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**UNESCO COUNTRY PROGRAMMING DOCUMENT (UCPD)
for the Socialist Republic of
VIET NAM**



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I. SITUATION ANALYSIS

Country assessment

1. Viet Nam has enjoyed rapid economic growth for most of the period since the launch of the *Doi Moi* reform process in 1986. Agrarian reform, decentralized production and distribution of basic necessities, easier access to international markets, and fiscal and monetary stabilization have stimulated productivity growth and rising living standards. The country has been among the world's fastest-growing economies in recent years and has played an active and effective role in many regional organizations such as the Association of South East Asian Nations (ASEAN), Asia-Pacific Economic Cooperation (APEC) and Asia-Europe Meeting (ASEM). The gross domestic product (GDP) growth rate in 2005 was estimated at 8.4 per cent, exceeding the figure of 7.8 per cent in 2004. This high growth rate has contributed to the achievement of the target of 7.5 per cent average GDP set out in the socio-economic development plan 2001-2005. Viet Nam is aiming at achieving Middle Income Economy status by 2010 and entered the World Trade Organization (WTO) in 2006. The reforms have also created opportunities for increased social and cultural expression: in a country with 54 different ethnic groups with strong cultural traditions, values and heritage, and speaking nearly 100 languages, culture is seen as an important sector for realizing Viet Nam's overall development goals.

2. The population of 83 million (in 2005)¹ is growing at a rate of about 1.3 per cent per year. Some 73 per cent of the population lives in rural areas and two-thirds of the labour force is active in the agricultural sector. About one-fourth of the population is between 10 and 20 years of age and over half is under 25. The recorded poverty rate fell from 58.1 per cent in 1993 to 19.5 per cent in 2004, as based on the international poverty line and from 18 per cent in 2001 to 7 per cent in 2005. However, despite rapid economic growth sustained over two decades, poverty rates stay high and extreme poverty remains heavily concentrated in remote, isolated and ethnic minority regions. Income disparities are widening among geographic areas and ethnic groups.

3. The Government of Viet Nam recognizes that the continuation of socio-economic growth and poverty reduction will depend on a well-educated and adaptable work force, and considers that an efficient education system is essential for realizing its socio-economic objectives and improving the capacities, qualifications and skills of the country's human resources. Although remarkable progress has been made in recent years, concerns have been raised about the quality of education and access for disadvantaged groups, in particular for ethnic minority girls. Limited infrastructure, high dropout rates and the lack of adequate instructional materials are among the main factors that impede faster growth. The spread of HIV and AIDS also remains a real threat to continued development.



4. Three-quarters of Viet Nam's territory consists of mountains and hills, much of which is forested. Arable land accounts for only 17 per cent of land area and approximately half of the cultivated area is irrigated. Viet Nam has ample supplies of water from the network of rivers that interlace through the deltas and other lowland areas. However, deforestation and soil erosion are a constant threat and hence the sustainability of mid-slope and lowland

¹ Source: GSO and estimates by CIEM.

agriculture is uncertain. Water pollution from both domestic and industrial sources represents an increasing risk to the natural environment.

5. Viet Nam has a coastline of 3,260 kilometers. The total area of the coastal region makes up 41 per cent of the total country area. Half of the population lives in this area, and the coastal provinces contribute to approximately 30 per cent of Viet Nam's total GDP and half of the country's income from export. Viet Nam's marine areas are abundant in diversified marine resources, and coastal and marine habitats. With the rapid growth of economic development, over-exploitation and irrational utilization lead to a decline in marine resources, to marine environmental degradation, to habitat loss and to marine disasters (harmful algae bloom). Moreover, climate change models predict that Viet Nam will be among the most affected countries because of sea level rise and because natural disasters such as typhoons, storm surges, floods and droughts are expected to intensify.

Pertinent development issues

6. Significant progress is being made towards achieving the **Millennium Development Goals (MDGs)** and the locally elaborated **Viet Nam Development Goals (VDGs)**, in particular by halving the poverty rate; by achieving universal primary education; by reducing under-five mortality, child malnutrition and maternal mortality; and by increasing access to clean water and sanitation. However, such progress is not equally benefiting all regions and especially when data are disaggregated between districts and provinces significant disparities emerge. The country is also expected to face difficulties in achieving MDG 6, target 7: to halt and begin to reverse the spread of HIV and AIDS by 2015.

7. The Government's **five-year Socio-Economic Development Plan (SEDP) 2006-2010** constitutes the strategy to promote rapid, sustainable, growth, in line with the principles and commitments agreed upon in the Hanoi Core Statement on Aid Effectiveness (HCS) (July 2005). The challenges for the five year period include: (i) sustaining high economic growth and poverty reduction; (ii) creating jobs for new labour-market entrants; (iii) supporting social development by improving health and education services, gender equality and social inclusion; (iv) protecting the environment; and (v) improving governance to ensure that these challenges are efficiently addressed.

8. The challenges and overall goals in the field of development described below are of particular relevance for UNESCO's work in Viet Nam.

Poverty reduction - Despite rapid economic growth, poverty rates remain high and extreme poverty is largely concentrated in remote, isolated and ethnic minority regions. Addressing the most extreme forms of poverty requires policies and strategies tailored to address the needs of specific regions and adapted to the cultures concerned. Social safety nets and ancillary policies, including training and technical and vocational education programmes will be needed to protect those groups negatively affected by international integration.

Education – One of the main goals is to systematically improve the quality of education at all levels and in all forms, including non-formal education, in order to increase lifelong learning opportunities for all. Education will thereby contribute to the country's sustainable development, industrialization and modernization. Further improving the quality of higher education, enhancing the role of science and technology in education and ensuring a technical and vocational training programme which is linked to the demands of the labor market, is extremely important. Policies and actions have been devised to expand access to quality education at all levels, including in isolated and remote areas. Renewed financial policies and mechanisms are being developed to support educational and training institutions and to encourage the development of non-state technical and vocational training.



HIV and AIDS - Viet Nam's HIV epidemic remains in the concentrated phase with the HIV prevalence rate among adults (aged 15-49) estimated to be 0.53 per cent. Women, children and young people are among the most vulnerable groups to reproductive-health-related risks, including HIV. The overwhelming majority of reported HIV cases are directly or indirectly related to injecting drug use and/or sex work. The National Strategy on HIV and AIDS Prevention and Control in Viet Nam until 2010 provides an overall policy and strategic framework for the national response to prevention, treatment, care and support, stigmatization and discrimination. This strategy provides the basis for enhanced coordination and the adoption of multisectoral and culturally- as well as gender-sensitive approaches.

Culture – There is a need to continue strengthening the Vietnamese capacity for safeguarding cultural resources and to heighten the relevance of culture in economic, political and social life. A main challenge will be to develop cross-sectoral approaches to integrate the safeguarding of cultural heritage with the sustainable development of tourism and creative industries, including in remote and hinterland areas. Viet Nam is experiencing rapid economic growth and significant increases in tourism, especially in World Heritage Sites. The country therefore also faces increasing challenges in terms of sustainable tourism planning, balancing preservation and development, and controlling the rapid urban development in and around heritage sites.

Gender equality - The country is a recognized leader in gender equality and is known for upholding formal gender equality and women's empowerment through a strong legal policy framework, aiming at ensuring equal rights and better paying jobs and careers for women and girls. However, sex- and age-disaggregated data and evidence-based, research on gender issues need to be developed. The '2006 Population Change Survey' by the United Nations Population Fund (UNFPA) suggests that the sex ratio at birth is becoming unbalanced.² Gender disparities continue to prevail in secondary and higher education, particularly in remote areas and among ethnic minority groups. Sex stereotypes in textbooks and teaching-learning processes remain an issue throughout the education sector.

² The national sex ratio at birth as reported in the 2006 survey was 110 boys to every 100 girls, slightly exceeding the expected ratio of 105-107 boys to every 100 girls. UNFPA, *Population Growth in Viet Nam*, Hanoi, 2007, p. 4.

Environment - Viet Nam has taken important steps towards establishing the legal and policy framework for environmentally sustainable development. Major challenges remain in implementing solutions to effectively manage the country's natural resources, ensure adequate provision of clean drinking water, reduce disaster risk and prepare climate change mitigation strategies. Rapid industrialization and urbanization are leading to increasing air and water pollution, highlighting the need for the adoption of cleaner production methods and improved waste management plans.

Governance and institutional reform – Capacity building at the local level is needed to support policy reform and to ensure a positive impact of the decentralisation. Increasing people's participation in these processes, including through media and the use of ICTs, is essential to respond effectively to emerging development challenges.

Challenges and opportunities

9. Viet Nam is one of the eight³ **Delivering as One** pilot countries in the UN reform process. The One Plan for Viet Nam was initially elaborated by three United Nations Development Group (UNDG) Executive Committee Agencies (UNICEF, UNFPA, UNDP), together with UNV, UNIFEM and UNAIDS, and built largely on the Country Programmes of the Executive Committee Agencies. The United Nations Country team (UNCT) is currently revising the **One Plan 2006-2010** to include eight additional agencies⁴, among them UNESCO. The second version of the One Plan, to be completed by January 2008, provides an opportunity for developing a more comprehensive and inclusive approach.

10. Participating in the One Plan allows UNESCO to emphasize the linkages between the Organization's programme areas and the other sectors in which the UN is active. It also requires a greater strategic focus, building on UNESCO's comparative advantages, which includes fostering greater intersectorality within the Organization's fields of competence in order to maximize the impact of its activities.

11. Viet Nam is seeking to achieve Middle-Income Economy status by 2010. This will require the Official Development Assistance (ODA) to operate differently and to cater to the changing needs of the country, especially with regard to the growing demand to assist in upstream policy development and capacity-building. Since these are core areas of UNESCO's intervention, this provides an opportunity for the Organization to further strengthen its collaboration with Viet Nam.

12. It has been decided that the **UNESCO Education Sector Strategy (UNESS)**⁵ which is being prepared for Viet Nam, will be redrafted to provide a shared analysis and a common framework for cooperation at the country level with the active involvement and engagement of other UN agencies.

13. UNESCO has acquired considerable expertise and has developed a number of operational tools that can help demonstrate the benefits of investing in culture and justify new approaches to cultural policy formulation. This experience should serve as the basis for further advocating the importance of culture in all spheres of development.

³ The eight 'One UN' pilot countries are: Albania, Cape Verde, Mozambique, Pakistan, Rwanda, United Republic of Tanzania, Uruguay, and Viet Nam.

⁴ The eight incoming agencies are: FAO (Food and Agriculture Organization of the United Nations), IFAD (International Fund for Agriculture Development), ILO (International Labour Organization), UNESCO, UN-Habitat (United Nations Human settlements Programme), UNIDO (United Nations Industrial Development Organization), UNODC (United Nations Office on Drugs and Crime) and WHO (World Health Organization).

⁵ UNESS is the country-based education support strategy document which comprises the selection of a set of government priority areas which UNESCO will address, in coordination and synergy with other development partners, with the objective of enabling the country to achieve EFA and education development more broadly.

II. PAST AND PRESENT COOPERATION - LESSONS LEARNED

Key results achieved

14. The main focus of UNESCO in Viet Nam has been to provide strategic support to the culture and education sectors, while gradually scaling up cooperation in the fields of communication/information and sciences. Together with UN partners, UNESCO has also actively contributed to cross-cutting actions in HIV and AIDS prevention, gender, youth and poverty reduction.

15. UNESCO's involvement in Viet Nam, as well as the implementation capacity⁶ of its office in Hanoi, has been steadily increasing over the past biennia. A large amount of extra-budgetary resources has been mobilized to assist Viet Nam in achieving its main priorities, especially for education and culture programmes.

UNESCO's financial expenditure in Viet Nam, 2002-2007

	2002	2003	Total	2004	2005	Total	2006	2007 ⁷	Total
Regular Programme									
ED	41,942	109,211	151,153	31,417	142,407	173,824	69,674	187,226	256,900
CLT	12,010	28,880	40,890	15,089	11,348	26,437	14,901	100,299	115,200
CI	0	0	0	0	0	0	11,578	49,568	61,146
SC	0	0	0	3,482	12,000	15,482	1,411	10,189	11,600
SHS	3,000	8,000	11,000	0	0	0	0	0	0
CCT	6,508	29,055	35,563	8,150	6,350	14,500	0	0	0
TOTAL	63,460	175,146	238,606	58,138	172,105	230,243	97,564	347,282	444,846
Extra-Budgetary Resources									
ED	159,629	154,679	314,308	355,895	565,545	921,440	286,993	720,003	1,006,996
CLT	0	113,221	113,221	219,059	294,642	513,701	303,209	107,539	410,748
CI	0	0	0	0	0	0	15,000	4000	19,000
SC	0	0	0	0	0	0	0	78,304	78,304
TOTAL	159,629	267,900	427,529	574,954	866,187	1,441,141	605,202	597,069	1,515,048
Cooperation with regional offices (Bangkok and Jakarta)									
TOTAL	109,740	127,909	237,649	166,786	218,242	385,028	298,787	158,721	457,508
			903,784			2,056,412			2,417,402

Education

UNESCO has assisted the Government in its efforts to improve access to quality education for all, and has helped, together with international partners, to develop a National Education for All Action Plan 2003-2015. The National EFA Action Plan constitutes a strategic roadmap for UNESCO's involvement in basic education development in Viet Nam. The focus of UNESCO's contribution has been on policy advice and capacity-building of education planners and managers, monitoring and evaluation, as well as on the coordination of EFA partners.

⁶ The implementation capacity of the office has increased in terms of short-term staffing and temporary arrangements, which allowed executing a growing number of programmes.

⁷ The expenditures for 2007 are based on actual data up to 30 September 2007 and an estimate for the period 1 October - 31 December 2007 based on commitments.

Within the EFA framework, UNESCO's interventions have been articulated around four pillars, for which the Organization has recognized leadership and comparative advantage. Literacy and non-formal education (NFE) are among the key priorities. UNESCO's expertise has been sought for the development of an institutional mechanism and Literacy Initiative for Empowerment (LIFE) resource support system for the Community Learning Centres (CLCs), thereby enhancing the potential impact of non formal education in upgrading human resources for socio-economic development and improvement of the quality of life [*Japan and Nordic Funds-in-Trust*].

UNESCO has contributed to the Government's efforts to improve the quality of education, highlighting 'reaching the unreached'. Technical assistance has been provided to build national statistical capacities in order to improve monitoring and evaluation for policy re-formulation and orientation, stressing the qualitative aspects of education. The activities were carried out with support from the UNESCO Institute for Statistics (UIS) and the UNESCO International Institute for Educational Planning (IIEP). Special attention was given to improving teachers' qualifications as well as to promoting values-based education.

In order to achieve the EFA goals, UNESCO supported Government's response to HIV in the education sector. Areas of support have been capacity building in teacher training and NFE, drawing on UNESCO's experience and comparative advantage in these sectors [*Organization of the Petroleum Exporting Countries (OPEC), UNAIDS Unified Budget and Workplan (UBW), UNAIDS Project Acceleration Fund (PAF)*].

The right to education, especially for minority groups, is a key priority in Viet Nam. UNESCO has been called upon to help increase access to quality education, including through enhancing the role of minority languages, and has, jointly with UNICEF, supported a study aiming at creating an enabling learning environment for ethnic minority girls. Programmes on the safeguarding and encoding of minority languages have also been undertaken.

Beyond EFA, UNESCO has supported Viet Nam's agenda and commitments in the field of higher education reform and education for sustainable development (ESD). The creation of a High-Level United Nations Decade of Education for Sustainable Development 2005-2014 (DESD) Committee, chaired by the Deputy Prime Minister with vice-ministers concerned, reflects the commitment to increase awareness of values, knowledge and behaviour necessary for ESD principles to be fully applied. UNESCO contributed to the elaboration of the Action Plan to guide the stakeholders in the implementation of the Decade.

Culture

Viet Nam has ratified four UNESCO conventions: the Convention concerning the Protection of the World Cultural and Natural Heritage (1972), the Convention for the Safeguarding of the Intangible Cultural Heritage (2003), the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970), and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005). UNESCO's culture programme has focussed on assisting the authorities with the implementation of these Conventions, which should inform policies and trigger the development of cultural infrastructure, institutions and operational tools that are relevant to the specific economic and socio-cultural context of Viet Nam.

Viet Nam has played a lead role in safeguarding its intangible heritage and was elected for a four-year term on the Intergovernmental Committee for the 2003 Convention. Two Vietnamese Masterpieces of the Oral and Intangible Heritage of Humanity have been proclaimed so far,⁸ bearing testimony of the country's rich intangible heritage and its relevance for the Vietnamese people. UNESCO has supported both policy and key pilot projects related to inventorying, language preservation, community cultural mapping and implementation of national safeguarding action plans for the above Masterpieces [*Norway and Japan Funds-in-Trust*]. By doing so, Viet Nam is setting an example on how to better preserve intangible heritage worldwide.

The World Heritage List has high visibility in Viet Nam and UNESCO's expertise is frequently sought to support the sustainable management and preservation of its five World Heritage Sites [*World Heritage Fund*].⁹ The Management Bodies of World Heritage Sites have gradually increased their capacity with support from UNESCO in order to ensure a better protection of the properties. The socio-economic development as a result of tourism revenues in and around World Heritage Sites has been significant and UNESCO has been assisting the responsible authorities in managing increasing numbers of visitors and the related development pressures.

UNESCO has worked with the Government to help preventing the illicit trafficking of cultural properties through the development of a national Object ID and by strengthening the role of museums as centres for lifelong learning.



Sciences

The activities in natural sciences have focused on improved management of the World Heritage Sites and biosphere reserves,¹⁰ especially with regard to water management, as a contribution to the attainment of MDG 7. Viet Nam has assumed an active role in the World Network of Biosphere Reserves and was elected as member of the International Coordinating Council by the UNESCO General Conference and Vice-

⁸ Nha Nhac, Vietnamese Court Music (2003) and The Space of Gong Cu Iture (2005).

⁹ Monuments of Hué, Ancient City of Hoi An, Sanctuary of My Son, Halong Bay and Phong Nha-Ke Bang National Park.

¹⁰ Can Gio Mangrove, Cat Tien, Cat Ba, Red River Delta and Kien Giang.

Chair of the Bureau in 2006. Viet Nam has also been the first Vice-Chair of the UNESCO - International Oceanographic Committee (IOC) Sub-Commission since 2002.

Viet Nam also benefited from activities carried out by the UNESCO Regional Bureau for Science in Jakarta and the UNESCO-IOC Sub-Commission for the Western Pacific, for promoting science and technology in higher education; disseminating information on clean coal technologies, renewable energy technologies and policies; and developing capacity for managing aquifer recharge and recovery; applying remote sensing in the coastal and marine environment, and for detecting and monitoring of harmful algae bloom.

In the field of social and human sciences, Viet Nam has prepared official translations of the three UNESCO bioethics declarations and is working together with the Regional Unit for Social and Human Sciences in Asia and the Pacific (RUSHSAP) for the expansion of ethics of science and technology in Viet Nam. There is also ongoing collaboration with the Hanoi University of Education on bioethics education.

Communication and information

UNESCO has supported Viet Nam in preserving multilingual content. Progress has been made in developing the encoding, fonts and input methods needed for communication via digital media. The Organization also supported capacity-building to enhance the professional standards of information and media professionals. Information literacy awareness was raised through dedicated programmes with Community Learning Centres (CLCs) and the development of a community radio concept.

Lessons learned

16. It is critical to focus and prioritize programme activities and resources on a number of key areas, with clearly articulated expected results in order to achieve greater impact and effectiveness. These prioritized areas for intervention need to be based on UNESCO's comparative strengths in line with the needs of Viet Nam. The past experiences articulating UNESCO's efforts in, for example, education and culture under a specific umbrella - EFA and international conventions respectively – have permitted more targeted action and better results in these areas.

17. One of UNESCO's comparative advantages globally resides in the intersectoral and interdisciplinary approaches it can promote. It is fundamental, even more so in the context of the One UN reform, to effectively leverage and strengthen this advantage. Efforts must capitalize on synergies between culture and environment management, in particular biodiversity conservation. Similarly, joint interventions, combining education, culture and communication/information, would foster greater impact and results in mother-tongue education as well as in the promotion and safeguarding of minority languages.

18. UNESCO's activities in Viet Nam implemented through its office in Hanoi have been steadily increasing over the past biennia. Efforts invested in sharpening the vision and ensuring long-term planning and strategies should be pursued in the future to ensure continued relevance and improved delivery.

III. PROPOSED COOPERATION FRAMEWORK – 2008-2010

19. The proposed cooperation framework highlights UNESCO participation in the **One Plan 2006-2010**, which is currently being reviewed. All UNESCO's activities in Viet Nam for the period 2008-2010, financed from both regular programme and extrabudgetary resources, will be fully integrated into the One Plan.

20. This approach, which is unique to the One UN initiative in Viet Nam, will allow for identification of greater synergies with other UN agencies and for increased cooperation in selected fields of competence. It will furthermore ensure the alignment of the UN's entire programme with the government priorities.

21. In line with past efforts, UNESCO will continue to focus its activities in Viet Nam in education and culture, with smaller programmes in the areas of communication/information and the sciences. Interdisciplinarity and intersectorality within the Organization's programmes will become a stronger feature. By (re)focusing its actions in certain specific areas, UNESCO aims at ensuring the adaptability and relevance of its programme in light of the rapidly changing needs of the country.

One Plan (Common Action Plan)¹¹

22. The UNESCO Viet Nam country programme activities will contribute to **four areas** (out of the **five areas**)¹² in the One Plan results matrix. The **five areas** in the One Plan are set out below:

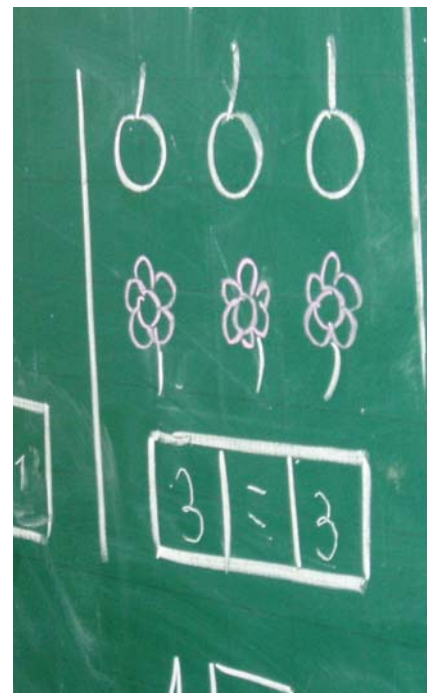
Outcome 1: Social and economic development policies, plans and laws support equitable and inclusive growth and conform to the values and goals of the Millennium Declaration and other relevant international agreements and conventions.

Outcome 2: Quality social and protection services are universally available to all Vietnamese people.

Outcome 3: Viet Nam has adequate policies and capacities for environmental protection and the rational management of natural resources and cultural heritage for poverty reduction, economic growth and improving the quality of life.

Outcome 4: The principles of accountability, transparency, participation and rule of law are integrated into Viet Nam's representative, administrative, judicial and legal systems.

Outcome 5: Viet Nam has adequate policies and capacities to effectively reduce risks of, and vulnerability to natural disasters, communicable diseases and other emergencies.



23. UNESCO's specific inputs to four **One Plan outcomes** (also reflected in the draft matrix annexed to this document) are as follows:

¹¹ A draft matrix reflecting UNESCO's inputs into the One Plan for Viet Nam is attached.

¹² It should be noted that the proposed 'Expected results' related to disaster risk reduction were integrated into the education programme under Outcome 2, rather than under Outcome 5, in order to achieve more impact.

Outcome 1

Social and economic development policies, plans and laws support equitable and inclusive growth and conform to the values and goals of the Millennium Declaration and other relevant international agreements and conventions

In the social policy cluster, a strong component on culture has been integrated, which will link the work on the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions to a broader social field, with a special focus on policy and ethnic minority issues. The main aim is to enhance understanding and increase awareness of the relation between social and ethnic minority policies and the 2003 and 2005 Conventions. The key role of the cultural sector in economic development will have to be harnessed, in particular through devising policies and strategies to support the development of cultural industries and the crafts sector.



Components on technical and vocational education and training (TVET) and on crafts and sustainable tourism development have been included, within a broader cluster on employment and enterprise development, with the aim of ensuring a more coherent policy within the national skills-training system, and to better align the training programmes with the demands of the labour market.

Outcome 2

Quality social and protection services are universally available to all Vietnamese people

The EFA framework will remain the overall umbrella for UNESCO's activities in education in Viet Nam with a strong emphasis on quality and equality aspects (EFA goals 5 and 6). The focus of UNESCO's contribution will be on policy advice, capacity-building of education planners and managers to analyze and monitor learning achievements, and the coordination of EFA partners.

Interventions will continue to target capacity-building at a national and provincial level in educational planning and management, and to provide expert advice and support to statistical activities. Teacher training will be improved as part of the efforts to enhance the quality of education, including through policy development and introducing innovative teaching methods. Good quality non-formal education and lifelong learning opportunities will be made available by ensuring the development of evidence-based policies, the capacity building of non-formal education trainers, and the elaboration of curriculum and learning materials to make them more locally relevant. Support will also be provided to higher education reform in order to reach international standards with special emphasis on the role of science and technology for higher education.

Education for Sustainable Development (ESD) will remain the overarching framework for values-based education in Viet Nam. In this context, an intersectoral and interdisciplinary approach will be developed in relation to the role of local languages and local knowledge for sustainable development. The goal will be to empower ethnic minority communities and enhance their equal integration into the broader society through a dedicated pilot project. This innovative pilot initiative will promote

multilingualism and the transmission of indigenous knowledge in formal school and non-formal education settings through the use of information and communication technologies (ICTs).

Within the framework of the Spanish MDG-fund, a Gender Joint Programme has been developed to assist the Vietnamese Government with the implementation of the Gender Equality Law (November 2006) and the draft Law on Domestic Violence. UNESCO is one of the eleven participating UN agencies and will focus its contributions on reviewing textbooks with regard to gender stereotypes, analysing gender stereotypes in media, training journalists, and providing overall support to the Ministries of Education and Training (MOET) and Information and Communication (MOIC) on gender mainstreaming.

A Joint Programme on HIV has also been developed. UNESCO is one of the ten participating agencies in this Joint Programme that seeks to support Viet Nam in addressing the challenges and opportunities in the national response to HIV. Together with UNICEF and UNFPA, UNESCO will continue its support to MOET in its response to HIV. UNESCO's contribution consists of support to the development of a comprehensive education sector response strategy, the inclusion of HIV preventive education into technical and vocational training and non-formal education, and the enhancement of teacher training.

UNESCO's work in the area of water and sanitation has been included under the cluster on environmental health. The expected results are to strengthen the technical capacity of the Water and Sanitation sector, including ensuring the quality of freshwater reservoirs.

Outcome 3

Viet Nam has adequate policies and capacities for environmental protection and the rational management of natural resources and cultural heritage for poverty reduction, economic growth, and improving the quality of life

The scope of Outcome 3 has been broadened to include cultural heritage at an outcome level, thereby emphasizing the relevance of linking cultural with natural heritage management and protection, as well as with sustainable development at large.

A first cluster of results on sustainable development policies and institutional development includes the main culture programmes implemented in Viet Nam. These encompass initiatives in the areas of natural and cultural World Heritage, intangible cultural heritage and cultural tourism. The main aim is to further strengthen national and provincial capacities for safeguarding, preserving and managing this heritage. This will also include capacity-building for community involvement, especially with regard to safeguarding intangible heritage. Additional efforts will be made towards strengthening Viet Nam's capacities in managing increasing opportunities and pressures from tourism development.



A second cluster on natural resource management includes UNESCO's activities in the field of natural sciences. The main focus remains on natural World Heritage Sites and Biosphere Reserves, aiming to enhance management capacities and to strengthen the involvement and role of ethnic minority communities living in and around these sites.

Outcome 4

The principles of accountability, transparency, participation and rule of law integrated into Viet Nam's representative, administration, judicial and legal systems

UNESCO's efforts in communication and information will focus on improving the professional standards of media professionals, within a broader framework on governance. In this context UNESCO will support the institutional capacity-building of training institutions to offer high-quality training.

IV. PARTNERSHIPS

24. Within the context of the **Delivering as One** pilot, greater synergies and potential collaboration between UN agencies are sought. The way in which the One Plan is presented will indicate the synergies between different agencies and programmes, with a range of actors contributing to the same Output or Outcome. **Joint programmes** are being established in a number of sectors:

- On Gender (Spanish MDG Fund), with UNFPA, UNICEF, UNDP, UNIFEM, UNV, UNAIDS, ILO, FAO, UNIDO, WHO, and the International Organization for Migration (IOM),
- On Youth with IOM and ILO as main partners,
- On HIV and AIDS under the coordination of UNAIDS,
- On Cultural Tourism, including crafts, with UNIDO.

25. The One Plan for Viet Nam is linked to a **One Budgetary Framework** and to a **One Plan Fund**. A majority of donors present in Viet Nam will contribute to the One Plan Fund, which implies that direct access to fundraising within the country will become limited.¹³

26. The main **national counterparts** in programme implementation will remain: National Commission for UNESCO, Ministry of Education and Training (MOET) and its institutes, Ministry of Culture, Sports and Tourism (MCST), Ministry of Natural Resources and Environment (MONRE), Ministry of Information and Communication (MOIC), Ministry of Science and Technology (MOST), Central Committee of the Women's Union, Committee for Women's Advancement, Youth Union, General Statistics Office, National Institute of Linguistics, Viet Nam National Council on Education, Teacher-Training Universities and Colleges and academia including Viet Nam National University.

27. UNESCO is one of the active members of the **Education Sector Group** (ESG), which constitutes a donor-government coordination forum for the Education sector. Based on the EFA National Action Plan, UNESCO pursues strategic partnerships with multi- and bi-lateral donors with a sector-wide approach to make collective efforts in achieving EFA goals. UNESCO, together with UNICEF, promotes advocacy of EFA with a coalition of international NGOs including ActionAid, Aide et Action, Childfund, Oxfam Great-Britain, Plan, World Vision, and the NGO Resource Centre.

¹³ As of 31 December 2007, United Kingdom's Department for International Development (DFID), and the Governments of Norway, Luxemburg and the Netherlands have transferred non-earmarked funds to the One Plan Fund. Other donors are expected to follow this example. The governments of Ireland, New Zealand, France and Canada have also committed funding.

28. Further cooperation is foreseen with the Japan Bank for International Cooperation (JBIC) on the preservation of Hue and with the Asian Development Bank (ADB) for teacher management.

29. Funds-In-Trust arrangements include the Japan FIT for cultural heritage preservation and management, the Nordic FIT for the safeguarding of intangible heritage and the Italian FIT for the preservation of the My Son World Heritage Site.

Annex I: One Plan Results and Resources Framework

(Final draft 31 December 2007)

Country Program Outputs	Expected Results	NIPs	Budget
Outcome 1: Social and economic development policies, plans and laws support equitable and inclusive growth and conform to the values and goals of the Millennium Declaration and other relevant international agreements and conventions			
Social Policy & Social Security			
[UNICEF] [UNESCO] Strengthened policies on ethnic minorities, that promote rights of ethnic minority children and women	1. [UNESCO] Enhanced coherence between social and ethnic minority policies vis-à-vis the 2003 International Convention on the Safeguarding of Intangible Cultural Heritage and the 2001 Law on Cultural Heritage	MCST, MOLISA, Committee for Ethnic Minorities	20.000
Employment and Enterprise Development			
[ILO] [UNESCO] Employment Policies, Programmes and Practices supporting Decent Work	1. [UNESCO] [ILO] Vocational Education and Training Policies and Programs are demand driven and improve employability, especially of youth.	MOLISA MOET/ WU	97,500
[UNDP] [UNIDO] [UNESCO] [ILO] More coherent and conducive regulatory framework and policies for private sector development and practices that promote investment, trade, wealth and employment creation, especially among youth, at national and local levels.	1. [ILO] [UNIDO] [UNESCO] Improved Policies, programmes and practices for pro-poor local economic development – including micro, small, artisanal and cooperative enterprises and entrepreneurship promotion – focusing on the particular needs of rural populations, women and other disadvantaged groups 2. [UNESCO] Policies and strategies devised to support the development of cultural industries, in particular traditional crafts	MOLISA, MCST, MARD DARD, WRRDSSNam Dinh, Quang Nam	348,872
[IOM,ILO, UNESCO,UNV, UNIFEM,UNFPA] Youth Joint Programme - Vulnerable rural youth are able to obtain decent and productive employment	1. [ILO] [UNESCO] [UNV] Employability of vulnerable rural youth improved, with a focus on formal/non education, guidance and vocational training 2. [UNFPA] [UNIFEM] [IOM] [ILO] [UNESCO] [UNV] Vulnerable rural youth empowered to make informed employment-related decisions, with a focus on enhancing services for employment and migration-related life skills and community awareness	MOLISA, MOET, MOH, VCCI, VGCL, VCA YU, Fatherland Front, Farmer's Unions, WU	419,119
Outcome 2: Quality social and protection services are universally available to all Vietnamese people			
Education			
[UNESCO] Strengthened, gender responsive, institutional and organizational capacities in educational planning, management, statistics and monitoring and evaluation	1. [UNESCO] Policy for EFA, including Secondary Education Master Plan, revised based on the outcomes of EFA Mid-Decade Assessment and the evaluation of SEDP 2. [UNESCO] Enhanced national capacity for analyzing and using educational statistics (including direct literacy assessment) and for education planning and management 3. [UNESCO] Enhanced awareness at government level of EFA, gender equality in education and key national challenges in education 4. [UNESCO] Measurement tool developed to quantitatively and qualitatively assess, monitor, and evaluate gender equality in primary and secondary education 5. [UNESCO] National M&E framework developed for education for sustainable development	MOET, DOET, BOET, GSO, Teacher Training Universities/Colleges, Viet Nam National Commission for UNESCO	955,080
[UNESCO] Strengthened teacher	1. [UNESCO] Policy framework established for training of teachers and for enhancing	MOET, DOET,	402,620

Outcome 2: Quality social and protection services are universally available to all Vietnamese people			
education system in place for the delivery of quality education, including enhanced policies, improved coordination mechanisms and clear institutional roles and responsibilities	2. teacher management, status and development. [UNESCO] Effective gender responsive and learner-centered teaching methods, teachers' guides and reference materials developed for pre-service and in-service teacher training, including for the effective use of ICTs and for the promotion of ESD	Teacher Training Universities/Colleges	
[UNICEF] [UNESCO] By the end of 2010, children up to 6 years of age are physically, intellectually, emotionally and socially ready to enter primary school with a special focus to disadvantaged and vulnerable young children and their families [the poorest, ethnic minority, girls, children with disabilities]	1. [UNICEF] [UNESCO] ECD policy and legal frameworks; advocacy; funding and coordination are strengthened	MOET	42,581
[UNICEF] [UNESCO] By the end of 2010, primary school age children, particularly disadvantaged and vulnerable children (including ethnic minority children) will learn and complete primary education in equitable, quality and efficient child friendly schools	1. [UNICEF] [UNESCO] Evidence-based sub-laws, policies and strategies are developed and reflect the child friendly concept of quality education 2. [UNICEF] [UNESCO] The primary education sub-sector, including the national curriculum, responds to the needs and rights of all children, particularly the most disadvantaged and ethnic minorities	MOET	38,200
[UNICEF] [UNFPA] [UNESCO] By 2010, all learners, especially young people, realise their full potential and rights through access to quality education including life skills, SRH and HIV/AIDS education in school and the community	1. [UNICEF] [UNESCO] Life Skills Education and HIV prevention mainstreamed into lower secondary education and incorporated into programmes/activities for community-based adolescent education 2. [UNESCO] Ethical, cultural and international dimensions introduced into the national curricula and reflected in teaching approaches, methods and materials 3. [UNICEF] [UNFPA] [UNESCO] Development of a M&E framework for ASRH and HIV education ensuring linkages with the National HIV M&E framework supported 4. [UNICEF] [UNFPA] [UNESCO] Comprehensive education sector response to HIV strategy developed and disseminated	MOET, Teacher Training Universities/Colleges	498,300
[UNESCO] Higher education system modernized to achieve international standards in accordance with the higher education reform	1. [UNESCO] International forum on higher education organized to facilitate the policy debates on higher education reform in line with WTO commitments 2. [UNESCO] Evidence-based policy development for quality HED facilitated, including through the promotion of cross-border education 3. [UNESCO] Science, Technology and Bioethics education and research promoted in Higher Education	Viet Nam National Council of Education, MOET	229,450
[UNESCO] Improved quality of and access to learning through formal and non-formal education, especially for ethnic minorities	1. [UNESCO] Awareness raised on the role of mother-tongue instruction among a broad range of stakeholders through advocacy and capacity building 2. [UNESCO] Study conducted for mapping the use of ethnic minority languages in primary education 3. [UNESCO] Mother-tongue based literacy programmes developed in NFE settings among ethnic minority communities 4. UNESCO Quality of NFE programmes improved through the development of evidence-based policies and strategies and through the introduction of locally relevant curricula and learning materials	MOET, DOET, MCST, Committee for Ethnic Minorities, National institute of Language, Vietnam National Commission for UNESCO, Youth Union, Libraries, Digital Training	2,590,400

Outcome 2: Quality social and protection services are universally available to all Vietnamese people			
	5. [UNESCO] CLC Monitoring Information System piloted and capacity of NFE officials built to plan, monitor and evaluate the NFE programme 6. [UNESCO] Increased synergies between formal and non-formal education systems 7. [UNESCO] Enhanced local capacities and empowerment of communities to document and safeguard endangered languages and local knowledge in education 8. [UNESCO] Tools developed for the promotion of local language and local knowledge for education for sustainable development 9. [UNV] [UNESCO] Volunteer component in ICT for Development as part of the VNG Education for all (EFA) programme 10. [UNESCO] Capacities of museum professionals enhanced for improving the role of and access to museums as platforms for Lifelong Learning	College, Teacher Training universities/Colleges, CECs and CLCs, Folklore Association, museum network	
Environmental health			
[WHO] [UNESCO] A healthier environment promoted, primary prevention intensified and public policies in all sectors influenced so as to address the root causes of environmental threats to health	1. [WHO] [UNESCO] Environmental health policy-making, evidence-based assessment, planning and implementation of preventive interventions, service delivery and surveillance strengthened in order to that reduce environmental health risks, enhance safety, and promote public health	MOH, VAPM, NIOEH	30,000
Outcome 3: Viet Nam has adequate policies and capacities for environmental protection and the rational management of natural resources and cultural heritage for poverty reduction, economic growth and improving the quality of life			
Sustainable development policies and institutional development			
[UNESCO] [UN-HABITAT] Integrated heritage policies, plans and strategies developed in line with international conventions with broad participation of local stakeholders, and capacities strengthened for their implementation	1. [UNESCO] Increased national capacity to assess, monitor and update policies for the safeguarding and protection of cultural and natural heritage. 2. [UNESCO] Institutional capacities strengthened for the safeguarding and transmission of cultural heritage with broad participation of the local communities 3. [UNESCO] [UN-HABITAT] Strengthened national, provincial, and local plans, regulations, information systems and capacities for the sustainable use and conservation of cultural heritage, in particular linkages with spatial and economic planning and management. 4. [UNESCO] [UN-HABITAT] Improved policies, strategies and implementation capacities for balancing the safeguarding of heritage and tourism development and for ensuring that sustainable tourism contributes to local economic development 5. [UNESCO] Evidence-based plan and strategy developed for culturally informed sustainable development policies	MCST, MOC, People's Committees in Quang Nam, Quang Ninh, Thua Thien Hue and other selected provinces	3,279,389
Natural resource management			
[UNDP] [UNESCO] [IFAD] Local initiatives supported to promote the sustainable use of natural resources	1. [UNDP] [UNESCO] Systematized successful grassroots experiences and in situ learning models, and the replication and scaling up of such experiences with broad participation by mass organisations, NGO's, and communities, on environmental protection and sustainable natural resources management, specifically land that is prone to desertification and climate risks (<u>mostly local level</u>) 2. [UNDP] [UNESCO] Protected Area management, including in World Heritage sites and Biosphere reserves, strengthened and building local capacities (<u>local level</u>)	MONRE, MARD, MCST, Vietnam National Commission for UNESCO, People's Committees of Ba Ria – Vung Tau & Gia Lai, Thua Thien	675,855

Outcome 3: Viet Nam has adequate policies and capacities for environmental protection and the rational management of natural resources and cultural heritage for poverty reduction, economic growth and improving the quality of life			
	3.	[UNESCO] Increased recognition of the customary rights of ethnic minority communities surrounding and within national parks and of the role of communities in conservation and sustainable land management.	Hue, Quang Ninh, Quang Nam and other provinces; selected SMEs; local mass organisations, universities, MAB National Committee, provincial level Institutions

Outcome 4: The principles of accountability, transparency, participation and rule of law are integrated into Viet Nam's representative, administrative, judicial and legal systems			
Public Administration reform and legal capacity building			
[UNFPA, UNDP, UNIFEM, ILO, UNESCO, UNICEF, WHO, FAO, UNODC, UNIDO, UNAIDS] Gender Joint Programme - Improved capacity of relevant national and provincial authorities, institutions and other duty bearers to effectively implement the law on Gender Equality and the law on Domestic Violence.	1.	[UNIFEM] [UNDP] [UNFPA] [UNICEF] [FAO] [ILO] [WHO] [UNODC] [UNESCO] Improved skills, knowledge and practices for the implementation, monitoring, evaluation and reporting of the Law on Gender Equality and the Law on Domestic Violence	State Managing Agency, Party, NA, MOLISA, NCFAW, MOET, MOH, MOJ, MOCST, MARD, MPS, MOCI, VCCI, GSO, NCFAW, VWU, GencomNet
			350,754
Representation and democratization			
[UNESCO] Capacities of media organizations and journalists strengthened and professional standards improved to ensure accountable reporting.	1. 2. 3.	[UNESCO] Community participation in media strengthened [UNESCO] Curricula and training materials for media professionals improved. [UNESCO] In-service training and capacity of media professionals enhanced, including with regard to HIV.	MOET, MOCI, VTV, VOV, VJA, NIESAC, Digital Training College, Department of Ethnic Minority IOIT, Academy for Journalism and Communication, Journalism Department of National University
			111,700