed the three UIS questionnaires on pre-primary to post-secondary education, primary education finance and higher education, to provide input to UIS's international publications.** Steps have been taken to work on obstacles faced by the UIS in the production of national and international data on education, such as working closely with UNESCO in Viet Nam to translate the most relevant materials to support UIS data collection, including, for example, the ISCED manual. As a result of this collaboration, the Department of Planning and Finance and UIS decided to include Viet Nam as a pilot country for the development of a regional module on key data on teachers at the sub-national level beginning in 2013.

Conclusions of the Workshop on 'Anti-corruption policies and practices in the education sector in Viet Nam: paving the way for delivering results and monitoring progress' held in Ha Noi, in October 2010, were presented during the Eighth Anti-Corruption Dialogue in November 2010. Participants in the workshop included representatives from the Ministry of Education and Training, the Government Inspectorate, development partners, and civil society organizations in Viet Nam. This workshop was jointly organized by the U4 Anti-corruption Resource Centre, the Belgium Development Agency (BTC) and IIEP. Training workshop objectives were: i) to identify the causes and consequences of the most common forms of corruption in the sector; ii) to share tools and strategies applied internationally to improve transparency and accountability in the sector; and iii) to move forward with an anti-corruption agenda that addresses the needs of the education sector in Viet Nam.



Article 4: Strengthening decentralization of the education system and enhancing the capacities of education managers in inclusive approaches to educational planning, implementation, monitoring and evidence-based decision-making to ensure quality delivery of educational services to reduce disparities, achieve gender equality and expand access to disadvantaged populations.

Senior MOET managers and high-ranking provincial officials enhanced their capacities to implement and to manage sector-wide education policies and plans that are gender-sensitive, inclusive and that assure equitable access to education through the development of a comprehensive and practical leadership training programme.

A gender training programme for education managers and officials and guideline for trainers was produced within the UN Joint Programme on Gender Equality (JPGE). The three-day training programme was developed with technical assistance from UNESCO Asia and Pacific Regional Bureau for Education in Bangkok and further adapted to the Vietnamese context by Vietnamese gender specialists. **The training package increases central and provincial level education officials' understanding of gender concepts and issues, their commitment to promoting gender equality and their capacity to conduct gender analyses and gender mainstreaming.**

- Trainings reached altogether 140 provincial education officials from provinces across Viet Nam through the piloting of the gender training package. **The trainings increased understanding of gender concepts and issues in education as well as promoted greater commitment to promoting gender equality in educational settings** as shown in results from pre- and post-training questionnaires and workshop evaluations.
- **A total of 360 education officers and specialists (36 per cent men) increased their understanding of gender issues and innovative curriculum and teacher training practices** through activities (including activities under Article 8) implemented as part of the Joint-Programme on Gender Equality integrated by 12 UN agencies.

In 2015, UNESCO and MOET designed the inter-sectoral programme *Gender Equality and Girls' Education in Viet Nam: Empowering girls and women for a more equal society*. The programme responds directly to a request from the Ministry of Education and Training (MOET) for UNESCO's support in the national implementation of the Action Plan on Gender Equality of the Education Sector 2012-2015 Period and the process towards developing the post-2015 action plan to respond to the National Strategy for Gender Equality. Funding for this programme was secured from the private sector in coordination with Headquarters. The Initiative will result in, among other things, a broadly-consulted and participatory Action Plan for Gender Equality in the Education Sector for the 2016-2020 Period in which various departments and institutes of the Ministry of Education and Training and including the participation of various implementing partners, such as the Viet Nam Women's Museum, the Voice of Viet Nam (VOV) and the Viet Nam Association for Learning Promotion, among others, will participate. This Initiative began implementation in early 2015 and will continue through.

Through the implementation of a complementary UN One Plan Fund programme, for which funds were secured in November 2015 and implementation began in early 2016, **MOET and UNESCO also receive support from UNFPA and UN Women** through the provision of technical expertise in the specialized areas of reproductive healthcare, sex and safe-sex education, school-related gender-based violence, bullying and domestic violence prevention.

- **The Initiative was officially launched during a ceremony on 28 October 2015** with the participation of directors and representatives from the Ministry of Education and Training's Personnel Department, Department of Planning and Finance, Standing Unit for Textbooks and Curriculum Renovation, Department of Science, Technology and Environment, Continuing Education Department and International Cooperation Department, as well as the Viet Nam Institute for Educational Sciences, Experimental School in Ha Noi, National Institute of Education Management, Secondary Education Department, Viet Nam Association for Learning Promotion and Viet Nam Women's Museum.
- **In December, over 100 participants from MOET, provincial Departments of Education and Training and other universities and colleges** from northern, central and southern Viet Nam **enhanced their capacity to mainstream gender in textbooks and curriculum during two workshops in Ha Noi and Ho Chi Minh City. 27 male and 63 female participants**, including textbook and curriculum developers and validators as well as educators, participated in targeted discussions on the challenges and opportunities in relation to gender equality and education and **honed their capacities to critically review content and curriculum and suggest solutions for further mainstreaming gender equality**. As a result of the training, **a draft document establishing gender equality criteria for textbook and curriculum developers and validators** was developed. The training also benefited from the technical expertise of an international expert from UNESCO Headquarters, the Chief of UNESCO's Section of Learning and Teachers of the Division of Teaching, Learning and Content.
- **Education managers and national and regional education authorities advanced the development of the MOET-UNESCO Guiding Document on Gender Mainstreaming in Textbook and Curriculum Development**. The tool, which builds upon the first draft of the document that was developed during the two



workshops in December, will serve as the basis for ensuring that gender equality is mainstreamed in textbooks, curriculum, teaching and learning throughout Viet Nam.

- **More than 30 participants** from various departments in the Ministry, local Departments of Education and Training (DOETs) and national experts **enhanced their capacity to mainstream gender sensitivity and responsiveness in analysis, planning and management using the example of Education for Sustainable Development** during a workshop organized by MOET and UNESCO In December 2015. As a result, **recommendations were made on ensuring gender equality in policies and the integration of gender in education development plans** as well as improving the collection and use of gender-based statistics to facilitate gender across education development planning.

14 courses were identified as required for leaders at MOET, based on a desired profile for education managers and results of a business practice assessment, participants assume a more personal, pro-active and problem-solving approach to learning based on modern participatory methodology.

The capacity of senior education managers’ consisting of 75 Ministry of Education and Training Directors General and Deputy Directors-General was enhanced through five training courses that were implemented in coordination with MOET’s Department of Organization of Personnel and the National Institute for Education Management (NIEM), between 2010 and 2012. In particular, the workshops enhanced the capacity of senior education managers’ in:

- I. Strategic planning and results-based management,
 - II. Negotiation and communications skills,
 - III. Talent management,
 - IV. Participatory planning management and organizational development,
 - IV. Disaster Risk Reduction and Education in Emergencies (also reported under Article 7).
- **60 Directors and Deputy Directors of Provincial Departments of Education and Training from 57 provinces were trained on two of these modules between January and June 2011: Strategic planning and results-based management and Negotiation and communications skills.**
 - **Education managers produced specific follow-up action plans/business practice changes, as a result of each training session.** Participating MOET directors and deputy directors’ committed to change within their respective departments with the objective of reaching the “desired profile” of a good manager and enhancing the business practices.
 - **NIEM, the institute under MOET responsible for training all levels of education managers has seen its leadership and management of training enhanced through full participation in the planning, implementing and evaluating of training for senior education managers and provincial education authorities.** Senior NIEM trainers worked side-by-side with UNESCO experts and have adopted new training approaches such as participatory group work, role playing, case studies, field observation, use of energizers and ludic methods.

25 education authorities from Viet Nam have enhanced their capacities in educational planning through their participation in the International Institute for Educational Planning’s (IIEP) distance education programme on Education Sector Planning, launched during two ceremonies held in Ha Noi, at NIEM, and at the Institute of Educational Managers in Ho Chi Minh City (IEMH). UNESCO Viet Nam monitored the programme and supervised the mid-term exams in both locations. The 11-month programme, sponsored by J.P. Morgan and organized in partnership with the Faculty of Education of the University of Hong Kong, was offered in Indonesia, Thailand and Viet Nam after two previous editions in Africa. The programme awarded participants satisfactorily completing the course with a Certificate of Advanced Studies in Educational Planning. Participants gained credits towards IIEP’s Advanced Studies in Educational Planning and Management, offering the possibility of further training. The programme consisted of six modules: i) Educational Planning: approaches, challenges and international frameworks, ii) Statistics for educational planning, iii) Education sector diagnosis, iv) Selecting and formulating policy objectives and strategies for improving access, equity and quality in education, v) Projections and scenario-building, and vi) Monitoring and evaluation of the education sector plan.

IIEP’s distance education programme on Education Sector Planning was translated, adapted and piloted, as a follow-up to the distance training on Education Sector Planning (ESP) by IIEP in 2012-2013. This project reinforced the capacities of national partner institutions in organizing training in Education Sector planning and management. Through implementation by NIEM and the Institute of Educational Managers in Ho Chi Minh City, in consultation with MOET, the following five main outputs were achieved:



- I. Vietnamese language version of IIEP ESP Training Modules 1 to 6;
- II. A workbook supporting the adapted contents of the IIEP ESP course adapted to the Vietnamese context;
- III. A bilingual (Vietnamese and English) Glossary of Technical Terms for EPM;
- IV. Pilot-tested Guidelines for Training of National Trainers in the Use of the ESP Training Materials; and,
- V. Strengthened national commitment for national in-service training in education sector planning developed under the present project.

- **The Vietnamese version of the IIEP ESP Programme** developed by NIEM, in cooperation with Ha Noi Open University, **was successfully implemented from August 2015 to January 2016, training 148 educational planners and managers from 15 provinces.**

Insight on how to approach advocacy in teacher education with a view to integrating core elements of inclusive education in strategic areas of teacher education, including policy, curriculum, materials and methodology was made available in a set of Advocacy Guides for Promoting Inclusive Teacher Education. As part of a regional initiative, the Advocacy Guides for Promoting Inclusive Teacher Education were produced by UNESCO Bangkok and field offices with participation of eight countries, including Viet Nam. **100 lecturers and managers from the teacher training colleges and universities of the northern provinces of the country were trained using the Advocacy Guides,** which were translated and adapted in the Vietnamese context for training.

Viet Nam was one of the seven case studies on innovative experiments commissioned by IIEP and conducted in Brazil, Cambodia, India, Peru, South Africa and the USA. The case studies were selected according to various variables that can influence their degree of transparency and accountability (e.g. targeted vs. universal, conditional vs. unconditional). This was done as part of IIEP's project on 'Transparency in the targeting of pro-poor incentives'. The project analysed in Viet Nam was 'Primary Education for Disadvantaged Children' (PEDC). A comparative analysis and synthesis report has been published based on the seven case studies. The major outcomes of the research were discussed during a workshop held in Brasilia.



Article 5: Promoting and strengthening lifelong learning within the framework of United Nations Literacy Decade (2003 - 2012) and the Government's strategy for Building a Learning Society in Viet Nam (2011 - 2020) to eradicate illiteracy through literacy for all programmes, the mobilization of networks of Continuing Education Centres and Community Learning Centres.

Recommendations were provided on learning society models, mechanisms, intersectoral cooperation, related gender issues, and financing models to support a better understanding of the concept of Lifelong Learning (LLL) and challenges in Viet Nam. These recommendations were reached through a situational analysis of Lifelong Learning (LLL) in Viet Nam carried out by a UNESCO expert with consultations in provinces. The study was carried out as part of the strengthening of the secretariat for the National Steering Committee on Building a Learning Society (NSC-BLS) under the responsibility of MOET.

An exhibition on President Ho Chi Minh and Lifelong Learning was designed and launched by UNESCO and its partners to share the results of the situation analysis and raise awareness that continued efforts should be made to promote LLL and position it in-line with national strategies, culture and tradition. The exhibition was produced with the support of MOET's Continuing Education Department (CED), Ministry of Culture, Sports and Tourism (MOCST), the Ho Chi Minh Museum, the Ho Chi Minh National Academy of Politics and Public Administration, the Viet Nam National Commission for UNESCO (NatCom) and the UNESCO Federation of Associations. It contained almost 300 documents, exhibits, films and photos. Launched by the UNESCO Director General, the exhibition was visited by more than 250,000 people and was duplicated in museums in Cao Bang, Nghe An and Ho Chi Minh City. **This exhibition was again displayed at the launch of the First National Lifelong Learning Celebration Week (2-8 October 2011)** in the Temple of Literature with the participation of State Vice President Ms. Nguyen Thi Doan, a Vice Minister from MOET and high-level delegates. During the second National Lifelong Learning Celebration Week in 2012, **the exhibition was mobilized again in Hue City by the Thua Thien-Hue Province with an additional theme on local efforts in building a learning society.**

Support for the development of the draft Framework on Building a Learning Society 2012-2020 was provided and recommendations were shared on enhancing the roles and responsibilities across sectors towards building a learning society were provided as a result of the Workshop on Identifying Roles and Responsibilities of Sectors in Building a Learning Society, implemented through a joint effort between the National Steering Committee on Building a Learning Society (NSC-BLS), the UNESCO Institute for Lifelong Learning (UIL) and UNESCO Viet Nam. **Senior level government authorities, representatives from social, political and mass organizations and media reflected on the international evolution of the Lifelong Learning concept and discussed recommendations for its policy impact in Viet Nam.**

The NSC-BLS, its Secretariat and MOET have access to best practices in building a learning society through a comparative study conducted by UIL on building a learning society in Japan, Singapore and South Korea. This study also informed the final revision of Viet Nam's Framework on Building a Learning Society 2012-2020 during an intersectoral workshop organized by NSC-BLS and its Secretariat to collect final inputs to the National Framework on Building a Learning Society 2012-2020. The workshop was co-chaired by CED/MOET and VALP, and participated by several line stakeholders, including the Ministry of Planning and Investment (MPI); MOCST; Ministry of Home Affairs (MOHA); Ministry of Information and Communication (MIC); Ministry of Labour, War Invalids and Social Affairs (MOLISA); Ministry of Agriculture and Rural Development (MARD); VNIES; the Central Fatherland Front; the General Confederation of Trade Unions; and the Vietnamese Women's Union. The Framework received official approval in January 2013 and the first meeting of the NSCBLS took place in April 2013, leading to the development and approval of the work plan for 2013.

A taskforce with high level policy makers, experts and experienced practitioners from ministries, the Communist Party and mass organizations in LLL and BLS at both the national and sub-national level was established by UNESCO Viet Nam and the Secretariat of the NSCBLS to prepare for participatory methods and technical contents for the national and regional workshops on BLS: From Vision to Action to develop and elaborate the Framework Action Plan.

An Advocacy brief on promoting lifelong learning for all, resulting from an ASEAN seminar co-organised by MOET/CED and UNESCO (Ha Noi, 2013), served as input to the 37th SEAMEO Ministerial Council Conference hosted by Viet Nam and other regional and international policy dialogues. UNESCO's Institute for Lifelong Learning signed a contract with the SEAMEO Centre for Lifelong Learning (based in Ho Chi Minh City) to implement actions proposed in the advocacy brief. (<http://www.uil.unesco.org/lifelong-learning/developing-lifelong-learning-policy-frameworks-asean-countries>)

The NSC-BLS and its Secretariat were supported through a programme, funded by the One Plan Fund, leading a policy dialogue, awareness raising of national and provincial authorities, and participatory consultations to define the initial desired profiles of the Vietnamese learning citizen and learning society as well as to identify priority actions to implement the framework towards the desired vision of an inclusive, creative and sustainable learning society for all.

- A literature review for an international comparison that allowed the development of a first draft of the desired characteristics of the learning citizen and



the learning society for Viet Nam was conducted by the taskforce of the NSCBL and UNESCO. 1000 leaflets in English and Vietnamese were produced by the taskforce and UNESCO to introduce the highlights on the approved National Framework on Building a Learning Society as part of the preparations for the discussions on the desired profiles of the learning society and the learning citizen.

- **A first-ever national exercise with an intersectoral and participatory approach joining efforts for one visioning exercise of the learning society was successfully held during a National Workshop “Building a Learning Society in Viet Nam: from Vision to Action”** held in Ha Noi. More than 120 participants, including different government agencies such as the Central Communist Party and 23 relevant ministries, mass organizations, the media, UN agencies and the ASEAN Secretariat, key national and international experts, the private sector and many other stakeholders and local authorities, took part in the discussions.
- Representatives from provincial steering committees on BLS from Phu Tho and Thua Thien-Hue Provinces and Ho Chi Minh City, which hosted and took the lead in three regional workshops organized by MOET and UNESCO in 2014, joined the workshop as a preparation exercise. The NSCBL established a sub-group on learning cities held in Hai Dong as a result of this workshop. **The People’s Committee of Ha Noi and Viet Tri (Phu Tho Province) volunteered to pilot draft key features and a set of learning cities criteria for Viet Nam** to be developed by Hai Duong Provincial People’s Committee with support from UNESCO and the SEAMEO Centre for Lifelong Learning.
- **Emphasis was given to discussing and defining the desired profile of a learning family, a learning clan and a learning community as the foundation of a learning society, building upon the roles of families, clans and communities in Viet Nam for preserving and developing cultural values, traditional fondness of learning and national respect for talents** through three regional grassroots workshops on “Building a Learning Society in Viet Nam: from Vision to Action”. The workshops were planned and implemented in collaboration with the Continuing Education Department under MOET and the National Sub-committee on Building a Learning Society to develop the first draft of the desired profiles for the learning society and the learning citizen. This followed the National Workshop held in Ha Noi in December 2013.
- The original project work plan was adjusted following the decision by Prime Minister on Establishment of the National Council on Education and Training Renovation through which a number of Committees on Education and Human Resource Development, including the Steering Committee on Building a Learning Society 2011-2020, were dissolved and substituted for others. According to this decision, MOET became the lead agency in Building a Learning Society as part of the Council while sub-committees (including one on BLS) were established upon nomination from line ministries and approved by the Vice President of the Council, Deputy Prime Minister of Viet Nam. The work plan had to adapt to a process of advocating the methodology and expected results with the newly appointed participants.
- **A regional workshop for the north took place in Phu Tho Province in October 2014** parallel to the Lifelong Learning Week. **The central regional and southern regional workshops took place in December 2014** in Hue City and Ho Chi Minh City. The desired profiles of a learning society and learning citizens at the grassroots level, as well as the key actions required to achieve these profiles in line with central and local contexts, were at the centre of the workshops, which contributed to defining a vision and to developing results-based action plans to achieve the set goals by 2020. **Opportunities were created for all citizens to engage in and benefit from learning, especially in the process of radical and comprehensive renovation of education through the regional workshops** where participants were able to collectively build sub-national action plans and define the roles and responsibilities of the Party’s executive committees, the authorities, sectors, mass organizations, the media, the private sector, communities and individuals. Necessary directions, mechanisms and solutions to create enabling conditions for building a learning society at the sub-national level were identified by participants through a series of panel discussions and interactive individual and group work sessions.
- **More than 360 representatives from the Central Propaganda Department, the Viet Nam Association for Learning Promotion, Departments of Education and Training from 63 cities and provinces in Viet Nam, ministries and sectors, mass organizations, national and local press and the private sector, and the General Director of CISCO Viet Nam participated in the regional workshops on Building a Learning Society.** The regional workshops on Building a Learning Society: From Vision to Action were jointly hosted by the Ministry of Education and Training, the regional Propaganda Departments, the Viet Nam Association for Learning Promotion and UNESCO Viet Nam. The process of **visioning the learning society and learning citizen has been implemented through intersectoral consultations on the basis of traditional values, with a vision of laying a strong foundation for achieving a prosperous, inclusive and sustainable Viet Nam** in a rapidly changing, globalized world.

A Handbook on Monitoring Building a Learning Society at the grass root level: A Shared Opportunity and Responsibility for All for key LLL stakeholders to support creating and delivering of LLL opportunities was developed by UNESCO, MOET and VNIIES experts. The handbook’s relevancy to Viet Nam’s needs has been ensured through a series of field trips, consultations and workshops at the national and provincial level. **30 central, provincial and local education authorities were trained on its use through a pilot training and provided feedback for handbook finalization.** The guidebook, which will improve local authorities’ and people’s awareness and



their capacities in conducting monitoring and assessing the results of BLS at the commune level, has been endorsed by MOET to be used for the training of and usage by the local education officers in the whole country.



Ms. Bui Thanh Xuan, the Head of the General Research Department at the Research Centre for Non-formal Education within the Viet Nam Institute of Educational Sciences (VNIES) of the Ministry of Education and Training, **attended UIL as a CONFINTEA Fellow** in November/December 2011. During the Fellowship she **developed a strategic plan which contributed to the development of the Viet Nam Ministry of Educational and Training (MOET) research project named 'Identifying a criteria framework for building a learning society at grassroots level of communes/wards/sub-towns'**. More recently, this criteria system fed into the **MOET's Circular on 'Decision on assessing and ranking learning communities at commune level' (2014)**.



In September 2015, Ms. Thi Bao Ngoc Nguyen (Specialist, Ministry of Education and Training, Viet Nam) worked with UIL to **develop the handbook *The Sustainability of Community Learning Centres (CLCs) in Viet Nam* within the framework of a UIL CONFINTEA Scholarship**. During her time at UIL, Ms. Nguyen had access to global research on CLCs and lifelong learning, which supported the development of the handbook. **The handbook will be used from 2016 onwards to train managers and education staff working in Community Learning Centres in Viet Nam.**



As part of the UN Joint Programme on New Rural Development, **a study on "BLS at commune level in contributing to new rural development" was developed** with VNIES in full consultation with MOET and VALP. The study provides evidence to policy makers at the national and local levels for their policy and decision making related to Building a Learning Society and new rural development with a focus on cooperation and collaboration among various stakeholders. The study provides guidance for leaders and authorities of education, culture, information and other related sectors, units and social organizations at all levels to increase their awareness on the results and impacts of BLS at the commune level on new rural development, to be able to propose relevant and feasible policies and solutions for new rural development and for building a learning society at the commune level, and to be able to develop a more effective collaboration mechanism and strengthen linkages among formal schools and non-formal cultural-educational institutions in the communes.



97 international experts shared and discussed their experiences on lifelong learning with over 300 Vietnamese policymakers, educators, experts and researchers from central and provincial levels, highlighting good practices during the "Viet Nam Forum: Lifelong Learning - Building a Learning Society", organized by UNESCO with the Asia-Europe Meeting (ASEM) Research Hub for Lifelong Learning and MOET. Leading the Forum were the Chairman of the National Steering Committee on BLS and Deputy Prime Minister, the President of the Viet Nam Learning Promotion Association, Vice-Minister of Education and Training, Ambassador of Denmark to Viet Nam, Director of ILO Country Office in Viet Nam, Director of the UNESCO Asia and Pacific Regional Bureau for Education and the Representative of UNESCO to Viet Nam. Forum results were consolidated into reference material on the proceedings and shared with the National Steering Committee for Building a Learning Society. Proceedings were also presented at the third ASEM Education Ministers Meeting in May 2011 in Copenhagen and distributed to authors, donors, academics and forum participants.



A set of criteria and procedures for assessing effectiveness of nearly 11,000 Community Learning Centres (CLCs) throughout the country were developed by MOET, the Continuing Education Department (CED) and the Non-formal Education Research Centre (NFERC) under VNIES with the support of UNESCO. The self-assessment proposal contains evaluation indicators based on results of consultative workshops including community consultations and fact-finding missions to these centres. The evaluation package was piloted by CED in 12 selected provinces and several provinces have already developed their own set of criteria using variations of methods. CED carried out an evaluation of CLCs in October 2013, based on experiences and lesson learn from the pilot.

Initial progress of evaluation of CLCs was discussed by MOET with the support of UNESCO, at the Asia-Pacific Regional Workshop on "Community Learning Centres" held in Bangkok, Thailand, with participants from 27 other countries in 2011. MOET also participated in the same regional workshop on Lifelong Learning for All in 2012. The events were organized by the UNESCO Asia and Pacific Regional Bureau for Education and allowed Viet Nam to interact with other countries undergoing this experience.

Fifteen MOET policy makers, led by MOET Vice Minister, enhanced their capacities on global perspectives, research, policy and best practices on Lifelong Learning through a three-day study tour in Hamburg, Germany, under the initiative of UIL and the Viet Nam Institute of Educational Sciences. During the study tour, they worked together with the UNESCO Institute of Lifelong Learning, German Government institutions, and local schools, on examples of LLL that can be implemented in Viet Nam, including teacher training, school development, non-formal education organization and outreach and family literacy programmes. The tour was held back to back with a visit to Denmark by the same delegation organized by the ASEM Lifelong Learning Hub funded under the General Education Project (World Bank) and the Danish Ministry of Education.

A Parenting Education Handbook and a Facilitator's Guide have been contextualized to the country to enhance the quality of non-formal early childhood care and education in Community Learning Centres in Viet Nam through the support of UNESCO's Asia and Pacific Regional Bureau for Education and the leadership of MOET's



Continuing Education Department with UNESCO Viet Nam assistance. Current practices and needs of parent education were identified through a questionnaire applied in five provinces, including provinces with high percentage of ethnic minorities and communities living in floating villages. Two four-day training of trainers on parent education were implemented through CLCs by MOET's ECCE and CED departments: 63 key trainers (35 women and 28 men) acquired skills through training of trainers (ToT), while 386 trainers (228 women and 158 men) participated in dissemination trainings. Provinces have taken ownership and have continued further dissemination.



The Lifelong Learning Celebration Week in Ha Noi promoted lifelong learning opportunities for all, with the participation of different LLL providers and raised awareness on its significance to policy makers and LLL practitioners. The celebrations took place in October 2011 and were prepared and implemented by MOET and key stakeholders with support from UNESCO and UIL. The celebration was led by the State Vice President, the Minister of Education and Training, the Vice Minister of MOET and Standing Vice-Chair of the NSC BLS, showing high-level commitment.



Parent's awareness was raised on how to play with young children, how to make homemade, low or no-cost earth-friendly toys and stimulating children during a forum jointly organized by MOET, UNICEF and UNESCO, with support of UNESCO Asia and Pacific Regional Bureau for Education as part of the Lifelong Learning Celebration Week. The forum was one of the activities carried out in 2012, when all 63 of Viet Nam's provinces organized lifelong learning celebrations nationwide under the guidance and coordination of the National Building a Learning Society Steering Committee and MOET as its Secretariat.



Public awareness on the impact of books and literacy for individual improvement, societies' development and fulfilment of fundamental human rights was enhanced during the World Book and Copyright Day organized by the Viet Nam Library Department, Ministry of Culture, Sports and Tourism (MOCST), universities, and provincial and local libraries. Representatives from the Education and Awareness Commission under the Communist Party, MOET, the Ministry of Information and Communication, the Central Ho Chi Minh Communist Youth Union, policy makers, writers, publishers, librarians, researchers and readers of all ages attended this event in which children were encouraged to read and to look at books as friendly tools for their education.



Hundreds of examples of learning individuals, families, clans and communities from all provinces and cities of Viet Nam were highlighted in the proceedings of the fifth annual Congress on Learning Families, Clans and Communities. The Congress, organized by the Viet Nam Association of Learning Promotion in October 2013 with the support of UNESCO, and was attended by at least 400 families and clans, increasing diversity and depth of quality learning activities.



The first regional workshop in November 2014 on "KOMINKAN – the successful Japanese Model of CLCs and Lessons to be learn" was organized by the Southeast Asian Ministers of Education Organization Regional Centre for Lifelong Learning (SEAMEO CELLL) with the support of UNESCO and in collaboration with MOET, Japan MEXT, and DVV International. UNESCO supported the production and dissemination of high quality proceedings and papers on CLCs: Current situation and the way forward, which was completed and disseminated in early 2015.



Article 6: Supporting the implementation of the United Nations Decade of Education for Sustainable Development (ESD) (2005 - 2014) to re-orient formal and non-formal education, as well as teaching and learning programmes at all levels and strengthen capacities to integrate ESD to effectively address emerging sustainable development issues, in particular climate change adaptation and mitigation.

The UNESCO Teaching and Learning for a Sustainable Future (TLSF) multimedia programme was translated and adapted to Viet Nam. The finalized Vietnamese version contains 27 modules with over 100 hours of professional development material, including context-specific case studies and examples for Viet Nam, for use in pre-service teacher courses as well as in-service education of teachers, curriculum developers, education policymakers and authors of educational materials.

- **A complementary guide to support Vietnamese teacher trainers and teachers to use ESD materials in the classroom was also developed** by the project technical working group. **Special attention was given to address gender mainstreaming in the process, including specific gender issues in the Vietnamese context (for example, indigenous knowledge of ethnic minority women), and to provide tools to use indicators in order to identify information that will help teachers to work better with their students in addressing gender equality and equity issues** during the adaptation phase. This process was developed with the support of the UNESCO Asia and Pacific Regional Bureau for Education, the Asia Pacific Programme of Educational Innovation for Development (APEID) units and the Decade of Education for Sustainable Development (DESD) Secretariat in UNESCO Paris. **TLSF was formally adopted by MOET as an official teacher training resource.**
- **Teacher trainers and education managers of five pilot provinces have enhanced their capacity through training to integrate Education for Sustainable Development and TLSF methodology and themes in lesson plans.** TLSF has been used as the main tool for teacher training under the BREEES Phase II and in Phase III.
- Complementing the TLSF efforts, **a workshop on Reorienting Quality Teacher Education toward EFA and ESD in June 2011 in Ha Long Bay was organized** by UNESCO-APEID. The workshop was supported by JFIT, and organized in collaboration with UNESCO Viet Nam, IBE, MOET and the Centre for Research & Promotion of Education for Sustainable Development (CEREPROD).
- **70 participating teacher trainers and teachers enhanced their capacities in integrating EFA and ESD principles into curriculum and teaching materials and were introduced to six thematic issues:** environmental protection; climate change; human rights education; intercultural understanding; gender sensitizing; and multilingual education, during the workshop. Three modules prepared by IBE on climate change, environmental protection and gender sensitizing were translated into Vietnamese and shared with participants.

ESD training for teachers, students, parents and community members on collective actions to respond to climate change challenges in their locality and mainstreaming Education for Sustainable Development in school and extra-curricular activities, took place through implementation of Phase II of the Biosphere Reserves for Environmental and Economic Security (BREEES) Programme (reported under Article 14). Phase III of the BREEES Programme was implemented in the trans-province Red River Delta Biosphere Reserve (reported under Article 14). This was done through funding from the Japanese Funds in trust (JFIT), under the UNESCO Jakarta regional flagship BREEES programme that focuses on long-term regional climate change response and poverty alleviation.

International and national expertise was provided to support the development of the Action Plan for the Education Sector Response to Climate Change 2011-2015, a landmark achievement in recognizing the potential of education systems to respond to the challenges of climate change. Support was provided to the Action Plan Steering Committee and the technical working group responsible for drafting the plan. The Natural Science and Education Sectors at UNESCO Paris and regional offices in Bangkok and Jakarta provided technical inputs in this process. The plan was prepared in accordance with the Prime Minister's Decision 158/QĐ-TTg on the National Target Programme to Respond to Climate Change (NTP-RCC), which declared that "climate change response is the responsibility of the entire political system, society, sectors, organizations at all levels and every individual" and should be guided by the principle of sustainable development. Accordingly, all ministries were required to develop and to implement action plans by the NTP-RCC.

Assistance was provided for the Curriculum Framework for Education on Natural Disasters Preparedness and Response at School, as part of a broader team of various agencies led by the Department of Science, Technology and Environment of MOET, which designed and is developing this unique tool that establishes knowledge, skills and attitudes for different school grades. UNESCO's contribution has a special focus on considerations of students' emotional, psychological and developmental characteristics.

Addressing climate change in the wider and interrelated approach of ESD was advocated for by the UNESCO Assistant Director-General for Education during the



National Seminar on Climate Change Education: “Sharing experiences and strengthening co-operation to support climate change education in Viet Nam”. The seminar was organized by MOET and local and international NGO’s in collaboration with the United Nations in Ha Noi in March 2011. The participation was part of the ADG’s visit to meet MOET leadership, to visit Associated Schools Project Network (ASPNet) schools together with NatCom, and work with the UNESCO Viet Nam team.

The National ESD Action Plan 2010-2014 was produced collectively by the National Education for Sustainable Development Forum (ESD-Forum), with joint guidance from NatCom and UNESCO Viet Nam and with the participation of a group of experts from diverse sectors and public and private institutions and organizations. The action plan includes: i), the development of ESD e-learning courses for teachers, ii) organizing awareness-raising activities for the wider school communities and journalists and iii) strengthening partnerships and cooperation among local stakeholders.

- The Action Plan was approved by Viet Nam’s National Decade of Education for Sustainable Development Committee, composed of the Ministry of Foreign Affairs, MOET, MOCST, MARD, MPI, MOHA, Ministry of Natural Resources and Environment (MONRE), Ministry of Science and Technology, Ministry of Finance, the Government Office and various institutes, providing an enabling environment for integrating ESD into Viet Nam’s envisioned learning society.
- **A stock-taking workshop to identify progress against the national ESD Action Plan 2010-2014, to facilitate sharing of knowledge and practices in ESD by various stakeholders, and enhance the comprehensive understanding and implementation of ESD activities in various fields was organized** by the National Committee for DESD and the National ESD Forum in September 2012. The workshop gathered a wide range of stakeholders. Innovative approaches to ESD, based on experience from the BREES programme in Viet Nam, ESD in lifelong learning, as well as examples of community participation towards a green economy and green society were presented by the Centre for Environmental Research and Education, the Ha Noi National University of Education and Viet Nam Man and Biosphere Programme National Committee (MAB Viet Nam). Viet Nam Youth Academy and the Centre Live and Learn emphasized the central role of youth in promotion and implementation of ESD-related activities. The workshop chaired by NatCom President, also Vice Minister of Foreign Affairs, highlighted ESD mainstreaming in both formal and non-formal education. Developing of IEC (Information, Education and Communication) materials, in particular through the media, was presented at the Forum as an important channel to promote ESD.
- **A meeting workshop of the ESD Forum to reflect on the findings of the DESD and the outcomes of the ESD World Conference** was organized by UNESCO in Viet Nam and the Viet Nam National Commission for UNESCO, organized the, in order to begin the discussions on the ways forward for the implementation of the GAP in Viet Nam. Participants included members of the National Taskforce for the DESD, other ESD national experts and school principals from ASPnet schools. The Ministry of Education and Training presented its ESD accomplishments in both policy and practice, followed by the main results of the Action Plan for the second half of the Decade. The ESD Forum decided to: (i) redefine roles and responsibilities and update the task force members; (ii) tailor the response to current needs based on concrete successes from the Decade; (iii) enhance experience sharing towards achieving a comprehensive view of the state of ESD policy and practice; (iv) build capacities of relevant stakeholders from policymakers to teachers, to ensure the feasibility and efficiency of ESD actions.



Capacities of facilitators from 100 Community Learning Centres (CLCs) were strengthened to use learning materials in raising awareness about climate change in CLCs. As a result, 2,075 people at 105 Community Learning Centres in five provinces received training on “understanding and responding to climate change”. The development of learning materials on “Climate Change Education for Sustainable Development” for formal and non-formal educational settings as a means to raise awareness in adult learners and the public in Viet Nam was supported by UNESCO Offices in Viet Nam, Jakarta, Bangkok and the UNESCO Climate Change Platform (ED/UNP/DESD and the Science Sector). A booklet was produced as a supporting tool for developing Community Action Plans (CAPs) based on feedback provided in the trainings. It has been published and used during the preparation of Cat Ba Biosphere Reserve’s Climate Change Community Action Plan and as a basis to develop similar initiatives for communities in Hue and in Red River Delta Biosphere Reserve (also reported under Article 16). Two documentaries were produced and aired for the broader public: i) a 20-minute film broadcast on National TV entitled “Climate change and Community Action Plans” and ii) a report on “Documenting climate change adaptation and mitigation actions at the community level in Viet Nam”.



Substantial progress on ESD both in policy and practice through a holistic approach involving national and local authorities, school principals, vice principals, teachers, students, community members, the media, scientific communities, development partners and the management boards of World Heritage Sites in an innovative and sustainable way was achieved through the implementation of the *Ministry of Education and Training, UNESCO and Samsung Education for Sustainable Development Initiative for Viet Nam*. A broad range of participants are now **empowered to support and implement relevant actions to reorient Viet Nam’s education towards sustainability** through collaborative efforts taken towards achieving beautiful, safe, clean and green communities and schools. The Initiative has allowed ESD **to acquire a new meaning in Viet Nam and to foster new behaviours** through an intersectoral, strategic approach.



- **UNESCO Headquarters and Samsung Global established a Framework Agreement** through which Viet Nam is the first country to benefit, considering its high





vulnerability to natural disasters and the effects of climate change and its commitment to the reform of the national curriculum and teaching methodologies to enhance the quality of education. Through intensive collaboration between UNESCO in Viet Nam, UNESCO Headquarters, and the Ministry, the **programme was developed and secured funding** for a 24-month implementation period.

- **A Letter of Agreement was signed** between the Ministry of Education and Training (MOET) and UNESCO Viet Nam to facilitate the implementation of the ESD Initiative in order to ensure national ownership and nationwide dissemination of training materials, tools and results. **A second Letter of Agreement was signed** between the Provincial People’s Committee of Thua Thien-Hue Province and UNESCO to facilitate the implementation of piloting activities in the province. Following a strategic approach, the ESD Initiative was implemented as a joint effort between MOET, the Department of Education and Training of Thua Thien-Hue Province and UNESCO.
- **Teachers in Viet Nam now have e-learning courses from which they can learn and teach their students about climate change mitigation and adaptation, disaster preparedness and biodiversity conservation.** For the development of the e-learning courses, teachers’ needs on ESD and ICT skills were assessed and teachers received training on the use of ICTs. The course content was developed using international and national sources. The e-learning courses on climate change (3 modules), biodiversity conservation (series of 6 courses) and disaster risk reduction (4 modules) were produced, piloted with teachers in Thua Thien-Hue Province and finalized using the feedback from the pilots. The MOET established a validation committee and adopted the courses, which are now available for nationwide implementation.
- **An enabling environment for ESD was created in five pilot communities through the awareness raising of parents, school principals, community members and local authorities. In addition, teachers and media professionals were integrated into these awareness raising sessions to enhance the common understanding and network building among all these stakeholders.** This result, reaching more than 190 participants, was achieved through the development and implementation of: (i) awareness raising materials and training sessions on ESD, climate change mitigation and adaptation, disaster risk reduction and biodiversity conservation were developed based on stakeholders’ needs; (ii) awareness raising sessions on ESD, climate change mitigation and adaptation, disaster risk reduction and biodiversity conservation were conducted for school community members in order to create an enabling environment for students to apply what they learned at school; (iii) awareness raising sessions on ESD, climate change mitigation and adaptation, disaster risk reduction and biodiversity conservation were conducted for policy makers and education managers.
- **Media professionals demonstrated their enhanced knowledge on ESD-related themes, and their capacities to report on them,** through awareness raising sessions on disaster risk reduction, climate change and biodiversity conservation, and the development of Communication Plans. In addition, the publication of more than 150 quality media outputs allowed for the message and results of the Initiative to be widely disseminated and increased the visibility of the Initiative’s results.
- **An Assessment and Preparedness Toolkit has been developed, piloted and made available in order to contribute to school communities’ understanding of the importance of disaster risk assessment, planning and preparedness.** The Toolkit was developed in a participatory manner. It was tested by the five pilot schools who mobilized their school communities to conduct the assessment and develop School Preparedness Plans. The school communities were empowered to obtain funding and implement their School Preparedness Plans with support from parents and community members. The Toolkit is now available for nationwide distribution in a printed edition and as an e-learning course.
- **More than 130 local and national authorities understand the value of applying space technologies to improve the overall management of schools** following the training on the use of satellite data and imagery in disaster preparedness, climate change adaptation and biodiversity conservation provided to national authorities, local authorities, NIEM trainers and local community members in Thua Thien-Hue Province. These results were achieved by the design and implementation of training courses on the use of satellite data and imagery as a tool for evidence-based decision making and planning.
- **School community members and local authorities increased their capacities to develop Community Action Plans following a participatory methodology to reinforce the resilience, preparedness and safety of their communities.** Following this participatory approach, five draft Community Action Plans were produced and shared with their communities to raise awareness on necessary actions to be taken. This allowed to develop activities to reduce risks and threats in the communities surrounding the schools, and presented to the wider community to raise awareness on the challenges of and potential actions for implementation.
- The **capacity of managers and technical staff to identify disaster risks and threats** and develop and implement disaster risk management plans at Thang Long Citadel, Hoi An Ancient Town and the Hue Imperial Monuments Complex was increased as evidenced by the **development and implementation of disaster risk management plans** for the World Heritage Sites of Thang Long Citadel, Hoi An Ancient Town and the Hue Imperial Monuments Complex.



- The ESD Initiative Project implementation has been **monitored, evaluated and documented** through the development of a monitoring and evaluation plan, regular monitoring and the production of different reports for different audiences. Recommendations have been made for further national implementation and international replication and are contained in the extended version of the Initiative's final report, which is available at UNESCO's website.
- **The results of the ESD Initiative were shared** by Government of Viet Nam in national and international conferences and forums, with the support of UNESCO. The Ministry of Education and Training presented the ESD Initiative and its results at the World Conference on Education for Sustainable Development in Aichi-Nagoya and the Kominkan-CLC International Conference on ESD in Japan. The ESD Initiative serves as a successful example of a major ESD intervention within the framework of a public-private partnership, ensuring ownership and engagement among all stakeholders involved.





Article 7: Enhancing education sector preparedness and response to natural disasters and other risks, as well as education sector responses in emergencies, by developing national norms and guidelines based on international standards, supporting the self-assessment of schools and through the strengthening of preparedness capacities of the educational community.

The Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards for Education: Preparedness, Response, Recovery were translated and contextualized to Viet Nam in consultation with 50 representatives from MOET departments and other key sectors, as well as disaster preparedness and response stakeholders, participants from UN agencies and national and international NGOs. This was led by DSTE/MOET, with UNESCO assistance. **The application of the standards in Viet Nam was facilitated with the development of comprehensive guidelines.**



Disaster Risk Reduction and Education in Emergencies (EiE) was promoted through an advocacy event led by Vice Minister of Education and Training and organized by UNESCO with INEE, MOET, UNICEF and Save the Children with over 90 stakeholders in which the main participating agencies presented their work in this area. The event coincided with the INEE's Annual Working Group Meeting, enabling INEE members to attend the advocacy meeting, sharing good international practices and raising their awareness of Viet Nam's efforts in EiE.



An intersectoral project proposal on Disaster and Emergency Preparedness and Climate Change Response, prepared by the UNESCO Viet Nam Office in 2012, obtained funding of 285,000 USD, from the Organization's Intersectoral Platform on UNESCO's Support to Countries in Post-Conflict and Post-Disaster (PCPD) situations and the Intersectoral Platform on UNESCO's Contribution to Climate Change Adaptation and Mitigation. The programme strengthened intersectoral capacity in Viet Nam for comprehensive natural disaster preparedness and response and for responding to climate change through Community Action Plans. The programme contributed to developing a comprehensive disaster risk reduction framework through the following components: i) promote community participation in the development of disaster preparedness plans for schools; ii) Strengthen media capacity to effectively communicate information relating to preparedness for disasters; iii) enhance the resiliency to environmental disasters in UNESCO Heritage Sites; iv) promote the use of satellite data for evidence-based decision-making; v) promote intersectoral coordination for an effective disaster preparedness at community level and; vi) develop a Community Action Plan for Climate Change Adaptation and Mitigation and Disaster Risk Reduction.



- **62 community members who will be responsible for leading the development of Community Action Plans on DRR, CC and BC have enhanced their capacities in developing participatory activities to respond to disaster risks, climate change and biodiversity loss as a result of a targeted training.** Five Community Action Plans have been developed by five communities in Thua Thien-Hue Province, with the support from local experts in the areas of the CAPs, and based on a CAP template and draft guidelines (also reported under Article 16). CAP developers from Huong Vinh Commune and Phu Mau Commune presented their CAP to the wider community during community meetings in two Community Learning Centres.
- **20 journalists and media experts in Hue, trained on ESD themes, have developed disaster communication plans for media, submitted to their supervisors in their respective media institutions for approval and subsequent implementation** (also reported under Article 38).
- **20 managers and technical staff of management boards of three World Heritage Sites in Viet Nam have enhanced capacities to manage disaster risks and threats in their sites as a result of a targeted training. Disaster preparedness plans for Thang Long citadel, Than Hoa and Hue were developed** (also reported under Article 27).
- **Stakeholders' understanding of the different possible applications of space technology in decision-making in the Education Sector was increased, contributing to its integration into the classroom in order to promote the habit of utilizing accurate scientific evidence in students.** This was achieved through the provision of training on the use of satellite data and imagery in disaster preparedness, climate change adaptation and biodiversity conservation for national authorities, local authorities, NIEM trainers and local community members in Thua Thien-Hue Province (also reported under Article 18). 26 national authorities from MOET enhanced their understanding of the use of satellite imagery as a tool for decision-making through a targeted training; 23 national trainers of education managers from the National Institute for Education Management enhanced their understanding of satellite imagery in a training on space technologies and developed knowledge of how teacher training curricula could be enriched with the use of such technology; 31 local education authorities in Thua Thien-Hue Province enhanced their understanding in a training on the benefits of using space technologies in a simple, user friendly way to assist local authorities to improve the overall management of schools in their locality; 49 local community members in Thua Thien-Hue Province (including parents, teachers, community members, school principals, media and representatives from local storm and flood control committees) improved their understanding of how satellite images can be used to raise awareness of people on disasters, climate change and biodiversity issues as a result of a training.





NIEM established a new Centre for Research and Training on Climate Change and Disaster Risk Reduction within the University in 2012, with the support of UNESCO. NIEM is the only public institution mandated by MOET to deliver trainings to education sector managers and school principals at all levels (over 10,000 a year) and has been the main national counterpart of UNESCO in the field of enhancing educational leadership, management and disaster risk reduction since 2009. MOET's Action Plan to implement the National Strategy for Disaster Prevention, Response and Mitigation, adopted in September 2011, identified the need for capacity building as a priority to better implement the National Strategy. NIEM and the Centre for Research and Training on Climate Change and Disaster Risk Reduction will hence focus on institutionalization of research and training efforts to provide targeted training to education managers, university students and school principals in the area of climate change and disaster risk reduction, building on NIEM's experience in the area.

The Education Sector's Action Plan to implement the National Strategy for Natural Disaster Prevention, Response and Mitigation to 2020 was developed by MOET with the support of UNESCO and UNICEF in September 2011.

An "Assessment and Preparedness Toolkit: For safe and sustainable schools prepared for natural disasters, climate change, biodiversity loss, safety threats and other risks" comprising the School Assessment Tool, School Preparedness Plan Guidelines, protocols on disaster risk reduction and family preparedness led by students was developed over the course of the Education for Sustainable Development Initiative. The toolkit was officially endorsed by MOET and is being disseminated nationwide. UNESCO worked closely with MOET and relevant partners from the field of DRR (including Save the Children, Plan International, UNICEF, the German Red Cross and others) to develop a School Assessment Tool and its corresponding guideline to identify risks and threats in the schools and their surroundings. Partners worked together to synthesize a number of similar, pre-disaster assessment tools which have been under development by respective agencies to avoid duplication and to produce a single comprehensive tool. This is complemented by the post-disaster school assessment tool developed by MOET and UNICEF. The assessment includes: i) a historical profile to document past disasters that impacted the school and surrounding community; ii) a school activity and hazards calendar to show the existing links and impacts of hazards on school activities, iii) a hazard risk map to identify the areas of risks and hazards and to provide information about safe and unsafe areas, as well as right directions for evacuation in case of emergency, iv) a school walk exercise, complemented with questionnaires to identify structural and non-structural risks in the school and the surrounding area, vi) a school assessment result matrix, synthesizing information collected in the aforementioned tools and to be used as a basis for the development of school preparedness plans. The toolkit also includes the format of the school preparedness plan, examples of existing preparedness plans, and effective disaster risk reduction procedures and detailed step-by-step methodology to prepare the school action plan that will ensure the safety and well-being of all children and adults in and surrounding the school in the event of a disaster, while promoting nature and environment protection practices for students, teachers, parents and the community in the context of a changing climate.

The Assessment and Preparedness Toolkit was implemented in ten schools in Ha Noi and Hue. The piloting experience revealed in-depth information to inform the revision of the tool. Led by MOET's Student Affairs Department with UNESCO assistance, MOET departments, local authorities, national and international organizations, teachers, school principals, students and parents took part in the validation and piloting of the tool with the participation of the Local Committee for Floods and Storm Control, the Women's Union and Youth Union. Participants took ownership of the tool and provided feedback and recommendations for further improvement throughout the implementation process. For example, the principal of Yen So Lower Secondary School in Ha Noi proposed a technique to draw up the hazard map using Google Maps to better understand and assess the school's surroundings and thereby identify potential risks for the schools. Using this method to analyse school maps is a constructive way of gaining student interest in learning about ICTs since it uses practical and relevant exercises to reinforce learning outcomes. **Each of the five schools now have a fully developed preparedness plan** that have been prepared with the support from UNESCO, the Department of Education and Training of Thua Thien-Hue Province and local experts in relevant areas of the plans.

90 representatives (parents, local community and principals) from 5 schools have been trained to participate in risk assessment, disaster risk reduction and development of school disaster preparedness plans. These stakeholders supported their schools to develop disaster preparedness plans (one in each of the five schools) using the toolkit.

A training module on Disaster Risk Reduction (DRR) and Disaster Risk Management (DRM) for school principals to address and to integrate disaster preparedness into school activities was developed jointly by UNESCO and the National Institute of Education Management (NIEM), whose capacities have been enhanced through this process. **36 school principals and vice principals (18 male and 18 female) in Ha Noi and Thua Thien-Hue were trained** with the materials in 2011.

43 directors and deputy directors of MOET departments and NIEM researchers and trainers strengthened their abilities, and increased understanding of their



role as policymakers through a tailored training on Disaster Risk Reduction (DRR) and Education in Emergencies in September 2012. The training was organized by UNESCO Viet Nam, in cooperation with MOET, NIEM, INEE and the UNESCO Asia and Pacific Regional Bureau for Education in Bangkok.

- The training content was designed through a joint effort of MOET, UNESCO Viet Nam and Osman Consulting. Osman Consulting was founded under the leadership of Moustafa Osman, a disaster management expert and Visiting Lecturer on Disaster Management at Birmingham University who has provided trainings in over 30 countries. **The Education Sector's Action Plan to implement the National Strategy for Natural Disaster Prevention, Response and Mitigation to 2020, adopted one year earlier, and the potential it holds for institutionalizing DRR in Viet Nam was discussed by participants during the training.** Through a practical exercise, participants selected key areas from the Action Plan and expanded it into a feasible work plans with expected results, activities, resources needed and details on where, when, and by who it would be implemented. **Participants developed detailed and achievable plans for safe infrastructure in the Mekong Delta, the development of a Management Information System, integration of knowledge into schools and improved capacity for policy planning, among others.** The work plans were time-bound with measurable indicators.





Article 8: Supporting curriculum review and renewal, including strengthening institutional capacities to deliver improved pre-service and in-service teacher training to upgrade the knowledge and skills of teachers to implement the new curriculum by 2015.



An analysis of gender bias (i.e. prejudices and stereotypes) in primary school textbooks was carried out in a joint effort by MOET, UNESCO International Bureau of Education (IBE-Geneva) and UNESCO Viet Nam. Through on-line exchanges and several face-to-face workshops, the concepts and methodology related to textbook analysis from gender perspective were applied in the Vietnamese context. The findings of the review informed the National Strategy on Gender Equality 2011-2020 as well as the World Bank Country Gender Assessment 2011. Following the textbook review process, **guidelines on how to conduct similar reviews in the future were developed** with the support of UNESCO. **MOET technical team officers strengthened their capacities in leading further gender issue mainstreaming reviews and assessments in the education sector using the guidelines.**



The capacity of teacher training institutions to develop teacher competencies that are needed to address gender issues and promote gender equality in schools, classrooms and at the community level were enhanced by teacher training modules on gender mainstreaming in teaching and classroom practices. The Teacher Training Modules (TTM) were developed with support of UNESCO's International Bureau of Education (IBE-Geneva) and provide a conceptual and methodological framework for teacher training institutions to address gender issues and incorporate gender equality in their teacher training programmes. UNESCO Asia and Pacific Regional Bureau for Education and UNESCO Viet Nam supported MOET's Department of Teachers and Educational Administrators (DTEA/MOET) to implement these teacher training modules. **The modules, which are based on the Vietnamese Law on Gender Equality and the Law on Domestic Violence Prevention and Control, were successfully piloted and validated during two training of trainer's workshops for 58 key provincial teacher trainers (45 women, 13 men).**



The training modules were made available for further use as MOET reference material for its standard in-service teacher training curriculum and distribution to teacher training institutes across the country. UNESCO, DTEA/MOET and national consultants jointly developed guidelines for trainers and recommendations for further gender mainstreaming activities in education. Some of the recommendations are included in the draft MOET Plan of Action for Gender Equality (2011-2015). These activities were implemented as part of the Joint-Programme on Gender Equality implemented by 12 UN agencies (also reported under Article 4).

A review of primary teachers' pedagogical skills and competencies in pre- and in-service teacher training programmes was conducted by DTEA/MOET with the support of UNESCO. Based on a study of international good practices and Viet Nam's national standards for primary teachers, the review gave the following recommendations: i) develop a core set of in-service teacher training modules that address key pedagogical skills that head teachers and teachers identify as being 'weak' or "lacking" in terms of raising achievement levels of all students through applications of active teaching and learning, ii) develop more materials to address knowledge, skills and 'correct' attitudes towards providing inclusive education, iii) MOET to approve and disseminate a wider set of training materials including successful practices on second language learning, practical mathematics and using games in mathematics, inclusive education, and applying learning corners and learning stations in the classroom, iv) produce new teacher training modules on topics such as 'Developing schools as learning communities' and 'promoting teaching innovation in schools and clusters', v) initiate a web site dedicated to classroom teaching innovation so as to share ideas across the country, to include university classroom-based research and to serve as a source for magazines and newspapers to publicize the good and dedicated work of teachers, vi) provide more support for classroom use of ICT, vii) provide more support for teaching English using a variety of teaching methods, viii) guidance, materials and training on formative assessment to improve students' learning, and ix) develop a package of materials to support school mentors who are providing induction support for new teachers.



The crucial role of teachers and the need for quality education in today's society was highlighted through a series of events in the celebration of Viet Nam's Teacher's Day under the theme of "Teachers: the driving force of Sustainable Development in Viet Nam". UNESCO, UNICEF and ILO supported MOET, led by a Vice Minister of Education and Training, in the celebration of Viet Nam's Teacher's Day under the theme of "Teachers: the driving force of Sustainable Development in Viet Nam", echoing the World Teacher's Day: "Recovery begins with teachers". The event, organized with the Ha Noi University of Pedagogy II and held in Vinh Phuc Province, was attended by teachers, teacher trainers, teacher trainees and education sector partners, and paid homage to all teachers for their pivotal role in shaping children's lives and for their contribution to social, economic and intellectual development. A photo contest and an exhibition which was displayed during the event, featuring teachers in their daily life and at work was organised by UNESCO. The celebration was the occasion for MOET to demonstrate commitment to greater teacher recruitment, engaging teachers in decision-making, sustained investments in national policies and programmes for teacher training, and incentives to attract and retain teachers in the profession.



Viet Nam hosted a validation workshop of the International Task Force on Teachers for Education for All in Ha Noi with participation of DTEA/MOET. At the



meeting, national case studies on Bangladesh, Indonesia and Viet Nam, informing the regional study “Addressing the EFA Teacher Gap: What Makes Effective Policies and Practices in Asian Countries?” were discussed and inputs and feedback from participating countries were provided for the validation of the study. In line with the findings of the regional study, the country case study on Viet Nam showed that, in addition to providing the necessary number of teachers, the country is also focussing on strengthening the teachers’ skills and competencies and raising their qualifications to ensure quality teaching and learning for all.



Teachers’ and teacher trainers’ capacities were strengthened to effectively integrate ICTs in teaching practices, to design and facilitate student-centred ICT-based activities and to develop a whole-school support strategy on integrating ICTs in Education, through two workshops conducted by UNESCO Bangkok on Capacity Building on Project-Based Learning and Tele-collaboration. Ha Noi National University of Education (HNUE), the Flemish Association for Development Cooperation and Technical Assistance, Belgium (VVOB), and the British Council-Viet Nam served as local partners. **The partnership between teacher trainers and teachers was strengthened by engaging teacher trainer teams to continue implementing customized post-training follow-up support and monitoring activities**, such as conducting additional workshops and guiding/coaching project teams in enhancing and implementing their respective interdisciplinary school or inter-school projects. A number of project teams participated in the Project-Based Learning Grant Competition-with two Vietnamese teams winning project implementation grants- and in the Regional Seminar on Innovative ICT Practices in Teaching and Learning.



National and international cooperation and partnerships on textbook research were strengthened at an International Conference on Reorienting and Modernizing School Curriculum and Textbooks to Address Sustainability. The conference was held by the Research Institute for Educational Textbooks and Material (RIEBAM), Viet Nam Education Publishing House (VEPH), MOET and the Centre for Research and Promotion of Education for Sustainable Development (CEREPROD), and Ha Noi National University of Education, with technical and financial support from UNESCO Bangkok and UNESCO Viet Nam. The Conference was attended by about 120 policymakers and researchers.

Within a regional initiative, **a country case study in Viet Nam was conducted on Education for the Future: What Pedagogical Approaches in the Asia-Pacific Context?’ contributing in-depth research analysis to future reforms in national education policies and practices.** The initial report on the study was shared at a regional workshop in Bangkok in October 2013 and the report was finalized in November of that year. The report puts forth recommendations to develop innovative pedagogical approaches for the future with a focus on the development of non-cognitive and cognitive skills of learners.





Article 9: Strengthening the provision of technical and vocational education and training, including the popularization of TVET among students and parents, as well as strengthening industry-training linkages to improve the quality of TVET programmes.

45 participants from seven countries (Viet Nam, Laos, Cambodia, Indonesia, Malaysia, Sri Lanka and Mongolia), including directors and policymakers, curriculum specialists, teacher-trainers, development partners and civil society organizations and UNEVOC Centres representatives developed a better understanding of HIV and AIDS issues and experiences in the region, and considered how to improve mainstreaming of HIV and AIDS education into the TVET curriculum. This meeting for national UNEVOC Centres from across the Asia-Pacific Region, was organized by the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, in partnership with MOET and UNESCO Viet Nam in order to: i) collect the most up-to-date information available and lessons learned on successful approaches in integrating HIV and AIDS issues into national TVET planning and management; ii) identify best practices which showcase innovative and promising experiences on how TVET has been effectively engaged in national responses to prevent HIV and AIDS; iii) establish a framework for future work of the UNEVOC Network aimed at improving the availability of learning and teaching resources and innovative tools; and iv) review and clarify the respective roles and responsibilities of UNEVOC Centres in the region.

- **Participants built partnerships between colleagues working in TVET throughout the region to reinforce the role of UNEVOC Centres in the region and making commitments to the incorporation of HIV education in TVET. A set of strategies were developed and endorsed to increase performance and effectiveness of UNEVOC Centres.**

The Commitment to Action on Strengthening the HIV and AIDS response through TVET included commitments to: i) enhance the visibility of UNEVOC TVET Centres; ii) strengthen communication and collaboration with relevant stakeholders at national, regional and global levels; iii) organize and actively participate in national and sub-regional network activities on TVET issues; iv) show leadership at a sub-regional level of specific themes; and v) identify and share good practice through the UNEVOC Network Portal and UNEVOC's other online services.

*Funds to implement significant activities under Article 9 were not obtained in spite of fundraising efforts.
Thus, its goals were not fully achieved.*



Article 10: Strengthening comprehensive education sector responses to HIV/AIDS prevention and stigma reduction through improved curricula, teacher training, public awareness and strengthened capacities for coordination, as well as through monitoring and evaluation.

The inclusion of HIV in the Education Development Strategic Plan 2011-2020 is the result of strong advocacy by ICHA and UNSHE through several consultations, led by the Viet Nam National Institute for Education and Science (VNIES) and the Student Affairs Department (SAD). **UNESCO, UNICEF and UNAIDS, as part of the UN HIV Sub-group, supported MOET in creating and operating the Inter-Departmental Committee on HIV and AIDS (ICHA). As a result of ICHA's enhanced coordination, the UN HIV Sub-group (UNSHE) supported MOET to implement the 2011-2015 Action Plan on HIV in the Education Sector,** which details the five-year strategy for various MOET departments to develop a comprehensive HIV education response.

A Strategic Action Plan for Education on HIV/AIDS Prevention 2011–2020 with a Vision to 2030 was developed by MOET with the support of UNESCO and UNICEF. The overall goal of the plan is to strengthen knowledge and skills on HIV/AIDS prevention for learners, teachers and educational personnel and to contribute to the implementation of the National Strategy on HIV/AIDS Prevention. The Action Plan is also a tool for resource mobilization to support MOET in mainstreaming and strengthening HIV education in the education system. **Nine implementation solutions and six programmes were proposed to reach the goal.** The programmes include: i) conducting surveys and assessments and finalizing legal instruments and policies concerning HIV/ AIDS prevention education; ii) compiling materials and mainstreaming knowledge of HIV/AIDS prevention into school education and provide pre-service and in-service trainings to enhance the capacity of educational managers and teachers to conduct HIV/AIDS prevention education; iii) providing information, communication and counselling services on HIV/AIDS prevention in education institutions and communities; iv) collecting and summarizing information on combating stigma and discrimination in schools, developing and replicating educational models for reducing stigma and discrimination against children and people affected by HIV/AIDS; v) building a monitoring and evaluation system, together with toolkits and indicators, to monitor the Education Sector's response to HIV/AIDS; and vi) mobilizing the participation of students and community in HIV/AIDS prevention education.

Trainers from MOET and 454 CLC facilitators (46 per cent female) from 130 CLCs in 23 provinces improved their teaching abilities on HIV and stigma reduction through training sessions using new interactive and participatory methodologies presented in the Manual on HIV/AIDS Preventive Education. **The UNESCO Asia and Pacific Regional Bureau for Education's Manual on HIV/AIDS was adapted to the Vietnamese context by MOET.** Thirty-five educators were then chosen among the trainees to become trainers of trainers and to disseminate the new methodology at the district and village level. Gender issues were mainstreamed in five modules of the CLC manual. Together with CED/MOET, the training was extended to 50 CLCs in five provinces with large ethnic minority populations.

- **Learners' attitudes and behaviours towards people living with HIV/AIDS before and after receiving the awareness training were examined through a qualitative study on "Preventing HIV/AIDS related stigma and discrimination through Community Learning Centres" in three provinces (Dien Bien, Quang Ninh and Tay Ninh),** which are populated by many ethnic minority groups. The qualitative study constitutes an input to trainings on stigma reduction through non-formal education.

A curriculum on reproductive health and HIV prevention education for secondary education was drafted by MOET with the support of UNESCO and UNICEF and was piloted in Hai Phong Province, which holds the highest HIV prevalence rate in Viet Nam. More than 90 teachers and 85 peer-to-peer educators from schools and Continuing Education Centres benefitted from the pilot training and implementation of the newly developed curriculum. The Hai Phong Department of Education and Training actively led this project to ensure that activities were implemented as planned to allow continued teaching and learning utilizing the developed curriculum.

Viet Nam was incorporated as a pilot country in the Global HIV and AIDS Monitoring and Evaluation Framework Initiative. MOET used UNESCO's Global Monitoring and Evaluation Framework for Comprehensive Education Sector Responses to HIV and AIDS to develop local tools adapted to the country. The UNESCO Education Sector in Paris, through its Division of Education for Peace and Sustainable Development's Section of Education and HIV/AIDS, supported the training of trainers on the use of the framework through examples of international good practices.

A draft Monitoring and Evaluation Framework was produced which provides detailed guidelines for systemic planning, implementing, monitoring, evaluation and reporting of HIV prevention activities within the education system. This is the outcome of the joint collaboration between UNESCO, UNICEF, UNAIDS, Mahidol University (Thailand), Save the Children and MOET. The framework has been designed to link with the National HIV M&E Framework, the Education Management Information System (EMIS) and the global framework to ensure a comprehensive education sector strategy on HIV. Three indicators from the global framework and three unique to Viet Nam have been piloted. This process was led by MOET Department of Planning and Finance with collaboration of the Student Affairs Department.



- **MOET made a presentation, prepared with support from UNESCO Viet Nam, on the pilot of the HIV indicators to be shared with international stakeholders during the Technical Validation and Dissemination Planning Meeting on the Piloting of HIV-Sensitive indicators in National Education Monitoring and Evaluation Systems in Johannesburg.** The meeting aimed to: i) provide an update on the global and regional initiative and bring all partners up to speed with the purpose of the field-test and its process to review and validate the findings and lessons learned from the regional and country pilots; b) provide recommendations on: (a) final list of school based indicators, (b) final definitions of the indicators, and (c) viable means of collection of the proposed indicators (EMIS, school-based surveys, population-based surveys); and iii) the development of a road map for the dissemination of the proposed indicators at global and regional levels, and for supporting the roll out of utilization of the proposed indicators at country level.
- **The draft proposal for the Monitoring and Evaluation Framework was presented in Paris at the International Technical Meeting on a Global Monitoring and Evaluation Framework for Comprehensive Education Sector Response to HIV & AIDS and in Bangkok at the UNESCO Asia-Pacific Regional Workshop for HIV Programming. Viet Nam was the first country in Asia to develop an M&E framework on HIV education.**

The first ever peer-to-peer exhibition on healthy sexuality education for a healthy lifestyle for adolescents and young people of Viet Nam was developed. The exhibition, “As We Grow Up”, was launched in November 2013 and was on display at the Museum of Ethnology in Ha Noi for six months until April 2014. The organization of this exhibition included the following:

- **Four MOET representatives attended a study tour in Thailand in 2011 to observe the “Healthy Sexuality: The Story of Love” exhibition at the National Science Museum of Thailand** with the support of the UNESCO Regional Advisor on HIV/AIDS at the UNESCO Asia and Pacific Regional Bureau for Education. The delegation concluded that the exhibition is one effective way to involve students, parents and teachers in sexuality education and HIV/AIDS preventive education. **Following the exhibition in Thailand, a planning workshop with relevant stakeholders was organized by SAD to share tour experiences and to develop a master plan on organizing a similar exhibition in Viet Nam using a peer-to-peer educator approach and taking into account the country’s situation, cultures, customs, values and social norms.**
- **Research on youth knowledge on HIV/AIDS and healthy sexuality was conducted by the Centre for Creative Initiatives in Health and Population (CCIHP) and UNESCO in 2012.** The research was funded by the UK Department for International Development (DFID) provided through the UN in Viet Nam One Plan Fund. CCIHP conducted a comprehensive online survey and focus group discussions with young people, parents and teachers. A workshop was conducted in December 2012 to disseminate the results and train youth for their participation in the development of the coming peer-to-peer exhibition. **A total of 70 participants from NGOs, government and key bilateral agencies and 20 university students who attended the workshop were trained on healthy sexuality, HIV and gender, as well as the methodologies in acting as peer educators using different channels** such as through an exhibition.
- **A letter of agreement was signed by four parties, including MOET, the Viet Nam Ethnology Museum, Youth Union and UNESCO, including clear division of responsibilities in order to jointly organize the exhibition. The exhibition was developed with the active participation of young people in Viet Nam. 16 core students participated with 60 more youth under Ho Chi Minh Youth Union (HCYU) taking part in interactive activities during the exhibit on themes such as puberty, love and friendship, and safe sex.** The exhibition contained a live component with interactive activities and monthly in-depth discussions with young people on the related topics. Gender was a crosscutting issue across the exhibition, addressing gender identity, gender diversity and gender perceptions in relationships and safe sex. **The content and design of the exhibition was developed throughout six months by a technical working group that was set up with representatives from all related parties, including MOET, HCYU, VME and UNESCO/UNFPA and consultations with students.**
- **The exhibition was well received and was called a groundbreaking initiative on healthy sexuality towards young people of Viet Nam. The exhibition has showcased good examples in innovative education sector response to comprehensive sexuality education, including HIV/AIDS prevention and stigma reduction.** It was the result of a strong partnership between national partners, including MOET, Ho Chi Minh Communist Youth Union, Viet Nam Museum of Ethnology (VME) and UN Agencies (with UNESCO as a lead agency in cooperation with UNFPA, UNAIDS, UNWOMEN, UNODC and UNICEF), and other partners (including a number of INGOs, NGOs). The activities for youth offered more opportunities for in-depth discussion and exchange between young people and experts, medical doctors, youth psychologists. **61 online and print newspaper articles or features and 11 television or radio reports from major media channels have been produced on the exhibition. After six months, the exhibition attracted 105,537 visitors, an estimated 67,481 of which were Vietnamese. Of these, 24,171 were between the ages of 11 and 24, or 36 per cent of the total number of visitors. An additional 24,810 visitors were between the ages of 25 and 35, reflecting an interest in learning more about healthy sexuality and safe sex beyond the targeted age range.** Teachers, young parents, young couples and others who previously had difficulty obtaining this information were among this group. Interestingly, 11,191 adolescents, or 17 per cent of visitors, were under 11 years old.



Based on the success of the healthy sexuality exhibition in 2013-2014, UNESCO supported the collection of questions by adolescents and young people during the display of the exhibition. Questions were collected through post mail, Facebook and the various interactive in-depth discussions with young people, which took place as side events of the exhibition. Hundreds of questions were received covering concerns about puberty, gender diversity, safe sex and relationships.



- **The Frequently Asked Questions and Answers (FAQs) booklet was developed based on the questions collected**, with MOET approval and Ho Chi Minh Communist Youth Union support. The Clinton Health Access Initiative (CHAI) provided support towards the development of the FAQs booklet. Guidelines to pilot the booklet in schools and Community Learning Centres (CLCs) were developed by the Ministry of Education and Training (MOET): the Department for Teachers and Education Administrators (DTEA) for the school version and the Continuing Education Department (CED) for CLC version. **600 young people (ages 11 and up) participated in four interactive in-depth discussions taking place as side events during the life of the exhibition, called “Windows of Love Offline” (a name taken from a popular radio programme called “Windows of Love”),** between January and April 2014. Questions raised in these sections have been integrated in the draft FAQs. Questions were also collected via student Facebook of the exhibition, which received hundreds of young people visits. The draft FAQ Booklet was then piloted with young people at schools and CLCs in October and November 2015.



- **Piloting of the FAQs booklet and guideline were conducted in three schools of Lao Cai, two schools of Ha Noi and eight Community Learning Centres in Hoa Binh, including the ethnic minority boarding school and the remote and poor communes of Hoa Binh in October and November 2015. 100 teachers and facilitators from Community Learning Centres were trained during the piloting.** After the training, 93 per cent of respondents indicated feeling more comfortable teaching about gender, sexual and reproductive health, saying that they now have views that are more open. It is estimated that about 500 students (aged 12 to 18) participated in the activities in Lao Cai and Ha Noi and 400 students (aged 15-18) participated in activities in Hoa Binh. According to the pilot feedback, the content of the related guidance was scientific, clear, coherent and easy to apply. The contents of students’ book is rich, suitable to the students, with lively, engaging presentation. The materials are highly educational that ensure basic knowledge and skills. The FAQs will be distributed for use not only at schools and CLCs but also at private clinics for young people living with HIV/AIDS under CHAI implementation.



The CCIHP staff attended the UN’s first-ever international consultation to address homophobic bullying in educational institutions in Rio de Janeiro, Brazil in December 2011 with the support of UNESCO.

A conceptual framework to promote the rights of LGBT children in Asia developed through a partnership between UNESCO and Save the Children on a regional level informed a study undertaken by the Institute for Studies of Society, Economy and Environment (iSEE) and funded by Save the Children Viet Nam of 25 LGBT street children in Ho Chi Minh City. The study, which was developed with UNESCO’s technical assistance, found that LGBT street children constitute a particularly vulnerable group that is often ignored by mainstream society.



Three participants from the Ministry of Education and Training and civil society attended an Asia-Pacific Roundtable Meeting on School-related gender based violence (SRGBV) in November 2013 through the support of UNESCO. Over 45 participants from China, Fiji, India, Indonesia (including Papua Province), Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, Timor-Leste and Viet Nam participated in the regional meeting, which was jointly organized and funded by UNESCO, UNICEF EAPRO/UNGEI and Plan International. Data availability on SRGBV, its causes and consequences, and good policy and practices to address SRGBV were topics reviewed during the meeting. Regional and country level actions were identified and a regional desk review of existing approaches in policy, programming and implementation responses to school-related gender based violence in the Asia-Pacific region is forthcoming, with potential for further uptake and use in Viet Nam.

Support to the MOET to strengthen the evidence and response to school-related gender-based violence (SRGBV) has been provided by UNESCO. This initiative has received the technical and financial support from UNESCO Bangkok under “Education and Respect for All” Initiative and UBRAF. This includes assistance to the Student Affairs Department of MOET to implement, in cooperation with the Viet Nam Institute of Educational Sciences (VNIES), a study on gender-based violence in six provinces/cities in Viet Nam: Ha Noi, Hai Phong, Khanh Hoa, Binh Dinh, Ho Chi Minh City and Ben Tre.



- In 2014 and 2015, support to this work, which was funded by the Dutch Ministry of Education and Culture through a global programme of support for “Education and Respect for All” and additional funds from UNESCO Bangkok through UBRAF, included: i) circulation of a Request for Proposals (RFP) and the contracting of the research institution to undertake the study; ii) coordination with the SAD, MOET and VNIES on the planning and implementation of the review and the provision of technical assistance to partners; iii) support towards the development of tools (research protocols and research instruments including paper-based surveys with separate instruments for students, teachers and parents); iv) the development of focus group discussion guides including separate instruments for students, teachers, and same-sex attracted and gender diverse youth; v) the development of in-depth interview guides including separate instruments for students, teachers and school administrators and parents, with additional technical assistance from Mahidol University in Thailand and UNESCO Bangkok through



a tripartite meeting between UNESCO, MOET and the VNIES Consultant Team in October 2014 to review and refine the research tools; and vi) preparation for the piloting of the research instruments. **The piloting of the research instruments was conducted in January 2015 and adjustments were made.**

- **The field study was conducted in March and April 2015.** In May, the first draft report of the study was produced and reviewed by MOET and UNESCO Bangkok. The study team presented the preliminary results at a regional consultation workshop in Bangkok in mid-June 2015. The report provides important information for MOET and partners to facilitate discussions for further interventions and responses to SRGBV in Viet Nam. The study collected comprehensive evidence and opinions of different groups on the nature, scope and consequences of SRGBV, focusing on gender-based drivers and gender diversity as well as homophobic and transphobic bullying in educational institutions, where little official data is currently available. The study also helps to share best interventions and approaches to ensure comprehensive responses to SRGBV by MOET, provincial Departments of Education and Training (DOET) and at the school and community level, including providing recommendations for the development of effective policy and programme responses for SRGBV.



Article 11: Integrating cultural and linguistic diversity in education and learning programmes to promote a culture of peace and understanding by encouraging community and learners' participation through the localization of curriculum and the development of local learning materials.

A guideline on integrating heritage education in school curriculum was developed by the Department of Secondary Education (MOET) with participation of senior education and cultural experts and support of UNESCO. In 2012, a pilot activity took place in two schools to provide input for the guidelines to reinforce curriculum with hands-on experience in which first grade students visited a pagoda and seventh grade students visited the Vietnamese Women's Museum. The guideline was tested in six provinces throughout the country during the second semester of the 2012-2013 academic year and subsequently finalized for use in six regional trainings conducted in October 2013.

A publication on the integration of intangible cultural heritage and education for sustainable development perspectives into the secondary school curriculum has been prepared, with funding from Japan Funds-in-Trust and in collaboration with the Viet Nam Museum of Ethnology and the Department of Secondary Education. 3,000 copies of the materials, including five sample detailed lesson plans with video clips, have been disseminated to teachers of secondary schools all over the country. The materials are also accessible through an online education portal established by MOET (also reported under Article 34).

Natural Sciences

Article 12: Participate via country-based initiatives in the Regional Science Flagship Programmes coordinated by the UNESCO Regional Science Bureau for Asia and the Pacific. The flagship programmes focus on: a) Water for sustainable cities (SWITCH-in-Asia), b) Biosphere Reserves and climate change adaptation (BREES), c) Science Education linked to ESD (COMPETENCE) and d) school and community disaster preparedness.

Viet Nam has developed and implemented national components of UNESCO regional flagship scientific programmes with the support of UNESCO Viet Nam and the Regional Science Bureau for Asia and the Pacific in Jakarta, Indonesia:

- **A multi-stakeholder proposal was developed with Vietnamese partners to clean and restore Ha Noi's lakes** within the framework of the UNESCO regional flagship programme SWITCH-in-Asia (Sustainable Water Management Improves Tomorrow's Cities' Health), (reported under Article 13).
- **Led by the Viet Nam Man and Biosphere (MAB) Programme and the Ministry of Education and Training, Viet Nam implemented Phase II and Phase III of the Asia-Pacific Biosphere Reserves for Environmental and Economic Security (BREES) in Cat Ba Biosphere Reserve and the Red River Delta Biosphere Reserve respectively.**
- **The teaching capacities of Vietnamese lecturers on Energy for Sustainable Development have been strengthened through multiple training courses as part of the 2010-2012 JFIT/UNESCO Project for Collaboration on Mobilizing S&T engineering knowledge in the Asia Pacific Region, under the framework of the UNESCO regional flagship COMPETENCE programme (Comprehensive Program to Enhance Technology, Engineering, and Science Education in Asia).** Viet Nam National University (VNU) and HUST have established an e-learning course on energy for sustainable development working with Kyoto University, the Sustainable Energy and Environment Forum (SEEFForum) and UNESCO. This course, already available within the Asia-Pacific Region, is localized at the national level for the first time in Viet Nam in the framework of the COMPETENCE programme (also reported under Article 18).
- **Through the implementation of the ESD Programme in Viet Nam, the Ministry of Education and Training and UNESCO worked together to develop disaster preparedness tools and training for schools and communities. (reported in Article 6)**





Article 13: Promoting opportunities to develop, apply and demonstrate a range of tested scientific, technological and socio-economic solutions and approaches that contribute to the development of effective and sustainable water management; continuing to carry out projects on the sustainable management of water resources for populations vulnerable to climate change, particularly in remote areas; formulating approaches aimed at effectively managing national and trans-boundary rivers and aquifers and, as such, providing opportunities for collaboration with other UN-Water partners.

A study to prepare the water accounts for the 15 major river basins of Viet Nam, as well as the upstream end of river basins emerging from China, Laos, Thailand and Myanmar, was led by UNESCO-IHE with the support of the Asian Development Bank. One standard dataset for all international and national river basins of Viet Nam will be proposed, mainly using open-sourced earth observation satellite measurements and hydrological modelling, validated with local measurements such as for rainfall, water levels, river flow, releases from reservoirs and local water management practices.

- **A water-management tool is being made available to Viet Nam by the UNESCO-IHE (Category 1 Institute for Water Education based in Delft, the Netherlands) for water planners to facilitate the development of national water resource assessment plans.** The water-management tool, named Water Accounting+, incorporates hydrological processes with land use, controlled water flows and the services due to water consumption in river basins.



The Viet Nam secretariat of the Global Water Partnership (VNWP) was supported by UNESCO in September 2015 to raise an additional 10,000 USD grant from ADB to organize a workshop on “Water Security and Sustainable Development” for 100 young hydrologists based within Viet Nam’s various water-related ministries and institutes. This workshop, funded by ADB and the Global Water Partnership, informed national partners with a presentation of UNESCO-IHE’s Water Accounting+ remote sensing methodology for developing national water assessment plans.

The development of a transboundary water concept note proposing the establishment of early warning stations and shared flood dissemination systems to address major seasonal flood risks in An Giang Province of Viet Nam and Kandal Province in Cambodia was initiated by UNESCO in June 2015. The concept note was drafted through the support of the Viet Nam Global Water Partnership Secretariat, with collaboration from the UNESCO Phnom Penh Office and led by UNESCO Jakarta Regional Bureau for Science in Asia and the Pacific. This 4.8 million USD draft proposal on “Enhancing resilience of communities along the borders of Viet Nam-Cambodia and of Afghanistan-Pakistan to adapt to Climate Change impacts and transboundary flooding” has been shared with potential donors, following on in-depth discussion with relevant authorities (also reported under Article 16).



A pre-concept note to address bilateral and tri-partite transboundary water cooperation for assessment and sustainable management of Mekong River groundwater and aquifers was developed by UNESCO in Viet Nam in coordination with the VNWP Secretariat in July 2015. The pre-concept note for Cambodia, Laos, Myanmar, Thailand and Viet Nam was then reviewed and validated with the leadership of the Regional Bureau for Science in Asia and the Pacific in Jakarta, for later submission to the UNFCCC Climate Change Adaptation Fund’s new thematic window on transboundary water, with the endorsements of the relevant national authorities and stakeholders. The results of this exercise could allow the exploration of future possibilities of transboundary water cooperation in the region. Facilitation efforts were provided in the creation of proposals for regional adaptation projects on international water, which had been called upon by the Adaptation Fund in September 2015. The regional proposal, “Groundwater resources in the Greater Mekong Sub region: Collaborative resource management to increase resilience” was drafted by various regional and international partners including the Coordinating Committee for Geosciences Programmes in East and Southeast Asia, the International Water Management Institute and the International Groundwater Resources Assessment Centre and includes the following countries: Cambodia, Lao PDR, Myanmar, Thailand and Viet Nam.



Experiences from different countries, including Viet Nam, on sustainable approaches to urban water management for disaster reduction and water cycle stability were shared in an official side event on “Integrated Water Cycle Management for Disaster Risk Reduction and Sustainability” at the UN World Conference on Disaster Risk Reduction (WCDRR) in Sendai, March 2015. In particular, the event explored the balance between centralized and decentralized (on-site) measures and the importance of community participation, with analysis of how community participation varies depending on awareness levels, presentation, and the direct benefits received by the immediate community. The conference was organized by the United Nations University (UNU-IAS) and UNESCO-IHE Institute for Water Education. The roundtable of distinguished experts included Nguyen Hong Quan, Vice Director of Natural Resources Management Department, Viet Nam National University Institute for Environment and Resources (VNU-IER).



A partnership panel discussion with hydrology experts was moderated, representing the Asian Development Bank and the Japan International Cooperation Agency during the annual reporting meeting of the Viet Nam secretariat (VNWP) of the Global Water Programme (GWP) facilitated by UNESCO in December 2014. 45 VNWP members took part in the session, representing Vietnamese research institutions and professional associations of governmental and non-governmental experts. The GWP network comprises 84 Country Water Partnerships, 13 Regional Water Partnerships and now includes more than 2,800 institutional





partners located in 169 countries. GWP was founded in 1996 by the World Bank, the United Nations Development Programme (UNDP), and the Swedish International Development Cooperation Agency (SIDA) to foster integrated water resource management (IWRM).

Main challenges facing Vietnamese water companies in the Mekong Delta and the Dong Nai River Basin were discussed during a 3-day seminar for water utilities and the challenges of Climate Change in the Mekong Delta. The event was organized by the UNESCO Institute for Water Education (UNESCO-IHE) and partners from 19 to 21 November 2014. The newspaper Tuoi Tre covered the seminar in an article on “Salinity intrusion on Dong Nai and Sai Gon rivers”. The article can be found in the following link: <http://tuoitre.vn/tin/chinh-tri-xa-hoi/moi-truong/20141119/ha-tang-nuoc-dbscl-gap-nhieu-thach-thuc/673983.html>.

- This seminar was part of the EUR 10 million project “Climate Change and Water Supply in the Mekong Delta”, co-funded by the Sustainable Water Fund of The Netherlands. The project addresses Climate Change adaptation in the fields of water supply, water sampling/analysis, and assessment of flood-related water quality issues. This UNESCO-IHE project builds capacity for stakeholders through Learning and Action Alliances (LAA), which are open fora of researchers, public and private organizations and individuals, to address shared challenges related to climate change current policy and practice on water and floods risk management. National partners are UNESCO-IHE, Vitens Evides International (VEI), Saigon Water Corporation (SAWACO), Soc Trang Water Supply Company, Tra Vinh Water Supply and Drainage Company, People’s Committee of Soc Trang, People’s Committee of Tra Vinh, and Can Tho University’s Research Institute for Climate Change (“DRAGON Institute”).

The international workshop “Developing Climate Adaptation and Green Infrastructure in medium-sized cities across multiple scales” was organized from 23-25 July 2014 by the Can Tho City People’s Committee, in collaboration with UNESCO-IHE Institute for Water Education and the Center of Water Management and Climate change (WACC) of the Viet Nam National University of Ho Chi Minh City (VNU-HCM).

- **76 international and Vietnamese experts benefited from sharing knowledge on how to integrate, organize and develop green infrastructure, examples of long-term strategies that integrate short-term wins, urban community-owned approaches, and good practices through exchange of experiences and pilot studies.** This international workshop highlighted how policy makers and donors are increasingly looking beyond narrow-objectives, structurally-based projects to a more mixed and intersectoral approach addressing a broad range of benefits and a wider stakeholder participation. Concepts like “greening” and improvement of “liveability” have started to appear alongside terms like “economic development”.

Ha Noi University of Natural Resources (HUNRE) and the Water Resources University (WRU) have strengthened their institutional and management capacity to implement water management education, research and training, and to improve university staff capacity in developing and sharing knowledge and implementing interdisciplinary gender-sensitive research programmes on water governance, climate change and rural and urban development in the Mekong Delta through support provided by the UNESCO-IHE Institute for Water Education (Delft, Netherlands) since 2012.

- Within this framework, **an interdisciplinary approach to Integrated Water Resources Management, with special attention to offering research and training on governance, policy planning and regulation to strengthen the capacity of policymaking structures in the Mekong Delta was adopted by the Viet Nam National University’s Centre of Water Management and Climate Change.** The project provides education and training, from short training courses to a master’s degree, on water governance and climate change, aligned with international quality standards, gender sensitivity and meeting demand for qualified/senior professionals, especially in the public sector.

A comparative regional study on Groundwater Management in the Coastal Areas in Southeast Asia was completed in October 2014, and includes recommendations to help enable water authorities and relevant stakeholders in coastal zones to prioritize most achievable targets, better plan for future risks, and enhance inter-and intra-country cooperation in groundwater management through a South-South exchange of knowledge, experiences and expertise. The results of the study were discussed in an international workshop on “Comparative Research of Groundwater Management in the Coastal Areas in Southeast Asia” held from 25 March to 2 April 2013 in Ho Chi Minh City, hosted by the Division of Water Resources Planning and Investigation for the South of Viet Nam, and funded by the Asian Development Bank with co-financing from the UNESCO-IHE Programmatic Cooperation with the Dutch Ministry of Foreign Affairs (DUPC). The 2-year regional assessment study provided recommendations for four megacities (population greater than 10 million) of Tianjin (China), Jakarta (Indonesia), Metro Cebu (Philippines) and Ho Chi Minh City (Viet Nam).

Viet Nam hosted the 7th global meeting of the FRIEND-Water Conference in Ha Noi in February 2014, with the support of UNESCO, the German IHP/HWRP Hydrological Committee and IRD. FRIEND-Water (Flow Regime from International Experimental and Network Data) is an international collaborative network of experts, which started 25 years ago, to investigate long-term variations and changes in hydrological variables to better understand the climate, river basin and human controls on the spatial and temporal distribution of water. As a crosscutting theme of UNESCO IHP, FRIEND-Water contributes to research on regional water resources, global change and the



water cycle, and water education and capacity building.

- Viet Nam received support within the framework of the IHP's crosscutting programme FRIEND-Water, with eight river basins in Viet Nam included (Ky Cung River, Thu Bon River, Ba River, Srepok River, Cau River, Tra Khuc River, Chay River and Huong River).
- **23 Vietnamese scientists and government officials have enhanced their capacities in water management and education to date** with the support of UNESCO through participation in the IHP Nagoya training courses held annually in Japan since 1991.

36 Vietnamese experts from government institutions, research organizations and universities were trained on the use of Integrated Flood Analysis System (IFAS), a concise flood-runoff analysis system for more effective and efficient flood forecasting for developing countries in June 2012, through the support of UNESCO Japanese Funds-in-Trust. UNESCO Viet Nam, the UNESCO Regional Bureau in Jakarta, and ICHARM (UNESCO Category 2 International Centre for Water Hazards and Risk Management in Tsukuba, Japan) organized the IFAS training course for Viet Nam held in Ha Noi (also see media component under Article 38).

More than 300 young Vietnamese scientists, postgraduate students and government officials enhanced their capacities through trainings, which took place in Viet Nam on different techniques such as artificial aquifer recharge, the use of stable isotopes in hydrology, and hydrological and hydrogeological methodologies for field surveys in coastal areas. The trainings were part of the framework of the Managing Aquifer Recharge (MAR) Programme. One scientist from the Division of Hydrogeology and Engineering Geology for the South of Viet Nam (Ho Chi Minh City) earned his PhD while working on the MAR Binh Thuan project (2004-2011). Scientific papers and posters were also published and several Vietnamese scientists from the project team attended international conferences, workshops and seminars around the world (India, Australia, Germany, Mexico, Italy, Thailand, USA and United Arab Emirates). This provided opportunities to share the project knowledge with scientists working on similar activities across the globe. National partners included the Viet Nam Academy of Science and Technology (VAST, Division of Water Resources Planning and Investigation for the South of Viet Nam, the Binh Tuan Department of Agriculture and Rural Development, the Isotope Hydrology Laboratory of the Institute of Nuclear Sciences and Technology of the Viet Nam Atomic Energy Commission).

The projects implemented included both capacity building and geological, geophysical and hydro-geological field investigations on *"Managing Aquifer Recharge in Binh Thuan Province"* and *"Adapting to Climate Change: solutions for monitoring saltwater intrusion and managed aquifer recharge in areas affected by sea level rise in Ninh Thuan Province"*.

- **A water well field was constructed by Managing Aquifer Recharge in Binh Thuan Province, able to provide 220 cubic m³/day of good quality water for both human and agricultural purposes to local communities (approximately 1,000 people) often affected by droughts.** The project was officially delivered to the Binh Thuan Province in 2011 and is now managed by the provincial Department of Agriculture and Rural Development.

Local authorities in Ninh Thuan Province were provided with assistance on hydro-geological investigations and drilling campaigns for the installation of groundwater monitoring wells, as a basis for: a) conducting an assessment of the availability of water resources arid and water-scarce zones, b) identifying problems affecting water quality, in particular the wide occurrences of brackish water in the aquifers, and c) examining sea water intrusion in the same aquifers due to sea level rise (climatic variability and changes) and uncontrolled pumping for agricultural purposes, through the project *"Adapting to climate change: solutions for monitoring saltwater intrusion and managed aquifer recharge in areas affected by sea level rise in Ninh Thuan Province"*. The project addressed complex challenges regarding water resources and should serve as a foundation for climate change response measures to be developed and owned within the local government and institutions as well as the interested communities. **From 2009 to 2011, the Government of Viet Nam co-financed 2 billion VND (approx. 100,000 USD), with support from Italian Funds-in-Trust as part of the "Water Programme for Environmental Sustainability, WAP II".**

A Learning Alliance was established in the water sector to connect and optimize relationships to develop common approaches for successful implementation of the pilot project "Cleaning and restoration of Ha Noi Lakes" under the SWITCH-in-Asia Programme in March 2012. The objective was to bring together complementary skills and experiences from different organizations to follow up on the development of this project. The Alliance consists of representatives of the Water Research Centre-Institute of Geological Sciences-Vietnamese Academy of Science and Technology (VAST); the Viet Nam Environment Protection Fund under the Ministry of Natural Resources and Environment (MONRE); the Centre for Environmental Research, the Environmental Protection Agency (under the Ha Noi Department of Natural Resources and Environment); the National Centre for Rural Water Supply and Environmental Sanitation under MARD; the Ha Noi Department of Construction, as well as UNESCO Viet Nam.

A project coordinator (from the Institute of Geology) and a supporting secretariat were selected to move the project forward. As agreed during the Learning Alliance

meeting, partners began with assessment of the Lang Thuong Lake, Dong Da District, Ha Noi. The Water Research Centre and the Centre for Environmental Research worked together in monitoring hydrogeology and analysing water parameters as well as geophysics in the selected lake.





Article 14: Strengthening and promoting the role of biosphere reserves in achieving environmental and economic security in Viet Nam; strengthening national policies and capacities to effectively manage the Man and Biosphere Programme and enhancing the management of Biosphere Reserves through the development of appropriate policies, management plans, capacity building, research and the involvement of Government counterparts, private sector, civil society and communities; promoting Biosphere Reserves as sites for ESD, for cross-sectoral programs and as a platform for UN joint activities.

A feasibility study to explore the potential of UNESCO sites in Viet Nam was initiated in August 2015 by UNESCO Viet Nam Office to serve as experimental pilots for Green Growth and low carbon development (e.g. carbon sequestration, minimizing GHG emissions, energy and land use efficiencies, waste management, eco-tourism etc.). Recommendations have been developed first around the Cu Lao Cham-Hoi An Biosphere and World Heritage Site, in support of Viet Nam's National Green Growth Strategy and Climate Change mitigation efforts and site-level integrated management plans. An assessment mission held various national, provincial and community-level consultations with relevant stakeholders, researchers, research institutes, and governmental authorities and experts. The feasibility assessment is aligned to national as well as UN Delivering as One strategies and jointly agreed pipeline proposals under development related to Climate Change mitigation, biodiversity, Green Growth and disaster resilience around Biosphere Reserves. During the 38th Session of the UNESCO General Conference, the Vietnamese delegation actively encouraged all Member States to strengthen the potential of UNESCO sites for promoting and exploring opportunities for low carbon development.

The feasibility study proposed three pilot activities that are based on concerns and opportunities expressed by international, national and local stakeholders, **including 17 outcome recommendations.** All three pilots propose an integration of actions targeting multiple sectors, with links to pipeline initiatives or priorities of development partners such as the UNDP, UN-REDD and the Asian Development Bank.

Substantive revisions to an 8 million USD Global Environment Facility (GEF) draft project for ecotourism and biodiversity conservation at the Cu Lao Cham-Hoi An and Dong Nai Biosphere Reserves and the Hoang Lien Son protected area were provided by the UNESCO Viet Nam Office in June 2015, upon the request of UNDP and the Ministry of Natural Resources and Environment and through a consultation with the Viet Nam MAB National Committee. In August 2015, the revised proposal was approved by GEF for development into a final concept note. The UN Joint Programming Group on Environment and Climate Change has identified the UNESCO Cu Lao Cham-Hoi An feasibility study as a basis for developing a UN joint programming “breakthrough” concept note on Green Growth and Urban Resilience.

A rapid self-assessment questionnaire for Biosphere Reserve site managers consisting of 40 questions was developed and applied by the UNESCO Viet Nam Office and MAB to determine progress of management boards in areas such as completion of management plans, community participation, among others. The questionnaire addressed progress on achievements as well as areas of further need. The resulting draft report identifies “four critical and interconnected needs”:

- I. To develop guidelines and a framework for integrated Biosphere Reserve Management Plans that can effectively cover the three BR zones (buffer, transition and core zones), aligned to its knowledge society objectives;
 - II. To encourage Sustainable Development and Green Growth activities within buffer zones. BR managers generally recognize the need to develop sustainable ecotourism and livelihoods, yet more opportunities need to be piloted and developed, drawing also upon good practices in BRs around the world;
 - III. To recognize and value the ecological benefits of biosphere reserves, including biodiversity, disaster resilience and climate change mitigation;
 - IV. To address a crisis situation in order to stabilize and reverse species populations’ losses, in some cases species losses of 90 percent or more even within protected core zones.
- The draft assessment report calls for integrated approaches to BR management, emphasizing, “One common cause of failure is the application of a management approach that focuses too much on one intended outcome at the expense of others”. As a result of the expertise of MAB in Viet Nam and the University of Queensland, the draft assessment report advocates for the SLIQ methodology (“Systems thinking”, “Landscape planning”, “Intersectoral coordination” and “Quality economy”), adapted and reformulated for the context of biosphere reserves in Viet Nam. SLIQ is a planning framework, using a checklist approach, to assess future development planning and expected outputs within Integrated Management Plans for BR sites.

Under Phase II of the *Biosphere Reserves for Environmental and Economic Security* (BREES) Programme, supported by Japan Funds-in-Trust (JFIT), the following has been achieved in a joint effort between MAB Viet Nam, Cat Ba Biosphere Reserve Management Board, the People’s Committee of Hai Phong City (responsible for overseeing Cat Ba Biosphere Reserve) and its Department of Education and Training (DOET) and UNESCO:



- **97 local residents from major occupational sectors (tourism, agriculture, forestry and fisheries) in Cat Ba Biosphere Reserve raised their awareness about climate change through trainings in Community Learning Centres (CLCs).** An initial survey carried out with participants before the training showed that 96 per cent admitted to having previously engaged in actions, which adversely affected the environment. The training was based on an educational booklet produced by UNESCO and the Ministry of Education and Training, entitled Understanding and Responding to Climate Change – Let Us Act Together (also under Article 16).
- **13 community members, representing the four community sectors, were selected to be part of the core group in charge of developing an integrated Community Action Plan for Cat Ba Biosphere Reserve to respond to climate change impacts at the local level.** The Community Action Plan for Responding to Climate Change – Case of Cat Ba Biosphere Reserve is composed of four specific action plans for the four identified sectors:
 - I. “Reforestation to absorb carbon dioxide and improve a denuded area of Cat Ba National Park” from the forestry group,
 - II. “Using plastic buoys as an alternative to foam buoys for fishing cage farming” from the fishery group,
 - III. “Increasing the use of environmentally-friendly equipment in hotels and restaurants” from the tourism group, and
 - IV. “Developing a model of community-based waste management in Tran Chau Commune” from the agriculture group.Each group developed a list of “Do’s and Don’ts” for their community, relevant to their particular sector as part of the Community Action Plan. After revisions with inputs from experts, local communities and local authorities, the document was compiled as a handbook that can be utilized in other locations. Projects developed by communities provided a basis for ongoing self-initiated community action. The activities also contributed to strengthened dialogue and mutual understanding among relevant stakeholders including management bodies, local government, schools and communities.
- **96 school children became more aware of the actual environmental conditions and ongoing protection activities in Cat Ba Biosphere Reserve and other localities after receiving lessons produced specifically for Cat Ba Biosphere Reserve by teachers who developed 15 lesson plans following training on the use of UNESCO Teaching and Learning for a Sustainable Future (TLSF).** TLSF is a multimedia programme translated and adapted to Viet Nam in a joint effort with MOET (also reported under Article 6). Training for teachers targeted enhancing their capacities to deliver lessons on environmental and climate change issues. TLSF lessons helped students to engage in problem solving activities to formulate their own approaches to improve the natural environment as demonstrated by the needs assessment carried out by MAB Viet Nam and UNESCO. Assessment through questionnaires and feedback from 96 students showed that the teaching methods had a positive influence on their awareness, attitudes and behaviour. Feedback was discussed with teachers to improve the content and delivery while encouraging continued self-learning about climate change and sustainable development.
- **150 students were provided with an opportunity to think creatively on how to contribute through concrete activities on environmental conservation, while improving their understanding of climate change and environmental challenges through the BRES Youth for Sustainable Development Awards (also reported under Article 17).** These awards were based around a competition entitled “Cat Ba Biosphere Reserve for Sustainable Development” which was organized for young people (aged 12 to 18) to encourage and recognize youth to make a significant, tangible and positive difference toward building a better environment and life and a stronger Biosphere Reserve community. The young boys and girls, participating in 47 groups, submitted creative sustainable development proposals and gave presentations about how they would implement them. Five of these groups, totalling 23 youth (20 girls and 3 boys), were each awarded “Biosphere Awards” of 1,000 USD to implement their proposal within four months. The winning proposals resulted in the following initiatives:
 - I. Planting 1,200 square metres of coastal mangroves in Phu Long Commune to reduce erosion, stabilize mudflats and reduce the harmful effects of typhoons and storms;
 - II. Recycling waste into useful products such as shoes and ornaments to curb environmental pollution and raise awareness of environmental protection;
 - III. Learning about aspects of honey beekeeping from local beekeepers, setting up bee hives and publicizing their activities in school;
 - IV. Protecting the Cat Ba Langur by raising awareness of its status as an endemic species and calling for its protection;
 - V. Planting trees to improve the school environment and to encourage awareness in other students.
- **The Cat Ba Archipelago Biosphere Reserve Sustainable Development Foundation was established to fund sustainable development initiatives and received publicity** during the implementation of the BRES Programme. A fund was established by Hai Phong People’s Committee to support sustainable development activities, receiving initial donations of 17,000 USD from local businesses. This foundation had been a long-term goal of the Cat Ba Management Board and was



inspired to action by the Youth for Sustainable Development Awards.

- **People from the community in Cat Ba received training from local experts and peer community members to learn how to recognize and interpret natural signs in their daily life in order to safeguard traditional knowledge on observing natural signs and to help prepare for and respond to natural hazards.** Examples include:
 - I. Observing the number and size of nodes on water reed grass which indicate the frequency and intensity of storms for the year to come; and
 - II. Observing behaviour and movements of insects to determine oncoming rainfall, flooding and storms.
- **Eighteen local journalists from radio, TV and print media strengthened their capacities in reporting about climate change issues in the Cat Ba Biosphere Reserve during a training workshop** organized by UNESCO with support of national media experts. **Five short documentary films, five radio broadcasts and three news articles were produced through the training workshop and disseminated by the local media, raising greater public awareness about the role of biosphere reserves and the importance of biodiversity conservation and climate change response.** These activities responded to a survey conducted among community members participating in development of the Community Action Plan, which demonstrated that 72 per cent of them regularly use radio, television or print media (also reported under Article 42).

The BRES project was successfully extended to Phase III for the Red River Delta Biosphere Reserve, through Japanese Funds-in-Trust secured by the UNESCO Regional Science Bureau for Asia and the Pacific in Jakarta. **Teachers enhanced their capacity and community members increased their awareness and engagement in sustainable development** through the programme for the Red River Delta Biosphere Reserve, where a competition for students to develop and implement new initiatives for environmental protection and climate change mitigation was held. Phase III was designed jointly by MAB Viet Nam, UNESCO Viet Nam and the UNESCO Office in Jakarta, with the support of Nam Dinh Provincial People’s Committee, Giao Thuy District Department of Education and Training and District People’s Committee, the Red River Delta Biosphere Reserve Management Board, the Ministry of Education and Training (MOET). The following outcomes have been achieved through the implementation of Phase III:

- **Parents, community members and schools collectively took action to respond to climate change challenges in their locality and mainstreaming Education for Sustainable Development in school and extra-curricular activities.** This approach links teachers, students and community members in an inter-generational learning experience where teachers are trained and teach students, parents and community are trained and understand what their children are learning, students develop projects that interest the community or are in the interests of the community, and parents and community support project implementation. This model has demonstrated a highly effective and viable way of building the resilience of Viet Nam’s young and old to the risks and threats posed by climate change, disasters and biodiversity loss.
- **15 teachers from the 5 participating schools, together with 5 school principals/vice-principals, enhanced their capacities to deliver lessons on climate change and biodiversity/environmental conservation, as well as in participatory teaching methodologies and development of lesson plans, as a result of a three-day training** delivered by MAB Viet Nam, with support of MOET and UNESCO. Training also covered the purpose and procedures of the Youth Awards and teachers’ roles in assisting students for youth award projects’ development and implementation with support from the local community. **Teachers delivered lessons to students** and MAB, MOET and UNESCO provided feedback to teachers after monitoring lessons’ delivery directly in the classroom.
- **45 parents and community members of 5 CLCs have enhanced their capacities and are better able to take action to respond to challenges of climate change and biodiversity loss as a result of trainings on these areas and interaction with youth awards projects in the 5 participating schools.** Parents and community members were trained by 10 CLC facilitators, who were themselves trained by MAB Viet Nam and UNESCO using materials developed specifically for the sessions. A facilitators’ guidebook was developed and used to enhance the training of community members on climate change response and biodiversity/environmental conservation. During the training, the facilitators developed a lesson plan to be used during their training of parents and community. Monitoring of the training was carried out by the MOET, MAB Viet Nam and UNESCO. During the training, community members identified specific climate change and biodiversity/environmental local challenges. These challenges were then presented to students of the 5 local schools as potential areas that could be addressed by the Youth Awards projects.
- **Students developed and implemented, with the support of local community members, projects with concrete actions in responding to climate change as a result of their increased understanding of climate change, biodiversity and environmental conservation. Students’ capacity to develop projects and activities was also enhanced through an orientation session** delivered by MAB and UNESCO in which the Youth Awards and the procedures on how to prepare project proposals were introduced. **The five best project proposals out of 19 that were presented were selected jointly by MOET, MAB and UNESCO (one for**



each school) and were awarded each a grant of 500 USD to support their implementation and to ensure that each project was developed and monitored in a way that would allow for the production of step-by-step project guidelines which will be shared with other schools in Viet Nam wishing to replicate the projects.

Local expertise provided by community members, parents, an agricultural cooperative and the district Bureau of Agriculture ensured a scientific approach to the implementation of projects and adequate community assistance to ensure successful implementation of the students' projects. School projects responded to priority concerns raised by the local community. **Students used local media to deliver regular updates to community members on the progress of their projects and to provide local people with basic information about the environmental challenges facing their communities and the behavioural changes required to tackle them.** These regular broadcasts helped to raise community awareness on fundamental environmental issues whilst promoting local interest in the school projects and drawing in participation from the community for their implementation.

- **A mid-term review of the five projects was conducted** by MAB Secretary General and the UNESCO Representative, with the participation of technical staff, and feedback and additional support was provided where needed. School principals committed to continue the projects in their schools and to strengthen the relationship with parents and community.
- **A documentary has been produced to record the activities, experiences and lessons learn during the BRES Red River Delta project implementation.** Comments by school principals, vice principals, parents and community members were recorded to share this positive experience with other schools. The project film was shared with beneficiaries and schools to discuss their projects in terms of the significance of the experience and lessons learned. This took place during a final event, organised and hosted by the Director of Education and Training (DOET). Sustainability and expansion to other schools in the province were also a part of the discussions.
- **Five teachers, one from each of the five schools, wrote a short guideline outlining the steps involved in implementing their project, providing tips to ensure successful results and suggestions on how to link lesson plans to project activities.** The five guidelines have been made available online to all teachers in Viet Nam who wish to replicate the projects.
- **Two Vietnamese delegates shared Viet Nam's experience on green schools during a Regional Workshop for Green School Action in East Asia, held in Jakarta in May 2012,** with logistical support from MAB Viet Nam and UNESCO Viet Nam, as well as financial support from the UNESCO Regional Science Bureau for Asia and the Pacific in Jakarta. One delegate represented the Centre for Environmental Research and Education of the Ha Noi National University of Education and the other is a teacher from Cat Ba Secondary School, one of the schools receiving a BRES Youth Awards. The two delegates participated in all sessions of the workshop and also gave a presentation to share the Cat Ba experience in promoting green school activities with Indonesian teachers and representatives of the Indonesian Ministry of Education and Culture.

The roles of biosphere reserves as learning sites for climate change adaptation and mitigation efforts has been advocated in various events and presentations by UNESCO with government authorities, universities, the international community and private sector, including at the International Conference "Mekong Sub-region" in Ho Chi Minh City and the Biosphere Reserve certificate awarding ceremonies in Cu Lao Cham – Hoi An, Ca Mau Cape, Kien Giang and Western Nghe An. These three events were broadcast on live television to a very large audience within Viet Nam and abroad.

- **Hai Phong authorities developed an official logo and certification process for labelling 'green' goods produced in Cat Ba Biosphere Reserve, with technical support of MAB Viet Nam.** The initiative, developed by the Hai Phong Department of Culture Sports and Tourism, aims to build a range of premium 'green' consumer goods and services that carry the Cat Ba Biosphere Reserve logo, thereby reinforcing the tenets of 'conservation for development, development for conservation' throughout the tourism industry and product supply chain. The certification process promotes sustainable business practices using standards prepared by the Provincial Department of Science and Technology of Hai Phong City and has been applied with seven locally produced products now using the label for marketing. In order to be awarded the certification, a local product must demonstrate that its business model meets the set of standard criteria aligned with sustainable development goals in the Biosphere Reserve.
- **Publications on "Man and Biosphere Reserves", "Network of Viet Nam Biosphere Reserves" and "Biosphere Reserves in Viet Nam" have been produced by MAB with the support of UNESCO, providing information and raising awareness on the values and roles of Biosphere Reserves in Viet Nam.**
- **The ASEAN Regional Conference on the roles of World Heritage Sites, Biosphere Reserves and Geoparks in Sustainable Development was held** by NatCom, with the support of the People's Committee of Ninh Binh Province in September 2012. UNESCO HQ, Jakarta, Phnom Penh and Ha Noi UNESCO Office staff, and the Director of the World Heritage Centre, participated in the conference, which gathered a wide range of international stakeholders, including international delegates from ASEAN countries, China, Korea and over 100 delegates from various regions of Viet Nam. At the conference, regional delegates issued a statement



towards:

- I. Ensuring the preservation of the recognized Outstanding Universal Value of the World Heritage Sites as well as the alignment of national legislation with international agreements and enhancing site protection and contribution to sustainable development to be applied more effectively locally.
- II. Ensuring the participation of local communities in the management of World Heritage and other UNESCO-recognized sites.
- III. Encouraging the public, and particularly young people, to learn more about the UNESCO-recognized sites and be given opportunities to be involved in the protection of the sites.
- IV. Promoting scientific and social research and disseminating the results among local stakeholders to inform decision-making.
- V. Paying special attention to the issues of climate change mitigation and adaptation, disaster preparedness and risk reduction.

Each State Party also committed to promote the “Green Network” Initiative – a regional collaboration network to exchange experience on management and preservation of heritage values among UNESCO-recognized sites.

- **The issue of biosphere reserves as sites benefitting from projects was addressed during a meeting held between UNESCO Jakarta and Viet Nam Office staff with FAO, UNDP and the Programme Coordination Group on Environment and Climate Change.** A meeting was also held with the Viet Nam Agenda 21 Office, within the Ministry of Planning and Investment, to consider biosphere reserves and Natural Heritage sites in future work plans.
- **Managers from eight biosphere reserves presented research needs and the application of science and technology in conservation and sustainable development management during a workshop** on “Science and Technology for conservation and sustainable development of world biosphere reserves in Viet Nam” in August 2014. The event was organized by the Viet Nam MAB National Committee, Viet Nam National Committee for UNESCO and the Natural and Social Science Agency – Ministry of Science and Technology. Some 50+ participants took part in the meeting, hosted by the Ministry of Science and Technology.
- **Representatives of MAB Viet Nam engaged in sub-regional exchanges on the challenges biosphere reserves face, with a particular focus on the effects of climate change, the role of indigenous peoples and their knowledge in the management of biosphere reserves, and the lack of up-to-date information on biosphere reserves’ ecology, economy and people,** at the 6th Meeting of the Southeast Asia Biosphere Reserves Network (SeaBRnet) biannual meeting, held at Cibodas Biosphere Reserve in Indonesia in February 2011. Regional challenges and opportunities for biosphere reserves were discussed by MAB Viet Nam, Timor-Leste and the Philippines on a study tour to Cat Ba Biosphere Reserve organized by the UNESCO Offices in Jakarta and Viet Nam. The delegates learned about the implementation of BREES in Cat Ba and met with site managers and beneficiaries. They also met with staff at the UNESCO Viet Nam Office, the Viet Nam NatCom and MAB Viet Nam.



Article 15: Promoting the awareness, at all levels, of the ocean's fundamental role in climate change and sustainable development; enhancing the national capacity in marine science, observations and services for better management of the nature and resources of the ocean and coastal areas; strengthening the coordinating role, at national level, of the Viet Nam National Committee for the Intergovernmental Oceanographic Commission in national, regional and international programmes on marine science, observations, and services, as well as capacity-building.

The Intergovernmental Oceanographic Commission (IOC) of UNESCO has been providing technical assistance to Viet Nam and engaging Viet Nam into its various global and regional programmes on marine science, observation and capacity development in order to prevent and reduce the impacts of natural hazards, mitigate the impacts of, and adapt to climate change and variability, and underpin the sustainability of marine and coastal resources.

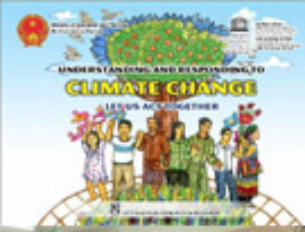
To **strengthen marine science-policy interface and advance multidisciplinary collaboration** among all countries in the region, Viet Nam, through its Viet Nam Academy of Science and Technology (VAST) and the Institute of Oceanography (IO), hosted the **9th International Scientific Symposium of the IOC Sub-Commission for the Western Pacific (WESTPAC)** in Nha Trang, 22-25 April 2014 with the support of Khanh Hoa Province. The four-day WESTPAC Symposium attracted immense global interest with around 600 scientists and government officials from 21 countries within and outside the Western Pacific region. Dr Nguyen Tac An (Viet Nam) was given the "WESTPAC Outstanding Scientist Award" at this Symposium in recognition and appreciation for his long term dedication to regional marine science development and cooperation. Ms. Ngoc Tuyen Nguyen (Viet Nam) won the Best Young Scientist Award, which was established to encourage young marine scientists to devote themselves to marine science, sustained observations and services.

Viet Nam, through its Institute of Oceanography, VAST, has been making great contributions to marine biodiversity conservation and seafood security at regional level through hosting and attending various regional trainings and scientific workshops of the IOC Sub-Commission for the Western Pacific (WESTPAC). **Vietnamese scientists enhanced their knowledge on the status of marine biodiversity**, and the national and regional capacities to address challenges to ocean health was strengthened: specifically for the identification of harmful algae bloom, toxic marine organisms and invasive marine species that pose risks to environmental and economic security. The Institute of Oceanography hosted and co-organized the second WESTPAC Workshop on Toxic Marine Organisms and their Toxins on 4-6 November 2011, and the WESTPAC Training Course on "Toxic Marine Organisms and Harmful Algal Bloom", 19-22 March 2012 in Nha Trang, Viet Nam. Vietnamese scientists are also enhancing their capacities in determining the distribution of specifically benthic toxic algae causing ciguatera fish poisoning through their active participation in a regional research project under the umbrella of the joint IOC- Scientific Committee on Oceanic Research (SCOR) international research programme on the Global Ecology and Oceanography of Harmful Algal Blooms (GEOHAB).

Vietnamese marine scientists' are enhancing their capacities, through WESTPAC's ocean forecasting programme and associated training opportunities, towards the development of an ocean forecasting system. An ocean forecasting system could generate crucial forecast information, such as ocean circulation, sea surface temperature and wave heights. Accurate forecast data serves the needs of a variety of human activities related to marine hazards mitigation, oil and gas exploration, fisheries, navigation, marine parks management and coastal recreational activities. Since 2010, WESTPAC has been providing regular trainings to Vietnamese junior marine scientists on ocean models and dynamics at the IOC Regional Training and Research Centre on Ocean Dynamics and Climate (ODC Centre), which was hosted at the First Institute of Oceanography, State Oceanic Administration of China, and facilitating senior scientists' engagement in the development of WESTPAC South East Asian-Global Ocean Observing System (SEAGOOS).

Vietnamese experts strengthened their capacities in Ocean Data and Information Management through IOC's International Ocean Data Exchange Programme (IODE). Specifically, the Institute of Oceanography, under the Viet Nam Academy of Science and Technology (VAST) was supported by two IOC specialists to assess the Institute's rare books collection, including its physical status and opportunities for digitization, preservation and conservation, taking into account local conditions. The Institute was advised to establish a Vietnamese Ocean Digital Library. Tailored conservation materials were provided to the Institute, and its staff enhanced their capacities in preservation and digitization, as well as in grant writing, through formal Ocean Teacher courses. Between 2010 and 2015 the IODE programme provided training on ocean data management and marine information management to 12 Vietnamese experts through its OceanTeacher programme.

Viet Nam has been **actively supporting the development of a sub-regional tsunami early warning system** for the South China Sea (referred to as the East Sea in Viet Nam) and relevant standard operating procedures, with the participation of the Earthquake Information and Tsunami Warning Centre, Institute of Geophysics (IG), Viet Nam Academy of Science and Technology (VAST) in the Regional Working Group on Tsunami Warning and Mitigation System for the South China Sea Region (SCS-WG), which was established under the IOC-led Pacific Tsunami Warning and Mitigation System (PTWS).



Dr. Vo Si Tuan, Director of the Institute of Oceanography in Nha Trang was unanimously elected as the Vice Chair of IOC Sub-Commission for the Western Pacific (WESTPAC) in May 2012.





Article 16: Developing programs to support the building of self-reliance communities based on knowledge, awareness, preparedness and mitigation so as to manage the hazard and vulnerability toward natural disasters and climate change.

The development of a transboundary water concept paper, drafted through the support of the Viet Nam Global Water Partnership secretariat was led by UNESCO Jakarta Regional Bureau for Science in Asia and the Pacific. The 4.8 million USD draft proposal on “Enhancing resilience of communities along the borders of Viet Nam- Cambodia and of Afghanistan- Pakistan to adapt to Climate Change impacts and transboundary flooding” proposes the development of early warning stations and shared floods dissemination systems for An Giang Province in Viet Nam and Kandal Province in Cambodia. It is being shared with potential donors, following in-depth discussions and endorsements of relevant authorities (also reported under Article 13).

29 national education authorities from MOET (18 male, 11 female), 24 national trainers of education managers from NIEM (10 male, 14 female), 31 local education authorities in Hue (23 male, 8 female), and 49 local community members (including school principals, parents, representatives of community associations, media and representatives of local storm and flood control committees; 29 male, 20 female) raised their awareness on the use of satellite data and imagery as a tool for evidence-based decision making in relation to disaster preparedness, biodiversity conservation and climate change response through four targeted trainings in Hue and Ha Noi. This activity has been implemented under the Intersectoral Programme on Disaster Risk Reduction and Climate Change Adaptation. An international expert with vast experience in remote sensing, Dr. Mario Hernandez, worked together with the National Remote Sensing Centre (NRSC), the VNU-University of Science and Hue University of Science to develop and deliver the training to the different target groups (also reported under Article 18).

2,075 people at 105 Community Learning Centres in five provinces received training on “understanding and responding to climate change”. Based on feedback provided in the trainings, a booklet entitled “Understanding and responding to climate change – Let us act together” was developed as a supporting tool for developing Community Action Plans in Cat Ba (also reported under Article 6). The booklet provides trainees with a general understanding of climate change causes, impacts and consequences in Viet Nam, as well as guidance on how to formulate Community Action Plans for climate change mitigation and adaptation at the local level. It has been published and has been used as a basis to develop similar initiatives for communities in Hue and in Red River Delta Biosphere Reserve (also reported under Article 6 and Article 17).

- **45 parents and community members of 5 CLCs enhanced their capacities and are better able to take action to respond to challenges of climate change and biodiversity loss as a result of training on these areas.** The parents and community members were trained by 10 CLC facilitators, who were themselves trained by MAB Viet Nam and UNESCO using training materials developed specifically for the sessions and the “Understanding and responding to climate change – Let us act together” booklet. A facilitators’ guidebook was produced and used to enhance the training of community members on climate change response and biodiversity/environmental conservation (also reported under Article 14).
- **50 parents and local community members, 15 school teachers, 10 school principals and vice principals, 25 local authorities, 25 national authorities and 20 media professionals from Thua Thien-Hue Province enhanced their knowledge and understanding of key concepts related to climate change mitigation and adaptation, as well as disaster risk reduction and biodiversity conservation during several awareness raising sessions in each of the three areas.** The sessions empowered the participants to better work together on the different components of the Initiative (also reported under Article 6).

62 community members who are responsible for leading the development of Community Action Plans have enhanced their capacities in developing participatory activities to respond to disaster risks, climate change and biodiversity loss as a result of targeted trainings and the implementation of the MOET, UNESCO and Samsung Education for Sustainable Development Initiative for Viet Nam. Five Community Action Plans were developed by five communities in Thua Thien-Hue Province, with the support of local experts in the areas of the CAPs. CAP developers from Huong Vinh Commune and Phu Mau Commune presented their CAP to the wider community during community meetings in two Community Learning Centers (also reported under Article 6).

The accuracy and reliability of flood forecasting and warning systems used in four selected catchments in Indonesia, Malaysia, the Philippines and Viet Nam was assessed to provide recommendations for improving these systems in the project “Assessment of Flood Forecasting and Warning Systems for Humid Tropics Region” which was carried out within the framework of IHP VII and in line with the cross-cutting programme Asia Pacific Flow Regimes from International Experimental and Network Data (APFRIEND). The Viet Nam study at the Thu Bon River found that flooding has become intensive especially as the lower basin is undergoing significant and rapid socio-economic development. The study provided recommendations, including continued planning, installation and operation of automatic warnings for the Thu Bon River Basin, where flooding often occurs and modernized flood and precipitation measurement and automated communication systems for flood warning and forecasting (also reported under Article 13).

- To improve effective forecasting, warning and risk reduction countermeasures for the general public Viet Nam received support from IHP to the Asia-Pacific regional assessment of floods forecasting and warning systems mechanisms and systems existing.





Article 17: Promoting the use of science education as a fundamental basis for sustainable development and engaging youth, educational institutions and the government in developing and using of science education as a fundamental basis for sustainable development.

In June 2015, the **UNESCO Viet Nam office took part in two feasibility studies** for the establishment of the first Category 2 institutes based in Viet Nam – in the fields of physics and mathematics – under the auspices of UNESCO and to be based at the Viet Nam Academy of Science and Technology (VAST). The Minister of Science and Technology, the Secretary General of the UNESCO National Commission, VAST and Vietnamese physics and mathematics institutions contributed to the feasibility studies, which were submitted for approval to the 197th session of the UNESCO Executive Board in October 2015. In addition to operating costs, the Government of Viet Nam has pledged around 500,000 USD per annum to each to the two Category 2 Institutes to support activities and initiatives. Following the endorsement of the feasibility studies by the UNESCO Executive Board, the 38th Session of **the UNESCO General Conference approved the creation of the two Category-2 Institutes** in November 2015.



The proposed Institutes will serve as research, training and exchange platforms for mathematics and physics in the ASEAN region, recognizing Viet Nam's strengths in these areas. Outreach and educational activities for young researchers shall include research workshops, camps and conferences aligned to UNESCO programmes and the regional scientific and mathematical interests. Both of the proposed institutes will promote women in basic sciences, and support African researchers through a short-term mobility programme established in collaboration with UNESCO's International Basic Sciences Programme. The proposed institutes seek to develop and strengthen cooperation between Vietnamese researchers with such South-South scientific cooperation bodies as the Abdus Salam International Centre of Theoretical Physics (ICTP is a UNESCO Category 1 Centre), the World Academy of Sciences for the advancement of science in developing countries (TWAS), as well as UNESCO's International Basic Sciences Programme (IBSP) and other UNESCO chairs and Category 2 centres and institutes in mathematics, physics and the basic sciences.



The participation of women in scientific research has been strengthened through the support of the Viet Nam Academy of Social Sciences and National Commission, which has granted scholarships for scientific research to 12 outstanding female scientists from Viet Nam via the L'Oréal-UNESCO International Fellowships Programme for Young Women in Life Sciences. The L'Oréal-UNESCO partnership, with its first laureates awarded in 1998, is a long-term commitment to promote women in sciences, awarding science fellowships at local, national and international level, and supporting an international network of more than 2,000 women scientists in more than 100 countries. The programme has been active in Viet Nam since 2008, receiving a widespread response from women scientists and nationwide public attention.

- **Dr. Tran Ha Lien Phuong became the first Vietnamese to receive the L'Oréal-UNESCO award for Woman in Science at a ceremony held in Paris on March 18, 2015. Dr Phuong, together with 14 other female scientists from across the world, received the 40,000 USD award, known as International Rising Talent Grants.** Dr Phuong is recognized for her research on the development of *fucoïdan-based polymeric micelles* for cancer treatment and diagnosis. A researcher and lecturer at Viet Nam National University's Department of Biomedical Engineering in Ho Chi Minh City, Dr Phuong was one of 236 finalists considered for this award.



The latest original research in Viet Nam was presented across a range of specialities, addressing research and development at the Ha Noi University of Science and Technology (HUST), the Ha Noi National University of Education, the National Institute of Hygiene and Epidemiology (NIHE) and Viet Nam Academy of Science and Technology (VAST), to commemorate the International Year of Crystallography (under the auspices of UNESCO and the International Union of Crystallography) at a one-day scientific conference organized by HUST on 14-15 November 2014. The UN General Assembly proclaimed 2014 as the International Year of Crystallography in order to mark the centenary of the discovery of x-ray crystallography and highlight the global importance of crystallography, from public health and immunology, to nanotechnology, biotechnology, large-scale synchrotrons, as well as sustainability sciences and heritage conservation. As of 2014, twenty-three Nobel Prizes in chemistry, medicine and physics have been awarded for related fields of crystallography.



112 experts from 84 institutes and universities, including 12 international guests from Thailand, Malaysia and Canada, increased their capacity in crystallographic research and teaching through a workshop on the OpenLab Viet Nam initiative of the International Union of Crystallography and UNESCO, organized by the Viet Nam National University in Ho Chi Minh City and MANAR (Center for Molecular and Nano-Architecture) on 8-12 December 2014.



The Ha Noi University of Natural Resources (HUNRE) and the Water Resources University (WRU) have strengthened their institutional and managerial capacity to implement water management education, research and training, and have improved university staff capacity in developing and sharing knowledge through the



support of the UNESCO-IHE Institute for Water Education (Delft, Netherlands) since 2012. Within this framework, Viet Nam National University's Centre of Water Management and Climate Change has adopted an interdisciplinary approach to Integrated Water Resources Management, with special attention to offering research and training on governance, policy planning and regulation to strengthen the capacity of policymaking structures in the Mekong Delta.

542 students from 5 schools acquired a deeper understanding of climate change, biodiversity and environmental issues and contributed concrete ideas toward the development and implementation of student activities shared with communities, parents and schools under the BRES programme, with support of MAB Viet Nam, UNESCO and local experts. These students proposed 19 new and creative ideas, of which 5 project concepts were accorded "2013 Biosphere Awards" with 500 USD each toward their implementation, as part of the BRES Youth Awards. Local expertise was contributed by community members, parents, an agricultural cooperative, and the district Bureau of Agriculture ensured a scientific approach to the implementation of projects and adequate community assistance for the successful implementation of these students' projects (also reported under Article 14). The projects responded directly to priority concerns that were raised by the local community and included:

- I. Giao Lac Lower-Secondary School: producing environmentally-friendly fertilizers from discarded rice straw to address environmental problems caused by the widespread burning of agricultural waste;
- II. Giao An Primary School: planting and caring for trees with the support of families and the community to change local attitudes towards conserving and protecting nature;
- III. Giao Thien A Primary School: producing an organic vegetable garden in the school to raise awareness of the importance of using natural fertilizers instead of chemical fertilizers;
- IV. Giao Thien Lower-Secondary School: campaigning to reduce, reuse and recycle plastic bags in the area;
- V. Giao Thuy Upper Secondary School: implementing sawdust bedding in family-scale livestock farms to absorb animal waste and reduce water run-off, thus reducing water pollution in the area.

150 students from the Cat Ba Biosphere Reserve area, aged 12 to 18, developed and implemented projects to make a significant, tangible and positive difference towards a better environment and life and a stronger biosphere reserve community in 2011 with support of MAB Viet Nam under NatCom and UNESCO. Youth-developed initiatives were proposed and implemented, through BRES Youth Awards. Five teams (totalling 18 girls and 5 boys) were each awarded 1,000 USD to implement their proposal within four months. These initiatives, funded by Japanese Funds-In-Trust (JFIT), included the protection of the endangered Langur monkeys; raising awareness and planting 1,200 m² of mangroves on tidal land; beekeeping for local honey production; recycling garbage as useful classroom materials, and making schools more environmentally friendly by planting trees in their schoolyard (also reported under Article 14).



Article 18: Enhancing and promoting activities to introduce modern science and new technologies alongside traditional and indigenous knowledge, practice and products.

Mitsubishi Heavy Industries Ltd. (MHI) and Ha Noi University of Science Technology (HUST) have jointly implemented activities through a UNESCO Chair Programme wherein Vietnamese, Japanese and regional researchers have exchanged scientific knowledge and information in advanced technologies, including clean coal technology, environmental protection, engineering education and research and development.

- **Awareness on environmentally sustainable use of energy resources in Viet Nam and development of human resources** has achieved through this programme implemented by HUST, with the assistance of MHI, since 2003. **Lectures were delivered and information was exchanged between MHI researchers and Vietnamese counterparts. Vietnamese researchers also travelled to Japan to study and share experiences of Viet Nam's development of clean energy** through an annual seminar organized within the UNESOC Chair Programme. The programme has been a stimulus for cooperation between HUST and the private sector.

An e-learning course on energy for sustainable development was developed by Viet Nam National University (VNU) and HUST in collaboration with Kyoto University, the Sustainable Energy and Environment Forum (SEForum) and UNESCO. This course, already available within the Asia-Pacific Region, is localized at the national level for Viet Nam as part of the Comprehensive Programme to Enhance Technology, Engineering and Science Education for Asia (COMPETENCE). Localization involves identifying local human resources, enhancing capacities of local lecturers, verifying the content of educational materials, disseminating and promoting the educational curriculum and materials and evaluating to ensure the quality of the materials.

26 national education authorities from MOET, 23 national trainers of education managers from NIEM, 31 local education authorities in Hue and 49 local community members (including school principals, parents, representatives of community associations, media and representatives of local storm and flood control committees) raised their awareness on the use of satellite data and imagery as a tool for evidence-based decision making in relation to disaster preparedness, biodiversity conservation and climate change response through four targeted trainings in Hue and Ha Noi. This activity has been implemented under the Intersectoral Programme on Disaster Risk Reduction and Climate Change Adaptation. An international expert with vast experience in remote sensing, Dr. Mario Hernandez has been working together with the National Remote Sensing Centre (NRSC), the VNU-University of Science and Hue University of Science to develop and deliver the training to the different target groups.

The training sessions highlighted the use of scientific information provided by satellite imagery to:

- I. Introduce education authorities to how space technologies can be used in improving overall management of schools in Viet Nam;
- II. Enrich the current Vietnamese educational curricula by introducing in the classroom a series of satellite illustrations that show our Earth and its ecosystems, oceans and solar system, among others; and
- III. To use the support of space science and technology illustrations and examples to create in the mind of the new generation of young Vietnamese the habit of continuously recurring to the use of accurate scientific evidence.

A simple web based tool to create a mapping of all schools in Viet Nam by entering the geographical coordinates and name of each school was developed by UNESCO, in cooperation with Ghent University (Belgium). This mapping tool assists education authorities to strengthen preparedness in schools with respect to climate change and natural disasters. Educational authorities (MOET, DOET, BOET), teachers and local communities found this approach to be unique and recognized the advantages of having a map that shows the location of the schools. A funding proposal has been developed to implement the design of this mapping.

Since 2015, the Ministry of Science and Technology, in its capacity as Head of the Subcommittee for Natural Sciences, has **conducted research on sustainable development for biosphere reserves.** To date, **MOST has approved six national science and technology research projects** for Dong Nai, Cham, Hoi An, Kien Giang, West Nghe An, Ca Ba and Lang Biang Biosphere Reserves with **average funding of 200,000 USD.**



Article 19: Contributing to awareness-raising, capacity-building and geotourism promotion of Geoparks in Viet Nam; consolidating the country's Geoparks network and support by a Regional Conference on Asia-Pacific Geoparks in 2011.

Long-term sustainable management strategies were explored at a conference organized at Dong Van Karst Plateau Geopark in November 2014, following the approval by the Prime Minister of Viet Nam to develop a master plan to conserve and uphold the values of Dong Van Geopark for 2012-20, with a vision to 2030. In 2010, Dong Van Karst Plateau Geopark became the 77th member of the Global Geopark Network, the second site to be named in Southeast Asia. The Dong Van karst plateau is at least 80 *per cent* limestone, with picturesque landscapes that contain many ancient species fossils dating from 400 to 600 million years ago. Scientists have so far identified 45 geomorphic heritages, 33 tectonic heritages and numerous fossils within the Geopark, which is located in Ha Giang Province in northern Viet Nam. The conference was attended by the chair of the provincial People's Committee for Ha Giang Province, along with officials of the Viet Nam National Commission. A number of site visits to Dong Van were organized through the Global Geoparks Network for a delegation from Malaysia, France and Brazil, which conducted a survey of the development of the site in August 2014.



The Ha Noi Declaration on Geoparks, which aims to guide geopark development and management by promoting geo-tourism and community development, was announced at the conclusion of the Asia-Pacific Geoparks Symposium in July 2011. During the international Symposium, which was attended by over 150 delegates from 16 Asia-Pacific and European countries, participants highlighted the immense potential of Geoparks in promoting scientific research and allowing local communities to share traditional knowledge of the natural heritage with the public. **The importance of empowering local communities to participate in Geopark management was emphasized and the right of local communities to practice the intangible heritage in Asian geoparks was advocated.** The Symposium was organized by the Ministry of Natural Resources and Environment, Ha Giang Province People's Committee, Viet Nam NatCom and UNESCO. During the symposium, site managers strengthened their networks for improved coordination among members of the Global Geopark Network, as well as the regional Asia-Pacific and European Geopark Networks.



- **The diversity of geoheritage and local people's lifestyles, culture and spirit were highlighted through a photo exhibition "Dialogue with Geoheritage" at the Ha Noi Opera House, and compiled in a book of the same title, highlighting the exceptional values of Geoparks.** Thirty-seven photos were selected through a photo contest and winners received awards from the Vice Minister of the Ministry of Natural Resources and Environment at the symposium.

Site managers increased their awareness of the socio-economic impacts of geo-tourism through a training course on "Community participation in managing UNESCO's biosphere reserves, heritage sites and geological parks" in Ha Giang Province.



The Dong Van Karst Plateau Global Geopark Management Board and local stakeholders received training on UNESCO's Public Use Planning Methodology in preparation for the participatory development of an extensive site visitor management plan (also reported under Article 30). The management plan includes identification of a list of tourist attractions, plans for development of information centres and prioritization of products and services that integrate the Outstanding Universal Values of nature and culture of the Geopark, in particular the values of the ethnic minority communities of Ha Giang Province. The site visitor management plan includes an action plan, a set of monitoring indicators and a framework for key conservation management activities to be implemented. This support is provided building on the successful experience of developing three site management plans in Quang Nam Province (reported under Article 30) and upon the request of the Dong Van Karst Geopark Management Board. UNESCO Viet Nam provided technical assistance for this project and covered the costs of two trainers. Ha Giang Province provided cost-sharing for trainees, missions and expenses related to local implementation of the project, such as organization of community meetings.





Article 20: Enhancing knowledge on the relationship between cultural diversity and biodiversity through evidence-based action research and information exchange.

Staff and management from the two World Natural Heritage sites and eight Biosphere Reserves in Viet Nam were trained on customary rights (also reported under Article 33). To identify potential conflicts between local livelihood practices and site management, nine sites conducted action research on:

- I. Traditional aquaculture activities in Can Gio Mangrove Biosphere Reserve;
- II. Current uses of non-timber forest products for local livelihoods in Cat Ba Biosphere Reserve;
- III. Local knowledge of the Cho Ro People in the Phu Ly Commune on improving non-timber forest products in Cat Tien Biosphere Reserve;
- IV. Benefits of Cham Island tourism for the local community;
- V. Potential application of local knowledge in sustainable octopus harvesting in Phu Quoc, Kien Giang Biosphere Reserve;
- VI. Promotion of traditional honey collecting practices in U Minh Ha Forest (Mui Ca Mau Biosphere Reserve);
- VII. Factors influencing local community participation in marine resource management in the core zones of the Red River Delta Biosphere Reserve;
- VIII. Integrating cultural practices of the Thai people in community-based ecotourism in Western Nghe An Biosphere Reserve;
- IX. Local knowledge of the Ruc people in wildlife use and management in Phong Nha Ke Bang World Heritage Site.

Out of these nine action research studies, four were selected and contributed to implementation of pilot interventions, including:

- I. The development and dissemination of traditional honey collection practices in U Minh Ha forest, Ca Mau Biosphere Reserve;
- II. Building a community tourism model for West Nghe An Biosphere Reserve, Nghe An Province;
- III. Developing a benefit-sharing mechanism for sustainable use for non-timber forest products in the buffer zone of Cat Ba Biosphere Reserve;
- IV. Piloting a model for manufacturing of non-timber forest products based on indigenous knowledge for tourism development and preservation of cultural values of the Cho Ro people in Phu Ly Commune in the buffer zone of Dong Nai Biosphere Reserve.



Article 21: Providing technical assistance to the National Agency for Science and Technology Information (NASATI) as the official agency mandated to collect science statistics in Viet Nam, recognizing the importance to Viet Nam of building national capacity for research and innovation as drivers of economic growth and the creation of new knowledge.

With UIS support, Viet Nam is collecting and can provide science statistics for international monitoring and statistical frameworks for the first time.

- An MOU was signed between the UNESCO Institute of Statistics (UIS) and NASATI to design and implement a science statistics system in Viet Nam.
- 150 officials received trainings to enhance their understanding of four areas: the National R&D Survey; measuring R&D, definitions and practical guidelines; and instructions on filling in the R&D survey questionnaire; and survey procedure and process through three workshops carried out by NASATI and UIS. The three sub-national training workshops in Ha Noi, Da Lat and Ho Chi Minh City for provincial staff of science and technology ministries, responsible for administering the first national R&D survey, was held in July 2012.
- More than 30 researchers in the field of science and technology policy and statistics, from 11 South East Asian countries and territories presented a range of topics including current trends, future directions and national experiences in measuring, collecting, analyzing and presenting science, technology and innovation statistics. The four-day workshop on “2011 South East Asian Regional workshop on Science, Technology and Innovation indicators”, was organized in Ha Noi by the National Agency for Science and Technology Information (NASATI/MOST), in collaboration with the UNESCO Institute of Statistic (UIS) and UNESCO Viet Nam.

Social and Human Sciences

Article 22: Supporting the establishment and enhancement of the Management of Social Transformations Programme (MOST) to foster and promote social science research and evidence-based policy-making, as well as to strengthen support to new networks for the promotion of education and educational programmes in social sciences.

Ministers and Vice Ministers of relevant ministries from all ASEAN countries enhanced their capacity to develop policies that address the impact of environmental changes on the social inclusion of communities by relating the multiple dimensions of climate change in South-East Asian societies to the patterns of social inclusion and exclusion that they reflect and transform.

- **ASEAN's common aspirations towards a global solution to the challenge of climate change and to achieve an ASEAN community resilient to climate change through national and regional actions were expressed at Viet Nam's First High-Level Forum on the Management of Social Transformations in Southeast Asian Countries under the theme "Societal Vulnerability: The Social Inclusion Challenges of Environmental Change".** Ministers and Vice-ministers of relevant ministries from ASEAN countries (Laos, Cambodia, Thailand, Myanmar, Singapore, Indonesia, Malaysia, the Philippines, Brunei, and Timor Leste); the President and 1 Vice-president of VASS; National Commission of Viet Nam to UNESCO; 8 staff of UNESCO Paris, Jakarta, Bangkok and Ha Noi Offices; UN Task Team on the Social Dimensions of Climate Change and UNESCAP; 3 Researchers on social inclusion and global environmental changes and other relevant national participants participated in the forum.
- **A list of recommendations was developed and recorded in the Ha Noi Declaration of the 132nd Inter-Parliamentary Union Assembly, which included practical policy options to strengthen legal and institutional frameworks on climate change mitigation and adaption with a focus on socially inclusive policies.** In addition, statements related to climate change as well as other aspects of environmental challenge were issued by ASEAN leaders. Recommendations include the following policy and research priorities:
 - I. Support social science research and mobilize the social science communities;
 - II. Strengthen national data collection and analysis capabilities and promote collaboration between statistical departments and governmental agencies in the sub-region to jointly collect data on social threats induced by environmental change, with a focus on gender and developing indicators and baseline data for evidence-based policy making;
 - III. Establish an institutional environment that empowers young women and men to gain access to the resources they need for their well-being and livelihood resilience, including human rights, transparency, and political participation; political, social and cultural norms that boost access and equality; social protection and preventative and curative healthcare; policies on trade, agriculture, food security and land tenure; and markets and financial and credit institutions;
 - IV. Support and appoint social scientists from all disciplines to scientific advisory bodies, expert committees and working groups that advise on the social dimensions of environmental change and corresponding policy;
 - V. Promote integration of social and ethical dimensions into environmental policy;
 - VI. Strengthen national policy and planning for social threats induced by environmental change and boost risk reduction responses, with a focus on inclusive participation and protecting vulnerable members of society;
 - VII. Strengthen coordination mechanisms between central and local governments, recognizing the importance of examining differences in vulnerability within a country;
 - VIII. Contribute to the establishment of a sub-regional follow-up mechanism to the forum, including appointing focal points in ministries responsible for social development to liaise with UNESCO and other governments;
 - IX. Encourage governments in the sub-region to adopt evidence-based policy making;
 - X. Advocate for the establishment of MOST National Liaison Committees and strengthen existing ones;





XI. Establish an ASEAN research network on Societal Vulnerabilities.

The linkages between social science research and policy-making were strengthened and the role of social sciences as a catalyst for the social transformation, that Viet Nam needs to undergo in order to meet national educational and economic targets, was promoted.

- **National efforts and contributions of social science to sustainable development in Viet Nam were highlighted** in a workshop on “Social Sciences and UNESCO for sustainable development” held in Ha Noi in 2011. The workshop introduced cutting-edge social science research projects and explored opportunities for collaboration in the field of human and social sciences.
- **The Viet Nam Subcommittee for MOST is in the latter stages of the establishment process** as a result of the coordinated efforts of the Viet Nam National Commission for UNESCO, Viet Nam Academy of Social Sciences and UNESCO Ha Noi in response to the recommendations of the Ha Noi Declaration to strengthen local science research capacities and foster ongoing dialogue among policy-makers, the scientific community and civil society in order to address critical social issues and improve the quality of policy outcomes.

National authorities, members of research institutions and international organizations enhanced their knowledge on the gender dimensions of social exclusion through the promotion of research projects and the facilitation of a policy-oriented dialogue based on social science knowledge.

- **The capacity to develop more gender inclusive social policies was enhanced** at an international forum on “Gender Dimensions of Social Exclusion: Towards More Inclusive Policies for Women” that brought together 130 national and international experts for exchanging experiences and good practices to promote the social inclusion of women and men in social policies and their access to social resources such as education, healthcare, credit or land.
- On occasion of the forum, **a publication documenting research studies on the gender dimension of social exclusion and the presentations made in the forum were developed to identify gaps and opportunities to take action through evidence-based policies and projects towards a better inclusion of women on social policies.**



Article 23: Promoting culturally appropriate approaches to support the protection of voluntary and involuntary migrants and to assist local authorities in elaborating inclusive urban policies.

Efforts have been taken to promote culturally appropriate approaches in policy design and research has been conducted to apply these approaches in programming, but there have not been any advancements in its application to the protection of voluntary and involuntary migrants.

Due to lack of funding, Article 23 was not fully implemented and its goals were not fully achieved.



Article 24: Promoting awareness of the importance of balancing preservation and development in historic urban centres.

National and provincial authorities increased their understanding of the importance of integrating heritage conservation into development planning.

- **The preservation and protection of historical sites in line with residents’ needs, in particular Ha Noi’s Old Quarter was promoted at the International Conference on Social Sustainability of Historical Districts of Ha Noi**, which highlighted measures for balancing the history and heritage of a city, the pressures of modernization and the living requirements of inhabitants. The conference was jointly organized by the UNESCO Chair on Social Sustainability of Historic Districts hosted by the Yonsei University in the Republic of Korea, the Viet Nam NatCom and the University of Civil Engineering.

Advocacy and awareness raising on sustainable development and its balance with heritage preservation was strengthened.

- Sustainable development issues in Ha Noi, such as population control, traffic management, pollution, urban planning and economic efficiency and competitiveness, were discussed in an advocacy paper on “Sustainable Development of Ha Noi- a City of culture, Vitality and Peace” and presented at the Scientific Conference in celebration of Ha Noi’s millennial anniversary. The advocacy paper points out that the preservation of cultural heritage does not counteract urban economic development, but instead needs to be an integral part of development planning.
- Discussions on finding a balance between sustainable development and historic heritage preservation in Ha Noi took place, highlighting that Ha Noi should ensure that the city’s cultural heritage becomes part of its sustainable development strategy. The process for doing so comprises the four components of increasing (i) the public’s awareness of the importance of heritage preservation and restoration; (ii) appreciation among community members for engaging in preservation efforts; (iii) practical and policy-based protection measures; and (iv) the utilization of heritage sites in a sustainable and economically viable manner.

Urban and cultural heritage conservation was promoted through a conference and several events.

- **Awareness of the challenges to urban heritage conservation and UNESCO initiatives in this field was raised during the 13th World Conference of Historical Cities.** The conference saw the discussion of the value of UNESCO’s 2011 Vienna Declaration and the corresponding Historic Urban Landscapes initiative as a tool that integrates conservation policies and practices into urban development models that respect the values, traditions and environments of different cultural contexts.
- **The importance of preserving cultural heritage and encouraging stakeholder participation in urban heritage areas was highlighted as part of the celebrations for the World Day of Architecture.** The event was organized by the Viet Nam Association of Architects under the theme “Architects are city changers”. The Historic Urban Landscape Initiative was presented, a policy process aiming to elaborate international guidelines for urban conservation as part of urban development strategies, in line with an integrated framework that acknowledges the links between natural and cultural factors. Architects and architecture are considered drivers for providing a decent quality of life for the inhabitants of human settlements; applying technology in a way that respects people’s social, cultural and aesthetic needs; promoting balanced and sustainable development; and creating a built environment that is valued as the property and responsibility of everyone.
- **Awareness was raised in the population featuring four elements of Intangible Cultural Heritage in Viet Nam through a section dedicated to World Heritage in the Ha Noi Ceramic Mural that runs along the Red River side of Ha Noi’s Yen Phu Road. The design presents** Nha Nhạc Vietnamese court music, Cat Tru singing, Quan họ Bắc Ninh folk songs and the Space of Gong Culture. The mural was inaugurated and awarded the Guinness’ Longest Ceramic Mural Record in an official ceremony.

A Culture of Peace was promoted through the “Cultural Festival of Peace” on occasion of the 60th Anniversary of the Capital Liberation Day and the 15th anniversary of the recognition of Ha Noi as a “City for Peace” by UNESCO.



Article 25: Developing programmes to facilitate support and enhance capacities for youth participation in civil, political and community life.

Young adults enhanced their capacity to participate in public life through several forums and events where different issues affecting youth at local and global levels were discussed, increasing the engagement and involvement of youth.

- **The opportunity to meet and explore priority issues facing local and global communities was provided to young people between the ages of 16-20 at the fourth annual Viet Nam Youth Forum and a list of practical recommendations for community action was identified.** Organized under the theme, “Youth discover their unique values and future path” and attended by more than thirty participants, the forum’s activities included speeches, films, discussions and role playing exercises on the topics of culture, education, the environment and economics. The role of youth as a driver of progress and youth’s responsibility to participate fully in social and political life was highlighted during a climate change workshop held as part of the Forum’s “Environment Day”.
- Issues relating to culture, moral behaviour and global priorities, such as the benefits and risks of nuclear energy and world poverty, were elaborated upon during the fifth annual Viet Nam Youth Forum, which was organized by UNESCO, UNICEF and UNV. **Participants were equipped, through various workshops, with the skills necessary for developing their own ideas and projects that will improve their communities and a website for the Viet Nam Youth Forum was set up as an online tool for young people to exchange ideas and information,** including youths who did not have the chance to attend the one-week event and other youth forums in person, maximizing participation and contributions.
- A multi-sectoral response to the implementation of the National Youth Development Strategy 2011-2020, its implementation and youth issues were at the heart of a series of policy advocacy events and dialogues held with high profile authorities in 2012 at a high level national conference organized by UN agencies (UNFPA, ILO, IOM, UNICEF, WHO, UNV and UNESCO) and the Ministry of Home Affairs (MOHA).
- The role youth play in building and maintaining peace was highlighted at the event “Let’s Sing Together”, which took place in Ha Noi in October 2012 with the participation of more than 50,000 children and the Ha Noi Union of Friendship Organisations, among others.
- The importance of involving youth in the challenge of creating a learning society for all in Viet Nam was emphasized on the occasion of World Radio Day 2015, organized by Voice of Viet Nam and the national radio broadcaster to showcase the power of radio and the media.

Young adults’ improved their understanding of climate change, disaster risks reduction, biodiversity conservation and its linkage with livelihoods through their engagement in the following activities:

- **Children and young adults’ enhanced their understanding of climate change adaptation and mitigation, biodiversity conservation and disaster risk reduction efforts through the empowerment of teachers to develop innovative lesson plans as part of the ESD Initiative** (as reported in Article 6). Each of the e-learning courses taken by teachers proposed a range of educational activities to help students apply their newly learned knowledge in a practical way, both at school and in their communities, as part of the ESD Initiative’s strategic approach.
- **Action Plans and project proposals to improve livelihoods, reduce disaster risks and to respond to climate change were developed by youth representatives through their participation in two regional meetings organized by the Regional Unit for Social and Human Sciences in Asia and the Pacific (RUSHSAP).** The youth’s participation was supported by the UNESCO Asia and Pacific Regional Bureau for Education in Bangkok. The two events were the UNESCO Youth Peace Ambassadors Training Workshop and the UNESCO Youth Forum Looking Beyond Disaster.



Article 26: Strengthening awareness and knowledge of ethics in science and technology through participation in UNESCO's Programmes on the Ethics of Sciences and Technology (EST).

A researcher from the Centre for Educational Technology in Ha Noi was selected to co-chair the UNESCO Ethics in Climate Change in Asia and the Pacific Working Group on Environmental Ethics Education and a number of Vietnamese experts were part of the UNESCO Asia-Pacific School of Ethics as a result of the participation of Vietnamese representatives in the UNESCO Regional Programmes on the Ethics of Science and Technology.

Due to lack of funding, Article 26 was not fully implemented and its goals were not fully achieved.



Culture

Article 27: Strengthening national policies and capacities to effectively protect and manage tangible and intangible heritage in response to contemporary challenges, in accordance with UNESCO culture-related Conventions (1972, 2003 and 2005).

Policies and capacities have been continuously strengthened to ensure that the eight sites in Viet Nam that have been inscribed in the World Heritage List are properly managed and promoted.

At the national level, the Department of Cultural Heritage (DCH) under the Ministry of Culture, Sports and Tourism (MOCST) is responsible for overseeing Viet Nam's World Heritage Sites. The DCH works to comply with specific periodic reporting on the implementation of the 1972 World Heritage Convention and to draft updated Statements of Outstanding Universal Value. Progress made over the past five years towards the preservation and protection of World Heritage Sites in Viet Nam is as follows:

- **Seven sites underwent the second cycle of the periodic reporting process of World Heritage Sites in Asia and the Pacific between 2010 and 2012. As a result, Retrospective Statements of Outstanding Universal Values were approved by the World Heritage Committee.** Report results were compiled into a regional report on the conservation status of World Heritage in Asia and the Pacific, based on which a Regional Capacity Building Action Plan (Suwon Action Plan) was developed as a guide for the capacity building process in the region.
- **A National Capacity Building Action Plan for Viet Nam was developed following the main trends of the Suwon Action Plan and the specific situation of the country. Efforts have been spent on implementing the most relevant actions of this plan, notably those on conservation and promotion of the sites.**
- **Interaction and cooperation among heritage sites in Viet Nam was further strengthened and promoted through the establishment of the World Heritage Club.** The responsibility for chairing the Club rotates among the sites to ensure equal participation and leadership. An email network of World Heritage focal points has been established and is operational, serving as a platform for sharing information and exchanging experiences on a regular basis. In addition, the focal points of World Heritage Sites also meet occasionally throughout the year at workshops convened by the Ministry of Culture, Sports and Tourism and UNESCO to discuss specific issues.
- **Management Plans are being developed and revised by Site Management Boards. During the last 5 years, Ha Long Bay, Thang Long Citadel, the Hue Complex of Monuments and the Trang An Landscape Complex have developed management plans according to international standards. Hoi An and My Son are in the latter stages of the finalization process.** The Management Plan of Trang An Cultural Landscape Comple was finalized and sent to the World Heritage Committee in December 2015. In addition, other types of **plans have been developed** and implemented at specific sites, **including Tourism Management Plans developed for Hoi An, My Son and Phong Nha-Ke Bang, and Disaster Risk Management Plans developed for Hoi An, Hue and Thang Long.** All plans developed have been approved by local authorities and begun implementation.
- **The Hue Monuments Conservation Centre and Ha Long Bay Management Board received grants from the World Heritage Fund in order to support their management plan development process.**
- **International and national volunteers contributed to the management and promotion of heritage sites using a wide range of skills in business, communication and museum development.** The volunteers were sent to World Heritage Sites on short-term bases (10 days to 2 months) and long-term (greater than 6 months), through an official partnership with non-government organizations such as Volunteering for Peace Viet Nam (VPV), Solidarité Jeunesse Viet Nam (SJVN) and AusTraining (which manages volunteers from the Government of Australia).

Relevant and recent materials on World Heritage issues were translated and shared widely through the World Heritage Network. These include the latest versions of the Operational Guidelines for the Implementation of the 1972 Convention and the IUCN Guidance Note on the Environmental Impact Assessment.

Five young professionals from the Thang Long Ha Noi Heritage Conservation Centre and the Viet Nam National Commission for UNESCO actively participated in the World Heritage Youth Forum.

Research and excavation were carried out in archaeological World Heritage Sites (including Thang Long, Ho Citadel and My Son), which generated data to reinforce the values of the sites and help to identify appropriate conservation measures for each respective site.





Group G Monuments in the My Son World Heritage Site were restored and opened to the public after being closed for 10 years. This was accomplished through renovation procedures wherein Cham bricks and *dau rai*, a type of lacquer that connects bricks without the need for cement, were used after extensive research and experimentation. This methodology, together with local suppliers of materials and local workers, are documented and have already been shared to support other restoration work in My Son.



Joint promotion campaigns targeting the wider public were implemented by World Heritage Sites in Viet Nam. A World Heritage Photo Exhibition travelled to all 8 World Heritage Sites over a one-year period and attracted thousands of visitors. Photo tours were jointly organized between the World Heritage Club and Heritage Magazine of Viet Nam Airlines to generate quality photos for future promotional work. **The magazine also features World Heritage Sites in their inflight issues.** In addition, a series of **activities to promote World Heritage and attract the public to conservation efforts were also conducted, including a promotion campaign through the website of the Viet Nam Ministry of Foreign Affairs, joint publications and summer programmes for students.**



Partnerships with private sector were developed for the protection and promotion of World Heritage Sites. Asiana Airlines supported the development of innovative and informative promotional materials, one for My Son World Heritage and one for Phong Nha-Ke Bang, Hue, Hoi An and My Son. Panasonic supported the World Heritage Photo Exhibition and a series of educational activities for school children in the World Heritage Sites, which delivered messages on the importance of World Heritage and the importance of protecting its values. Mitsubishi supported the development of a film on My Son and the renovation of the media space in My Son, which will contribute to provide visitors with quality information on the site in a professional setting.



A series of conferences were organized around the topic of World Heritage, jointly by all 8 sites or individually at each site. Notably, two annual conferences on management of World Natural and Cultural Heritage Sites, convened by MoCST, took place in Ha Noi, where sites' achievements and challenges were discussed and solutions were identified for further strengthening of management systems. In January 2015, within the scope of an international workshop that discussed UNESCO draft policy on World Heritage and Sustainable Development, Viet Nam's site managers raised contemporary issues in the management of World Heritage Sites and discussed principles and policies with international experts.



World Heritage Site managers from Viet Nam exchanged experiences and shared information with site managers from other countries in the region through their participation in a number of regional workshops in China, Indonesia, Malaysia, Thailand and Korea.

Awareness of the role of underwater cultural heritage was raised through a training course organized by the Viet Nam Academy of Social Sciences (VASS) in collaboration with the Institute of Archaeology, the Institute of Southeast Asian Studies, the University of Social Sciences and Humanities, conservation and museum staff from Quang Nam Province and Hue City, international experts and UNESCO Viet Nam. The workshop discussed strategies to increase community awareness on the role and values of underwater archaeological heritage, the 2001 Convention on the protection and development of underwater archaeological heritage and needs for capacity building and skills training on the research, conservation and protection of underwater archaeological heritage.

- **An Underwater Archaeology Unit was established under the Institute of Archaeology within VASS following the training, which continued collaboration with international experts for training on underwater archaeology in the country.**
- **Provincial Departments of Culture, Sports and Tourism conducted inventories of intangible cultural heritage in their provinces and prepared scientific dossiers to support the proposal of including elements in the National List of Intangible Cultural Heritage as a result of the enactment of Circular 04/2010/TT-BVHTTDL on Intangible Cultural Heritage Inventory.** This enactment has provided a legal foundation for the safeguarding and promotion of cultural heritage values.
- **Funds have been effectively mobilized from the International Assistance Fund of the 2003 Convention for the development and dissemination of a guideline for designing, implementing and evaluating Intangible Cultural Heritage projects.** Two ICH safeguarding initiatives have also benefited from this fund. These are the safeguarding of the customary practices in forest protection of the Ha Nhi people and the safeguarding of traditional Dao languages. Both these initiatives were implemented in Lao Cai Province.
- **Great efforts were spent on promoting ICH in education, details of which can be found under Article 34.**





Article 28: Mainstreaming the principles of cultural diversity and intercultural dialogue into national development policies and programmes.

Efforts have been taken to mainstream the principles of cultural diversity into the two major National Targeted Programmes: (i) the New Rural Development Programme, coordinated by the Ministry of Agriculture and Rural Development, and (ii) the Poverty Reduction Programme, with a special focus on the component targeting ethnic minorities, coordinated by the Committee for Ethnic Minorities.

- **Policy recommendations were provided during the second phase of the National Targeted Programme on New Rural Development 2016-2020 to ensure culturally appropriate and community-based communication, especially among ethnic minorities.** The recommendations are based on a study conducted on the formulation and implementation of communication strategies for poverty reduction and the New Rural Development Programme in Viet Nam. The study identified the strengths and weaknesses of existing communication strategies, documented in-depth good practices in poverty reduction and in New Rural Policy communication targeting ethnic minorities, and identified attributes of ethnic minorities influencing the design and implementation of communication strategies.
- **A study was initiated to provide an in-depth understanding of the system of local institutions in Viet Nam and to provide recommendations for concretizing the national set of guidelines for developing local institutions under the New Rural Development Programme.** This effort focuses on the transformation of local institutions, especially cultural houses, to be more culturally appropriate. Through case studies, the current situation of local institutions (such as cultural houses, post offices and libraries) was investigated to identify the possibilities of integrating the numerous local institutions into a better-coordinated system at the commune level. Besides State-funded institutions, the research also looked at the role of traditional institutions such as communal houses and Buddhist temples in the local context and how to build linkages between them and official settings. Based on the analysis of the situation, recommendations were made on how to strengthen the operation of local cultural institutions. Furthermore, materials are being developed for training on the operation and management of local institutions taking place in 2016.
- **Principles of cultural diversity and culturally appropriate approaches working with ethnic minorities were promoted through collaboration between the Committee of Ethnic Minorities and UNESCO.** The collaboration comprises two separate components with the overall objective of demonstrating the contribution that culture and cultural diversity can have in sustainable development. The first component included the collection of good practices in integrating a culturally appropriate approach to development and resulted in an edited volume of good practices and lessons learned collected from programme implementation in the areas of poverty reduction, environmental protection and education by a wide range of stakeholders including the government, civil society and UN organizations. This is also a critical step towards concretizing the culturally appropriate approach to development advocated by UNESCO in the Vietnamese context. The second component provided technical assistance to a team of lecturers from CEMA's School of Ethnic Minority Training in developing a training package for ethnic minority policy makers at the national, provincial and district levels utilising culturally appropriate/anthropological perspectives.

Under the supervision of UNESCO and national experts, the team of lecturers developed materials in five subject areas including: participation of local communities; indigenous knowledge; cultural diversity; using local resources for development; and communication with ethnic minorities. These materials were then tested in two training courses in Hoa Binh and Dak Lak. The materials are currently awaiting approval and validation by CEMA to be used in future trainings provided by the school.

UNESCO continued its support to the School of Ethnic Minority Cadres, CEMA, to produce training modules on the anthropological/culturally appropriate approach to development, one of which is ethnic minority communication. The first capacity building session for the working group of the School emphasized basic principles of behavioural change communication and good practices in ethnic minority communication.

UNESCO cooperated with CEMA to conduct a situation analysis of child marriage and communication interventions by the local State governing bodies targeting child marriage in Ha Giang, Son La and Kon Tum Provinces. The field study was conducted in late June-early July by UNESCO and CEMA resulting in a situation analysis report outlining the main causal factors of child marriage among ethnic minority youths and the key messages and channels to be adopted in communication interventions. The findings have enabled the team of UNESCO to produce a toolkit for community-based communication activities at grassroots level, which will serve as the basis for UNESCO's interventions within the scope of the rural development programme in the coming year.

- **UNESCO successfully advocated for the inclusion of culturally appropriate programming as a crosscutting issue in the Viet Nam UN One Plan, which is to be applied to all projects and programmes that are presented for funding by the One Plan Fund of the UN in Viet Nam.** The goal is to ensure that development interventions are effective by taking into account the local context, traditions, beliefs, languages and other values of the Vietnamese people to help minimize potentially harmful impacts that socio-economic development can have among target groups, especially ethnic minorities and vulnerable groups.



Vietnamese Government officials enhanced their capacity to use UNESCO’s Cultural Diversity Programming Lens and how to apply it to programme planning, implementation and evaluation through a series of training sessions. During the training sessions, participants from line ministries, civil society organizations and the UN analysed programmes currently underway and identified areas in which programme implementation could be improved if the lens was applied in the planning stage to assess cultural factors that can aid and hinder achieving programme objectives.



A review of a local poverty reduction initiative under the UNDP-Irish Aid Poverty Reduction Policy and Programme in Tra Son and Tra Thanh Communes in Quang Ngai Province was conducted by UNDP with support from UNESCO, encouraging UN agencies to apply this approach in their work. The objective of the mission was to identify plausible measures to improve programme effectiveness by deploying a culturally appropriate approach. The findings of the mission were presented at a Brown Bag Lunch Session for UN staff and development partners and at the UNDP-UNESCO Policy Forum on Poverty Reduction in May 2014. **During the Policy Forum, the English and Vietnamese version of the UNESCO Cultural Diversity Lens was introduced to participants, including international and national development partners and decision makers at the national and provincial level.**





Article 29: Strengthening professional networks, partnerships, capacity building and awareness raising activities for further development of museums.

The Viet Nam Museum Network was established as a joint effort between UNESCO and the Viet Nam Association of Cultural Heritage, serving as an online platform for sharing information and exchanging experiences between museums and museum practitioners from all over Viet Nam. There are currently close to one thousand members of the network. The network also organizes talks by international and national museum experts and hosted by member museums. Each talk often attracts a few dozens to a hundred museum professionals.

Professionals from three site museums at Thang Long, Ho Citadel, My Son World Heritage and the Cham Sculpture Museum have gained knowledge on the professional skills of curators, conservators, archaeologists and site managers from a multiple-year training process. Participants were presented with a number of focused modules covering a range of issues, including understanding challenges, enhancing interpretation of sites and collections, linking site museums and local communities, museum education programmes and updating knowledge of collection management. This process, which contains both in-class workshops and site-based activities, resulted in an exhibition entitled “Our Common Heritage”, which was displayed in these four sites/museums, together with five other sites and museums in Cambodia and Laos, highlighting the vast and rich interconnections between UNESCO World Heritage Sites and the people, in addition to their role in global history. While the primary objective of this process was to improve the capacity of museum professionals in participating sites and museums, this process also contributed to increased interpretation in sites and communicating site values to the public.

Museum professionals, NGO workers, university lecturers and students have increased their capacity to develop exhibitions using a wide range of media. As part of the Swedish Institute’s plan in replicating the “Unstraight Perspectives”, one of the team members, Dinh Thi Nhung, was invited to share the Viet Nam experience with LGBT exhibition developers in Serbia in July 2015 and Cambodia in October 2015.

The Facebook page (<https://www.facebook.com/nhungngantu.thecabinet>) has been sustained by the team members, continuing to post on news and insights of LGBTs in Viet Nam. The number of followers has increased to more than 900.

Museum professionals enhanced their capacity to develop community-based exhibitions and link local communities with museum professionals through both lectures and hands-on activities in training courses with a wide range of stakeholders from My Son, Thang Long and Ho Citadel World Heritage Sites; the Cham Sculpture Museum, Women’s Museum and Ho Chi Minh Museum; and NGOs, including CCIHP, CSAGA and ISEE. Participants in these training courses have been able to apply qualitative research and other innovative methods such as PhotoVoice in their work, resulting in a series of exhibitions such as *Ha Noi as I See It* in Thang Long or *From Sources to Sea: Cham Vestige in Quang Nam Province* in My Son and Da Nang, *Living in the Heart of Ho Citadel* in Ho Citadel or *The Cabinet* in Ha Noi.

A series of educational programs were opened in various museums and became an integral part of these museums’ operation, attracting visitors, especially school children and youth, to the sites. These educational programs include a creative space for children at the Viet Nam Fine Arts Museum, *I am an Archaeologist* in Thang Long, *How the Ho Citadel was Built*, *Exploration of My Son*, or *What is your Holy Animal* in the Museum of Cham Sculpture.



Article 30: Creating opportunities to develop and showcase the contribution of culture to development and the importance of balancing preservation, tourism and development, in accordance with UNESCO culture-related Conventions (1972, 2003 and 2005).

Various aspects of the contribution that culture can make in sustainable development were showcased in two **Culture and Development Weeks in 2012 and 2013 in Ha Noi and Quang Nam respectively**. They served as a forum for discussions on cultural issues and the linkages between culture and development in Viet Nam. In both years, the week featured a series of policy dialogues, technical seminars, a media roundtable, a book launch, exhibits and film nights, highlighting the multifaceted relationship between culture and development.

- **A wide range of stakeholders attended the different events during the Culture and Development Week in 2012, including MOCST, MOET, the Ministry of Foreign Affairs, the Ministry of Agriculture and Rural Development, the Ministry of Labour, War Invalids and Social Affairs, and the Ministry of Information and Communication.** The 2012 topics of discussion included how to engage the private sector in development, how to balance conservation and development, heritage education, integrated cultural-tourism strategies for sustainable development, how to integrate customary practice into conservation, local livelihood development and an action plan for the implementation of the UNESCO World Heritage Convention in Viet Nam. This constituted an important step for UNESCO to continue its support to the Government of Viet Nam in solidifying the debate on culture and development and defining policies and strategies for socio-economic development. **The Culture and Development Week was widely reported on national television and radio, as well as in newspapers, hence improving UNESCO’s visibility and raising the public’s awareness on UNESCO’s activities in Viet Nam.**
- **The 2013 Week, taking place in Quang Nam as part of the province’s 5th Heritage Festival, highlighted the achievements made through collaboration between Quang Nam and UNESCO over the past decade, providing evidence of how heritage tourism and creative industries can contribute to sustainable development.** Experiences were shared on how to ensure that local communities participate in and benefit from tourism development, whilst enriching visitors’ experiences and preserving heritage for future generations. The UNESCO Director-General attended key events throughout the week during her visit to Viet Nam.

A study on the root causes of the imbalance between preservation and modernization was conducted to identify and validate the underlying causes of the imbalance of heritage preservation and modernization and provide recommendations and guidance for culturally relevant and appropriate policies. This study supported the Government of Viet Nam and its responsible agencies in implementing the National Strategy for Cultural Development 2010-2020.

In Cham Biosphere Reserve, profession-based Community Tourism Groups were established, consisting of 74 households, after a series of community meetings were held to identify the communities’ priorities and needs for skills training, promoting community-based and sustainable tourism as an effective way to support local cultural resources, improve the local livelihoods and encourage intercultural dialogues. The groups established include a transportation group (boats and motorbikes), local guides and home stays.

- **Community Tourism Groups enhanced their capacities in the provision of equipment, and the development of safety guidelines through training sessions organized for guides. Commune, district and provincial authorities granted legal status to these groups, showing the local government’s commitment to supporting community-based tourism. In Hoi An, a community group of local boat owners (62 households) was formed in an effort to provide tourists with better organized, locally-guided tours and to boost the number of visitors in order to enhance the community’s income.** An informative brochure on water-based tours and fees was produced and distributed. The Hoi An authorities, including the Hoi An Division of Tourism and Trade, recognized the group’s internal regulations. Similar initiatives took place in Ca Mau Biosphere Reserve or Western Nghe An Biosphere Reserve where a benefit-sharing mechanism has been developed between the management boards and local communities living in the buffer zone of the reserves.

Local villagers were placed in a better position and enhanced their capacity to provide quality products to visitors, negotiate the potential pressure imposed by tour operators and ensure responsible behaviour among tourists through the comprehensive development of Community-Based Tourism (CBT) in Triem Tay Village in Quang Nam and Thanh Toan Village in Thua Thien-Hue. In each of the villages, cooperatives have been set up to provide different services to visitors, attractions were identified and interpretation was put in place, a plan for tourism management was derived and regulations were developed, and tour operators have been connected with the villages. The establishment of the cooperatives in Thanh Toan (Thua Thien-Hue Province) and Triem Tay (Quang Nam Province) has proved the advantage of a community institution, which is able to operate formal transactions with tour operators as well as legal interactions with government agencies. Acting as close members of a Cooperative, local people have been in a better position to put pressure on tour operators to ensure responsible behaviour among tourists.



- **In Hue, the recommendations by UNESCO and ILO concerning the priorities for local community in accessing and managing the public facilities were adopted by the local government.** The People's Committee at the district and commune level decided to reserve the Thanh Toan museum and the buildings of premium locations for the Community Cooperative to manage, based on a proposal developed with technical inputs from the UN. Within the Community Action Plan, a mechanism for sharing benefits among members of the Cooperative and between the Cooperative and other members in the village, who are not directly engaged in tourism, was also proposed.
- **At the provincial level, a forum to promote local products and connect the craft industry with the tourism market took place in October 2015 in Hue City, the result of which contributed to the review of the Provincial action plan facilitated by the Department of Industry and Trade (DIT).**



Major activities were implemented with a focus on CBT development in Triem Tay, My Son, Dhroong and Bo Hoong Villages in Quang Nam Province and Thanh Toan Village in Thua Thien-Hue Province.

- **A group of 15 members selected from the Thanh Toan community actively took part in the classifying, inventorying, cleaning and re-arrangement of all farming tools and equipment in the Farming Tools Exhibition, turning this building into a good model of a community museum.** The work was conducted with the facilitation by technical staff of the Department of Culture, Sports and Tourism (DOCST) and technical advice from UNESCO and national consultants. **In conjunction with the upgrade of this community museum, local people were also trained on business management and planning.** A task force was established to conduct research and field visits to other sites to explore the different models for collecting entrance fees and revenues for the Community Cooperative.
- **Local people from Thanh Toan Village were supported to conduct a visit and participate in community workshops in Bo Hoong and Tra Que Villages in Quang Nam.** At these community workshops, different CBT groups discussed the initiatives to organize and operate tourism products and services. The discussions focused on the homestay standards, cooking tours, local guide service and methods for sharing tasks among community members. The exchange of experience between CBT groups also encouraged each group to identify their competitive and unique attributes in order to differentiate from other CBT locations and build their brand names. As results from the exchange activities, a group of community members in Thanh Toan Village implemented the renovation of their houses and gardens to provide the day tour services, focusing on cooking and gardening.



A series of activities were conducted to finalize a new Community Tourist map, information panels and materials which highlight the key attractions and indicate two recommended itineraries connecting the heritage attractions with community services and rest stops.

- **On 23 September 2015, a final proposal for collecting fees in Thanh Toan Village was completed and brought to a wide public consultation workshop,** which was attended by 14 private Tour Operators, 32 community members and representatives from government agencies. In early November 2015, the People's Committee of Huong Thuy District and Thanh Toan Commune decided to reserve the public facilities in the Thanh Toan Village for the Community Cooperative to manage. On 14 November 2015, the Thanh Toan community museum was officially launched after the upgrade. The site immediately became a key attraction, which received over 300 tourists during the first week of operation.
- **Members of the Thanh Toan Community Tourism Cooperative participated in a training session to review their work plan and setting the monitoring indicators to keep up the implementation.** The Cooperative was also mentored and supported to implement a number of initiatives which maximizing the use of cultural patterns and new designs of the museum into the creation of handy tourism products. The sales of these pilot products in first two weeks after the museum's grand opening stimulated the Cooperative members to reproduce new products and services.



Site managers, staff from the Departments of Culture, Sports and Tourism and other local officials in selected provinces, mostly notably Quang Nam, have increased their capacity in a number of tourism related areas such as tourism planning, conducting surveys, analysing survey data, and developing tourism promotional materials.

A comprehensive and integrated culture and tourism strategy has been developed for Quang Nam Province identifying sustainable and concrete actions to maximize the integration of cultural heritage into tourism development in a bid to maintain the development of tourism while protecting local heritage. The strategy was developed by Quang Nam authorities with UNESCO tools and guidelines through a hands-on process with participation from stakeholders and local community members. In the strategy, possibilities for all related provincial agencies to work together with regional coordination mechanisms between Quang Nam and neighbouring provinces were identified. Based on the strategy, provincial authorities also reviewed their existing tourism targets, changing from quantity- to quality-based targets to balance heritage preservation and tourism growth. This strategy was closely linked to each of the Visitor Management Plans of the three major





protected areas in the province.

- **The products developed highlighted the principles of preserving the unique traditional, rustic and green landscape and maximizing the opportunities for local people to participate and improve their incomes from tourism.** The identification of the most competitive advantages and tourism products led to the development of an interpretative framework with four key tourism messages and a directory of tourism attractions. The proposed activities such as renting bicycles, walking tours, craft making, boat services, scooping water out of the ancient well, among others, are expected to provide the visitors with a unique experience in a traditional village with the guidance and participation of local residents.
- **In conjunction with the renovation of a community centre, which will serve both local people's activities and visitors who come and experience the CBT services in this village, local people were also trained on business management and planning.**
- **In August 2015, local people from Triem Tay Village were supported to conduct a visit and participate in community workshops in Bo Hoong and Cam Thanh Villages in Quang Nam.** At these community workshops, different CBT groups discussed the initiatives to organize and operate tourism products and services. The discussions focused on the homestay standards, cooking tours, local guide service and methods for sharing tasks among community members. The exchange of experience between CBT groups also encouraged each group to identify their competitive and unique attributes in order to differentiate from other CBT locations and build their brand names.
- **With the results obtained from the exchange activities, community members returned home and implemented the many initiatives creating their own CBT products and services.**
- **A series of activities were also conducted to finalize maps, information panels and other promotional materials that highlight the key attractions** and indicate two recommended itineraries connecting the heritage attractions with community services and rest stops.
- **In September 2015, the grand opening of CBT products and services was organized and attended by over 100 participants representing government agencies, tour operators in central region and the media.** By December 2015, the Community Cooperative had built their partnerships with two major Tour Companies in Da Nang, which are committed to bring visitors to the village in the long-term.

Site managers in the two World Heritage Sites of Hoi An and My Son and Cham Island Biosphere Reserve produced tourism management plans with participation from the local communities, the private sector and government stakeholders through the use of a Public Use Planning (PUP) methodology, a participatory methodology for community-led planning. Site managers of Hoi An, My Son and Cu Lao Cham and five management staff at provincial level enhanced their capacities in using PUP methodology through regular training sessions and became PUP coordinators at the site level. The PUP methodology later was also applied for developing a Tourism Management Plan in Dong Van Geopark in Ha Giang Province.

An MOU has been signed among the district authorities of A Luoi (Thua Thien-Hue), Dong Giang, Nam Giang and Tay Giang (Quang Nam) creating linkages between the provinces and commitment to harmonize the security regulations applied in the districts on international borders between Viet Nam and Laos and to develop a brand identity and competitive tourism products produced by community-based tourism villages in these districts. Support was provided to the villages of Bo Hoong and Do Roong of Quang Nam Provinces as part of the MOU's implementation.

The interpretation system of My Son and Hoi An World Heritage was strengthened through training of World Heritage guides, upgrading signs and information panels, refurbishing information centres and developing signature handicraft products that are rooted in local culture and history. In My Son, a new system of essential information signs featuring values and maps of the entire site and of each group of monuments within the core zone was developed and installed with technical assistance of leading experts in Cham culture. The tour circuits have also been reorganized and the site's visibility has increased through an official logo selected from a nation-wide contest. To further the achievements gained under the scope of the collaboration with UNESCO, local authorities and My Son site managers have used some of the funds obtained from ticket sales to purchase and maintain five eco-friendly electric cars that transport visitors from the parking lot to the site. In Hoi An ancient town, eighteen heritage attractions and seven ticket stalls were upgraded with a system of signs that describe the attraction's outstanding values. Key heritage tourism messages were developed in a participatory approach as part of the site's visitor management plan, together with the World Heritage emblem and Hoi An logo, are depicted on the new signs. It is expected that the renovated ticket stalls and clearly designated and informative attractions will help increase ticket sales and that part of that revenue will be invested in the conservation of the site.

Close to 200 tour guides from the World Heritage Sites of Hoi An, My Son, Hue and the Cham Island Biosphere Reserve enhanced their capacities and knowledge



on how to raise visitor's awareness on the authentic heritage site values and codes of responsible conduct, how to safeguard World Heritage Sites and how to connect visitors and local residents. UNESCO provided technical support in the form of six five-day courses, based on UNESCO's "Cultural Heritage Specialist Guide Programme", a certification course developed by the UNESCO-ICCROM (International Centre for the Study of the Preservation and Restoration of Cultural Property) Asian Academy for Heritage Management. The training courses were also informed by UNESCO's Cultural Specialist Heritage Guide manual and were delivered by highly qualified trainers, who graduated from the 2007 UNESCO Training of Trainers course. UNESCO and the Institute of Tourism Development Research under the Viet Nam National Authority of Tourism finalized the core training manual for the programme, taking into account lessons learned during the pilot process for better contextualization and adaptation. A team of trainers have also been established, consisting of lecturers in tourism colleges in the central region. These trainers can now conduct future trainings for working tour guides, while mainstreaming the content of this manual in the courses of their colleges.



Article 31: Strengthening national guidelines, regulations and standards to develop heritage tourism, cultural industries and the Craft Village Tourism Structure.

A Craft Village Tourism Structure Framework was produced with the Ministry of Industry and Trade and other stakeholders, including staff from heritage sites, based on a desk review, situation analysis and consultation workshop with stakeholders from four provinces that are home to World Heritage Sites. The framework addresses a range of issues that impede development and contains recommendations for the government, UN agencies, craft producers and other national, provincial and local stakeholders. It provides a holistic guide for effective integration of local traditional crafts, World Heritage Sites and the tourism economy. Within this framework, a number of crosscutting issues was addressed, such as assessing the environmental sustainability of collecting natural resources, prioritizing women and people with disabilities when selecting artisan groups to support, and respecting ethnic minorities' traditions. There are 10 mechanisms in the structure, each addressing a set of related problems faced by different sectors of craft industry or stages within the craft value chain analysis. These 10 mechanisms are inter-linked and closely related to each other; output from one mechanism serves as input for another and vice versa. The 10 mechanisms are: i) User-Centred Project Implementation; ii) Village Craft Association; iii) Craft Sector Knowledge Product and Services; iv) Craft Sector Security Plan; v) Craft Industry Standard; vi) Product Development & IP; vii) Specific Skills and Technical Intervention; viii) Re-Investment in Culture Capital; ix) Branding and Identity and x) Marketing Planning, Access and Linkage.

- **The capacity of craft producers has been improved in design, packaging and marketing, and channels have been set up for product distributions through the application of the Craft Village Tourism Structure Framework in the villages of Thanh Ha (pottery), Kim Bong (wood carving) and Hoi An (lanterns).** Thirty new sets of products with full packaging have been made available for future production and sales, and with the new design skills, producers continue to develop their own products.
- **A brand “Crafted in Quang Nam” with full operational mechanism has been developed and adopted by the provincial authorities in order to further promote the craft products made in Quang Nam’s villages.** An association of craft producers has been set up to facilitate the certification process, with support from the Quang Nam Association of Cooperatives, which runs a showroom in the Hoi An Ancient Town as one of the channels for distributing Quang Nam’s craft products.

Viet Nam has been developing the first National Strategy for the Development of the Cultural Industries, with a vision for Viet Nam to be a major centre and market leader for the cultural industries in Southeast Asia and a globally recognized creative economy. The specific objectives of the Strategy include increasing the share of GDP of cultural industries; generating jobs; making cultural industries one of the foremost sectors for economic growth; creating diverse cultural goods and services in response to people’s demands for cultural enjoyment and consumption and for exportation; and developing a cultural market based on healthy competition and a modern orientation.

A new standard has been set for World Heritage Specialist Guides where tour guides taking visitors to World Heritage Sites are equipped with professional and up-to-date information on the values of the sites, the 1972 Convention and the principles for sustainable and responsible tourism. Pilots have been taken place in Quang Nam and Hue and the manual for training World Heritage Specialist Guides have been issued for future training in these two provinces and others with World Heritage Sites.



Article 32: Promoting the collection, monitoring and use of cultural statistics and disaggregated data for policy-making and the implementation of development programmes.

A situation analysis of existing cultural data has been conducted. The analysis, the result of a consultative process, placed special importance on collecting disaggregated data so the database can be used for gender- and culturally sensitive studies. Gaps were analysed in order to establish the foundation for a Vietnamese framework for cultural statistics based on the 2009 UNESCO Framework for Cultural Statistics. The Framework has also been translated into Vietnamese and introduced to the Vietnamese counterparts. As the result of this process, the Ministry of Culture, Sports and Tourism has reactivated the process of collecting data for their cultural digest.

Representatives from MoCST and the General Statistics Office i) were introduced to the 2009 UNESCO Framework for Cultural Statistics and its application; ii) enhanced their understanding of selected cultural statistics topics; iii) shared experiences and best practices in cultural statistics; and iv) the development of professional networks in cultural statistics through their participation in the the South-East Asia Region Culture Statistics Workshop in Bangkok, Thailand.

The UNESCO Culture for Development Indicator Suite has been tested in Viet Nam under the guidance of the UNESCO Division of Cultural Expressions and Creative Industries. The Suite seeks to measure the contribution of culture in a number of fields, including economics, education, gender and governance. Data were consolidated by the General Statistics Office which contributed to informing policymakers at all levels on how culture contributes to addressing today's development challenges and sustainable development opportunities presented to society. Also, by identifying critical gaps in the current statistical database regarding culture, the Suite also showed policymakers that cultural indicators should be included in national statistics system(s).

A survey on the situation of the craft villages in 3 districts in Quang Nam Province has been conducted. Data on production, labor, raw materials and market have been collected as baseline data before intervention took place in these villages. The finalized questionnaire has been shared with the provincial Department of Industry and Trade for their future craft surveys.



Article 33: Advocating for the importance of culture in sustainable development in Viet Nam by promoting traditional and indigenous knowledge, practices and products for the benefit of ethnic minority communities.

Representatives of Viet Nam's two World Natural Heritage sites and eight Biosphere Reserves enhanced their awareness and understanding of the importance of safeguarding and integrating customary practices into conservation objectives and identified evidence-based measures to promote customary practices in the protection of natural resources, in a collaborative effort between MOCST, MAB Viet Nam and UNESCO.

Nine research projects were conducted to identify conflicts between local livelihood practices and site management. Research focused on three areas: i) sustainable transition of livelihoods (Cu Lao Cham, Can Gio, Western Nghe An), ii) local knowledge on biodiversity and natural resource use (Dong Nai, Cat Ba, Phong Nha Ke Bang, Kien Giang, Ca Mau) and iii) local participation in protected area governance (Red River Delta). The studies confirmed that target groups were largely dependent on natural resources for their nutrition, health, income, spiritual practices and livelihoods. They also pointed out several options for alternative livelihood strategies.

Out of nine action research projects, four were selected to implement pilot interventions. Specifically:

- I. **Members of local communities enhanced their capacities in capturing new livelihood opportunities and preserving their cultural heritage through participation in pilot interventions and trainings organized to provide them with new skills.** Twenty-five local Thai people and management staff received intensive training in introductory community-based tourism, such as home-stay services. Two separate trainings in traditional textile and weaving techniques were conducted for 14 Thai people with the support of experienced craft artisans in the area. Twenty-two participating households in Ca Mau were trained on new techniques to foster productivity and enhance safety of the traditional honey collecting techniques.
 - II. **10 local Cho Ro, as well as 15 participants from Dong Nai provincial cultural authorities, museums and Dong Nai Natural and Cultural Reserve, enhanced their capacities on community-based inventories of intangible cultural heritage of the Cho Ro ethnic minority group in the Dong Nai Natural and Cultural Reserve in southern Viet Nam** through a five-day training course organized by UNESCO Viet Nam in collaboration with DCH/MOCST. Participants gained knowledge on basic theoretical concepts and techniques of conducting interviews and organizing research findings. As a result, they were able to identify a number of intangible cultural heritage elements, address challenges to their viability and propose measures for their safeguarding. Trainees from the Cho Ro community later became the focal points for the inventory.
 - III. **Members of the Western Nghe An Biosphere Reserve Management Board conducted an inventory of the intangible cultural heritage of the Thai ethnic minority group, and measures were taken to safeguard this heritage and promote it for tourism development as part of an effort to use cultural heritage and knowledge for local economic development.**
 - IV. **Results of the above projects were disseminated widely through workshops and public channels in order to promote the understanding and use of indigenous knowledge for livelihood improvement as well as to promote benefit-sharing for local communities living in the sites.** Ca Mau Biosphere Reserve Management Board replicated their bee keeping initiative in other areas in the province.
- **A policy brief with concrete recommendations has been presented to the Department of Biodiversity at the Ministry of Environment and Natural Resources as a result of this process, to advocate for the benefit sharing mechanism in protected areas and the integration of indigenous knowledge in the management of these areas.**

The indigenous knowledge on forest protection among the Ha Nhi people and the traditional language of the Dao in Lao Cai Province have been safeguarded using the financial support from the International Assistance Fund.

Viet Nam is providing funding of 60,000 USD to organize an International Workshop on Culture and Sustainable Development in Ninh Binh Province.



Article 34: Supporting initiatives to integrate cultural heritage and cultural diversity into school activities.

A joint communiqué has been issued jointly by the Ministry of Education and Training and the Ministry of Culture, Sports and Tourism to advocate for the integration of heritage into school curricula. The communiqué provides a mechanism for staff from the education and culture sectors, especially those at the provincial and district levels, to work together to promote heritage education. According to this communiqué, school students can enter cultural and heritage sites without having to purchase entry tickets.

Two manuals have been developed to guide the integration of heritage into the school curricula.

- I. **A Manual on the use of museums and heritage sites in primary and secondary education was developed in collaboration with the Centre for Cultural Heritage Research and Promotion (CCH), a local NGO working on cultural issues in Viet Nam, and validated in a national workshop.** The teachers' manual, which includes sample questionnaires, is based on the results of heritage education pilot visits in Ha Noi at the Lang Pagoda and the Vietnamese Women's Museum. As an important achievement, this pilot process enhanced the capacity of teachers from selected schools and museum educators to develop methodological and practical approaches to heritage education and to link school and extra-curricular activities to museum education, setting a precedent in creating synergies between schools, museums and cultural sites. Students also extended their knowledge on culture through activities organized at the museums, such as collecting data, taking notes, and discovering, discussing, exhibiting and presenting their findings before, during and after the visits.
- II. **Guidelines on integrating intangible cultural heritage into school curricula has been developed in collaboration with the Viet Nam Museum of Ethnology after testing took place in two schools in Hoa Binh Province and one school in Ha Noi.** The guidelines provide concrete steps on how to use various elements of local intangible cultural heritage to teach subjects including physics, chemistry or biology. The guidelines have been officially endorsed by the Ministry of Education and Training and published on the Ministry's website, together with all pilot lessons and supporting materials.

These guidelines were developed under a regional effort that involved Viet Nam, Pakistan, Uzbekistan and Palau. From 2013-2014, project partners in the four pilot countries explored ways to integrate intangible cultural heritage and sustainable development in the existing curriculum. The project resulted in the development of national guidelines as well as over 100 sample lesson plans.

Although each pilot country embarked on its own process, this guide attempts to capture the many ways participants devised to develop engaging lessons bringing together local heritage and the existing curriculum while raising awareness about the importance of sustainable development.

The World Heritage in Young Hands kit has been tested in a number of schools near Thang Long Citadel and Ho Citadel before the contextualized version of the kit had been officially published. The kit includes case studies specific to the Viet Nam's World Heritage Sites as well as a number of suggested activities that can be taken in these sites. With only a limited number of printed copies made available, an online version of the kit has been disseminated widely through the listserv and websites of concerned stakeholders.

A number of education activities have been developed for the World Heritage Sites of Thang Long Citadel, Ho Citadel, My Son Sanctuary and Hoi An Ancient Town. In Thang Long Citadel, "I am an Archaeologist" programme was developed in which primary school students can sign up to sessions that allow them to practice and learn about the profession of an archaeologist on site as well as interactive games. In Ho Citadel, "How the Ho Citadel was Built" programme was set up in a designated education room where students can learn about the techniques of the Ho Citadel and the values of the sites through hands-on games. In My Son and Hoi An, activities were set up and conducted regularly to connect children from schools in the area with the World Heritage Sites, under the guidance and instruction of World Heritage professionals. Experiences gained from these initiatives will be consolidated into a manual on developing educational activities in World Heritage Sites.

Phu Tho provincial authorities,educators and others discussed various heritage models and experiences in Viet Nam and the province, specific aspects of heritage that could be incorporated into education, and recommendations for the future implementation of bringing cultural and natural heritage into schools. During the event, he UNESCO Representative to Viet Nam presented recommendations on "Bringing Heritage Education to Schools.

A permanent network of 83 members, including site managers and management staff, technical experts and focal points of government agencies working in the field of conservation and culture, was established to promote information sharing between the sites.

The values of Thang Long Imperial Citadel were promoted through dynamic dialogue among the local community, schools, the Thang Long Centre Management



Board, MOET, Volunteering for Peace Viet Nam (VPV) and Solidarité Jeunesse Viet Nam (SJVN) through activities and visits carried out with the support of the World Heritage Education Programme. Under the Panasonic Global Eco Learning Programme with UNESCO, Panasonic Viet Nam and UNESCO Viet Nam organized a two-day World Heritage Eco Learning event at Thang Long Imperial Citadel, where secondary students learned about and participated in activities for the protection of cultural heritage and the environment. At the event, 393 students from four secondary schools and their teachers discovered the historical and cultural values of Thang Long Imperial Citadel, as well as the relationship between cultural preservation of environment protection.



UNESCO supported the organization of a 12-day camp, which increased Vietnamese youth's awareness on the values of the Central Sector of the Imperial Citadel of Thang Long-Ha Noi as well as the importance of preservation as part of the World Heritage Volunteers Programme. 11 international volunteers from SJVN, 8 Vietnamese volunteers and 3 coordinators from VPV participated in the camp. As a result, (i) participants enhanced their knowledge on the values of Thang Long Imperial Citadel and the importance of promoting and preserving heritage through a short training session, including a visit to the site, talks with the management board and the UNESCO Representative to Viet Nam, and a discussion among participants on the knowledge they acquired; (ii) outdoor games organized at Thang Long Citadel were used as an educational means for students to learn about the site; (iii) students from local schools/universities raised their awareness about the values of the site and the importance of preservation work through workshops organized by participants; and (iv) a lip sync performance at Thang Long Citadel was organized and distributed through the internet, mobilizing around 100 Vietnamese youth.





Communication and Information

Article 35: Supporting the expansion of the Memory of the World Programme in Viet Nam by raising awareness and advocacy about the programme and strengthening institutional capacities for identification, preparation and submission of nominations for the World Documentary Heritage.

The capacity of national and provincial authorities to support nomination and conservation efforts of World Documentary Heritage as part of the Memory of the World Programme have been enhanced. National efforts to preserve and promote Viet Nam's valuable documentary heritage have been significantly improved.

The Viet Nam National Committee for the Memory of the World Programme was established, with the State Records Management and Archives Department of Viet Nam as the focal point. The National Committee achieves MOW Programme objectives through the preservation of documentary heritage using appropriate technology and promoting global access and awareness raising on the existence and importance of documentary heritage.

The capacity of journalists to report on world heritage, UNESCO and the Memory of the World Programme was strengthened through a training seminar with journalists from over 20 media organizations on UNESCO's International Conventions and programmes. The seminar included training on the 1972 Convention on Cultural and Natural Heritage; the Man and Biosphere Programme; the Memory of the World Programme; the 2001 Convention on the Protection of Underwater Cultural Heritage; the 2003 Convention on the Protection of Intangible Cultural Heritage; the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property; and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

Advocacy and awareness raising on the importance of documentary heritage was strengthened during the certificate handover ceremonies for the inscription of the following elements in the MOW Register:

- The **34,555 plates of wood blocks of the Nguyen Dynasty, inscribed in the World Documentary Heritage List** in 2009 in recognition of their valuable contribution to preserving history, art and technical finesse. The award ceremony took place in 2010.
- The **82 Stone Stele Records of Royal Examinations of the Le and Mac Dynasties (1442-1779)**, inscribed by the Memory of the World Committee for Asia Pacific (MOWCAP) in 2010 and again in the list of World Documentary Heritage in 2011. The steles, which record the names of laureates of Royal Examinations taken during the Le and Mac dynasties, are housed at the Van Mieu Temple of Literature in Ha Noi, Viet Nam's first university.
- The **3,050 wood blocks at Vinh Nghiem Pagoda, Yen Dung District, Bac Giang Province, inscribed as Asia Pacific Documentary Heritage** in 2012 for their historical documentation of Buddhism, especially Truc Lam Zen Buddhism, in both Chinese and Nom characters. The woodblocks provide a wide range of information on the history of Vietnamese Buddhism, including its formation and development, the ideology and philosophy of Truc Lam Zen Buddhism, science and techniques, sociology and linguistics.

The official ceremony held in Bac Giang Province included the participation of more than 600 guests and high-level officials, including a Deputy Prime Minister, Politburo members, the Vice President of the National Assembly, the Head of the Central Party Organizing Committee, the Minister of Labour, War Invalids and Social Affairs (MOLISA), the Minister of Finance, the Minister of Science and Technology and the President of the Vietnamese Farmers Association, among other officials, as well as Buddhist monks. **A national television broadcast of the ceremony and the speakers' presentations showcased relevant issues regarding the woodblocks and informed viewers of their cultural and historical importance by airing a number of documentaries.**

- **The Imperial Archives of the Nguyen Dynasty**, inscribed as Asia Pacific Documentary Heritage in 2014. The 85,000 documents give a detailed overview of more than 150 years of political, socio-economic and cultural development. They show a continuous commitment to educational, cultural and scientific progress that still endures today. The National Archives Centre has been tasked with the development of plans to preserve and promote the value of the documents, including **the establishment of a website displaying the documents in Vietnamese and English**. These efforts were officially acknowledged in an official inscription ceremony held in July 2014 with the participation of 500 guests, and high level officials including the Minister of the Interior, the Minister of Culture, Sports and Tourism, and the Chairman of the National Committee for UNESCO, among others. An exhibition of the Imperial Archives was also organised on the side-line of the ceremony, showcasing the collection of imperial records of the Nguyen Dynasty from 1802-1945.

Stakeholders' understanding and appreciation of the preservation of documentary heritage was developed through a series of informative seminars and workshops:

- **Stakeholder's awareness on the importance of preserving and promoting documentary heritage was raised** through an international workshop, organized by NatCom, the Viet Nam State Records and Archives Department of Viet Nam and the National Archives of Cuba, with the participation of experts from the



National Archives of the Republic of Korea and the State Archives Administration of China.

- **National and provincial capacities to develop compelling arguments for the recognition of the historical and symbolic significance of heritage were enhanced** through an international workshop on UNESCO’s Memory of the World Programme. 100 representatives from national and provincial archive institutions shared their knowledge and experience in the nomination process for the Memory of the World Register. High-level experts such as Dr. Roslyn Russell, Chair of the International Advisory Committee of UNESCO; Associate Professor Fook-Keung Simon Chu, Advisor of UNESCO MOW; and Dr. Rujaya Abhakorn, Goodwill Ambassador of the Memory of the World Committee for Asia/Pacific, provided guidance on how to ensure quality, consistency and accuracy in nomination files.
- **The relationship between national identity and documentary heritage was promoted,** focusing on the potential utilization of documentary heritage to better understand the culture of a nation during the seminar “Strengthening national identities through UNESCO Inscribed Documentary Heritage” in Da Lat in November 2014.



Article 36: Utilizing ICT in the preservation and dissemination of Viet Nam's cultural heritage within the framework of UNESCO's Memory of the World Programme.

In 2012, an agreement was reached by UNESCO, the State Records and Archives Department of Viet Nam (SRADV) and Digilis (a Belgian company which specializes in digital heritage preservation solutions) to develop a project proposal for digital preservation and indexing of woodblocks of the Nguyen Dynasty and Buddhist Sutras at Vinh Nghiem Pagoda and the State Archives in Da Lat. Field visits were made to both locations to collect on-site information and assess needs and possibilities for digital preservation of the woodblocks. It is proposed to assist SRADV to establish a digitalisation centre which will build on experience and international best practices in documentary heritage preservation, and to open the centre to other institutions on a fee-paying basis to help offset the costs of maintaining the centre:

- **A project proposal for digitally preserving the woodblocks of Vinh Nghiem Pagoda and the State Archives Center in Da Lat was jointly developed** by the State Records and Archives Department, Digilis and UNESCO Viet Nam. Digilis equipment will be used to record the woodblocks, so they can be indexed and translated into Vietnamese and other languages and compiled in a library or online platform. There are over 31,000 woodblocks, the majority of them two-sided, and after translating a small sample of 500 into Vietnamese, important historical information has already been identified, such as the royal edict moving the capital of Viet Nam to Ha Noi over 1,000 years ago.

UNESCO Viet Nam and the State Records and Archives Department of Viet Nam (SRADV) are currently seeking out joint funding in order to support the National Committee on the Memory of the World Programme and Bac Giang Province to preserve and promote the UNESCO-recognised woodblocks of Vinh Nghiem Pagoda.

In order to fulfil the implementation of this article, funds need to be obtained to purchase the equipment which will benefit conservation and in promoting the electronic display of the woodblocks and other heritage material. It is recommended to continue seeking support for this.



Article 37: Strengthening the capacities of the various Government authorities and public institutions to improve public access to quality information resources and delivery channels through participation in intergovernmental programmes, such as the International Programme for the Development of Communication (IPDC).

Legislators drafting the New Press Law enhanced their theoretical and practical understandings of contemporary media studies. In 2015, the New Press Law was drafted and inputs and comments were sought from relevant ministries and press agencies. Comments and guidance were also sought from the Ministry of Justice to allow for its submission to the Government and from the Standing Committee of the National Assembly and National Assembly for comments during its November 2015 session. The final draft has been revised and finalised and will be submitted to the National Assembly for review and approval in its session in March 2016.

Government officials now have access to the most up-to-date research on international media through the translation of nine significant research publications on international media law. The translated documents have been reviewed by in-house experts and shared with media organizations and the Ministry of Information and Communications (MIC) to support the drafting process of Viet Nam’s New Press Law. Listed below are the publications that have been translated and published online.

- I. *Legislation on Community Radio Broadcasting*, a comparative study of legislation from 13 countries;
- II. *A Model Public Service Broadcasting Law*, a guide based on international best practices that shows how the law can be used to promote genuine public service broadcasting;
- III. *Public Service Broadcasting*, a sourcebook with best practices on how broadcasting supports building knowledge societies;
- IV. *Freedom of Information*, a comparative legal survey in law and practices regarding freedom of information;
- V. The final report on the expert meeting in Paris on freedom of information and sustainable development;
- VI. *Impact of Rights to Information on Development*, a perspective on India’s recent experiences in information and freedom of expression;
- VII. *Model Curricula for Journalism Education*, generic model journalism curricula that can be easily adapted according to specific countries’ needs;
- VIII. *Guidelines for Broadcasters on Promoting User-Generated Content and Media and Information Literacy*;
- IX. *ICT Competency Framework for Teachers*.

Media and communication stakeholders increased their capacity to actively use and access quality reporting through the use of advanced technologies and multiple delivery platforms:

- **Members of the drafting committees for the New Press Law and representatives of media organizations enhanced their understanding of the role of blogging, netizens and cyber law in the contemporary media and ICT landscape** through two forums organized by UNESCO and MIC.
- **Major media and communication stakeholders enhanced their understanding of technological advances and multiple delivery platforms**, such as mobile and social media at the Asia Media Summit in Ha Noi. The summit, which was organized by the Asia-Pacific Institute of Broadcasting Development (established in 1977 under the auspices of UNESCO) and hosted by Voice of Viet Nam (VOV), included the participation of MIC, NatCom, Viet Nam Television, the Viet Nam News Agency, the State Records and Archives Department and the Viet Nam Journalists’ Association.

Asia Media Summit participants gained knowledge of UNESCO initiatives that help Member States cope with current global challenges through the use of digital media in a briefing by the UNESCO Assistant Director General for the Communication and Information Sector (ADG/CI) who spoke at the event. During meetings with the ADG/CI, relevant issues such as **access to information and use of blogging and the Internet; the application of rules and regulations of traditional media to new media; the lifting of sanctions against blogging; the use of appropriate ways to educate and guide Internet users to adopt a critical usage method; UNESCO’s ICT Competency Framework for Teachers; and addressing the concern of the loss of heritage and documents due to lack of preservation of digital files and archives were discussed.**

Participants enhanced their awareness of the importance of educating IT consumers on the wise and responsible use of ICTs and strategies to increase access in the pre-summit seminar “Capacity Building and Training Strategies in the Digital Media Landscape”.

Media literacy and the ability to utilize information technology as key skills in education and training were promoted through the following:



- **The MIC review and revision of the curricula of the National University of Information and Communication in the fields of Electronics and Tele-Communications, Broadcast Engineering, Information Technology and Multimedia Communications, enhanced the ability of authorities to meet international standards for media, ICT curriculum development and evaluation.** The review contributed greatly to the initial phase of Viet Nam’s modernization of its journalism and media practices.
- **MIC staff, its media working group, representatives of the media and the Viet Nam Radio and Electronics Association increased their knowledge and awareness on international best practices and norms in communication and information training** through a training on UNESCO’s Model Curricula for Journalism Education and the IPDC’s Media Development Indicators.



Staff from the National University of Information and Communication (NUIC) enhanced their capacity to deliver industry-focused training and demand-driven education through the provision of technical advice on international standards and best practices in IT and media legislation:

- **A set of comprehensive (baseline) international data on the state of the use of ICTs in education systems in Asia was developed** through a regional workshop organized by the UNESCO Institute for Statistics (UIS) in Seoul, Republic of Korea, with the participation of a representative of MOET Viet Nam.

Teacher training institutions, as well as participants from MIC, MOET and the Viet Nam National Commission for UNESCO, increased their awareness on their role in advocating for Media and Information Literacy (MIL) and promoting MIL for teachers. This was achieved through trainings based on UNESCO’s translated and contextualized *Media and Information Literacy Curriculum for Teachers*:

- **The capacity of teachers to integrate media and information literacy into schools was enhanced** through trainings based on the contextualised and translated UNESCO MIL Curriculum for Teachers as well as the development of practical lesson plans. The MIL Curriculum consists of the necessary pedagogical methods, content, curricula and resources needed to develop skills in integrating media and information literacy into schools in a gender-sensitive manner that values students’ voices.

The curriculum was translated and contextualized to Viet Nam by a Technical Team established by MOET’s Department of Teachers and Educational Administrators (DTEA/MOET), comprising experts from MOET, MIC, the Ha Noi Pedagogical University, and the University of Education of the National University of Ha Noi.



Representatives from government organizations, higher education institutions, academia, student bodies, NGOs and professional associations raised their capacity to apply the *Guidelines for Open Educational Resources (OER) in Higher Education*, understand their role in advocating for OER policy and development in Viet Nam, and better implement OER policies through a participatory training:

- **Public access to the Guidelines was increased as the Guideline was made available on UNESCO’s Portal on OER.** The Guidelines were developed through a technical group, set up by DHE/MOET, comprising educational experts from MOET, MIC, the Internet Association of Viet Nam (a local NGO) and representatives of the Ha Noi National University.
- **Representatives of government organizations, higher educational institutions, academics, student bodies, NGOs and professional associations committed to the development and implementation of OER policies** through a training on the use of the guidelines.
- **Awareness on the value of investing in the systematic production, adaptation and use of OER in mainstream education was raised** by disseminating UNESCO-Commonwealth of Learning’s (COL) Guidelines on OER in Higher Education during a workshop on OER for Government officials and relevant stakeholders in higher education. The workshop was co-organized by MOET’s Department of Higher Education (DHE/MOET) and UNESCO Viet Nam.
- **The use of ICTs in education in Viet Nam was promoted** through the translation and contextualization of the following documents:
 - I. UNESCO’s Media and Information Literacy Curriculum for Teachers,
 - II. UNESCO and the Commonwealth of Learning’s Guidelines on Open Educational Resources (OER) in Higher Education, and
 - III. UNESCO’s ICT Competency Framework for Teachers and Guidelines for Broadcasters on User-generated Content.





Article 38: Strengthening the capacities of professional media organizations, media training institutions and journalists/communication experts; supporting the development and utilization of new media (Internet, blogs and social networking sites).

The development and utilization of new media was supported by the revision of Viet Nam's formal journalism training (academic and vocational training) by MIC, which consisted of an analysis of training institutions. The in-depth analysis included the types of training institutions and their distribution throughout the country; curricula; teaching staff and lecturers; enrolment rates; teaching facilities; teaching and learning methodologies; the types of degrees awarded; the variety of vocational training programmes in radio and television; and international cooperation projects.

Recommendations for existing journalism education programmes in Viet Nam were developed with a focus on higher education-affiliated and degree-granting programmes based on a comparison made between Vietnamese and international journalism education programmes, including scope, methodology, study programmes, course structure, and completion requirements, among others. The awareness of members of professional media organisations and institutions on media right violations and regulations were enhanced.

Journalists were empowered to provide safety advice and guidance to their colleagues through the Media Rights Advisory Network, which was launched with support from the International Programme for the Development of Communication (IPDC) in August 2014. The advisory network now protects reporters and journalists throughout the country against media rights violations:

- Journalists now have access to peer support and safety advice through the network, coordinated by the Centre for Research on Development Communication (RED) under the Viet Nam Union of Science and Technology Associations (VUSTA).
- Awareness on Vietnamese legislation and regulations concerning the safety of journalists, and peer assistance was strengthened through the *Guidelines on Peer Assistance for the Safety of Journalists in Viet Nam* developed by RED through the implementation of the UNESCO IPDC-assisted project "Promote Safety of Journalists in Viet Nam". An online interactive forum on media rights is currently available as part of RED's website and serves as a platform for sharing best practices and experiences on the safety of journalists between network members and journalists in Viet Nam.

The use of ICTs was advocated for as a means to achieve the MDGs at the 11th Asia-Pacific Telecommunity (APT) Policy and Regulatory Forum, organized by the Ministry of Information and Communication and APT in Viet Nam in May 2011. This further supported the development and utilization of new media:

- Forum participants heightened their understanding of the need to deliver ICT benefits to all, especially rural communities, and to strengthen the knowledge and capacity of journalists and media professionals on ICTs and current trends in information technology. The views of government and private sector on the topic of the 2011 World Telecommunication and Information Society Day, "Better life in rural communities with ICTs" were exchanged.
- Key regulatory and policy issues of interest and concern to the Asia-Pacific region were addressed during the forum. Insight for Viet Nam in expediting policies through practical measures to achieve telecommunication and information infrastructure outreach and a broadband network throughout the country was also provided.

The knowledge and capacity of journalists and media professionals on ICTs and current trends in information technology was strengthened through a training course, during which professional development plans and goals were drafted, identifying areas in the field of ICTs where journalists saw room for improvement. The training course materials were made available for participants to train colleagues and other media professionals.

Media professionals and journalists strengthened their expertise in the field of climate change, biodiversity conservation and natural disasters through targeted training interventions:

- Media professionals' enhanced their capacity to interpret and present data collected by the Integrated Flood Analysis System (IFAS) and the Flood Forecasting and Warning System (FFWS) in a training course on IFAS and FFWS, as well as briefings with experts on Flood Forecasting. With support from Japanese Funds-in-Trust, the training course was organized by the Regional Steering Committee for Southeast Asia and Pacific (RSC-SEAP) under UNESCO's International Hydrological Programme (IHP) and the Viet Nam Institute of Meteorology, Hydrology and Environment (IMHEN) as part of the framework of the Assessment on Flood Forecasting and Warning System Project.
- Media professionals in Thua Thien-Hue Province strengthened their skills in reporting on disaster risk reduction, climate change, biodiversity conservation and gender mainstreaming through a six day workshop with VOV and MIC.





Journalists demonstrated their enhanced understanding of disaster risk reduction, climate change, biodiversity conservation and gender mainstreaming through more than 30 quality media products that were broadcast on national, provincial and district radio, television and online. Eighteen Media Communication Plans developed by media professionals were approved and implemented by local media institutions in Hue.

- **Broadcaster trainers from national, provincial and district radio institutions understand the importance of having an effective channel of communication between the media and disaster early warning offices in Central Viet Nam** as well as knowledge of disaster risk and the most common disasters in the Central Region of Viet Nam.

Standard Operating Procedures that broadcasters should follow before, during and after disasters were identified while ensuring that media professionals understand the significance of gender issues, especially the role of women, in natural disasters, since they are found to be more vulnerable.

Twenty Communication Action Plans for training local broadcasters on disaster risk reduction were developed and submitted to the directors and editors-in-chief of local media institutions for approval and implementation.

- The **media's role in increasing public awareness on Education for Sustainable Development, biodiversity conservation, climate change adaptation and mitigation, and disaster risk reduction was advocated** through a workshop on the role of media in promoting a learning society, organized by Radio VOV and the Asia-Pacific Broadcasting Union (ABU), a non-profit professional association of broadcasting organisations with 200 members from 57 countries worldwide, that reaches a potential audience of approximately 3 billion people.



Article 39: Strengthening the knowledge and skills of journalists from all types of media to undertake gender- and culturally-sensitive and appropriate reporting, paying special attention to ethnic and other minority groups.

Government and media officials strengthened their capacity to mainstream gender into communications at the central and provincial level, promote gender sensitivity in and through the media, and raise awareness on the right of women, girls and people with disabilities to communication, ICTs, education and employment:

- **MIC’s capacity to mainstream gender into communications at central and provincial levels was enhanced** through a joint effort with the Asia-Pacific Institute for Broadcasting Development (AIBD).

With the participation of Voice of Viet Nam, VTV, Youth Newspaper, Electronic Newspaper and other national and provincial radio, television, and news agencies, **Vietnamese editions of the following regional guidelines on gender-sensitive reporting were produced and piloted:**

- I. *Broadcasting for All: Focus on Gender*, published by the Friedrich-Ebert Stiftung and AIBD in collaboration with Vietnamese experts in terms of translation and adaptation, to be used as training materials to guide gender-sensitive reporting, and
 - II. A gender training programme for media professionals.
- **Media professionals improved their capacity to understand and use gender concepts, terminology and the legal framework on gender equality and domestic violence through trainings where they developed their analytical and gender-sensitive reporting skills.** The activity was organized by the MDG-funded GoV-UN Joint Programme on Gender Equality (JPGE), with the One UN in Viet Nam providing strategic, coordinated and multi-sectoral capacity building and technical assistance to national and provincial duty bearers to better implement, monitor, evaluate and report on gender equality and development. The two-day training workshop, “Capacity building for media professionals to mainstream gender into communications at the central and provincial level” took place in Ha Noi, jointly organized by the Ministry of Information and Communication, UNESCO and MOLISA, with the participation of relevant departments of the MOIC and selected provincial Departments of Information and Communication (DOICs). The workshop also included the participation of journalists and media professionals from print and online newspapers and central and local radio and television stations from neighbouring provinces.
 - **Gender equality in and through the media was promoted** through debates and the promotion of action-oriented solutions in the “Women Make the News” campaign in 2012, associated with the Global Alliance on Media and Gender (GAMAG) and the 2015 campaign launched on International Women’s Day (March 8th). As a contribution to the campaign in Viet Nam, in 2012, Radio VOV broadcasted the success story “The Internet offers benefits to ethnic Muong women” through the “Women Make the News” platform on UNESCO’s Website. The campaign primarily aims to:
 - I. Promote an increase in female sources interviewed in the news to at least 30 per cent;
 - II. Invite international development organizations as well as private corporations to pledge to be a part of a donor framework to support the activities of the Global Alliance on Media and Gender;
 - III. Strengthen cooperation with UNESCO media partners and their role in GAMAG;
 - IV. Shine the spotlight on the necessity of partnerships to achieve the objectives in the field of media and gender.
 - **The capacity of VOV representatives in facilitating a self-assessment of gender mainstreaming was developed** through the Asia-Pacific Broadcasting Union, which followed the framework of promoting gender sensitivity in and through the media. The summary of the self-assessment is included in UNESCO’s Gender-Sensitive Indicators for Media (GSIM).
 - **The rights of women, girls and people with disabilities to communication, ICTs education and employment were promoted** through the Women with Waves Forum. The forum was supported by UNESCO and organized by the Asia-Pacific Broadcasting Union (ABU), Frederich Ebert-Stiftung and the International Telecommunication Union (ITU). Through this forum, an action plan, the **Ha Noi Statement of Commitment, was developed by high-level media practitioners** from the region.
 - **Media organizations, training institutions and associations are able to better assess the extent to which they integrate gender equality into their operations and communications through the use of the Gender-Sensitive Indicators for Media in Viet Nam. The Ministry of Information and Communications of Viet Nam (MIC) developed the Gender-Sensitive Indicators for Media in Viet Nam in 2014.**



Internet offering benefits to M'ong ethnic pe



The story is about a woman of the M'ong ethnic minority in Viet Nam. Knowledge she got from radio, television and the internet to improve her listening to the radio, watching TV and surfing the internet to do jobs she applied for a loan, with no basic knowledge she consults she found a way out for her family.
or Listen to story in English



- The GSIM provided VOV with valuable information that was detailed, comprehensive and easy to use. **The use of the GSIM helped VOV to identify gaps in gender equality in their day-to-day work and contributed to the annual report on Gender Equality published by the National Committee for the Advancement of Women:**

The international UNESCO GSIM were contextualized and adapted by a technical team comprising media and gender experts, Oxfam and UNESCO Viet Nam.

The final GSIM were validated by MIC and launched in October 2014 on the occasion of the 84th Anniversary of the Viet Nam Women’s Union (20 October 1930 – 20 October 2014). **The GSIM are the first of their kind to be developed in Viet Nam and their formal adaptation by the national media regulatory body marks an outstanding step towards gender-sensitive reporting.**

Journalists enhanced their capacity to provide special attention to ethnic and other minority groups through media coverage in ethnic minority languages (as reported under Article 40).



Article 40: Expanding media outreach to remote and rural areas to further encourage the production of media materials in local languages.

The ability of rural communities and ethnic minorities in accessing informative and high quality media outputs was strengthened through capacity building of media professionals:

- **Journalists improved their ability to provide media coverage in ethnic minority languages** through a project funded by the International Programme for the Development of Communication.
- **Broadcasters of the ethnic minority languages (Khmer, Cham, Ede, Co Tu, Thai, H'Mong, Dao, Tay, Nung and Gia Rai ethnic groups), enhanced their skills and knowledge on digital recording, digital editing techniques and internet research for producing radio programmes in ethnic minorities' languages** through a five-day training workshop organized by VOV and supported by UNESCO. The training approach and content used during the workshop were developed by experienced broadcasting trainers from VOV, with the targeted objective of providing access to better quality information communicated through the media for rural ethnic minority communities in the Northern, Southern and Central Highlands Regions, in line with Viet Nam's National Target Programme "Expanding information to rural, remote, mountainous and island regions".

Findings and recommendations were developed and widely shared with stakeholders to enhance the planning and implementation of the National Target Programme on New Rural Development (NTP-NRD) from 2016-2020, implemented through the "UN Joint Programme (UNJP) on New Rural Development for Assistance to the Coordination and Implementation of the NTP-NRD".

The findings and recommendations are based on the study related to rural strategic communication research, which suggests that, despite the investment in indirect communication channels such as panels and TV programmes, interpersonal communication remains the most crucial channel to reach out to communities. To that extent, village leaders are essentially those fostering participation of community members, however, they are benefiting the least from capacity building exercises. Furthermore, ample evidence suggests that the participation of communities in rural development initiatives depends critically on the village leaders' ability to communicate with and mobilize community members. Another critical observation is that rural communication takes place through a recurring process and not necessarily within the official settings but also through traditional communication channels.

Strategic communication and capacity building in policy, strategy and public investment in rural areas for local authorities and the wider public was strengthened through an intersectoral research. Minority groups, specifically, strengthened grassroots communication through recommendations that have resulted from this research.

UNESCO OFFICIAL PROJECT FORM	
1. PROJECT IDENTIFICATION	UNESCO PROFESSIONAL CAPACITY BUILDING FOR PROFESSIONALS AND THE MEDIA AND COMMUNITY LEADERS IN DIGITAL INFORMATION AND KNOWLEDGE
2. PROJECT TITLE	MEDIA PROFESSIONAL CAPACITY BUILDING FOR PROFESSIONALS AND THE MEDIA AND COMMUNITY LEADERS IN DIGITAL INFORMATION AND KNOWLEDGE
3. NUMBER	
4. MEDIA DEVELOPMENT PROGRAMME / STRATEGY	Category 4
5. SPECIFIC PROJECT AREA	HUMAN RESOURCE DEVELOPMENT
6. SCOPE (National, Regional, Programme)	NATIONAL
7. TYPE OF ASSISTANCE REQUESTED	EQUIPMENT/TRAINING SERVICE
8. TOTAL COST OF PROJECT	USD 0.00
9. AMOUNT REQUESTED FROM US	USD 0.00
10. BENEVOLENT AGENCY	UNESCO 196, rue de la Grande Chaumière, 75014 Paris, France Tel: +33 (0)1 47 52 20 00 Fax: +33 (0)1 47 52 20 01 Email: unESCO@unESCO.org Web: www.unESCO.org
11. IMPLEMENTING OFFICE	
12. PROJECT LOCATION	Viet Nam
13. PROJECT PREPARED BY	UNESCO 196, rue de la Grande Chaumière, 75014 Paris, France Tel: +33 (0)1 47 52 20 00 Fax: +33 (0)1 47 52 20 01 Email: unESCO@unESCO.org Web: www.unESCO.org

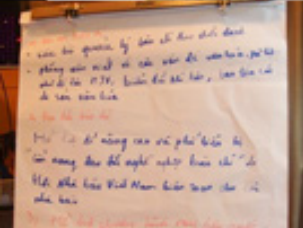
Article 41: Continuing the "Vision of UNESCO" programme produced by Voice of Viet Nam (VOV), which focuses on disseminating information about UNESCO in general and UNESCO's work in Viet Nam in particular.

The work of UNESCO, especially in Viet Nam, is regularly presented through **Radio Voice of Viet Nam's "Vision of UNESCO" radio programme**. The UNESCO Office in Viet Nam includes VOV in its external media partner's mailing list, keeping VOV updated on UNESCO-related information and activities in an effort to support its quality reporting on UNESCO values, mandates and programmes. The radio programme "Vision of UNESCO" started in 1998 with financial and technical assistance from UNESCO and is broadcast weekly on the Radio Voice of Viet Nam. Due to its popularity, the programme continued on air and is now entirely financed by Radio Voice of Viet Nam.

UNESCO communication and information experts from Headquarters and the Representative of UNESCO Viet Nam took part in nationally broadcast interviews for **World Radio Day** in 2013, 2014 and 2015:

- **World Radio Day 2015 advocated the role of youth in society and the media**, both as consumers and producers of media, at a time when young people account for nearly 40 percent of Viet Nam's population. It is therefore crucial for media outlets, especially radio, to ensure that youth continue to embrace the radio as a reliable source of knowledge and entertainment.
- **UN and UNESCO activities on gender and women's empowerment in Viet Nam and the significance of World Radio Day were promoted** during interviews given by the Representative on World Radio Day 2014, which focused on "Gender equality and women empowerment". Information and communication materials were also provided to the media in advance of the celebration.

The website "Radio Traffic Online" was launched through Radio Voice of Viet Nam in celebration of the World Radio Day in 2014, which is now one of the most popular radio channels in Viet Nam.





Article 42: Strengthening media capacities to enhance public engagement in governance and reform and to raise awareness on national, regional and international social, economic and environmental issues such as climate change challenges and climate change adaptation and mitigation efforts.

Local radio, TV and print journalists strengthened their capacity in reporting on biosphere reserves, environmental protection and climate change response efforts through a training workshop and practical field visit to Cat Ba Biosphere Reserve and the Viet Nam MAB Committee.

Public awareness on the role of biosphere reserves and the importance of biodiversity conservation and climate change response was raised through the production and dissemination of short documentary films, radio broadcasts and newspaper articles through the local media:

- A media package including all media outputs was presented at Rio+20 to showcase UNESCO’s work in biodiversity conservation and climate change response. The work in the Cat Ba Biosphere Reserve was highlighted in one of the stories featured on UNESCO’s website as part of a series on ESD in Biosphere Reserves, which was distributed in the lead-up to the 11th Conference of the Parties to the Convention on Biological Diversity.

A training module for a six-day training programme on disaster risk reduction, climate change, biodiversity conservation and gender mainstreaming was provided to the MIC. The module includes a facilitator's guide, pre- and post-tests, presentations, videos, instructions, group work exercises and hand-outs. **Materials for the training programme were developed** using the reference manual "Know disaster, tell Disaster Risk Reduction", a training handbook for media professionals developed by Seeds Asia with support from the European Union and the United Nations International Strategy for Disaster Reduction (UNISDR):

- The **guidelines on gender-sensitive reporting, “Broadcasting for All: Focus on Gender”** were contextualized to Viet Nam and used by the facilitator to produce the gender training programme. The guidelines were originally developed as regional guidelines by the German Friedrich-Ebert Stiftung (FES) and the Asia-Pacific Institute for Broadcasting Development (AIBD). The training material received recommendations for its improvement through its revision by MIC.

A desk review on national and international training material on ESD themes produced by an in-house expert was shared with consultants and trainers as reference. **The quality of media coverage of disaster risk reduction, climate change adaptation and mitigation, and biodiversity conservation was enhanced** through the guidance and training of media professionals in Thua Thien-Hue Province and broadcasters in six coastal provinces in the Central region. **Da Nang local media institutions were also trained on reporting on disaster risk reduction.**





Article 43: Developing media content and services for the preservation of cultural identity and diversity to contribute to the preservation of the cultural identity of ethnic and linguistic groups, including through the creation of digital media content, using both Vietnamese and other ethnic scripts.

National ownership, active participation and contributions from Vietnamese partners were promoted in the project “Increase universal access to information and knowledge through the promotion of digital multilingualism.” VOV served as project coordinator, working with other agencies’ representatives, including the Ministry of Agriculture and Rural Development, Ministry of Information and Communication, Ethnic Minorities and Development Newspaper, Institute of Social Studies, Association of Folk Literature and Arts of Viet Nam and CSAGA (a national NGO working on gender, family, women and adolescents), achieving the following:

- **Content relevant to ethnic minorities in terms of content, language, structure, habits, culture, appropriateness and applicability was developed** as part of an internal checklist for guidelines, keeping in mind current technological and digital trends in communication and information and communication regulations in Viet Nam.
- **Ethnic minority access to digital information and multilingualism was increased** through the development of guidelines using the internal checklist.
- **Digital user-friendly content that is culturally appropriate, promotes multilingualism and ensures rural inhabitants’ access to knowledge and information, especially ethnic minorities, was integrated in ethnic minority communication guidelines** through a consultation workshop.

In June 2015, the guideline outline was drafted by the consultants with inputs from UNESCO and VOV. The consultants worked to develop the guideline’s content to complete the first draft by the end of July. 21 media institutions and organizations in charge of ethnic minority issues were identified to be consulted on the draft guideline. The first draft of the guideline was sent to eight designated consultants from eight media institutions and organizations for peer review.

A consultation was organized in September 2015 attended by 41 participants (22 of them are women) from 21 media institutions and related organizations. More than 50 inputs and recommendations to the draft Guidelines by respondents of which 50 per cent are women from media, ethnic and gender institutions incorporated institutions to the Guidelines. Female participants committed to applying the Guidelines in their work. After the workshop, three organizations (the Ethnic minority channel of Viet Nam Television, the Radio and Television Station of Yen Bai Province and the Association for the Protection of Children of Viet Nam), took the initiative to pilot the guideline from September to November 2015. The guideline was finalized by the Technical Group, reviewed by UNESCO and validated by VOV managers. The guideline was printed and initially distributed to 40 media professionals.

Viet Nam National Commission for UNESCO (NatCom)

Article 44: Strengthening the capacities and research capabilities to support the preparation of new nomination file(s) to be submitted to UNESCO for tangible and intangible heritage, biosphere reserve designation, membership of the Global Geoparks Network, Memory of the World and, eventually, to other UNESCO bodies or groups.

The capacity of provincial authorities to support the nomination process was strengthened and local efforts to preserve and promote Viet Nam's valuable heritage were acknowledged through the Viet Nam National Commission for UNESCO's leadership in guiding provincial teams and intersectoral groups in elaborating and submitting a series of nomination files to UNESCO. The NatCom provides technical guidance and ensures criteria are met and required procedures are followed.

The following Biosphere Reserves received official recognition:

- **Mui Ca Mau Biosphere Reserve was recognized as part of the World Network of Biosphere Reserves** in 2009, comprising three core zones and a wealth of ecosystems, including peat marshes, mangrove forests and marine ecosystems. Ca Mau National Park, one of the core zones, is considered Viet Nam's largest mangrove forest and is home to more than 100 rare and endangered species. The reserve is included in the list of National Marine Priorities issued by the Ministry of Agriculture and Rural Development and is one of the critical sites identified for conservation, development and the sustainable use of biodiversity in the 2010 "National Action Plan for Biodiversity and Strategy to Implement the Convention on Biodiversity by 2020", making its designation as a Biosphere Reserve all the more significant for the preservation of the country's natural wealth.

The official handover ceremony was held in April 2010, in celebration of the hard work conducted by NatCom, local provincial authorities and residents. To highlight the role biosphere reserves play in encouraging sustainable tourism, the handover ceremony coincided with the opening event for the **Dat Mui (Cape Land) Cultural and Tourism Week - a unique opportunity for highlighting the importance of balancing conservation efforts with socio-economic development.** The attending Deputy Prime Minister highlighted the role eco-tourism can play in protecting the environment and boosting economic growth, thus contributing to sustainable development in Viet Nam.

Particular attention should be paid to mitigating the impacts of climate change on the Biosphere Reserve, the UNESCO Representative to Viet Nam highlighted during the handover ceremony. This can be done by ensuring the protection of mangroves and encouraging the sustainable use of natural resources, both of which require community participation and education interventions.

- The Mekong Delta Kien Giang Biosphere Reserve was officially recognized as part of the World Network of Biosphere Reserves in 2006. Kien Giang is the largest Biosphere Reserve in Southeast Asia, comprising two National Parks, a Nature Reserve and a Marine Protected Area, and hosting a range of ecosystems, from limestone and mangrove forests, to mudflats and coral reefs. In particular, the globally endangered Dugong, a medium-sized marine mammal, inhabits the seagrass meadows found in Kien Giang Biosphere Reserve, as well as a number of endangered marine turtle species.

A handover ceremony for the inscription of Mekong Delta Kien Giang Biosphere Reserve as part of the World Network of Biosphere Reserves was organized in June 2010 to acknowledge the dedication by the local government, NatCom and residents to the cause of biodiversity conservation and sustainable development, working together to enable a harmonized relationship between man and nature. This cooperation between stakeholders is particularly crucial in the face of climate change, which will have far-reaching consequences for the Mekong Delta and beyond if there is no joint action to mitigate the impacts and adapt to the aftermath. The designation as a Biosphere Reserve is expected to help the region pilot sustainable development practices and increase income opportunities and employment via eco-tourism.

- **Western Nghe An was recognized as a Biosphere Reserve within the World Network of Biosphere Reserves** in 2009 for its biological diversity, spanning one National Park and two Nature Reserves that provide habitats for thousands of plant species and hundreds of animal species. Furthermore, Western Nghe An Biosphere Reserve is home to a number of ethnic minorities, including the O Du, with a population of less than 500 remaining within the reserve.

The efforts undertaken by NatCom, provincial authorities and local residents were honoured and tribute was paid to Western Nghe An's great wealth of biodiversity, culture and tradition, contributing to the site's vast potential for eco-tourism, research, awareness raising and environmental education, in an official handover ceremony in April 2011. The official recognition as a Biosphere Reserve provides residents, especially the ethnic O Du, the opportunity to benefit from development, and to use their traditional knowledge to improve their livelihoods and protect the reserve's ecosystems.

- **Dong Nai Biosphere Reserve, comprising two new core zones, was officially granted its title in the form of an extension based on challenges posed to the site by socio-economic development in 2011.** Dong Nai Biosphere Reserve was previously known as Cat Tien Biosphere Reserve, which was first declared a





UNESCO Biosphere Reserve in 2001. The People’s Committee of Dong Nai Province aims to reconcile conservation and development goals for the Biosphere Reserve by boosting coordination and management processes through stakeholder engagement, including 11 different ethnic minorities. The Biosphere Reserve is home to 1,700 rare animal species, including 40 species listed on the IUCN Red List of endangered animals.

The official handover ceremony to celebrate the efforts of NatCom and provincial authorities to protect the rich biological and cultural features of Dong Nai Biosphere Reserve took place in May 2012, when the recognition certificate was handed over to the Chairman of the Provincial People’s Committee on behalf of the local government. The Chairman spoke highly of the significance of being recognized as a Biosphere Reserve, since it marked a meaningful event in terms of natural and social science, and acknowledged the outstanding efforts of the Party Committee and the people of Dong Nai Province.

In the handover ceremony, the UNESCO Representative to Viet Nam emphasized that biosphere reserves are places where local communities are actively involved in management, research, education, training and supervision in order to serve economic and social development combined with conservation. Here, sustainable development practices are piloted and researched, contributing to global efforts to live hand in hand with nature.

The following Intangible Cultural Heritage forms were inscribed:

- **The Giong Festival of Phu Dong and Soc temples, which are deeply rooted in the communities of the Red River Delta, were inscribed in the Representative List of Intangible Cultural Heritage in 2010.** The Ministry of Culture, Sports and Tourism launched a national action plan to preserve and develop the value of the Giong Festival, which commemorates the battles fought by Saint Giong and the Van Lang people under the 6th King Hung reign. The festival is celebrated throughout Northern Viet Nam, but the largest celebrations take place at Phu Dong Temple and Soc Temple in Ha Noi. Processions, incense offering ceremonies, ritual bathing of Saint Giong’s statue and bamboo flower offering ceremonies are part of this vibrant celebration of the past. A handover ceremony was held on 22 January 2011 in Phu Dong Commune and was attended by the Ha Noi People’s Committee, MOCST and the Viet Nam National Committee. During the ceremony, the Ministry expressed their commitment to the 2011-2015 national action programme on protecting and developing cultural heritage.
- **Xoan Singing in Phu Tho Province was recognized as Intangible Cultural Heritage in Need of Urgent Safeguarding at the 6th Meeting of the Inter-governmental Committee for the Conservation of Intangible Cultural Heritage** in 2011. Xoan singers traditionally perform in sacred places, such as temples and shrines. There are three different kinds of Xoan songs: worship songs for the Hung kings and village guardian spirits; ritual songs for good crops, health and luck; and festival songs that alternative male and female singers in a form of courtship. Only four Xoan singing guilds remain, but in recent years a number of clubs and performing groups have taken up Xoan singing. Receiving official recognition as an intangible cultural heritage is expected to promote this musical genre further, which is passed on orally by the guild leader – the majority of which are now over the age of sixty.

The certificate handover ceremony took place in 2012 in Phu Tho Province, in presence of the Deputy Prime Minister who provided valuable support to the Province’s plan to preserve Xoan singing and promote it further. The certificate was handed over by the Representative of UNESCO to Viet Nam, who highlighted the importance of continuously transmitting intangible cultural heritage to ensure that its bearers and future generations keep the tradition alive.

- **The Worship of Hung Kings in Phu Tho Province was inscribed in the Representative List of Intangible Cultural Heritage of Humanity** in December 2012. The Ancestral Anniversary festival of the Hung Kings, who are believed by the Vietnamese people to have built the first state of Viet Nam, is the largest annual ceremony held at Hung temple in Phu Tho Province, during which local residents dress in vibrant costumes and compete to provide the most elaborate palanquin and the most valuable objects for the key ritual ceremony. A number of smaller festivals and celebrations take place throughout the Province and beyond. The worshipping festival features numerous offerings, folk arts performances, drum beating, Xoan singing and prayers.

The official inscription as an Intangible Cultural Heritage of Humanity was recognized at an incense offering ceremony in 2013, held at the Thuong Temple of the Hung Kings Temple Complex and attended, among others, by the National Assembly Chairman and the President of the Fatherland Front. The inscription acknowledges the efforts undertaken by authorities to preserve and promote the worshipping of Hung Kings.

- **Don Ca Tai Tu Nam Bo music and song was inscribed on the Representative List of Intangible Cultural Heritage of Humanity** in 2013. This musical art is an integral part of the spiritual and cultural heritage of people living in southern Viet Nam, representing daily life on the land and rivers of the Mekong Delta region. Don Ca Tai Tu Nam Bo is performed at festivals, death anniversary rituals and celebrations. Performers express themselves by improvising and varying the basic melody and rhythmic patterns of the pieces, using different instruments. The art form is passed on orally from masters to students, requiring years of study.

The official recognition of Don Ca Tai Tu music and song as an Intangible Cultural Heritage was awarded in February 2014 in acknowledgement of the dedication of NatCom, regional governments from 21 provinces and local residents to promoting and preserving this important art form. The ceremony was presided over by the Prime Minister and attended by high-level authorities including the Minister of Culture, Sports and Tourism and representatives from the





People's Committee of Ho Chi Minh City and other provinces.

- **The Vi and Giam folk songs of Nghe Tinh were inscribed on the Representative List of the Intangible Cultural Heritage of Humanity** in 2014. These songs are traditionally sung without musical accompaniment while working in the fields, rowing boats, making conical hats or lulling children to sleep. The lyrics reflect the local dialect and linguistic idioms, as well as a unique singing style, with a focus on key values, such as devotion and care, respect for parents, loyalty and honesty. This art form is transmitted from master practitioners to students. Performances and community gatherings provide a unique opportunity for artisans to learn from each other and practice their songs.

The efforts undertaken by Nghe An and Ha Tinh Provinces to preserve Vi and Giam folk songs, such as supporting local artisans and educating the younger generation about the art form through schools and the media, were honoured in the official ceremony in recognition of the Intangible Cultural Heritage status in 2015. The songs bring together 260 villages in the central provinces of Ha Tinh and Nghe An, where 51 singing clubs with over 800 vocalists are actively preserving the folk music, and represent the life and spirit of the people of Nghe An and Ha Tinh.

The following documentary heritage was added to the Memory of the World Register:

- **The Buddhist Sutra wood blocks at Vinh Nghiem Pagoda in Bac Giang Province were recognized as Asia Pacific Documentary Heritage** in 2012 for their historical documentation of Buddhism, especially Truc Lam Zen Buddhism, in both Chinese and Nom characters. The 3,050 wood blocks describe Buddhist principles and practices, acupuncture procedures and the use of medicinal plants. In the late 19th and early 20th century, Vinh Nghiem Pagoda was one of the most important Buddhist training centres and an archive and publishing house for Vietnamese Buddhism. Unfortunately, most of the wood blocks were destroyed or lost due to war or bad weather, making its recognition as a Memory of the World, which was officially celebrated in 2014 when the pagoda was recognized as national intangible cultural heritage, all the more significant. The recognition took place at Vinh Nghiem Pagoda in Yen Dung District, Bac Giang Province, and was attended by the Director of Bac Giang Province's Department of Culture, Sports and Tourism, representatives from UNESCO and others.
- **The 34,555 plates of wood blocks of the Nguyen Dynasty which record official literature and history as well as classic and historical books, marking the development of the wood block carving and printing profession in Viet Nam, were inscribed in 2009 in the World Documentary Heritage list in recognition of their valuable contribution to preserving history, art and technical finesse.** According to the experts, the wood blocks were a national treasure during the feudal period, with only authorized individuals permitted to handle them. Today, the blocks are on display at the National Archives Centre in Da Lat. **The award ceremony took place in 2010**, adding to the country's responsibility to preserve and promote its precious heritage.
- **The Imperial Archives of the Nguyen Dynasty were recognized as Asia Pacific Documentary Heritage in 2014.** The 85,000 documents bear the seals of 11 Nguyen Kings and include royal edicts and decrees, reports to the King and credentials, giving a detailed overview of more than 150 years of political, socio-economic and cultural development. They show a continuous commitment to educational, cultural and scientific progress that still endures today. The State Archives Department has tasked the National Archives Centre with the development of plans to preserve and promote the value of the documents, including the establishment of a website displaying the documents in Vietnamese and English. **These efforts were officially acknowledged in an official ceremony held in July 2014.**
- **The 82 Stone Stele Records of Royal Examinations of the Le and Mac Dynasties (1442-1779) at the Temple of Literature in Ha Noi, Viet Nam's first university, were inscribed in the list of World Documentary Heritage in 2011.** The steles record the names of the laureates who were educated at Van Mieu Temple of Literature in Ha Noi and document more than 300 years' history of educating and training in Viet Nam. Each inscription provides information, such as the date, names and official posts of the inscription compilers, revisers, calligraphers and engravers. The steles from the Le and Mac dynasties differ in designs, decorative patterns and type of Chinese characters used, making them a unique and valuable cultural relic. The steles were inscribed in 2009 as Asia Pacific Documentary Heritage.

The following World Heritage Sites were inscribed:

- **The Citadel of the Ho Dynasty in Thanh Hoa Province was recognized as a UNESCO World Heritage Site** in 2011. The 14th –century citadel, built according to the principles of Feng Shui, represents an outstanding example of a new style of south-east Asian imperial city, at a time when traditional kinship and Buddhist values were giving way to new trends in technology, commerce and centralized administration. The citadel was the capital of Viet Nam from 1398 to 1407, and the political, economic and cultural centre of North Central Viet Nam from the 16th to the 18th century.

A ceremony to hand over the World Cultural Heritage Site certificate was held in 2012 in celebration of the Ministry of Culture, Sports and Tourism, NatCom, Thanh Hoa authorities and local residents' efforts to preserve the site and promote tourism, including an art programme, folk games and exhibition launched at



the handover ceremony.

- **Trang An Landscape Complex was inscribed as a World Heritage Site in 2014, making it Viet Nam's first mixed natural and cultural heritage site.** Archaeological discoveries were made in the caves of the karst formations, revealing traces of human activity over a period of more than 30,000 years. The findings show how the seasonal hunter-gatherers adapted to climatic and environmental change, including the repeated inundation of the area by the sea.

The official certificate was handed over to Ninh Binh Province in January 2015 in acknowledgement of the Government of Viet Nam's efforts, namely those of the Ministry of Culture, Sports and Tourism, relevant authorities and local governments, to promote and preserve the site, which is expected to see a significant rise in tourism development as a result. The province has been tasked with the development of plans to protect the heritage site, with a focus on human resources development, education and research on cultural and historical value, and tourism activities that prioritize environmental protection.

The following Global Geopark was recognized:

- **The Dong Van Karst Plateau recognized as a member of the Global Network of National Geoparks when its renewed inscription certificate was handed over to Ha Giang Province in 2014.** It first became a member of the global network in 2010 in recognition of its unique geological features, with scientists counting as many as 45 geomorphic and 33 tectonic features. On average, the plateau lies 1400-1600m above sea level and is characterized by its towering karst formations. The Geopark is valued nationally and internationally for its rich biodiversity and vast tourism potential, as well as its cultural heritage, and its designation as a Geopark promotes this unique landscape even further.



Article 45: Supporting the development of capacity to adapt UNESCO materials, documents and other valuable sources to the Vietnamese language and context.

Viet Nam now has access to key international UNESCO documents and guidelines thanks to UNESCO Viet Nam's support to Viet Nam in translating and contextualizing the following documents:

- **The Convention concerning the Protection of the World Cultural and Natural Heritage** which defines cultural and natural heritage and documents the official procedures that need to be followed in order to receive recognition as a World Heritage Site.
- **The Convention for the Safeguarding of the Intangible Cultural Heritage** which defines intangible heritage as the traditions or living expressions inherited from ancestors and passed on to descendants. The convention pledges to ensure respect for all forms of intangible cultural heritage; raise awareness of the importance of intangible cultural heritage; and provide for international cooperation and assistance.
- **The Convention on the Protection and Promotion of the Diversity of Cultural Expressions** that highlights the benefits of cultural diversity and documents and includes protective measures. It also compels signatories to promote an openness to other cultures of the world.
- **The Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property** which binds signatories to take preventative measures to impede the illegal import and export of cultural property; to return cultural property to its rightful owners; and to create an international cooperation framework to strengthen ties between the parties.
- **Operational Guidelines for the Implementation of the World Heritage Convention** which contains a series of instructions for the signatories of the Convention concerning the Protection of the World Cultural and Natural Heritage.

Article 46: Supporting the UNESCO Associated Schools Project Network.

Scientific cooperation and diplomacy were boosted by the UNESCO Space Education Programme, through the donation of 100 telescopes to 23 schools under the Associate School Project Network in Ha Noi, enhancing research capacities and promoting quality education for all. The UNESCO Director-General personally presented a telescope to one of the schools during her official visit to the Socialist Republic of Viet Nam in October 2010 on the occasion of the Great Celebration of the Millennial Anniversary of the Founding of Thang Long- Ha Noi. NatCom and MOET gifted an additional 30 telescopes to other schools.

Three Vietnamese schools enhanced their capacities to provide children with healthy and nutritious meals through the Royal Initiative Programme of Her Royal Highness Princess Maha Chakri Sirindhorn of the Kingdom of Thailand. The programme, administered by UNESCO Bangkok, aims to improve the quality of life for children and youth in the Asia Pacific region. Through NatCom, the Princess funds three schools in Viet Nam: Hung Thang Primary and Secondary School (Quang Ninh Province), Cao Son Primary and Secondary School (Hoa Binh Province) and Ninh My Primary School (Ninh Binh Province). Kitchen facilities and school vegetable patches were established in order to be able to provide fresh and nutritious meals for students. A mechanism was put in place to help schools access additional funding to meet their needs.

In April 2011, NatCom representatives and the UNESCO Representative to Viet Nam accompanied the Princess on a monitoring visit to the schools in Ha Long Bay, where principals, teachers and students reported on the Royal Initiative Programme's successes.

In May 2015, HRH Princess Maha Chakri Sirindhorn, accompanied by the Representative of UNESCO to Viet Nam, visited Ninh My School in Ninh Binh Province, one of the schools benefiting from the Royal Initiative Programme. During the visit, students, teachers and school administrators presented the positive changes generated in the school and among students as a result of the programme and provided a guided tour of the nutritional, health and hygiene, vocational training, and agricultural and environmental projects developed at the school as part of the initiative.

In a gesture of solidarity, compassion and encouragement for the people of Japan, in March 2011 an initiative was launched to support the Japanese victims of the Tohoku Tsunami by NatCom and thirty schools, with students writing letters and banners of support to send to Japan.

Secondary school students and teachers in Quang Ninh Province increased their awareness of heritage preservation and UNESCO and NatCom activities by participating in a UNESCO quiz that was organized on the occasion of the 35th anniversary of the Viet Nam National Commission for UNESCO, in collaboration with the Ministry of Education and Training and Ha Long City Department of Education & Training (Quang Ninh Province).



Article 47: Promoting cooperation between the Viet Nam National Commission for UNESCO and other national commissions in the region and in the world, strengthening the exchange of information and best practices, as well as internship programmes among staff.

NatCom helped organize the Director-General’s consultation session with Member States and National Commissions for UNESCO in the Asia and Pacific region in preparation of UNESCO’s Medium-Term Strategy for 2014-2021 (37 C/4) and the Programme and Budget for 2014-2017 (37 C/5), together with Thanh Hoa Province and UNESCO Viet Nam. Delegations from 30 Asia-Pacific Member States (out of 46) attended the consultation session, as well as the 35th Anniversary Celebrations of Viet Nam’s National Commission for UNESCO in Ha Noi and the Handover Ceremony in Thanh Hoa Province on the occasion of the Ho Citadel’s inscription in the World Heritage List. Delegates’ discussions provided valuable inputs for BSP in planning UNESCO’s next 37 C/5 and 37 C/4 programming cycles.

The public’s awareness of NatCom and UNESCO was raised through a celebration held on the occasion of the 35-year anniversary of NatCom in Ha Noi in June 2012, with the participation of the Vice President, Deputy Prime Minister, Deputy Minister for Foreign Affairs, UNESCO’s Assistant Director-General for External Relations and Public Information, and Heads of UNESCO’s National Commissions in Asia and the Pacific. NatCom was awarded the Independence Order, third class, by the Vice President. Important visibility was given to the event.

NatCom, with support from the People’s Committee of Ninh Binh Province and UNESCO, organized the ASEAN Regional Conference on the roles of World Heritage Sites, Biosphere Reserves and Geoparks in Sustainable Development (also reported under Article 14), which was attended by international delegates from ASEAN countries, China, the Republic of Korea, representatives of UNESCO Offices in Ha Noi, Jakarta and Phnom Penh, and more than 100 national delegates. In what was termed the Ninh Binh Statement, participants acknowledged the World Heritage Convention as an important tool and declared the following:

- I. Governments, relevant authorities and site managers should work together to ensure the preservation of the Outstanding Universal Value of World Heritage Sites as well as the alignment of national legislation with international agreements and best practices, while taking into consideration the specific characteristics of each site, in order to enhance site protection and contributions to sustainable development;
- II. The participation of local communities in managing World Heritage and UNESCO-recognized sites must be ensured so they can apply their traditional skills, knowledge and practices to the conservation of the sites, while benefitting from them economically and socially, ensuring that communities’ intangible cultural heritage is valued and transferred from one generation to the next;
- III. The public, and young people in particular, should be encouraged to learn more about UNESCO-recognized sites and participate in the protection of the sites. Site education and outreach programmes, through which the public can increase their knowledge on the surrounding environment and their awareness of the need for site conservation, should be provided;
- IV. Sites need to be conducive to scientific and social research, the results of which should be disseminated among local stakeholders to inform decision making. Links between sites and research institutions should be strengthened;
- V. Climate change mitigation and adaptation, as well as disaster preparedness and risk reduction, should be part of communication, education, outreach and research programmes at sites.

The work of UNESCO Viet Nam in Biosphere Reserves was presented to MAB Committee staff from Timor-Leste and the Philippines on a visit to Cat Ba Biosphere Reserve, organized by UNESCO Offices in Jakarta and Viet Nam, which showed the delegates the Cat Ba BRES implementation and introduced them to site managers and beneficiaries. The delegation also met with staff from the UNESCO Viet Nam Office, the Viet Nam NatCom and MAB Viet Nam to discuss challenges and potential solutions for biosphere reserves in the Asia-Pacific region.

NatCom Viet Nam’s experiences in implementing Education for Sustainable Development and strengthening institutions were presented to NatCom Laos on its visit to Viet Nam.

The National Commissions to UNESCO of Viet Nam and the Republic of Korea strengthened their cooperation through organizing a number of joint activities, including:

- The International Conference on “Social Sustainability of Historical Districts in Ha Noi”, which was organized with the University of Yonsei and the Construction University of Ha Noi to share experiences on the preservation and protection of historical sites (also reported under Article 24);
- The launching of the cultural tourism projects in My Son and Hoi An World Heritage Sites, as part of the Public Private Partnership with Korean Funds-in-Trust and Asiana Airlines (also described under Article 30). Thanks to the donors, the two heritage sites installed solar powered lighting that significantly lowers carbon



emissions, equivalent to planting more than eighty trees.

- **The International Conference on “Promoting Innovation in the Industrial Sector”** to share experiences in the fields of creative industries and design. Participants included representatives from design universities, government institutions and the private sector;

NatCom Viet Nam facilitated the participation of a delegation from the Viet Nam Academy of Social Sciences in the “2011 International Forum on Historical Reconciliation in East Asia”, which was organized in Bangkok by the National Commission of the Republic of Korea. For the first time, the forum widened the coverage of academic dialogue on historic reconciliation by including Southeast Asia in an effort to find common culture and historical heritage in the region and contribute to the development of a common vision for the future.





Article 48: Furthering the reinforcement of the capacity of the Viet Nam National Commission for UNESCO, its Secretariat and affiliated Sub-Commissions, committees and agencies.

The Prime Ministerial Decision on the Strengthening of the Viet Nam National Commission for UNESCO reinforced the capacity of the NatCom and tasks it with the provision of advice and support to the Prime Minister in guiding and coordinating ministries, ministerial-level agencies, governmental offices and provincial and municipal People’s Committees on:

- I. Monitoring, streamlining and inspecting the implementation of the programmes and action plans of relevant ministries, branches and localities, as well as the Viet Nam Federation of UNESCO Associations in cooperation with UNESCO, and
- II. Coordinating and harmonizing the activities undertaken by relevant ministries, branches and localities in UNESCO-related work. As a part of this decree, **NatCom was strengthened by the establishment of a sub-commission for each of UNESCO’s sectors under the leadership of a vice minister of the corresponding line ministries.**

To implement the Prime Ministerial Decision on the Strengthening of the Viet Nam National Commission for UNESCO, NatCom developed and approved new operational regulations, enhancing the functions of the Chairman, Deputy-Chairman, Secretary-General and each sub-commission of the National Commission. As a result, cooperative relationships, not just between NatCom and other ministries, ministerial-level agencies, governmental offices and provincial and municipal People’s Committees, but also between units within the organization itself, were reinforced and expanded.

Representatives of NatCom’s five sub-commissions, a focal point for MOW and the NatCom Secretariat were selected as part of the delegation to attend the 36th UNESCO General Conference and related meetings, thereby strengthening its capacities and relationship with UNESCO. A number of meetings took place between the NatCom Secretary General and staff, UNESCO Viet Nam and divisions in the UNESCO Sectors during the General Conference to discuss planning and joint work for the next biennium.



United Nations
Educational, Scientific and
Cultural Organization

Tổ chức Giáo dục,
Khoa học và Văn hóa
của Liên Hợp Quốc

Ha Noi Office

Office of the Representative to
the Socialist Republic of Viet Nam
Member of United Nations Team

Văn phòng Hà Nội

Văn phòng Đại diện tại nước
Cộng hòa Xã hội Chủ nghĩa Việt Nam
Thành viên của Liên Hợp Quốc



United Nations
Educational, Scientific and
Cultural Organization

Tổ chức Giáo dục,
Khoa học và Văn hóa
của Liên Hợp Quốc

Viet Nam
National Commission
for UNESCO

Ủy ban Quốc gia
UNESCO Việt Nam