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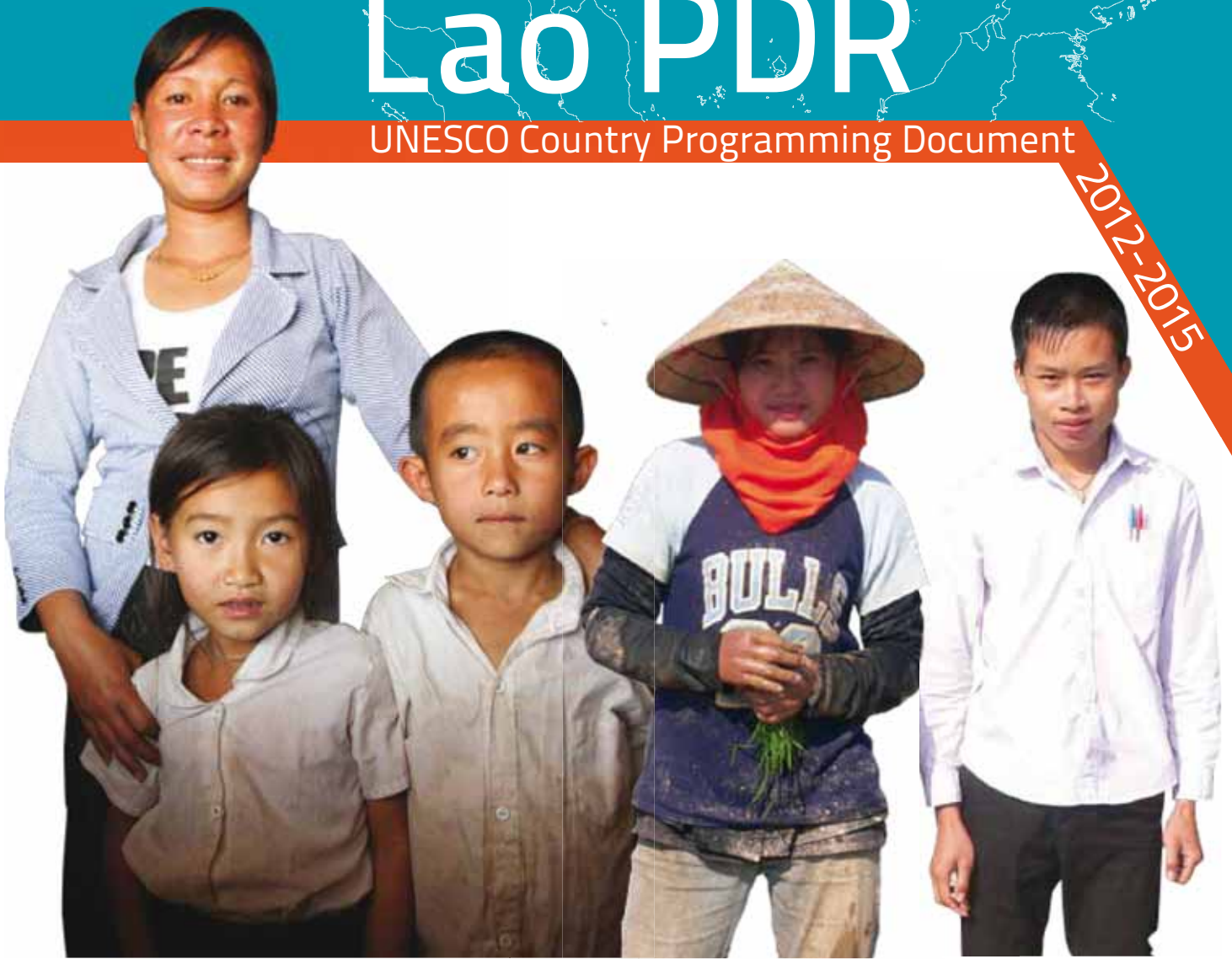
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Cultural Organization



Lao PDR

UNESCO Country Programming Document

2012-2015





Lao PDR

UNESCO Country Programming Document

2012-2015

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ABBREVIATIONS

ADB	Asian Development Bank
ANER	Adjusted Net Enrolment Ratio
ASEAN	Association of Southeast Asian Nations
AusAID	Australian Government Overseas Aid Program
BBC	British Broadcasting Corporation
BREES	Biosphere Reserves for Environmental and Economic Security
CapEFA	Capacity Development for Education for All
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CHAS	Center for HIV/AIDS and STI
CLC	Community Learning Centre
CNN	Cable News Network
DMH	Department of Meteorology and Hydrology
DNFE	Department of Non-Formal Education
ECCAP	Ethics and Climate Change in Asia and the Pacific Project
ECCE	Early Childhood Care and Education
EDI	EFA Development Index
EFA	Education For All
EIFL	Electronic Information for Libraries
EMIS	Education Management Information Systems
EP	Equivalency Programme
ESD	Education for Sustainable Development
ESDF	Education Sector Development Framework
ESDP	Education Sector Development Plan
ESITC	Education Statistics & Information Technology Centre
ESWG	Education Sector Working Group
FTI	Fast Track Initiative
GDP	Gross Domestic Product
GENIA	Gender in Education Network in Asia-Pacific
GER	Gross Enrolment Rates
GIS	Geographic Information Systems
GIZ	Gesellschaft für Internationale Zusammenarbeit
GMS	Greater Mekong Sub-region
GOL	Government of Lao PDR
GPI	Gender Parity Index
HDI	Human Development Index
HIV/AIDS	Human Immunodeficiency Virus /Acquired Immune Deficiency Syndrome
HRBA	Human Rights Based Approach
IBSP	Intergovernmental Programmes In Basic Sciences
ICH	Intangible Cultural Heritage
ICT	Information and Communication Technology
IEC	Inclusive Education Centre
IHP	The International Hydrology Programme
ILO	International Labour Organisation
IPDC	International Programme for Development of Communication
JICA	Japan International Cooperation Agency
KOICA	Korean International Cooperation Agency
LALIC	Laos Library and Information Consortium
LAMP	Literacy Assessment and Monitoring Programmes

Lao PDR	Lao People's Democratic Republic
LDC	Least-developed country
LNTA	Lao National Tourism Administration
MAB	Man and the Biosphere Programme
MDGs	Millennium Development Goals
MIS	Monitoring Information System
MLAs	UNESCO Major Lines of Action
MLE	Mother Tongue Based Multilingual Education
MOE	Ministry of Education
MOES	Ministry of Education and Sports
MONRE	Ministry of Natural Resources and Environment
MPWT	Ministry of Public Works and Transport
NAST	National Authority for Science and Technology
NFE	Non-Formal Education
NGPES	National Growth and Poverty Eradication Strategy
NSEDP	National Socio-Economic Development Plan
NTC	National Training Center
NUOL	National University of Laos
NZAID	The New Zealand Aid Programme
OPSP	Office of Princess Sirindhorn's Projects
PES	Provincial Education Services
PLHIV	People Living with HIV
PSI	Population Service International
QA	Quality Assurance
R&D	Research and Development
RBM	Results-Based Management
RUSHSAP	Regional Unit for Social and Human Sciences in Asia and the Pacific
SHS	Social and Human Sciences
SREAC	Strategic Research and Education Analysis Centre
STI	Sexually Transmitted Infection
STRI	Science and Technology Research Institute
SWITCH-in-Asia	Sustainable Water Management Improves Tomorrow's City's Health in Asia
TE courses	Teacher Education
TEIs	Teacher Education Institutions
TESAP	Teacher Education Strategy and Action Plan
TVET	Technical and Vocational Education and Training
UCPD	UNESCO Country Programming Document
UIS	UNESCO Institute for Statistics
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNESS	UNESCO National Education Support Strategy
UNICEF	United Nations Children's Fund
USD	The United States Dollar
UXO	Unexploded Ordnance
WFP	World Food Programme
WNBR	World Network of Biosphere Reserves

FOREWORD

I am very pleased to present the UNESCO Country Programming Document (UCPD) for the Lao People's Democratic Republic.

This document draws lessons from past UNESCO action in Lao PDR and presents the Organization's future commitments in supporting national development efforts. It is the result of a long-established dialogue and fruitful collaboration with the national authorities, in particular the National Commission for UNESCO. It also takes into account the conclusions of an in-depth review of the comparative advantages of UNESCO as an important development partner and an active member of the United Nations Country Team in Lao PDR.

Our commitment in Lao PDR remains intense. In the four years covered by the UCPD it will expand further to cover a variety of sectors under UNESCO's fields of competence. Our approach will focus on the development of national capacities and will be oriented to results.

I sincerely hope that this document will be useful for our national counterparts, our partners in development in Lao PDR and for donors interested to work with us for the benefit of the people/peoples of Lao PDR.

I would like to express my sincere thanks to the national authorities for their continuous support and trust. Also, to all those inside and outside UNESCO Bangkok especially Eider Inunciaga Serna, Pierre-Henri Glantenet, Mami Umayahara, and Junita Calder who, under the direction of Etienne Clément, have all contributed to the preparation and drafting of this strategic document.



Gwang-Jo Kim
Director
UNESCO Bangkok

INTRODUCTION

The UNESCO Country Programming Document for Lao PDR, hereafter referred to as UCPD-Lao PDR, sets out the framework for the Organization's multi-sector cooperation strategy with Lao PDR. It is in line with the country's national priorities as expressed in the 7th National Socio-Economic Development Plan (NSDEP) and takes into account progress towards the United Nations Millennium Development Goals (MDGs).

This UCPD for Lao PDR covers the period 2012-2015. It is fully consistent with the United Nations Development Assistance Framework (UNDAF) 2012- 2015.

Captured within this document is an overview of UNESCO's past, present and future action in Lao PDR, provided in the following order:

Challenges and opportunities in Lao PDR in UNESCO's fields of competence are examined and background information is provided to give a more coherent picture of past, present and future involvement.

UNESCO's past and present cooperation with the government of Lao PDR is described. Education initiatives such as the major education programme entitled "Capacity Development for Education for All (CapEFA)" are explicated alongside activities in natural sciences, social and human sciences, culture, communication and information.

A proposed cooperation framework is outlined giving an indication of the future of UNESCO's activities in Lao PDR.

Details on UNESCO's collaboration already established in Lao PDR are described together with a call for further partnerships.



China

Viet Nam

Myanmar

Phongsali

Louang namtha

Bokeo

Oudomxai

Luang Prabang

Houaphan

Xaignabouri

Xiangkhouang

Vientiane

Borikhamxai

Lao PDR

Vientiane Municipality

Khammouan

Ocean

Savannakhet

Thailand

Saravan

Xekong

Champasack

Attapu

Cambodia

PART 1: SITUATION ANALYSIS

1.1 Lao PDR country profile

Country name: The Lao People's Democratic Republic (PDR)

Capital: Vientiane

Location: Borders Cambodia, China, Myanmar, Thailand and Viet Nam

HDI: Ranked 124th out of 169 countries¹

Selected socio-economic indicators (2008-10) ²	Lao PDR	East Asia and the Pacific country average
Population	6.4 million	2.2 Billion (total)
GDP per capita (current USD - 2010)	1,164	7,383
Inflation (GDP deflator) (%)	4.41	3.7
Rural population (%)	68	52
Life expectancy	65.4	73.4
HIV/AIDS prevalence (age group 15-49 years) (%)	0.02	0.18
Maternal mortality (modelled estimate/100,000 live births)	580	84
Access to sanitation (urban pop.) (%)	53.0	62.3

For more information and data on the Lao PDR analysis, please consult <http://www.unlao.org>

1.2 Pertinent development issues

Background

Lao PDR has made recent advances in social development and significant progress towards achieving the Millennium Development Goals (MDGs). Between 2006 and 2011, poverty declined. The country is on course to achieve the MDG target of halving poverty by 2015. Between 1991 and 2005, net primary school enrolment rose from 58 to 84 per cent. Child mortality indicators are also improving steadily: under-five mortality shows a decrease from 170 to 98 per 1,000 live births; and infant mortality has fallen from 104 to 70, which indicate a strong potential for Lao PDR to achieve its MDG targets by 2015.

At the present time, Lao PDR is attracting much foreign trade and investment as well as donor attention and assistance. Foreign Direct Investment in Lao PDR has been taking place in five major sectors: hydropower, mining, trade, agriculture and the tourism industry, particularly in hospitality (hotels and restaurants) and local handicrafts. The economic growth this has generated is assisting the Government of Lao PDR in fulfilling its development objectives, though technical expertise and assistance is often sought through external providers. The most significant policy and planning documents issued by the Government of Lao PDR, including the 7th Draft National Socio-Economic Development Plan 2006-2010 (NSEDPP), National Growth and Poverty Eradication Strategy (NGPES) and the Education for All Mid-Decade Assessment (October 2008) show that the key priorities of the Government of Lao PDR are improvement in the quality and access to basic education and health services, support for employment and income-generating activities and the strengthening of the social safety-net coverage.

Despite these advances the country still faces many development challenges.



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1 UNDP. 2010. *Human Development Report — "The Real Wealth of Nations: Pathways to Human Development"*. http://www.undp.or.th/documents/HDR_2010_EN.pdf (Accessed 22 June 2012).

2 The World Bank. 2011. *Lao PDR Country Profiles*. <http://data.worldbank.org/country/lao-pdr> (Accessed 19 July 2011).

Lao PDR is off-track to achieve four MDG targets and more worryingly, seriously off-track to achieving a further three targets (see Table 1). Three of the off-track MDGs relate directly to UNESCO's mandate. They are "Universal primary schooling" and "Eliminate gender disparity at all levels of education" which are relevant to UNESCO Bangkok; and "Reverse the loss of environmental resources" which is relevant to UNESCO Bangkok under its Education for Sustainable Development unit and to the UNESCO Regional Bureau for Science in Jakarta.

Table 1: Seriously Off-track and Off-track MDGs³

Seriously off-track MDGs	Off-track MDGs
Reduce hunger by half	Universal primary schooling
Universal access to reproductive health	Eliminate gender disparity in all levels of education
Reverse the loss of environmental resources	Reduce maternal mortality by three-quarters
	Halve number of people without safe water and sanitation in rural areas

Table 2: Six Priority Areas to Accelerate MDG Achievement in Lao PDR⁴

Six priority areas to accelerate MDG achievement in Lao PDR
1. Expanding the reach of the enabling infrastructure for MDG achievement.
2. Sustainable practices for improved food security and environmental sustainability.
3. Universal Access to Basic Education and Gender Equity.
4. Women's Equal Participation and Empowerment.
5. Improved Maternal and Child Health, Safe Water Supply.
6. Improved Sanitation for all Rural Areas and Small Towns.

UNESCO's response within the United Nations Development Assistance Framework

The UN system and the government of Lao PDR established two frameworks in 2010 to accelerate progress towards the MDGs: the MDG Acceleration Framework and the United Nations Development Assistance Framework 2012-2016 (UNDAF). Six priority areas (see Table 2) were identified and innovative options to reach the most vulnerable populations through the MDG Acceleration Framework were defined. The UNDAF Action Plan is an operational framework with defined indicators and resources based on the MDG Acceleration Framework. The UNDAF Action Plan framework responds to the MDG challenges previously identified in Lao PDR (Table 1). UNESCO specifically addresses the following outcomes of the UNDAF:

- Outcome 1 - By 2015, the government promotes more equitable and sustainable growth for poor people in the Lao PDR.
- Outcome 3 - By 2015, under serviced communities and people in education priority areas benefit from equitable quality education and training that is relevant to the labour market.
- Outcome 7 - By 2015, the government ensures sustainable natural resources management through improved governance and community participation.

This reflects the commitment of UNESCO and other UN agencies to support Lao PDR in bringing the MDGs back on track in order to achieve them by 2015.



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³ United Nations. 2011. *Draft UNDAF Action Plan 2012-15 Lao PDR*. Unpublished, pp.15.

⁴ Lao National MDGs Secretariat. 2010. *Accelerating Progress Towards the MDGs. Innovative Options for Reaching the Unreached*. <http://www.unescap.org/pdd/calendar/EGM-MDG-2012/Laos-MDG-Acceleration-Framework.pdf> (Accessed 8 June 2012).



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The 7th National Socio-Economic Development Plan 2011-2015 (NSEDP)

Lao PDR has made great efforts to improve its status from that of a least developed country to that of a middle income country and has made much progress since 2005. Despite major achievements, many challenges still persist including inequality, poverty, lack of business investment, high reliance on foreign aid, labour market imbalance, low quality of services and lack of interdependence and integration between regions. In this context, the Government of Lao PDR (GOL) has developed the 7th National Socio-Economic Development Plan 2011-2015 (NSEDP) outlining measures to transform the country into a modern and industrial society. UNESCO's commitment is to contribute to reaching the national priorities in connection with its mandate. The 7th NSEDP establishes as areas of main focus:

1. Ensure continuation of national economic growth with security, peace and stability; maintain a GDP growth rate of at least 8 per cent annually; and GDP per capita to be at least USD 1,700 at the end of the plan.
2. Achieve the Millennium Development Goals (MDGs) and poverty reduction by 2015; adopt appropriate technology and skills; and create favourable conditions for moving the country from LDC status by 2020.
3. Ensure sustainability of development by emphasizing the links and balances between economic development, cultural and social progress, natural resources preservation and environmental protection.
4. Ensure political stability, peace and an orderly society.

1.3 Challenges and opportunities for UNESCO

a. Education

Background

The current Constitution of Lao PDR guarantees all citizens the right to education, outlines the importance of education and permits private sector participation in education provision. The role of education and literacy in sustaining economic growth and poverty reduction is emphasized in policy and planning documents. These include the National Education Socio-Economic Development Plan (NSEDP7 2011-2015), the Education Sector Development Framework (ESDF 2009-2015), the Education Sector Development Plan (ESDP 2011-2015), the National Growth and Poverty Eradication Strategy (NGPES), and the Education for All National Plan for Action (2003-2015). In particular, the ESDP is the education reform strategic plan developed through close consultation between the government and development partners which compiles sets of national priorities to achieve EFA goals. It reflects the Government's intention to commit to investment in education. This has attracted and entrusted multimillion-dollar funding such as the Fast Track Initiative (FTI) Catalytic Fund. As a result, government expenditure on education has increased.

Since 1996, five-year primary education has been free and compulsory for all children between the ages of 6 and 14. The Education Law, issued in 2000, stipulates that all Lao citizens have the right to education without discrimination regardless of their ethnicity, origin, religion, gender or social status. General education was extended from 11 (5 + 3 + 3) years to 12 years (5 + 4 + 3) in 2009. Lao PDR also ratified the ILO Minimum Age Convention (No. 138) in 2005, which sets the minimum age for admission to employment at 14 years.



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Access to education has improved over the last ten years and this trend is expected to continue. Primary and secondary enrolments, especially secondary, have progressed steadily, driven strongly by increased female enrolment. Technical and vocational education and training (TVET), teacher education and higher education have also led the way to recent enrolment growth.

The EFA Development Index (EDI) is a composite index that provides an overall assessment of a country's education system in relation to the EFA goals. Due to data constraints the composite index currently focuses only on the four most easily quantifiable goals:⁵

- universal primary education (goal 2), measured by the primary adjusted net enrolment ratio (ANER);⁶
- adult literacy (first part of goal 4), measured by the literacy rate for those aged 15 and above;
- gender parity and equality (goal 5), measured by the gender-specific EFA index (GEI), an average of the gender parity indexes of the primary and secondary gross enrolment ratios and the adult literacy rate;
- quality of education (goal 6), measured by the survival rate to grade 5.

Table 3: Progress towards EFA in Lao PDR

EFA	Indicators	Seriously off track	Off track	On track	Achieved	Trends
Goal 1: Early Childhood Care and Education	Gross enrolment ratio (GER) in pre-primary education	●				Rose from 8% (1999) to 15% (2008)
Goal 2: Universal Primary Education	Net enrolment ratio (NER) in primary education		●			Rose from 78% (1999) to 82% (2008)
Goal 3: Learning needs of all youth and all adults	Youth literacy rate (15-24)			●		Rose from 78.5% (2000-2004) to 84% (2005-2008)
	Gross enrolment ratio (GER) in Secondary education	●				Rose from 33% (1999) to 44% (2008)
Goal 4: Improving levels of adult literacy	Adult literacy rate (15 and over)		●			Rose from 68.7% (2000-2004) to 73% (2008)
Goal 5: Assessing gender parity and equality in education	Gender parity in primary education		●			Improved from 0.85 (1999) to 0.91 (2008)
	Gender parity in secondary education	●				Improved from 0.69 (1999) to 0.81 (2008)
Goal 6: Educational Quality	Survival to the last grade of primary school		●			Rose from 54% (1999) to 67% (2007)
	Pupil/Teacher ratio in primary education			●		Improved from 31:1 (1999) to 30:1 (2008)

Source: UNESCO GMR 2006 and 2011

5 The remaining two goals, early childhood care and education and learning needs of youth and adults are excluded mainly because reliable and comparable data relating to the former are not available for most countries, and progress towards the latter is still not easy to measure and monitor.

6 The primary education ANER measures the proportion of children of primary school age who are enrolled in either primary or secondary education. For countries where primary education lasts fewer than five years, the survival rate to the last grade of primary is used.

Table 4: Net Enrolment rate — Primary — 1999, 2003 and 2008

Net Enrolment Rate - Primary	1999	2003	2008
Female	74%	77%	81%
Male	81%	84%	84%
Total	78%	80%	82%
GPI	0.92	0.93	0.96

Source: UNESCO-UIS. Global Education Digest 2005 and Global Education Digest 2011

Challenges and opportunities⁷



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Challenges in the education sector in Lao PDR still remain. The government has been working with development partners who have provided analytical and advisory support and assisted with developing strategies as outlined in the ESDF document (see Annex 3). Consequently the Education Sector Development Plan (ESDP) 2011-2015 was developed to complement and reinforce the implementation of the ESDF. Educational interventions in Lao PDR are to be aligned with the ESDP.

At all levels of education, the greatest disparities in access to education are linked to low socio-economic status, rural or isolated settings, gender, and ethnic or cultural divisions (specifically non Lao-Tai populations).⁸ The Ministry of Education and Sports identified 56 districts out of a total 143 districts as the most educationally disadvantaged. In these districts the net enrolment rate for females is lower than the national average according to the school census conducted in 2008.



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Enrolment rates in early childhood care and education (ECCE) are extremely low. Only 15 per cent of new entrants in the first grade of primary education have attended an ECCE programme.⁹ Enrolments remain limited to urban and wealthy communities, placing marginalized populations at a further disadvantage.

Primary education enrolment rates are improving but are still low at 82 per cent of net enrolment rate.¹⁰ A large number of parents also choose to enrol their children later than enrolment age, which is reflected in the net intake rate of 69 per cent and gross intake rate of 120 per cent.¹¹ One third of children drop out before completing primary education¹² for a number of reasons such as poor quality of education a long journey to school. Existence of a large number of unfinished schools also contributes to non-completion of primary education. Out of 8,500 primary schools, about half offer schooling only for the first few grades.¹³ Also, although primary education is mandated as free, parents are often asked to pay registration fees.¹⁴

7 For a comprehensive analysis for the key issues and challenges faced by the education sector, refer to the UNESCO National Education Support Strategy, Lao People's Democratic Republic 2008-2013.

8 A combination of any of these factors translates to a distinct disadvantage. All groups tend to have lower enrolment rates and lower literacy rates. Non-Lao-Tai ethnic children face the added challenge of the language of instruction.

9 UNESCO. 2011. *EFA Global Monitoring Report 2011*. Paris, UNESCO Publishing. pp.289.

10 UNESCO. 2011. *EFA Global Monitoring Report 2011*. Paris, UNESCO Publishing. pp.305.

11 UNESCO. 2011. *EFA Global Monitoring Report 2011*. Paris, UNESCO Publishing. pp.296-297.

12 UNESCO. 2011. *EFA Global Monitoring Report 2011*. Paris, UNESCO Publishing. pp.312.

13 Ministry of Education, Lao People's Democratic republic. 2008. *Education for All Mid-Decade Assessment, Vientiane*. Vientiane, GOL, p.55.

14 Ministry of Education, Lao People's Democratic republic. 2008, *Education for All Mid-Decade Assessment*. Vientiane, GOL, p.19.



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In recent years, gross enrolment rates have increased in lower secondary education growing from 43 per cent in 1999, to 53 per cent in 2008. Enrolments for lower secondary are much higher than for upper secondary, which only reached 34 per cent in 2008. The enrolment rates for females are much lower than males for both levels.

The low quality of education is also a major challenge. High repetition and drop-out rates are prevalent, especially in primary education. Completion rates at both primary and lower secondary are low. The functional literacy rate is inadequate, especially among females and varies significantly by urban or rural populations, ethnic group and social-economic status. Students' achievements have been found to be low in recent surveys and some 11 per cent of primary school teachers still do not have the required qualifications.

The quality of education does not meet the demands of society and the labour market. Skilled workers continue to be imported and unskilled workers exported. Factors leading to low education quality include inadequate or insufficient infrastructure, textbooks and teaching materials, instruction time and curriculum. Teacher shortages in some disciplines and locations are also a major problem. It is a challenge to incentivize qualified and trained teachers to take positions in remote or rural areas.

There is a weak institutional and human resource capacity for planning, management and delivery of education, especially at the local level. The current EMIS has limited outputs with several parallel data collection systems. Financing also remains a major concern as Lao PDR relies heavily on external funding for the education budget. The per cent of GDP spent on education was 2.3 per cent in 2008 which is lower than the average for East Asia (3.2 per cent in 2007).

In recent years, the number of secondary schools has not changed proportionally with increased enrolments, resulting in overcrowded classes. Adding one grade to lower secondary education in 2009-2010 resulted in an additional need for classrooms, teachers, textbooks and materials. Some teachers were moved from primary to teach at secondary level adding to the significant issue of under qualified teachers at that level.

Despite increased interest in policy by the government, TVET does not produce the competent workforce required for economic development because of several institutional shortcomings. These include the lack of suitable policy coordination through NTC, the poor quality of TVET programmes due to limited resources and weak cooperation with industry, the chronic unpopularity of TVET because of a lack of suitable jobs for TVET graduates, and so on.

At the higher levels of education, only a limited number of institutions are able to offer a comprehensive set of undergraduate and graduate degree programmes. In addition, most higher education institutions, including higher technical colleges do not meet the same quality standards as those of other countries in the region.

Lao PDR's HIV epidemic is in a latent stage, with latest estimated prevalence of 0.2% among adults aged 15-49.¹⁵ By December 2011, an estimated 4942 people were reported to be living with HIV, with the proportion between male and female at 1:1.2. In 2011, 1290 people reportedly died from AIDS related causes.¹⁶



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15 Center for HIV/AIDS and STIs/UNAIDS. Estimation and projection by Asian Epidemic Modeling. 2012. As cited in Lao PDR. Center for HIV/AIDS and STIs (CHAS). *Global AIDS Response Progress — Country Report, Lao PDR*. Center for HIV/AIDS and STIs (CHAS) forthcoming, Vientiane.

16 Center for HIV/AIDS and STIs (CHAS). 2012. *Global AIDS Response Progress — Country Report, Lao PDR*. Vientiane, Center for HIV/AIDS and STIs (CHAS) forthcoming.

A set of determinants have the potential to accelerate the spread of the epidemic: poverty is still widespread and often forces people to make risky lifestyle choices; there is increased population mobility, accentuated by new roads linking Lao PDR with its neighbours who have higher HIV prevalence; internal and external labour migration is high; there is a high prevalence of sexually transmitted infections including gonorrhoea and chlamydia among different vulnerable groups; the limited access to services has the potential to create new vulnerability to HIV infection; and there is a lack of information in minority ethnic groups' languages.¹⁷

In addition, the Ministry of Education has undergone recent restructuring with extended responsibility to cover the sports sector. The current structure of the Ministry of Education and Sports (MOES) reflects some organisational changes at the central, provincial and district levels which present challenges and opportunities at the same time. Each existing and newly established department has a clearer role and responsibility. In particular, synergies on the use of data for informed policies can be enhanced through the merging of the former Education Statistics and Information Technology Centre (ESITC) and the Strategic Research and Education Analysis Centre (SREAC) into the Department of Planning. Following the placement of the Inclusive Education Centre (IEC) under the Department of Primary and Preschool Education, a greater effort is needed to ensure that inclusive education is promoted and implemented at all levels across the education sector, including formal and informal settings as well as in technical and vocational education.

UNESCO is an active member of the Education Sector Working Group (ESWG) formed under the Vientiane Declaration on Aid Effectiveness in 2006. The ESWG, co-chaired by MoES, UNICEF and AusAID, facilitates regular dialogue between the government and development partners to ensure synergies and prevent overlapping of activities. Other major members include ADB, GIZ, the European Commission, JICA, KOICA, the World Bank and WFP.

b. Culture

Background



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Lao PDR is an extremely diverse country with at least 49 officially recognized ethnic groups, each with a specific cultural and linguistic context. These groups belong to the Lao-Tai, the Mon-Khmer, the Tibeto-Burman and the Hmong-Mien language families. Ethnic groups are usually economically disadvantaged compared to the main Lao population.¹⁸

One of the key legal instruments governing the Lao PDR cultural policy is the 1997 Presidential Decree on the Preservation of Cultural, Historic and Natural Heritage. This decree outlines regulations and measures for the management, conservation, preservation and use of national heritage. This includes the upgrading of movable and immovable assets with historical, cultural or natural value into national heritage.

A second instrument is the 2005 Lao PDR National Heritage Law, which determines the principles, regulations and measures for the administration, use, protection, conservation, restoration and rehabilitation of the national

17 United Nations. 2011. *Draft UNDAF Action Plan 2012-15 Lao PDR*. Unpublished.

18 UN Country team in Lao PDR (under the responsibility of the UN Resident Coordinator). 2010. *Country Analysis Report: Lao People's Democratic Republic; Analysis to Inform the Selection of Priorities for the next UN Development Assistance Framework (UNDAF) 2012-2015*. Vientiane, UNCT.

tangible and intangible heritage. It also determines the rights and duties of the State, social organizations and individuals to preserve the value of the national cultural, historical and natural heritage.

The Lao Government divides the management of cultural heritage into four main levels: (1) the Ministry of Information and Culture at the central level; (2) the Division of the Information and Culture at the provincial level; (3) District Information and Culture Office at the district level; and (4) Village authorities. The National Heritage Committee, the Local Heritage Committee and the World Heritage Office manage the cultural heritage registered as world or regional heritage and have a separate structure and different regulations.

Also, Lao PDR has signed and ratified a number of normative instruments (see Annex 6) related to the culture sector. One of the key challenges for the GOL is to implement these conventions.

Challenges and opportunities

Lao PDR has not yet started a formal inventory and documentation of its intangible cultural heritage. So far, no element has been inscribed on the UNESCO Intangible Cultural Heritage (ICH) lists. ICH enshrines the living expressions and traditions that groups and communities worldwide have inherited from their ancestors and transmitted to their descendants, in most cases orally. The government of Lao PDR has requested assistance from UNESCO to build its capacity in identifying and safeguarding its ICH. The unique cultural and historical resources of the country include two UNESCO world heritage cultural sites, both of which are facing challenges linked to unmanaged development.

Three other sites are tentative world heritage sites: (1) Plain of Jars Archaeological Landscape in Xieng Khouang province, (2) That Luang in Vientiane; (3) Hin Ham No Protected Area (proposed to be a transboundary property with the contiguous Phong Nha Ke Bang property in Viet Nam which is already inscribed in the World Heritage List).

Closely related to cultural sites, Lao PDR's tourism industry has been attracting a growing number of eco-tourists and cultural tourists. The industry is fairly young, yet tourism has grown fast — reaching over 2 million visitors in 2009. While the tourism sector generates a significant income for the country, there is a risk that uncontrolled development will lead to irreversible damage to the country's unique natural and cultural resources. The 2007 monitoring report prepared by the World Heritage Centre for the town of Luang Prabang states "unprecedented pressure from development is posing new strains on the site which the existing conservation system appears unable to counter effectively."¹⁹

For the world heritage site of Vat Phou, new infrastructure construction including a proposed road, the lack of coordinated management and shortage of sufficient professional staff, threaten the site. UNESCO with support from the World Heritage Centre will assist the national and provincial authorities involved in heritage protection to develop their management capacities. Also, activities on community involvement in heritage protection and management should be initiated.



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¹⁹ UNESCO. 2008. *Reactive Monitoring Mission to the Town of Luang Prabang World Heritage Property Lao People's Democratic Republic*, 22 - 28 November 2007. Bangkok, Unpublished.



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Lao PDR has also expressed interest in strengthening its cultural industries. The current economy is based on agriculture and trade with neighbours. However, the current Lao National Development Plan identifies the handicrafts sector as having high economic potential thus strengthening sustainable livelihood opportunities for the many women involved in the sector. Handicrafts will be one of the priorities of the upcoming plan (2011-2016). Few statistics are available regarding the overall contribution of the creative economy in Lao PDR, except for limited information regarding the printing sector, museums and the performing arts. The statistics provide no information regarding the economic capacity of the sector. However, they clearly show that there is an increased interest in cultural products.

The UN Country team (UNCT), through the voice of the UN Resident Coordinator had requested that UNESCO advise the UNCT on the role of culture in the overall development of the country. This provides an opportunity for developing closer collaboration with other agencies on the issue of culture and development.

c. Natural sciences

Background



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The importance of science in addressing global development issues has been recognized and highlighted in many international conferences and reports such as the Declaration on Science and the Use of Scientific Knowledge.²⁰

Lao PDR is connected to regional and international developments and activities in the science and technology fields through its National Authority for Science and Technology (NAST). Participants from Lao PDR are participating regularly in regional activities organized by the Asia Pacific UNESCO Regional Bureau for Science, based in Jakarta, Indonesia.

Challenges and opportunities

Science and technology research and development (R&D) in Lao PDR is still in the initial stage. Coordination and cooperation between departments are currently in the process of organizational reform.

The organizational reform started in 2011. The GOL rearranged its departments and ministries in July 2011. Hence, work concerning hydrology, geology and ecology now fall under the newly formed Ministry of Natural Resources and Environment (MONRE). The Ministry combines many agencies related to water resources, environment, geology and mining, land use and forest conservation. Similarly, the Department of Meteorology and Hydrology (DMH) was transferred to the MONRE. In the same vein, the National Authority for Science and Technology (NAST) which was an authority of the GOL at the central level under the Prime Minister's Office is now the Ministry of Science and Technology (MOST) and its role is to administer issues on science, technology intellectual property, standardization and metrology throughout the country.

Environmental protection and natural resources preservation amongst others are also topics of great importance for Lao PDR. The environmental target established by the MDGs, "Reverse the loss of environmental resources" is still seriously off-track and hence environmental protection has become a national strategy of the Government of Lao PDR as stated in the 7th NESDP.

20 Adopted at the UNESCO World Conference on Science, Budapest, 1999.

The UNCT has acknowledged the importance of environmental protection as reflected in Outcome 7 of the UNDAF: "By 2015, the government ensures sustainable natural resources management through improved governance and community participation". Consequently, the potential for further collaboration by UNESCO, in particular by the Science Regional Bureau in Jakarta, is considerable.

d. Social and human sciences

Background



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According to the 2005 census, 67 per cent of the Lao people are Buddhist, 30.9 per cent are animist, 1.5 per cent are Christian and many are also members of ethnic minorities in remote areas.²¹ Less than 1 per cent are followers of Islam and Bahai.²² Freedom of religion is officially guaranteed by the constitution and regulated by the Prime Minister's Decree No. 92/PM on the Management and Protection of Religions in Lao PDR. Lao PDR has ratified some human rights treaties and there are efforts to advance the human rights agenda following enactment of the Law on Development and Protection of Women (2004).

Lao DPR is not a party to the Optional Protocol to The Convention on the Elimination of Discrimination Against Women despite having signed and ratified the Convention itself. There is little information and data on violence against women available, including domestic violence, disaggregated by age and ethnic group, studies or surveys on its root causes. Its occurrence is, however, acknowledged in the combined sixth and seventh reports of the Lao People's Democratic Republic to the Committee on the Elimination of Discrimination Against Women and the Committee's subsequent Concluding Observations.²³ Lack of access to electricity in rural areas and its impact on the health of housewives and children, who require light and clean energy in order to carry out their work within the home, should be an issue of special focus. This is because indoor air pollution adversely affects the mortality rates of women and children, an example of gender based labour division and its negative impact on health. There are many such persistent norms, practices and traditions as well as patriarchal attitudes and deep rooted stereotypes regarding the roles, responsibilities and identities of women and men in all spheres of life.²⁴



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Article 44 of the Constitution of Lao DPR does recognize civil society organizations but until 2009 there were no clear procedures that would regulate their establishment and functioning. The Prime Minister's Decree on Association No.14/PM from 2009 is groundbreaking as it de facto recognizes the right of association. Following this regulation, a Division on Civil Society was established within the Public Administration Development Department, Public Administration and Civil Service Authority. Since then, there have been 80 requests for registration. Nevertheless, the civil society movement in Lao DPR is at an early stage and there are still issues of autonomy and funding.

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- 21 Jahangir, A. 2010. *Report of the Special Rapporteur on Freedom of Religion or Belief. Addendum. Mission to the Lao People's Democratic Republic*. A/HRC/13/40/Add.4, pp.8.
- 22 Working Group on the Universal Periodic Review. 2010. *National report submitted in accordance with paragraph 15 (a) of the annex to Human Rights Council Resolution 5/1. Lao People's Democratic Republic*. A/HRC/WG.6/8/LAO/1.
- 23 Committee on the Elimination of Discrimination against Women. 2008. *Consideration of reports submitted by States parties under Article 18 of the Convention on the Elimination of All Forms of Discrimination against Women: Lao People's Democratic Republic*. Advance, Unedited Version, CEDAW/C/LAO/7.
- 24 Committee on the Elimination of Discrimination against Women. 2009. *Concluding observations of the Committee on the Elimination of Discrimination against Women Lao People's Democratic Republic*. CEDAW/C/LAO/CO/7, p.5.

Many civil society organisations do complement government policies but rarely challenge them.

Challenges and opportunities



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Lao PDR, as one of the least developed countries (LDCs) faces many questions about development ethics, such as how to regulate industrial development, mining or hydro-electrical development. Recent growth in the economy is due to the high use of natural resources including commercial aquaculture and agriculture, mining, and hydropower for industrial development and to increase the electrification rate. There is greater use of hydropower for both domestic and foreign markets and it has promoted investments in bio-diesel and ethanol production. The immediate impact of these policies is that it may displace up to 2 million people, affecting their livelihoods and food production,²⁵ pose a risk to food security, cause environmental degradation and pollution and contribute to human displacement. These concerns require a careful consideration of development ethics and principles to meet the ever-growing demands on social and distributive-compensatory aspects of justice.

Efforts to implement bioethics education and establish broader bioethics committees as outlined in the “The Universal Declaration on Bioethics and Human Rights” and the “International Declaration on Human Genetic Data” (see Annex 7) have so far focused on training of individuals and participation in international conferences. But further efforts to establish bioethics infrastructures would be highly beneficial. However, the country lacks significant internal capacity for research and policy reflection in all disciplines including ethics. The National University of Laos (NUOL) is a centre for capacity building and networking with other institutions across the region but its in-house expertise remains limited in a number of key areas, including the social and human sciences and ethics. Although several Laotian academics have been involved in ethics conferences, there is no expert from Lao PDR listed in the Global Ethics Observatory.

There are opportunities for UNESCO to develop more sports activities. It is noted that Lao PDR has not yet ratified the Convention Against Doping in Sport (19 October 2005).

e. Communication and information

Background



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The media in Lao PDR has been growing due to the availability of new technologies and economic development, combined with the 2009 New Media Law.²⁶ The Lao Government has granted licenses for private sector organizations to run television, radio stations and print media and buy airtime on government TV and radio channels.

There are now 32 TV stations including district, provincial and central stations nationwide, including the two Lao National Television stations. From 2007, there has been an increase in educational and entertainment programmes produced by private companies and broadcasted on government channels.

The public in Lao PDR can access more than 60 uncensored cable programmes

25 Fullbrook, D. 2009. *Development in Lao PDR: The food security paradox*, Mekong Region Working Paper No. 1. Vientiane, Swiss Agency for Development and Cooperation.

26 Vientiane Times. 1999. *Lao Constitution*. <http://www.vientianetimes.org.la/Constitution.htm> (in Lao language) (Accessed 22 June 2012).

including the BBC, CNN, plus Thai, Chinese and Vietnamese stations. Civil society has therefore gained full access to foreign media. This has resulted in the public having a better understanding of global issues.

The use of the internet is growing in the capital and main towns of Luang Prabang, Savannakhet and Champasak. From 2000 to 2011, the number of internet users in Lao PDR has rapidly increased from about 6,000 to 527,400.²⁷ They can enjoy the World Wide Web including uncensored blogs in the Lao language. In 2009, about 40,000 people were officially 3G subscribers.²⁸

Social networks like Facebook and Twitter are booming among young people in the cities. The official data of the social networks show that Lao PDR Facebook users number 129,660.²⁹ Facebook has become a platform for many young people to discuss issues and share information. Blogs, social networks and YouTube have become venues for (young) Lao people to express their ideas.

Challenges and opportunities

Technical assistance and capacity-building is provided to Lao PDR to develop and apply policies and regulatory frameworks that are conducive to freedom of expression, press freedom and freedom of information, including for broadcasting and internet services. The rights and access needs of women can be a focus in this context. Targeted institutional capacity-building has the potential to promote the principles of press freedom, transparency and accountability, as well as the importance of public access to information.

The National University of Laos has a five year undergraduate mass communications course. However, subsequent national education reform now requires the curriculum to be revised, as the new system requires courses be a maximum of four years. UNESCO Journalism Model Curricula could be used as a guideline to develop the structure of the four year bachelor degree course.

Media plays an important role in the country's development and helps facilitate the democratic platform in Lao PDR. Media professionals have a great need for capacity building, particularly ICT skills to develop knowledge of new and social media in order to respond to the needs of their audiences. The development of the media sector in Lao PDR is done through capacity building activities, technical assistance and the International Programme for Development of Communication (IPDC). There are few lecturers in Lao PDR who have any journalism experience. Therefore, in order to effectively teach the students about newspaper production and provide knowledge and skills on television broadcasting, it is important to build capacities of those teachers and senior students who have the potential to teach in the future.

Women's empowerment may be a key policy of the Lao government, but this is far from obvious in Lao television, radio and newspapers, many of which usually give more space to government pronouncements by male officials and pass on questionable stereotypes of women in their reportage. Women in Lao PDR are still seen as "fragile" and "not strong," qualities that are seen as



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27 Miniwatts Marketing Group. 2012. *Internet World Stats, Usage and Population Statistics* <http://www.internetworldstats.com/stats3.htm> (Accessed 10 April 2012).

28 Paul Budde Communication Pty Ltd. 2012. *2010 Asian Mobile Data and the Wireless Broadband Market* <https://www.budde.com.au/Research/Asian-Mobile-Data-and-the-Wireless-Broadband-Market.html?r=51#toc> (Accessed 10 April 2012).

29 Miniwatts Marketing Group. 2012. *Internet World Stats, Usage and Population Statistics* <http://www.internetworldstats.com/stats3.htm> (Accessed 31 December 2011).



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not making good journalists. Many believe that journalism can be demanding, adventurous and require frequent travelling — activities “*that women cannot and would not like to do.*”³⁰ The encouragement of females is an important issue in journalist capacity building, particular since women are at risk of being marginalised or undertrained.

The need for improved information and knowledge management through digitization at universities, government and research organizations has increased. The current information environment means that libraries and information centres should use technologies to build digital libraries and establish dynamic electronic information systems. This will enhance publishing of local content and create a single point of access to internal and external information resources.



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30 IPS Correspondants. 2010. *LAOS: Getting Women in the News Takes Much More than Policy* <http://ipsnews.net/news.asp?idnews=50065> (Accessed 29 June 2012).



PART 2: PAST AND PRESENT COOPERATION; LESSONS LEARNED

2.1 Past and present cooperation

a. Education

Implementing the Dakar Framework for Action of Education For All (EFA)

Together with other bilateral and multilateral development partners, UNESCO has supported Lao PDR to achieve goals under the Dakar Framework for Action of Education for All (EFA). As an active member of the Education Sector Working Group (ESWG) created by the Government of Lao PDR, UNESCO supported the development and implementation of the Education Sector Development Framework (ESDF). UNESCO has provided continuous and diversified technical expertise in EFA planning, monitoring, assessment, evaluation and coordination. Such support has strengthened Lao PDR's capacity to create equal opportunities of education for all children, youth and adults, and to implement interventions for improving the quality of education for all. Technical assistance was provided for the preparation of the EFA National Plan of Action 2003-2015 (EFA Plan).



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Strengthening Lao PDR's education system as a whole

Using the existing resources and knowledge of the Regional Bureau in Bangkok UNESCO has provided support for education reform in Lao PDR by identifying policy gaps and needs and by providing technical advice and resources.

In the area of early childhood care and education, ECCE, UNESCO Bangkok has been working with GOL to conduct policy-relevant research, especially in the area of ECCE practitioners' status and professional development. The main objective of this policy research is to support Lao PDR to analyze existing early childhood policies comprehensively and identify concrete options and strategies to improve the quality of ECCE.



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UNESCO has also supported development in the non-formal education sector. A primary equivalency programme through a mobile teachers approach (whereby one teacher travels and teaches in two villages) has been developed. Such a project is providing education services for the unreached, including girls. Development of the lower-secondary equivalency programme has also been started. Both NFE programmes directly contribute to the achievement of "increased enrolment in non-formal education programmes with an increased investment in village-based community lifelong learning centres" articulated in ESDF.

At the same time, activities supporting secondary education have focussed on technical assistance and capacity building in policy development. UNESCO has also supported Lao PDR in updating, renewing and implementing the teacher education action plan, in internationalizing the higher education system, in identifying key issues in technical and vocational education and training (TVET) through a comprehensive TVET policy review, and in reaching unreached populations through the provision of non-formal

education. Further technical assistance was provided for lifelong learning in Lao PDR when finalising Community Learning Centre guidelines as well as non-formal and informal education policy. Capacity development has been enhanced through training on Education for Sustainable Development (ESD) and Information and Communication Technologies (ICT) to achieve quality education. The quality assurance system has gradually been put in place sub-sector by sub-sector.

Box 1: CapEFA in Lao PDR, strengthening national capacities to reform the education system

Capacity Development for Education for All (CapEFA) is a programme whereby donors pool voluntary contributions to harmonize aid and coordinate support through UNESCO for national education development. Currently financed by the governments of Denmark, Finland, Norway, Sweden, Switzerland and Italy, the programme contributes to achieving the Millennium Development Goals 2 and 3, and provides support to some 20 priority countries, many of which are lagging behind in reaching their EFA targets.

In Lao PDR, CapEFA was initiated in 2009 and has focused on action learning in four core sub-sectors: teacher education, secondary education, technical and vocational education and training and non-formal education. It has made a significant contribution to the Education Sector Development Framework (ESDF) process and is achieving its aims by facilitating dialogue between the Ministry of Education and key development partners, especially with regard to planning, management and monitoring of reform processes.

Through dialogues with counterparts, consultations on the Teacher Education Strategy and Action Plan (TESAP) and UNESCO National Education Support Strategy (UNESS) for Lao PDR (2010-2015) and the programme's final evaluation, priority areas have been identified to scale up capacity development support through technical assistance and training. Recognizing that the Ministry of Education has limited capacity to review and introduce policy reforms to improve teacher recruitment, training, deployment and retention, the second phase of the CapEFA programme is now focusing on capacity development in teacher education. There are three main types of intervention: (1) Review of policies related to teachers, in particular demand and supply, through capacity development on data analysis for informed decision-making and policy-planning, (2) Capacity development on upgrading and revising pre-service teacher education curriculum for pre-school up to lower secondary levels, and (3) capacity development on enhancement of quality assurance systems in teacher education institutions. The expected results of each intervention are (4) an improved Teacher Education Management Information System that can be linked to the national EMIS as well as enhanced capacity of government officials to analyse and make use of data effectively, (5) updated pre-service teacher training curricula that contain updated subject matter, introduction of a student-centred approach, multi-grade teaching methods, mother-tongue based teaching, new content for Grade 9, and learning assessment and clinical supervision of teaching practices, and (6) enhanced and standardised quality assurance mechanisms for all teacher training colleges.

Learn more by visiting: <http://www.unescobkk.org>

Promoting inclusive education policies and practices



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UNESCO has provided support to the GOL in developing the understanding and practice of inclusion by revising policy statements, teaching practices, curriculum approaches, school culture, assessment methods and community involvement in order to make schools and learning environments more accommodating to all learners. Mother tongue-based multilingual education was introduced to expand access and improve the quality of education for ethnic minority children. Under this broad framework, UNESCO has also focussed on mainstreaming gender and promoting gender equality in education through training and research. Lao PDR is one of the founding members of the Gender in Education Network in Asia-Pacific (GENIA) and has been the most active country in initiating and undertaking advocacy, training and research work to promote gender mainstreaming in education. UNESCO also promotes a rights-based approach to education, integrating this into all aspects of its activities and encouraging its counterparts to also adopt this approach.

Improving the Quality of Life for Children and Youth



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UNESCO Bangkok and the Office of Princess Sirindhorn's Projects (OPSP) are cooperating on a project entitled "Improving the Quality of Life for Children and Youth in the Asia-Pacific Region," under the Royal Initiative of UNESCO Goodwill Ambassador Her Royal Highness Princess Maha Chakri Sirindhorn of Thailand. Launched in 2006, the project introduced the holistic model of Total School Development, implemented by Her Royal Highness in Thailand, to the neighbouring countries of Cambodia, Lao PDR and Viet Nam. Pilot schools focused on school-based improvement of health and learning outcomes through school garden and lunch programmes, and annual teacher monitoring and training programmes. In addition to the technical support provided by the UNESCO education sector, UNESCO has also introduced a culture-based monitoring framework to encourage schools to integrate local knowledge and heritage in their curricula and activities.

Promoting HIV awareness and health promotion through education

UNESCO has worked with partners, both governmental and non-governmental, such as the MOE, the Ministry of Public Health, the Centre for HIV/AIDS and STIs, the Burnet Institute, the Lao Youth AIDS Prevention Programme and Population Service International (PSI-Laos) to promote and increase access to sexuality education, a powerful tool in halting the spread of HIV. Schools are an ideal place to reach children and young people with prevention messages while their beliefs and behaviours are still forming. But UNESCO's support to Lao PDR in this area has been limited as there is no HIV and/or school health focal point in the country. Support in recent years has included efforts to advance the evidence base, including the inclusion of Lao PDR in regional efforts to review sexuality education and school health initiatives.

Strengthening Monitoring and Evaluation Systems for education



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To strengthen systematic monitoring of education progress in the country, UNESCO Bangkok worked with the Education Statistics and Information Technology Center (ESITC) to improve Lao PDR's EMIS to produce reliable and quality data on school education. Staff of the ESITC and planning department were provided training on data collection and indicators calculation methodologies and how to use them for policy and planning. UNESCO Bangkok also worked with the Department of Non-Formal Education (DNFE) and provincial education services (PES) to establish Lao PDR's first ever pilot to establish a non-formal education management system. The pilot includes technical and financial support to develop a questionnaire, a database and the capacity to analyze the collected data to be used for NFE planning and policy-making. UNESCO Bangkok, together with the UNESCO Institute for Statistics (UIS) also provided orientation training to staff from different departments on undertaking Literacy Assessment and Monitoring Programmes (LAMP) and has been supporting the process to undertake the LAMP survey in Lao PDR.

b. Culture

In the past biennia, UNESCO has continued working on heritage and development issues. The Organization collaborated closely with the government (Ministry of Information and Culture, Lao National Tourism Administration [LNTA], Ministry of Health, Lao National Radio, Ministry of Public Works and Transportation) and development partners (ADB and NZAID) to build local capacity and implement innovative pilot programmes that target marginalized populations. Several large-scale projects focused on the development of a sustainable tourism sector to safeguard the rich Lao heritage.

World Heritage

Using the occasion of the world heritage periodic reporting process, intensive support was provided to Lao PDR. Lao representatives took part in a cluster workshop, a national workshop and a site workshop for Luang Prabang world heritage site. Awareness-raising among local officials was also undertaken to seek renewed cooperation and commitment for monitoring and protecting the site within the periodic reporting framework.

In 2010, Luang Prabang celebrated the 15th year anniversary of its inscription on the World Heritage List, with funding support from the World Heritage Fund. Heritage guide training was conducted with technical support from UNESCO in both Luang Prabang and Vat Phou (another world heritage site) at that time.

The World Heritage Centre (UNESCO Headquarters, Paris) has requested clarification on the construction of a new road through the Vat Phou world heritage property. Two missions were conducted by UNESCO for fact-finding resulting in the dispatch of an international expert team to the site to undertake an additional impact assessment and guide the drafting of the next action plan for the site (2011-2015). At the 35th Session of the World Heritage Committee in 2011, it was requested that Lao PDR undertake a comprehensive assessment on the state of conservation of the Vat Phou property and its management system, consider alternative options for the proposed road and conduct a cultural heritage impact assessment for proposed water tanks. In response, a reactive monitoring mission was undertaken in February 2012 and reported to the 36th session of the World Heritage Committee in Saint Petersburg. The mission highlighted the need for proper urban planning in order to minimize increased urban sprawl along the new road and to manage the site as a landscape and not just a temple. UNESCO Bangkok also contributed to the development of the nomination dossier for the tentative archaeological site of the Plain of Jars, Xieng Khouang province.

Training of World Heritage Guides

Within the framework of the Greater Mekong Subregion (GMS) Tourism Strategy, adopted by all GMS countries, Lao PDR is serving as the focal point for training heritage guides to serve at world heritage sites. Lao PDR has hosted several training workshops, with co-funding from the Asian Development Bank (ADB).

The LNTA in collaboration with UNESCO has drafted regulations for certifying heritage guides whereby guides will be formally recognized upon completion of training. However, it is unclear whether LNTA is currently considering the draft regulations for endorsement.



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Box 2: Safeguarding the Plain of Jars

In 1998, Xieng Khouang Province, UNESCO and the Government of Lao PDR initiated a multi-year phased programme to safeguard and develop the Plain of Jars. The goal of this Lao-UNESCO Programme for Safeguarding the Plain of Jars is to put mechanisms in place that ensure ongoing protection of the heritage resources bringing socio-economic benefits to the local communities.

The Lao-UNESCO initiative arose following the Lao Government's expressed commitment to protect and develop the vast historical and archaeological landscape of the Plain of Jars and nominate the site for world heritage inscription. It received widespread international attention following a visit by the former Director-General of UNESCO, Federico Mayor Zaragoza, who personally pledged UNESCO support for the protection and development of the site.

Phase IV of the project, which took place from 2007 to 2011, was funded by the New Zealand Aid Programme and focused its action on "UXO Clearance, Pro-poor Tourism and Sustainable Resource Management".

Learn more by visiting: <http://www.unescobkk.org>

Intangible Cultural Heritage

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The project entitled "Safeguarding intangible cultural heritage through the strengthening of national capacities in Lao PDR and other beneficiary countries in Asia and the Pacific" aims to enhance the capacity of Lao PDR to safeguard its intangible cultural heritage through effective implementation of the UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. It aims at building national capacity, both in government institutions and in civil society, so that Lao PDR will have a sustainable framework for safeguarding intangible heritage and implementing the convention on a long-term basis. A stakeholders' consultation workshop to discuss implementation of the 2003 convention and policy assessment occurred in July 2011.

Museums

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In the field of museums, UNESCO provided funding assistance to the Department of Management Authority of Luang Prabang for the creation of a museum dedicated to the traditional life of the populations of Luang Prabang. The Vat Phou Management Authority and the site museum have also been associated for a sub-regional capacity-building programme for world heritage museums of Cambodia, Lao PDR and Viet Nam. Its primary objective is to strengthen cooperative ties between sub-regional world heritage site museum professionals and their research capacity. Two workshops were held in 2011 dealing with a variety of topics such as the building, vision and mission of world heritage site-related museums, interpretation of collections in the light of outstanding universal value, and cultural industry and museum education programmes.

Cultural Industries and Cultural Diversity

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Following the ratification of the 2005 Convention on the Promotion and Protection of the Diversity of Cultural Expressions, the Government of Lao PDR has requested UNESCO to provide training and organize activities in support of the convention and of cultural industries. Capacity-building activities have been undertaken to generate a common understanding of the convention among the stakeholders and to develop a framework for efficient collaboration and implementation of its principles. A baseline survey will be conducted to provide an overview of the sector and to plan a longer-term support strategy.

UN Joint Programming: Linking culture to development

Within the context of the Universal Declaration on Cultural Diversity, UNESCO has been promoting linking culture into the development agenda through the UNDAF process.

UNESCO has developed the cultural diversity programming lens, a systematic checklist and framework to guide local and national development programmes and projects in considering cultural diversity. The tool promotes an awareness of cultural rights and highlights the potential of cultural resources in contributing to poverty alleviation and sustainable local development. This tool was proposed to assist with the development of the upcoming UNDAF. A presentation has been made to the UNCT on the cultural diversity programming lens, and it has generated the interest of the UN Resident Coordinator who requested UNESCO advocate this approach among the UNCT.

c. Natural sciences

Over the past biennium, representatives from Lao PDR have been involved in regional forums and training coordinated by UNESCO Jakarta, including its regional flagship programmes such as *SWITCH-in-Asia*: Sustainable Water Management Improves Tomorrow's City's Health in Asia and *BREES*: Biosphere Reserves for Environmental and Economic Security — a climate change and poverty alleviation programme. Lao PDR has also been active in UNESCO's intergovernmental programmes in basic sciences (IBSP), and has contributed to the development of the Catalogue of Rivers within the framework of the Intergovernmental Hydrological Programme (in particular the Crosscutting Programme for Asia Pacific *FRIEND*).

Moreover, UNESCO has been working with the Science and Technology Research Institute (STRI) for the Energy Independent Village project (Bio energy). The Engineering and Renewable Energy Division has worked on research and development and on dissemination of renewable energy applications since 1997 in the fields of solar energy, biogas and biomass technologies.

UNESCO has also supported the National University of Laos and Science and Technology Research Institute (STRI) through the preparation of a course for higher education institutions in Lao PDR, entitled "Energy for Sustainable Development in Asia". Furthermore, with UNESCO's financial support, through the "Participation programme" of the National Commission for UNESCO, the Faculty of Science built the nursery house for both wild orchids collected from the field and orchids born by seeds from tissue culture labs.



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d. Social and human sciences

UNESCO Bangkok supported the development of the first sociology degree programme in Lao PDR at NUOL in 2004, leading to the emergence of locally trained graduates in sociology and the provision of books and materials to establish a library in the Department of Sociology.

There have also been discussions with philosophers and those considering ethics education. The national goals for philosophy in primary education, which have been mapped by UNESCO,³¹ include goals to develop patriotism, love for the People's Democracy, as well as acknowledgement and preservation of a multi-cultural society and support for vocational skills.

A regional Youth Peace Ambassador Training programme has been started by UNESCO Bangkok, generating considerable interest from young people. A dozen students and teachers were trained within the regional UNESCO



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31 UNESCO. 2011. *Philosophy Teaching*. <http://www.unescobkk.org/rushsap/philosophical-reflection-and-the/philosophyteaching> (Accessed 22 June 2012).

Youth Peace Ambassador Training programme that took place in Hiroshima (2010) and Phnom Penh (2011). All trained students happened to be female, but the groups involved males for activities in the country. Additionally, a Peace Concert and a Peace Walk took place in 2011.³² In 2002-2004 students and teachers also joined the peace project Sowing Seeds of Peace in the Mekong, along with other Mekong countries.

e. Communication and information

UNESCO has worked closely with the NUOL, and the Laos Library and Information Consortium (LALIC) to undertake the following initiatives:

Capacity has been built amongst lecturers from the NUOL, especially journalists and librarians. Hence, lecturers from the Lao Language and Mass Communication Department have been trained on broadcasting media and newspaper production through a series of workshops. Twenty-four Lao journalists from media organizations were also trained on the production of video clips on sustainable development for new media platforms, including the creation of websites for new media platforms, as well as the conduct of interviews using digital recording devices.

Two 5-day workshops were organized in 2011 in order to build the capacity of Lao librarians and relevant stakeholders on how to use software such as DSpace and Open Source products. These workshops aimed to enhance skills and hands-on knowledge to implement DSpace and populate it with digital items.

UNESCO's guidelines for a journalism model curriculum were used at the NUOL for a four year journalist bachelor degree course. As a result, some subjects in the curricula will be updated according to the UNESCO Model Curriculum. This work is still ongoing.

f. Intersectoral work: Trafficking and HIV/AIDS advocacy among ethnic minorities

For almost a decade, the UNESCO Bangkok office has developed a methodology to produce culturally and linguistically appropriate educational materials in minority languages for HIV and AIDS and human trafficking prevention. With ADB funding and in collaboration with the Lao National Radio, it produced three radio soap operas in Hmong, Kmhmu and Lao languages. The soap operas are based on real-life stories and therefore very credible for the target populations.

UNESCO has also worked closely with the Center for HIV/AIDS and STI (CHAS) and the Ministry of Public Works and Transport (MPWT) to build their capacity in the use of information management tools, particularly geographic information systems (GIS), in designing and monitoring HIV prevention activities for infrastructure projects.

GIS mapping of socio-economic and health data was undertaken, developing an HIV sentinel surveillance database (in cooperation with national Centre for HIV/AIDS and STI) and training national officials to operate the database. Animated HIV/AIDS incidence and migration maps were also produced.



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32 UNESCO. 2011. *Youth Peace Ambassador Training Workshops*. <http://www.unescobkk.org/rushsap/youth/youth-peace-ambassadors> (Accessed 22 June 2012).

2.2 Lessons learned

The 2011 Review

In 2011 UNESCO Bangkok Office conducted an internal review of its programmes implemented in Lao PDR (hereinafter, the review) for the purpose of assessing their relevance, coherence, efficiency and effectiveness. The primary objective of the review was to draw lessons from the programme activities implemented over two biennia (2008-2009) and (2010-2011), with a view to informing the preparation of the present UNESCO Country Programming Document (UCPD) for Lao PDR as well as the Office's future programming in Lao PDR. The review was conducted taking into account the wider context of the international community's effort to improve aid effectiveness, which emphasizes the recipient country's ownership, donor harmonization, alignment with the national priorities, management for results and mutual accountability.

The review aimed to answer a number of questions under each of the four criteria (relevance, coherence, efficiency and effectiveness). To do so, four methods of data collection were employed: desk review of relevant documents, case studies (ten programme activities/projects were closely analyzed), semi-structured interviews and follow-up email interviews.

Lessons learned from the review

1. Alignment with national priorities: all ten programme activities were judged to be aligned with them in one way or another, as expressed in the national social and economic plan/framework or the education sector development framework. However, this linkage was not always explicitly made in work plans or project documents.
2. A similar conclusion was drawn regarding UNESCO Bangkok's programme alignment with UNESCO's global programme: the expected results of the analyzed programme activities are aligned with those of the UNESCO Major Lines of Action (MLAs) in the Organization's Programme and Budget (C/5 document).
3. Information sharing and close consultations with key government and International Development Partners (IDP) counterparts are essential. The involvement of these counterparts in UNESCO Bangkok's programming processes provides opportunities to not only strategize UNESCO's programmes in a demand-driven, evidence-based manner, but also to inform its partners about UNESCO's programmes and potential areas of cooperation. In this respect, it appeared that UNESCO Bangkok had strengthened harmonization and cooperation with other development partners in Lao PDR, in particular with the other UN agencies and the members of the Education Sector Working Group. For seven out of the ten programme activities such cooperation and engagement took place from the preparatory phase onwards.
4. UNESCO's work added value when it was able to provide technical expertise in areas needed by the government of Lao PDR that cannot be provided by other agencies (e.g. education planning or world heritage).
5. The coordination meetings on Lao PDR at the Bangkok Office, as convened by the Deputy Director, have facilitated information sharing as well as coordination of the Office's inputs to UNDAFs and UNCTs. Under the Deputy-Director's guidance, two professional staff — one based in Bangkok and the other in Vientiane — were assigned to co-ordinate UNESCO's inputs to UNDAFs as well as to donor coordination mechanisms (e.g. Education Sector Working Group).
6. The review indicates that this coordination function and the permanent presence of UNESCO Bangkok staff in Vientiane within a project antenna have not necessarily led to interdisciplinary ("intersectoral", in UNESCO's terminology) coordination and collaboration in programme delivery. The challenge remains to move beyond information sharing to joint action. There is scope to develop cross-sectoral cooperation in programme activities, particularly through the so-called UNESCO "intersectoral platforms", which is a UNESCO programming modality. This intersectoral and holistic approach becomes even more important in strategically positioning UNESCO in a wider development context and in achieving greater impact for the UNESCO Bangkok Office's contributions to Lao PDR's development.
7. In terms of UNESCO's presence in Lao PDR, the two nationally recruited officers for the Vientiane project antenna — one as CapEFA project assistant and the other as UNESCO's education specialists for UNDAF coordination — play a liaison function between the Bangkok Office and the various counterparts in Lao PDR. Their roles are highly appreciated by both Bangkok staff and national counterparts as being instrumental in facilitating communication and raising UNESCO's in-country visibility.
8. Nevertheless, the review points to the need to strengthen the country programme co-ordination function of the project antenna, with a view to identifying, from Vientiane, key strategic areas for UNESCO's interventions across programme sectors, leading the development and monitoring of UNESCO's coherent programming strategy for Lao PDR and consulting/negotiating with national partners and donor agencies. Joint Programmes in Lao PDR. Coordination of UNESCO's programme in Lao PDR will also be strengthened in such a way that it encompasses the work of all sectors.

The UCPD as a response to the conclusion of the review

The current UCPD aims to build on the positive achievements of UNESCO's programme in Lao PDR as revealed by the review and to give an appropriate response to the areas which need improvement. For instance, the future projects and programmes contained in the UCPD will ensure that alignment with national priorities is reflected explicitly in all projects documents or Joint Programmes in Lao PDR. Coordination of UNESCO's programme in Lao PDR will also be strengthened in such a way that it encompasses the work of all sectors. This would bring coherence to UNESCO's programme activities. The Vientiane project antenna, whose function is primarily one of liaison, will contribute systematically in the implementation of the UCPD and in the programming of activities by the Bangkok Office.



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PART 3: PROPOSED COOPERATION FRAMEWORK

3.1 Vision and overall strategy of UNESCO Bangkok in Lao PDR

Despite the progress of Lao PDR towards achieving the MDGs, the country is still off-track to achieve MDG 2 “Universal primary schooling”, MDG3 “Eliminate gender disparity at all levels of education” and MDG 7 “Reverse the loss of environmental resources”, all of which are relevant to UNESCO’s mandate.

Under the UNDAF Action Plan, UNESCO’s commitment, together with other UN agencies, is to contribute to the national priorities under the 7th National Socio-Economic Development Plan (NSEDPP), to bring the country back on track to achieve the MDGs by 2015.

For example, the UNESCO programme in education contributes to Outcome 3 of the UNDAF Action Plan — “Equitable quality education and training that is relevant to the labour market”. In culture, particularly in the areas of cultural industries and cultural heritage, UNESCO’s approach is to link culture with development to contribute to UNDAF Outcome 1 — “By 2015, the government promotes more equitable and sustainable growth for poor people in the Lao PDR”.

In order to ensure full coordination with other UN agencies, UNESCO participates regularly in several established UNCT Theme Groups including in Gender and in Communication. UNESCO is also an active member of the Education Sector Working Group, co-chaired by the Minister of Education, UNICEF and AusAID, which works to support the education sector in Lao PDR.

The UNESCO programme in Lao PDR applies international best practice methods such as evidence based approach and results based management, as reflected in the results matrix (see section 3.3) emphasizing the achievement of concrete results measured by indicators and benchmarks. In addition, the programme approach favours “intersectorality”, fostering the design and implementation of interdisciplinary programmes and initiatives bringing together the Organizations’ expertise in education, culture, the sciences and communication to address complex development issues at the country level.



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Activities in Lao PDR are funded by the UNESCO regular programme budget (core funds) and complemented by extra-budgetary projects (non-core funds, financed by various donors). Two UNESCO staff are based in Vientiane and are in charge of ensuring liaison, communication and logistics, while the overall responsibility for UNESCO’s actions in Lao PDR rests with UNESCO Bangkok as the “Cluster Office” for operational activities in Lao PDR, Myanmar, Singapore and Thailand. The Bangkok Office is also the UNESCO Regional Bureau for Education in Asia and the Pacific, hosting regional units in culture, social and human sciences and communication. The UNESCO Regional Bureau for Sciences, based in Jakarta, cooperates with the Bangkok Office in the area of natural sciences and in particular, the environment.



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Programming principles³³

- Human Rights Based approach (HRBA)

All UNESCO Bangkok programmes, activities and projects are planned, implemented, monitored and evaluated in accordance with human rights-based approach principles. In particular, focus is given to the root causes of discrimination, inequality and exclusion of vulnerable and marginalized groups.

- Gender mainstreaming

Gender equality is one of the two global priorities of UNESCO under the six years Medium Term Strategy (34 C/4). UNESCO Bangkok reflects this global priority in all its programmes and ensures that all its actions are supportive of female empowerment and of gender equality in education. Gender equality is mainstreamed throughout the education programming cycle at all levels by results-based management (RBM).

- Evidence-based approach

Essential to RBM is that all proposed programme activities are developed and monitored based on concrete and verifiable evidence. Emphasis is thus placed on solid analyses of baseline data, underlying causes and diverse stakeholders. The most appropriate intervention modalities will be based on evidence such as research results, lessons learned and good practices. For Lao PDR to achieve education for all, analyses of reliable statistical data of school-age groups and their school participation and learning achievements are essential to identify the unreached and excluded groups. The analysis of barriers and underlying causes for exclusion allows identification of stakeholders and promising solutions to reach the unreached. Involvement of these stakeholders in identifying problems and needs as well as possible solutions is crucial for the ownership and sustainability of programme activities.



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Fund mobilization strategy

In order to ensure that all the proposed activities are fully funded, the Bangkok Office has adopted in 2011 more active fund raising. As a result, several large scale programmes were funded in education and in culture by several donors including Scandinavian countries, Australia and the Republic of Korea. In order to mobilize more funding, the senior management of the Bangkok Office will approach bilateral donors and development banks based in Vientiane or in Bangkok. The Office will also look at more opportunities to develop joint programmes with other UN agencies and to approach donors jointly. In doing so, special attention will be given to the possibility of funding UNESCO capacity-building under the EFA "Fast Track Initiative" (FTI).

33 UNESCO Regional Bureau for Education. 2010. *UNESCO Asia-Pacific Regional Bureau for Education in the Asia Pacific's Support Strategy 2010-2013*. <http://unesdoc.unesco.org/images/0018/001879/187946e.pdf> (Accessed 22 June 2012).

3.2 Sectoral strategies

a. Education

The Government of Lao PDR faces numerous issues and challenges, starting from pre-school to higher education, and in formal and non-formal settings. In response to this situation, the government has produced a series of key policy and planning documents to address these matters.³⁴ Nevertheless, there are some critical gaps and emerging needs in three main areas that could be addressed by UNESCO together with development partners. These are: (1) Capacity-building in quality enhancement interventions at both formal and non-formal education levels, such as teacher policies, standards and training, quality of learning and learning achievements as well as quality equivalency programmes; (2) Capacity development in systematic monitoring of education, both formal and non-formal, data collection, dissemination and analysis, hindrances to developing appropriate policies, plans and programmes in the country; and (3) Further enhancing government ownership of and leadership in education reform mechanisms by improving donor harmonization and aid effectiveness.



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b. Culture

Based on national priorities and specific requests from the Lao PDR Government, UNESCO will continue to support Lao PDR together with other development partners on several issues. In the field of world heritage, UNESCO will continue to provide technical assistance to the government for the monitoring of the two inscribed sites (Vat Phou and Associated Ancient Settlements within the Champasak Cultural Landscape) and the development of new sites as well as promoting national awareness on intangible cultural heritage. Capacity building workshops on implementation of the 2003 convention, inventoring of intangible cultural heritage and preparation of nominations to the UNESCO Intangible Cultural Heritage Lists will be organized over the next two years. On 13-15 March 2012, the National Commission of Lao for UNESCO, with funding from the International Fund for Cultural Diversity and in cooperation with the UNESCO Bangkok Office, organized a three-day seminar to incite dialogue and cooperation among key national officials to implement UNESCO's 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. This seminar gave rise to an interministerial working group that is now working on the country's periodic report for the 2005 convention, which is due on 30 April 2012. The International Fund for Cultural Diversity has launched a third call for funding requests, and LAO PDR is encouraged to submit further applications to the Fund for the 2013-2014 funding cycle.



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UNESCO will also help to develop comprehensive and sustainable tourism management plans for cultural sites in Lao PDR, including for the two world heritage sites above. UNESCO will also continue to play an advocacy role in the linkages between culture and development and its effect on the design, implementation and monitoring of development interventions. Activities are also planned in the Vat Phou area in the framework of a Mekong-wide programme for the development of museums in world heritage sites. Finally, UNESCO will also work in collaboration with Lao authorities on strategic planning for cultural industries. In this respect, in line with UNESCO's normative standards related to culture to which Lao PDR has deposited its instruments of accession or ratification (2005 and 2003 conventions), and in order to better

³⁴ The main planning documents are: the Education Sector Development Framework 2009-15 (ESDF), the Teacher Education Strategy 2006-15 and Action Plan 2011-15 (TESAP), the Secondary Education Sub-Sector Action Plan and the Strategic Plan of the Technical and Vocational Education and Training until 2020.

face the challenges to implement these conventions, GOL should launch national consultations for the design and elaboration of national cultural policy laws addressing intangible heritage, cultural industries, including the craft sector, with a culture and development perspective.

c. Natural sciences



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UNESCO will continue to support Lao PDR's contributions to UNESCO's intergovernmental programmes in basic sciences (IBSP), ecological sciences, environmental conservation and sustainable development through the Man and the Biosphere (MAB) Programme and its World Network of Biosphere Reserves (WNBR), under which Lao PDR has already been active. Should the Lao authorities so wish, UNESCO-MAB can assist in the preparation of a biosphere reserve proposal which can help link the country to the expertise on environmental planning and management throughout the WNBR and the hydrology (IHP) programme. UNESCO will also continue to support Lao participation in regional forums such as the Annual International Hydrological Programme Regional Steering Committee Meeting for Southeast Asia and the Pacific. Moreover, as part of the collaboration with the NUOL there is room for UNESCO's science higher education programme to be developed in Lao PDR.

Lao PDR's participation in these forums and training programmes is in line with national priorities such as "Environmental protection, Natural Resource Management and Sustainable Development" and "Rural Development and Poverty Reduction" as outlined in the Lao PDR Draft 7th National Socio-Economic Development Plan (2011-2015). Also in line with the NSEDP is the renewable energy project being run with the Research Institute of Science and Technology, Laos by UNESCO Jakarta. There is potential for further projects to be run within the 2012-2013 and 2014-2015 biennia.

d. Social and human sciences

UNESCO Bangkok will network Laotian researchers and policy makers into the "Ethics and Climate Change in Asia and the Pacific" (ECCAP)³⁵ project, as well as fostering research on case studies in Lao PDR. Particular issues include the social and ethical aspects of development projects related to the mining and energy sectors, including displacement of persons by hydroelectric projects and their impact on women's rights. Continuing support for research and teaching of social sciences, including philosophy, sociology and their application to policy-making and future studies for developmental agendas, will be provided at the National University of Laos (NUOL). There will also be continuing cooperation regarding the activities of Youth Peace Ambassadors, a project started in 2010 on the occasion of the International Year of Youth.

e. Communication and information

In the 2012-2015 biennia, UNESCO will continue to support and highlight the development of Lao PDR and the creation and facilitation of platforms for the support of democracy through the following activities: the journalism curriculum of the Lao National University will be reviewed and the institution strengthened in order to achieve established criteria of excellence in training for investigative skills and gender equality perspectives in the media.

35 Launched in 2007 in Bangkok, this project calls for developing dialogues within each participating country and between countries on the results of research, future research needs, policy lessons and policy recommendations in regard to the ethical issues of energy-related technologies, and related environmental and human security issues. More information at <http://www.unescobkk.org/rushsap/ethics-and-climate-change/energyethics>



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Furthermore, UNESCO Bangkok will set up a community radio project in Huaphan province with the participation of both men and women that will contribute to and promote community development, lifelong learning and cultural diversity.

CI will also continue supporting Lao PDR participation in the Asia Pacific Information Network as a tool for information sharing, capacity building, acquiring innovative approaches and awareness raising. Last but not least, preservation and promotion of documentary heritage through the Memory of the World programme will be part of UNESCO's intervention in Lao PDR as will the reinforcement of archives and libraries as centres of education and learning.

3.3. Towards an intersectoral approach

As presented in the "Past and Present Cooperation and Lessons learned" section, UNESCO Bangkok office has already developed several programmes in Lao PDR with an interdisciplinary approach ("intersectoral" in UNESCO's terminology), in addition to its traditional sectoral (education or culture) approach. This was the case with the "Trafficking and HIV and AIDS advocacy among ethnic minorities" programme. From the UNESCO internal review of its programmes in Lao PDR, the intersectoral approach is considered to be one of UNESCO's comparative advantages. As a programming and implementation modality, intersectorality achieves greater impact and results in a solid contribution by UNESCO to the country's development.

Hence, such an intersectoral approach will be continued in the next biennia. For example, the "Adolescent and Youth Situation Analysis" (see Outcome 1.2. in the following Results-based matrix) will combine activities which are related to education, culture and social and human sciences, in order to achieve more sustainable results for this particular beneficiary group. Another example of such an approach is "Customizations of HIV/STI interventions to vulnerable groups" (see Output 3.5. in the Results-based matrix).



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3.4 Results-based matrix: UCPD outcomes and outputs in relation to National Priorities and UNDAF

The matrix below presents under each of the relevant national priorities as spelled out in the 7th NSEDP, the expected UCPD outcomes and outputs for 2012-2015.

National priority: Achieve the Millennium Development Goals and poverty reduction by 2015; adopt appropriate technology and skills and create favourable conditions for graduating the country from LDC status to Middle Income Country status by 2020.

UCPD Outputs	Activities	Performance indicators	UNDAF reference	Resources available and to mobilize (USD)		
				Total	Available	Gap: to mobilize
UCPD Outcome 1: By 2015m the government promotes more equitable and sustainable growth for poor people in the Lao PDR						
UCPD Output 1.1 Cultural industries are strengthened and the respect of cultural diversity principles is embedded in government's work	<ul style="list-style-type: none"> Provide training and organize activities in support of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions to generate a common understanding among stakeholders, and develop a framework for efficient collaboration and implementation of its principles Conduct a baseline study to provide an overview of the current state and needs of cultural industries and develop a sectoral strategy for longer-term support Create an intergovernmental committee on cultural industries to facilitate coordination and information sharing 	<ul style="list-style-type: none"> Baseline study and sectoral strategy available Inter-governmental committee on cultural industries created 	<p>UNDAF Outcome 1 — By 2015, the government promotes more equitable and sustainable growth for poor people in the Lao PDR</p> <p>UNDAF Output 1.12 Opportunities for new livelihoods linked to culture and development, the creative sector and intangible cultural heritage explored</p>	300,000	115,000	185,000
UCPD Output 1.2 Adolescent and youth situation analysis is financially and technically supported	<ul style="list-style-type: none"> Provide financial support to an adolescent and youth situation analysis to identify human, financial and organizational barriers to the fulfilment of adolescent and young people's rights in relation to their health (including HIV/AIDS), focusing on those most vulnerable and excluded in society Inform the development of a national strategic plan for adolescents and young people with findings from the adolescent and youth situation analysis; identifying priority actions, and key stakeholders, to address the needs, major challenges and barriers to the fulfilment of rights of adolescents in Lao PDR 	<ul style="list-style-type: none"> Financial support provided Adolescent and young people situation analysis finalized 	<p>UNDAF Outcome 1 — By 2015, the government promotes more equitable and sustainable growth for poor people in the Lao PDR</p> <p>UNDAF Output 4.4 Ministry of Health and other relevant institutions improve information, coverage and quality of sexual and reproductive health information and services</p> <p>UNDAF output 4.6 Vulnerable and most-at-risk young people in priority urban areas have better access to quality youth-friendly, gender-sensitive, socially-inclusive sexual and reproductive health information and services</p>	60,000	33,500	26,500
UCPD Outcome 2: By 2015, building capacities at upstream level in order to reach Education For All						
UCPD Output 2.1 Capacity at Ministry of Education and Sports (MOES) in planning and improving ECCE is developed.	<ul style="list-style-type: none"> Develop policy options and strategies to improve the policies and systems related to ECCE practitioners' status and professional development, based on a comprehensive analysis of policies related to ECCE practitioners, effective practices, challenges and gaps 	<ul style="list-style-type: none"> An advisory committee and a country research team formed Enhanced capacity of ECCE country research team in conducting research studies 	<p>UNDAF Outcome 3 — By 2015, underserved communities and people in education priority areas benefit from equitable quality education and training that is relevant to the labour market.</p>	80,000	15,000	65,000

UCPD Outputs	Activities	Performance indicators	UNDAF reference	Resources available and to mobilize (USD)		
				Total	Available	Gap: to mobilize
		<p><i>Continued</i></p> <ul style="list-style-type: none"> Research report with recommendations for concrete options to improve the quality of ECCE drafted 	<p><i>Continued</i></p> <p>UNDAF Output 3.2 Pre-school aged children, especially girls in educationally disadvantaged communities, are better prepared for school</p>			
<p>UCPD Output 2.2 Capacity of MOES in developing comprehensive education sector plans is developed</p>	<ul style="list-style-type: none"> Assist in the integration of key issues in education sector development plans including: ECCE, HIV/AIDS prevention, inclusive education, ICT in education, ESD, TVET and Secondary 	<ul style="list-style-type: none"> Key issues are enhanced in education sector development plans 	<p>UNDAF Outcome 3— By 2015, underserved communities and people in education priority areas benefit from equitable quality education and training that is relevant to the labour market</p> <p>UNDAF Output 3.1 Government has the capacity to effectively coordinate, plan, implement and monitor education sector development</p>	50,000	10,000	40,000
<p>UCPD Output 2.3 Quality of vocational education at secondary level is improved</p>	<ul style="list-style-type: none"> Assist GOL through technical expertise to prepare and implement effective policy for expanding vocational education at secondary general schools 	<ul style="list-style-type: none"> Concrete implementation plan developed and piloted in selected secondary schools 	<p>UNDAF Outcome 3 — By 2015, underserved communities and people in education priority areas benefit from equitable quality education and training that is relevant to the labour market</p> <p>UNDAF Output 3.1 Government has the capacity to effectively coordinate, plan, implement and monitor education sector development</p> <p>UNDAF Output 3.3 Primary and secondary school-aged children, especially girls in educationally disadvantaged communities, are enrolled in and complete primary and secondary education that uses a life-skills approach</p>	30,000	5,000	25,000
<p>UCPD Output 2.4 Capacity at Ministry of Education and Sports in data and information systems is developed</p>	<ul style="list-style-type: none"> Organize training workshops on planning and budgeting (including gender-responsive budgeting), disaggregated data collection and analysis, and monitoring and evaluation with development partners Organize capacity-building workshops on education data and indicators in cooperation with the Ministry of Education and Sports and the World Bank Support in strengthening the central Education Management Information System for effective planning and supervision of the education system at all levels in cooperation with Ministry of Education and Sports and World Bank 	<ul style="list-style-type: none"> Workshops on planning and budgeting, disaggregated data collection and analysis and monitoring and evaluation delivered Workshops on education data and indicators delivered 	<p>UNDAF Outcome 3 — By 2015, underserved communities and people in education priority areas benefit from equitable quality education and training that is relevant to the labour market</p> <p>UNDAF Output 3.1 Government has the capacity to effectively coordinate, plan, implement and monitor education sector development</p>	80,000	30,000	50,000

UCPD Outputs	Activities	Performance indicators	UNDAF reference	Resources available and to mobilize (USD)		
				Total	Available	Gap: to mobilize
UCPD Output 2.5 Capacity at MOES in implementing and improving equivalency programmes is developed	<ul style="list-style-type: none"> Assist in implementation and further improvement of equivalency programme for primary education Assist in development of equivalency programme for lower-secondary education Assist in development of equivalency programme for upper-secondary education and non-formal vocational education 	<ul style="list-style-type: none"> Enhanced capacity of NFE staff to develop EP curriculum and materials. EP curriculum and materials Well established lower-secondary equivalency programme 	<p>UNDAF Outcome 3 — By 2015, underserved communities and people in education priority areas benefit from equitable quality education and training that is relevant to the labour market</p> <p>UNDAF Output 3.3 Primary and secondary school-aged children, especially girls in educationally disadvantaged communities, are enrolled in and complete primary and secondary education that uses a life-skills approach</p>	500,000	50,000	450,000
UCPD Output 2.6 Government ownership and leadership in donor coordination are further enhanced	<ul style="list-style-type: none"> Technical assistance on financing education and aid effectiveness Harmonization of the policy planning tools 	<ul style="list-style-type: none"> Enhanced knowledge and capacity of the MOE to coordinate donors' support towards EFA Improved transparency and coherence among departments' policies 	<p>UNDAF Outcome 3 — By 2015, underserved communities and people in education priority areas benefit from equitable quality education and training that is relevant to the labour market</p> <p>UNDAF Output 3.1 Government has the capacity to effectively coordinate, plan, implement and monitor education sector development</p>	20,000	6,000	14,000
UCPD Output 2.7 Teacher education sub-sector capacity development is supported	<ul style="list-style-type: none"> Support in strengthening of the capacity of Ministry of Education and Sports officials to analyse data to determine responsive policies and action plans with special regard to the supply and demand, recruitment and distribution of teachers, and the need for resources within teacher education institutions Support the strengthening of the capacity of government officials to monitor and review the implementation of Teacher Education Strategy and Action Plan 2011-2015 Provide technical assistance to the upgrading and standardizing of pre-service teacher training curricula, to upgrade the content and methodology of respective TE courses including the teaching practice component Assist in the development of a quality assurance and audit mechanism for Teacher Education Institutes Assist in the development of a Code of Conduct for Teachers to improve ethical attributes and professionalism among teachers at all levels 	<ul style="list-style-type: none"> Enhanced capacity of policy-makers and government officials to make use of data to make informed decisions and policies A systematic monitoring mechanism for TESAP implementation put in place at all levels Updated competency-based pre-service TE curricula integrating IE dimensions which aim towards producing teachers for ASEAN community Enhanced capacity and knowledge of education staff, teacher educators and teacher trainees in inclusive education, gender equality, and MLE A QA standards and guidelines for TEIs has been developed, and implemented by all TEIs. The quality of TEIs has been increased Certain appropriate norms codified to help the country achieve a high standard of competence and good behaviour for teachers. The developed code of conduct drawn up for the guidance of teachers and administrators at all levels in the performance of their duties 	<p>UNDAF Outcome 3 — By 2015, underserved communities and people in education priority areas benefit from equitable quality education and training that is relevant to the labour market</p> <p>UNDAF Outcome 3 — By 2015, underserved communities and people in education priority areas benefit from equitable quality education and training that is relevant to the labour market</p>	450,000	350,000	100,000

National priority: Ensure sustainability of development by emphasizing the links and balances between economic development, cultural and social progress, natural resources preservation and environmental protection

UCPD Outputs	Activities	Performance indicators	UNDAF reference	Resources available and to mobilize (USD)		
				Total	Available	Gap: to mobilize
UCPD Outcome 3: By 2015, Lao cultures, heritage and values are protected and preserved as part of the economic development process						
UCPD Output 3.1 Management of world heritage sites is improved and advice is provided on the inscription of new sites.	<ul style="list-style-type: none"> Provide technical assistance to the government for the monitoring of the two inscribed sites, including the development and implement of a five year action plan for Vat Phou (2011-2015) Engage with local authorities, local communities and other international organizations involved in the sites to contribute to the best management of the inscribed properties Provide advice on the possible inscription of new sites³⁶ 	<ul style="list-style-type: none"> 5 year action plan for Vat Phou developed and implemented 3 World heritage sites inscribed Tentative list updated 	UNDAF Output 1.12 Opportunities for new livelihoods linked to culture and development, the creative sector, and intangible cultural heritage explored	10,000	10,000	0
UCPD Output 3.2 Comprehensive and sustainable tourism management plans for cultural sites in Lao PDR, including for the two world heritage properties are developed	<ul style="list-style-type: none"> Make tourism management plans available for cultural sites Generate a replicable framework for tourism management plan in other cultural sites 	<ul style="list-style-type: none"> Tourism management plans available for cultural sites Replicable framework for tourism management plan generated 	UNDAF Output 7.1 Government has comprehensive participatory development plans for urban wetlands and is able to implement them	1,600,000	0	1,600,000
UCPD Output 3.3 Skills of museum professionals are strengthened, through a sub-regional joint exhibition	<ul style="list-style-type: none"> Provide experimental workshops to Lao museum professionals from the Vat Phou management authorities Develop a joint exhibition focusing on the major archaeological sites of the three Mekong countries 	<ul style="list-style-type: none"> Joint exhibition on major archaeological sites launched Experimental workshops developed and delivered 	UNDAF Output 1.12 Opportunities for new livelihoods linked to culture and development, the creative sector, and intangible cultural heritage explored	150,000	150,000	0
UCPD Output 3.4 Intangible cultural heritage listing and management is strengthened	<ul style="list-style-type: none"> Conduct capacity-building workshops for the implementation of the 2003 convention, with broad participation by various relevant stakeholders including government agencies and communities. Draft the policy and action plan for the Convention of Intangible Cultural Heritage 	<ul style="list-style-type: none"> Policy and action plan for the Convention of Intangible Cultural Heritage drafted Capacity building workshops developed and delivered 	UNDAF Output 1.12 Opportunities for new livelihoods linked to culture and development, the creative sector, and intangible cultural heritage explored	200,000	200,000	0
UCPD Output 3.5 HIV/STI interventions are better customized to the needs of vulnerable groups	<ul style="list-style-type: none"> Geo-code sentinel surveillance data: maps and statistical data are available to demonstrate the value of evidence-based programming, especially in relation to the health sector Raise awareness on the role of the linkages between culture and development and its incidence on the design, implementation and monitoring of development interventions 	<ul style="list-style-type: none"> Maps and statistical data on geo-code sentinel surveillance data available 	<p>UNDAF Output 6.1 More most-at-risk populations have access to quality HIV/STI prevention information and services</p> <p>UNDAF Output 6.3 National AIDS Authorities and their HIV partners are better able to plan, implement evidence and rights-based, gender-sensitive and resourced HIV policies</p>	300,000	5,000	295,000

36 3 properties are on the tentative list: (1) sites Mégalithiques de la province de Xieng Khouang (draft nomination dossier completed); (2) That Luang de Vientiane; (3) Hin Ham No Protected Area (proposed to be a transboundary property).

UCPD Outputs	Activities	Performance indicators	UNDAF reference	Resources available and to mobilize (USD)		
				Total	Available	Gap: to mobilize
UCPD Outcome 4: By 2015, promote the use of media and information in Lao PDR as means of sustainable development						
UCPD Output 4.1 Media training and journalism education institutions' capacities are strengthened to reach the established criteria of excellence in training as regards journalists' investigative skills and gender equality perspectives in the media	<ul style="list-style-type: none"> Develop a 4-year mass communication course at the National University of Laos, using UNESCO Journalism Model Curricula as a guideline with UNESCO's support 	<ul style="list-style-type: none"> Curricula for Journalism course at NUOL developed 	UNDAF Output 1.5 National training and research institutions are better able to contribute to analysis of demographic changes and social development	22,000	22,000	0
UCPD Output 4.2 World's documentary heritage is protected and digitized, preservation strategies are adopted, and archives and libraries are reinforced as centres of education and learning	<ul style="list-style-type: none"> Set up a Lao PDR Memory of the World committee Build capacity on preservation strategies Reinforce archives through the inscription of Laos documentary heritage in the Memory of the World registered list 	<ul style="list-style-type: none"> Lao PDR Memory of the World Committee set up Lao PDR documentary heritage inscribed in the Memory of the World list 	UNDAF Output 1.12 Opportunities for new livelihoods linked to culture and development, the creative sector, and intangible cultural heritage explored	10,000	500	9,500
UCPD Output 4.3 Media is used as platform for democratic discourse	<ul style="list-style-type: none"> Set up a community radio in Xiengkho district, Huaphan province 	<ul style="list-style-type: none"> A local radio station Trained radio technicians and programme producers Trained radio reporters/ journalists with a particular focus on women Locally produced radio programmes 	UNDAF Outcome 2 By 2015, the poor and vulnerable benefit from the improved delivery of public services, an effective protection of their rights and greater participation in transparent decision-making UNDAF Output 1.12 Opportunities for new livelihoods linked to culture and development, the creative sector, and intangible cultural heritage explored	24,000	24,000	0
UCPD Outcome 5: By 2015, contribute to make the use of energy technologies more sustainable						
UCPD Output 5.1 Framework for testing measurement of the social impact of environmental change is developed	<ul style="list-style-type: none"> Develop a framework for testing measurement of the social impact of environmental change, in particular in the mining and energy sectors, to better assess the ethical and social sustainability of development Review research to assess the social impact of environmental change in mining and energy sectors in Lao PDR Develop and test the methodology for mapping Test through case studies, and conduct research Publish the results as part of Ethics and Climate Change in Asia-Pacific project series Capacity developed locally to conduct these studies with links to regional experts Develop the framework methodology for application for future cases 	<ul style="list-style-type: none"> Review of research to assess the social impact of environmental change in mining and energy sectors conducted Methodology for mapping developed Methodology tested through case studies Results published as part of ECCAP project series Capacity developed locally to conduct these studies with links to regional experts Framework methodology for application for future cases developed 	UNDAF Outcome 1 — By 2015, more equitable and sustainable growth promoted for poor people in Lao PDR UNDAF Outcome 2 — By 2015, the poor and vulnerable benefit from the improved delivery of public services, an effective protection of their rights and greater participation in transparent decision-making UNDAF Outcome 7 — By 2015, the government ensures sustainable natural resources management through improved governance and community participation	400,000	5,000	395,000

National priority: Ensure political stability, peace and an orderly society

UCPD Outputs	Activities	Performance indicators	UNDAF reference	Resources available and to mobilize (USD)		
				Total	Available	Gap; to mobilize
UCPD Outcome 6: By 2015, contribute to achieve significant progress in terms of promoting a peaceful society, political awareness and the rule of law						
<p>UCPD Output 6.1 Freedom of expression, freedom of information and press freedom are promoted more broadly and integrated into policies</p>	<ul style="list-style-type: none"> Organize World Press Freedom Day activities Support the projects funded by IPDC Conduct media landscape surveys in Viet Nam, Lao PDR, Singapore and Myanmar 	<ul style="list-style-type: none"> World Press Freedom Day activities designed and implemented Media landscape surveys conducted 	<p>UNDAF Outcome 2 By 2015, the poor and vulnerable benefit from the improved delivery of public services, an effective protection of their rights and greater participation in transparent decision-making</p> <p>UNDAF Output 1.12 Opportunities for new livelihoods linked to culture and development, the creative sector, and intangible cultural heritage explored</p>	24,000	24,000	0



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PART 4: PARTNERSHIPS

4.1 UNESCO partners

National Commission

The Lao PDR National Commission for UNESCO is the main counterpart of the UNESCO Bangkok Office. It is the focal point for the implementation of most UNESCO activities in the country which results in a close, effective and successful collaboration. Chaired by the Minister of Education, Dr. Phankham Viphavanh, and established within the Ministry, the National Commission includes representatives from the Ministry of Education as well as from the Ministry of Information, Culture and Tourism. Its Secretary General is Mr. Somboun Masouvanh. The Deputy Secretaries General are Mr. Khamphanh Philasavanh, Madame Alongkot Soseng-Inh and Madame Thongdeng Somchanmavong.

Ministries

UNESCO also works directly with several Lao PDR ministries many of which have been recently restructured to streamline work. For example, the Ministry of Education, which under the new nomenclature has become the Ministry of Education and Sports. The Ministry of Information, Culture and Tourism is another valuable partner, as is the Ministry of Public Health, the Ministry of Public Works and Transport and the Vat Phou National Inter-Ministerial Coordinating Committee.

Other Governmental Partners

In addition to the Lao PDR National Commission for UNESCO and the lead Ministries, UNESCO works closely with many other government departments and the institutes and centres that they operate, including the Department of Non-formal Education, the Department of Primary and Preschool Education, the Department of Information and Culture, the Department of National Heritage and the Lao National Tourism Authority (LNTA).

Some of the national institutions UNESCO collaborates with are the Education Statistics and Information Technology Center (ESITC), Provincial Education Services (PES), teacher education institutions generally, Provincial and District NFE Centres, TVET colleges and schools, Luang Prabang Heritage House, the Mines Advisory Group, the Lao Youth AIDS Prevention Programme, the Center for HIV/AIDS and STI (CHAS) and the Science and Technology Research Institute (STRI).

UN Country team

UNESCO is an active member of the United Nations Country Team (UNCT) in Lao PDR. It collaborates with all UN sister agencies, whether resident or non-resident UN Agencies. However, a more intense collaboration has developed with those UN agencies or programmes which share similar fields of competence, such as with UNICEF in education and UNAIDS on HIV/AIDS prevention. UNESCO Bangkok has contributed to the process of elaboration of the UNDAF and its action plan. The present UCPD naturally reflects UNESCO's contribution to the UNDAF.



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International Partners

As mentioned above, UNESCO works closely with international partners within the UN system such as the UN Country Team, the Office of the UN Resident Coordinator, UNDP and UNICEF. UNESCO also has many non-UN international partners with whom it works in Lao PDR such as the ADB, World Bank, the Government of the Republic of Korea, the Government of Japan, AusAID, NZAID, the French Embassy, Save the Children (Norway), World Vision, Population Service International (PSI-Laos) the Burnet Institute and Gesellschaft für Internationale Zusammenarbeit (GIZ). Regional networks such as the Gender in Education Network in Asia (GENIA), the Asia Pacific Information Network (APIN), Electronic Information for Libraries (EIFL) and the Asia-Pacific International Centre for UNESCO (ACCU), also provide UNESCO with meaningful partnerships which allow the continuation of work in Lao PDR.

Academic Partners

UNESCO works closely with academic partners such as the National University of Laos (NUOL) and the Laos Library and Information Consortium (LALIC) which operate across each of UNESCO's areas of specialization.

Civil society

Civil Society partnerships in Lao PDR and around the region also allow UNESCO to continue its work effectively. UNESCO has partnerships with the Lao Journalists' Association, Lao National Radio and the Office of Princess Sirindhorn's Projects (OPSP-Thailand).

Private Sector

Increasingly, private sector partnerships are assisting the work of UNESCO not only in Lao PDR but around the region. In Lao PDR itself, the Vientiane Times and the Lao Press in Foreign Language are two valuable private sector partnerships which UNESCO enjoys.

4.2 Invitation for new partners to collaborate with UNESCO in Lao PDR

UNESCO seeks to build new partnerships, governmental and non-governmental, national or international including donors, in the public and private sectors, exploring innovative ways to achieve shared outcomes. UNESCO Bangkok therefore welcomes new partners and donors.

What can UNESCO offer to potential partners and donors?

First of all, the Government of Lao PDR has expressed a strong commitment to UNESCO's goals, standards and ethical principles in the areas of education, science, culture, communication and information. As a member of UNESCO and organizations of an intergovernmental character, Lao PDR participates in the General Conference and therefore in discussions and adoption of a variety of international standards. It is committed to promote and transform them into national laws and policies. This relationship between a Member State and an intergovernmental organization is privileged and facilitates access to the highest policy level in the country.

Moreover, as a specialized agency of the United Nations system, UNESCO's structure and staff profiles reflect a priority given to the availability of expertise. In all its components, the UNESCO Secretariat can offer to its Member States



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and to its partners and donors access to a wealth of specialized expertise in education, science, culture, communication and information. UNESCO's many components include; its Headquarters in Paris, in its specialized Regional Bureaus for education in Bangkok and for natural science in Jakarta, its cluster and national offices, but also in its UNESCO Institutes, Centres and Chairs.

UNESCO Institutes and Centres are specialized departments of the Organization that support UNESCO's programmes, providing specialized services for Member States directly or through UNESCO cluster and national offices. For instance the UNESCO Institute for Statistics, UIS, has an antenna within UNESCO Bangkok which regularly offers expertise in the area of statistics for the planning and implementation of UNESCO programs in Lao PDR.

The International Network of UNESCO Chairs can add further expertise and regional connections to the work of UNESCO and to UNESCO partners in Lao PDR. The UNESCO Chairs Programme was established in 1992 as a way to advance research, training and programme development in all of UNESCO's fields of competence by building university networks and encouraging inter-university cooperation through the transfer of knowledge across borders. UNESCO Chairs in the Asia Pacific region alone have expertise in all of the programme areas currently underway in Lao PDR and the availability of such experts is invaluable.

In-house collaboration between the various components of this "UNESCO family" is an integral part of the way UNESCO operates. The diversity of the expertise available gives it a significant comparative advantage as a development partner in Lao PDR.



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Annex 1: Lao PDR socio-economic indicators (2008-2010)

Socio-Economic Indicators (2008-2010) ³⁷	Lao PDR	East Asia and the Pacific average
GDP per capita (current USD - 2010)	1,164	7,383
% of GDP		
- Agriculture	34.7	3.6
- Industry	28.16	31.6
- Services	37.1	64.7
Inflation (GDP deflator) (%)	4.41	3.7
Total population	6.4 million	2.2 Billion
Rural population (%)	68	52
Life expectancy (at birth)	65.4	73.4
Poverty headcount ratio at national poverty line (% of population)	27.6	...
HIV/AIDS prevalence (age group 15-49 years) (%)	0.02	0.18
Maternal mortality (modelled estimate/100,000 live births)	580	84
Access to sanitation (urban pop.) (%)	53.0	62.3

Annex 2: Government strategies extracted from ESDF 2009-2015

Government strategies extracted from ESDF 2009-2015³⁸

- Expansion of basic education to all Lao ethnic populations;
- Compliance of education policy with the National Socio-economic Development Plan 2006-10;
- Improved national education efficiency through a revised school organizational structure;
- Revised curriculum, strengthened teaching, and improved learning with learning outcomes more closely aligned to employment;
- Expanded access to post-secondary school education and training;
- Expansion of technical education and vocational training; and
- On-going support to Education for All action plans at the national and provincial levels.



37 The World Bank. *Lao PDR Country Profiles*. 2012. <http://data.worldbank.org/country/lao-pdr> (Accessed 19 July 2011).

38 Ministry of Education Lao PDR. 2009. *Education Sector Development Framework (ESDF) 2009-2015*, http://www.globalpartnership.org/media/library/Final_ESDF_19_January_Ready_for_FT1.pdf (p 16, Accessed 22 June 2012).

Annex 3: Progress towards the MDGs in Lao PDR³⁹

MDGs	Target	Seriously off track	Off track	On track	No target
Goal 1: Poverty and hunger	• Reduce extreme poverty by half			●	
	• Reduce extreme hunger by half	●			
	• Achieve full and productive employment and decent work for all				●
Goal 2: Universal primary education	• Universal primary schooling		●		
Goal 3: Gender equality and women's empowerment	• Eliminate gender disparity at all levels of education		●		
Goal 4: Child mortality	• Reduce child mortality under five years of age by two thirds			●	
Goal 5: Maternal health	• Reduce maternal mortality by three quarters		●		
	• Universal access to reproductive health	●			
Goal 6: HIV/AIDS, malaria and other diseases	• Halt and reverse the spread of HIV/AIDS			●	
	• Achieve universal access to HIV/AIDS treatment			●	
	• Halt and reverse the spread of malaria			●	
	• Halt and reverse the spread of TB			●	
Goal 7: Environmental sustainability	• Reverse the loss of environmental resources	●			
	• Reduce rate of biodiversity loss				●
	• Halve the number of people without safe drinking water in rural areas		●		
	• Halve the number of people without safe drinking water in urban areas			●	
	• Halve the number of people without sanitation in rural areas		●		
	• Halve the number of people without sanitation in urban areas			●	
Goal 8: Global Partnership	• Develop a global partnership				

Annex 4: Selected education indicators

Selected education indicators				
	Male	Female	Total	GPI
Adult Literacy Rate (age-group 15 and above), 2005 (%)	82.5	63.2	72.7	0.77
Youth Literacy Rate (age-group 15-24), 2005 (%)	89.2	78.7	83.9	0.88
School Life Expectancy (years), 2009	9.89	8.46	9.18	
EFA Development Index, 2008	0.761 (Position #109 out of 127)			

Source: UNESCO-UIS. Global Education Digest 2011. Montreal: UNESCO Institute for Statistics, 2011.

UNESCO. Global Monitoring Report 2011: The hidden crisis: Armed conflict and education. Paris: UNESCO, 2011.

39 UNDP. 2010. *Lao People's Democratic Republic Accelerating progress towards the MDGs, Innovative options for reaching the unreached, 2010*. http://www.undplao.org/newsroom/publication/MAF%20Report_Lao%20PDR_September%202010.pdf (p 28, Accessed 22 June 2012)

Annex 5: Departments of the Lao PDR Ministry of Education and Sports (as restructured 2011-2012)

Departments of the Lao PDR Ministry of Education and Sports (as restructured 2011-2012)
The Cabinet
Department of Personnel
Department of International Cooperation
Department of Planning and Investment
Department of Finance
Department of Inspection
Department of Primary and Pre-school Education
Department of Secondary Education
Department of Teacher Education
Department of Technical and Vocational Education
Department of Higher Education
Department of Non-formal Education
Department of Physical Education and Art Education
Department of Students Affairs
Two departments related to sports
Lao National Commission for UNESCO
National Committee for the Coordination of the Olympics
Research Institute of Education and Science
Department of Administration and Education Management

Annex 6: Gross enrolment rates by education level

2008	Total (per 1000)	Males	Females
GER – Pre-primary	15	15	15
GER – Primary	112	117	106
GER – Lower Secondary	53	58	47
GER – Upper Secondary	34	38	30

Source: UNESCO-UIS. Global Education Digest 2011. Montreal: UNESCO Institute for Statistics, 2011.



Annex 7: Conventions related to culture

Convention	Date of deposit of instrument	Type of instrument
Agreement on the Importation of Educational, Scientific and Cultural Materials, with Annexes A to E and Protocol annexed. <i>Florence, 17 June 1950.</i>	28/02/1952	Accession
Universal Copyright Convention, with Appendix Declaration relating to Article XVII and Resolution concerning Article XI. <i>Geneva, 6 September 1952.</i>	19/08/1954	Accession
Protocol 1 annexed to the Universal Copyright Convention concerning the application of that Convention to the works of stateless persons and refugees. <i>Geneva, 6 September 1952.</i>	19/08/1954	Accession
Protocol 2 annexed to the Universal Copyright Convention concerning the application of that Convention to the works of certain international organizations. <i>Geneva, 6 September 1952.</i>	19/08/1954	Accession
Protocol 3 annexed to the Universal Copyright Convention concerning the effective date of instruments of ratification or acceptance of accession to that Convention. <i>Geneva, 6 September 1952.</i>	19/08/1954	Accession
Convention concerning the Protection of the World Cultural and Natural Heritage. <i>Paris, 16 November 1972.</i>	20/03/1987	Ratification
Convention on the Protection and Promotion of the Diversity of Cultural Expressions. <i>Paris, 20 October 2005.</i>	05/11/2007	Accession
Convention for the Safeguarding of the Intangible Cultural Heritage. <i>Paris, 17 October 2003.</i>	26/11/2009	Ratification

Annex 8: Declarations related to social and human sciences

Declarations
The Universal Declaration on Bioethics and Human Rights, <i>19 October 2005</i>
International Declaration on Human Genetic Data, <i>16 October 2003</i>
Universal Declaration on the Human Genome and Human Rights, <i>11 November 1997</i>
Declaration on the Responsibilities of the Present Generations Towards Future Generations, <i>12 November 1997</i>
Declaration of Principles on Tolerance, <i>16 November 1995</i>
Revised Recommendation Concerning International Competitions in Architecture and Town Planning, <i>27 November 1978</i>
Declaration on Race and Racial Prejudice, <i>27 November 1978</i>
The Recommendation on the Status of Scientific Researchers, <i>20 November 1974</i>

Annex 9: Programme cycle overview in Lao PDR

	2008	2009	2010	2011	2012	2013	2014	2017	2021	
UNESCO	Medium Term Strategy 2008-2013 (34 C/4)						Medium Term Strategy 2014-2021 (37 C/4)			
	Programme and budget for 2008-2009 (34 C/5)		Programme and budget for 2010-2011 (35 C/5)		Programme and budget for 2012-2013 (36 C/5)		Programme and budget for 2014-2017 (37 C/5)		Programme and budget for 2018-2021 (38 C/5)	
					UCPD for Lao PDR 2012-2015					
UNCT	UNDAF 2007-2011				UNDAF 2012-2015					

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