



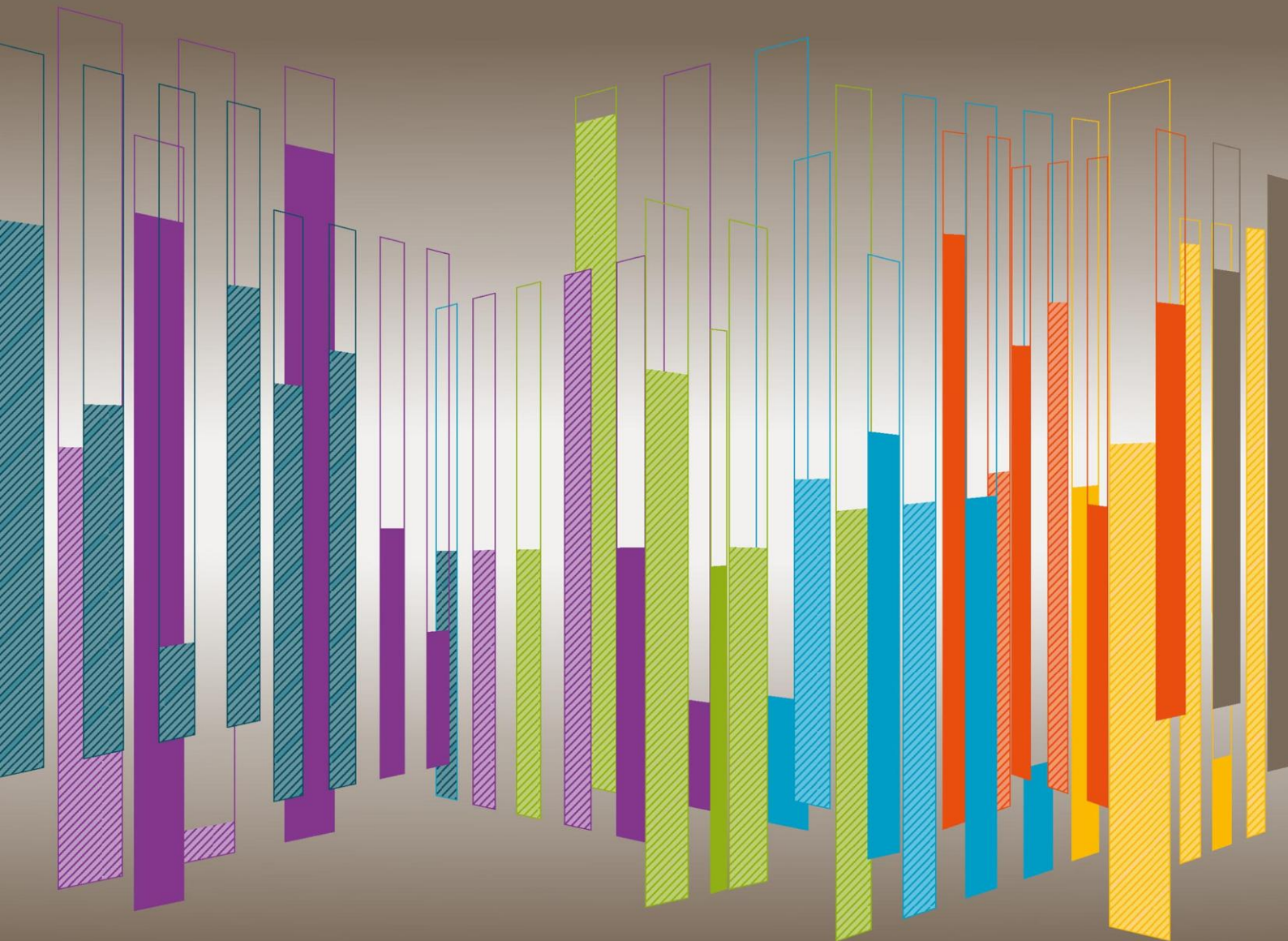
United Nations
Educational, Scientific and
Cultural Organization



Diversity of
Cultural Expressions

UNESCO CULTURE FOR DEVELOPMENT INDICATORS

Viet Nam's Technical Report



The UNESCO Culture for Development Indicators (CDIS) is an advocacy and policy tool developed within the framework of the Secretariat of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expression. Tested and implemented in 11 countries since 2009, the CDIS demonstrates, through quantitative and qualitative data, the enabling and driving role of culture in sustainable development. Its main objectives are to:

- Provide evidence-based justification for the inclusion of culture in national and international development strategies and plans;
- Gather new data for informed policies and monitoring systems for culture;
- Build capacities in data collection and analysis on culture and development;
- Promote awareness of culture's role in sustainable development through participative inter-institutional dialogue;
- Foster a comparable understanding at the international level ;

More information on the CDIS (www.unesco.org/creativity/cdis).

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Technical Report prepared by the UNESCO Office in Ha Noi based on the data collection process and the construction of the Culture for Development Indicators in Viet Nam (2011-2013), as well as the contributions for analysis of the results by Tom Fleming, with the support of AECID.

Cover design: Anya Crane based on the work of MH Design

UNESCO

CULTURE FOR DEVELOPMENT INDICATORS

TECHNICAL REPORT

VIET NAM

Starting date: 19 May 2011

Reporting date: 30 October 2013

With the support of



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A. IMPLEMENTATION PROCESS AT NATIONAL LEVEL

1. General conditions and context

The role of culture in socio-economic development was recognized in the Resolution of the 5th Party Central Committee in 1998, which regarded culture as being “both the goal and motivation for socio-economic development in Viet Nam”. However, the linkage between culture and development has yet to be concretized in the National Strategy for Cultural Development for the period 2010-2020 or any other Action Plans. Given such a context, the Culture for Development Indicators (CDIS) can produce valuable inputs for the on-going discussions about the culture and development nexus in Viet Nam.

The CDIS project was first introduced to different line Ministries and researchers in Viet Nam in May 2011 in an attempt to invite feedback for contextualizing the CDIS in Viet Nam and identify the gaps in existing statistical databases related to the contribution of culture to development. Proceedings from the national workshop in 2011 pointed to the importance of quantifying the linkage between culture and development and how a set of indicators can contribute to better inform decision making.

2. Main stakeholders involved

Department of Social and Environmental Statistics, General Statistics Office of Viet Nam (GSO) was chosen as the main implementation counterpart. The GSO, along with its branches at provincial level, is the ultimate State-governing body mandated for collecting and disseminating statistical data. Department of Social and Environmental Statistics, GSO is exclusively assigned to conduct social surveys at the national level, for instance the Population Census, the Viet Nam Housing and Living Standards Survey and other administrative records. Before organizing the first workshop in May 2011, the project team identified a number of relevant actors at Ministerial level to be involved in constructing the CDIS indicators. Technical partners identified at the first stage of the project included the Department of Finance and Planning under the Ministry of Culture, Sports and Tourism, the Ministry of Education and Training; the Ministry of Information and Communication; the Department of Gender Equality and the Department of Labour and Employment, Ministry of Labour, Invalids and Social Affairs; and other relevant departments under the GSO.

3. Implementation process

Above-mentioned counterparts were invited for comments on adapting the CDIS to the Vietnamese context in the first national workshop in May 2011. The workshop discussed possibilities for contextualizing each indicator, potential data sources and plausible alternative indicators. It was identified during the first workshop that there is a significant lack of statistical data in the current database, especially with regards to the contribution of cultural activities to GDP or employment in culture-related industries.

Building on the findings of the first workshop, GSO’s project team collaborated with concerned Ministerial departments to collect raw data. A number of indicators were constructed using existing international databases, most of which were recommended in the CDIS Methodology Manual. Below is the summary of the indicators, which were constructed using existing international databases:

- Complete, fair and inclusive education
- Freedom of expression
- Perception of freedom of expression
- Access and Internet use
- Participation in going-out cultural activities
- Interpersonal trust
- Freedom of self-determination
- Gender equality objective outputs
- Perception of gender equality

Besides international databases, statistical data are collected from two main national sources: administrative records and statistical surveys. Major surveys deployed for constructing the CDIS include the 2009 Population Census and Viet Nam Housing and Living Standards Surveys 2006, 2008 and 2010 (biannual survey). With regards to administrative records, reporting standards have yet to be harmonized between line Ministries. In order to obtain administrative records of MoCST, Ministry of Education and Training and Ministry of Information and Communication, the project team had to set up meetings with officers in charge at each Ministry to discuss possibilities of extracting required information.

With regard to indicators involving qualitative checklists, the project team with the support of the UNESCO Ha Noi Office had to consult with relevant focal points of the Department of Cultural Heritage, MoCST to analyze in-depth the existing cultural infrastructure and legislative framework governing the preservation and promotion of cultural and natural heritage. In addition, extensive desk review of existing legal documents in the field of culture was conducted by the project team and UNESCO Ha Noi in order to scrutinize the qualitative checklist.

Finally, the results were interpreted by consulting the CDIS Methodology, policy papers, monitoring and evaluation reports and consultation with international and national partners. Findings were cross-checked with numerous studies in Viet Nam conducted by reputable institutions such as the World Bank and UNDP in Viet Nam in order to add values to the indicators and their interpretations. Additionally, it is important to note that besides the aggregate measures, data was disaggregated by gender, age groups or regions, especially during implementation during the second phase. The purpose of this exercise is to identify groups or areas that are in the margins of development and highlight potential implications for equality and equity.

In March 2012, the second workshop on the first draft of the CDIS was organized as part of UNESCO Ha Noi's Culture and Development Week. The objective of the workshop was to present the preliminary results of the Test Phase and invite feedback from national stakeholders to scrutinize the findings. The consultation workshop gathered twenty officials from different line Ministries including the Ministry of Planning and Investment; the Ministry of Culture, Sports and Tourism; the Ministry of Labour, Invalids and Social Affairs; the Ministry of Education and Training; an independent gender researcher and the press. The dimension that received most interest from participants was gender equality. A number of alternative indicators were also proposed such as the total number of kindergartens or kindergartens per capita. These may illustrate the ability of women to participate in culture as the more women get freed up from child-care responsibilities, the more they can enjoy cultural activities. In general, the

preliminary results were well received by national stakeholders as it is reportedly necessary to concretize the contribution of culture to development in quantitative terms.

Later in 2012, the CDIS project in Viet Nam entered its second Test Phase with a revised set of indicators. While many of the revised indicators can be constructed using international databases, those involving qualitative checklists required further consultation with governing bodies in the field of culture, especially the Department of Cultural Heritage, Ministry of Culture, Sports and Tourism. An international consultant was contracted to provide initial analysis of five indicators including Education, Gender Equality, Communication, Governance and cultural rights, and Social participation. The final CDIS Technical Report is hence adjusted to present solely the results from the second test phase.

B. FINDINGS

1. Education

1.1. Inclusive education

Investment in education has always been placed at a high level in Viet Nam's socio-economic development strategy. As a major component of the Socio-economic Development Strategy for the period 2011-2020, the State highlights the importance of investing in enhancing the national education system and capacity-building for education professionals. This is further concretized in the Education Development Strategic Plan 2011-2020, which targets revitalizing the education system, enhanced education management, capacity-building for educators and inclusive education for marginalized groups. State budget on education has increased annually, from 11.6% of state expenditures in 2000 to 20% in 2010¹. In 2000, Viet Nam announced completing compulsory primary education, one of the Millennium Development Goals and is working to implement compulsory secondary education nationwide.

➤ Indicator: Index of average years of schooling of the population between the ages of 17 and 22, adjusted to reflect inequalities

Education gives individuals the skills to actively participate in their culture, society and economy. Secondary education increases opportunities for employment, provides a platform for further skills acquisition and opens up horizons for personal development.

In Viet Nam, the net enrolment rate (NER) in secondary education is 82.6% for lower secondary education and 56.7% for upper secondary education, indicating a significant drop in participation as education progresses. Participation of males and females is almost identical across the country for lower secondary education, but female participation is stronger for upper secondary education (60.6% compared to 53.1% for males²).

This broadly positive overall participation level does, however, need to be understood taking into account those living in education deprivation.

¹ Administrative record, 2010 – GSO

² Population Census, 2009 - GSO

	Total	Disaggregated by		Disaggregated by	
		Male	Female	Urban	Rural
Average number of years of schooling (of the population between the ages of 17 and 22)	8.34	8.38	8.31	9.75	8.01
Percentage of the population with fewer than four years of schooling (17-22 years old)	8.7%	8.7%	8.7%	4%	9.8%
Standardized average number of years of schooling	0.83	0.838	0.831	0.975	0.801
Adjusted index according to inequalities	0.7578	0.7651	0.7587	0.936	0.7225

Table 1: Index of average years of schooling of the population between the ages of 17 and 22 in 2002³, adjusted to reflect existing inequalities

The overall index of 0.7578 indicates a fair level of inclusive education for all. The positive measure suggests that education is delivered to a large proportion of young adults, which enables them to grasp opportunities for becoming confident and active citizens and foster their sense of wellbeing and self-determination. However, the gap in equal rights to education reflected by the adjusted index indicates that marginalized young people have yet to fully enjoy inclusive education and therefore are much less advantaged to expand their choices and lead a fruitful life. Emphasis should hence be placed on identifying the young adults deprived of education and improving their access to and continuity of education.

Noticeably, the adjusted index is almost identical between male and female young adults, which partly reflects equal rights to secondary education assumed by both sexes. However, disaggregated index by urban and rural area reveals a marked pattern of inequality in education. The index of 0.93 for urban youngsters is close to the ideal value of 1 indicating the desirable level of equity and equality in the enjoyment of opportunities to acquire necessary skills and knowledge among urban citizens. On the contrary, young adults in the rural settings lag far behind urban citizens in terms of cultural rights to education. Approximately 10% of rural young adults lived in education deprivation doubling that in urban area. Therefore, while an overall index of 0.75779 shows that Viet Nam is above the average for fair and inclusive education, there is still a long way to go – especially with regard to equitable cultural rights to education between young adults from different backgrounds.

Data source:

- EFA Global Monitoring Report, Reaching the marginalized, UNESCO, 2010.

1.2. Multilingual Education

Cultural diversity is explicitly recognized in the current legislative framework of culture in Viet Nam. The rights of each community to practice and transmit their own customs and use their own languages have been explicitly guaranteed under the 1992 Constitution, the country’s ultimate ruling principles. As an

³ The most updated data available on education deprivation for Viet Nam are in 2002.

ethnicity-rich country, the country has 54 ethnic groups who have their own languages, mainly handed down. In order to valorize cultural diversity, education has been explicitly identified as an important tool to ensure the fundamental cultural rights of ethnic groups.

- **Indicator: Percentage of instructional hours dedicated to promoting multilingualism in relation to the total number of hours dedicated to languages (first two years of secondary school)⁴**

Awareness and appreciation of cultural diversity can be fostered through educational programmes that are culturally sensitive and that emphasize the positive value of intercultural dialogue. Multilingual education is a necessary element encouraging the mutual understanding between ethnic groups and ensuring respect for fundamental rights.

The Chart below presents the languages taught in school in Viet Nam as a % of total yearly instructional hours devoted to languages for Grades 6-7 in 2007.

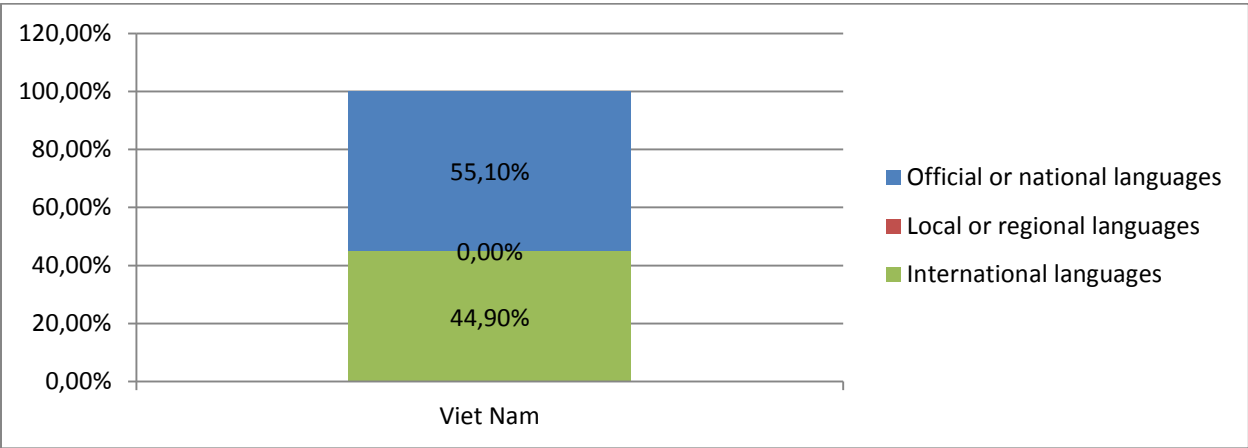


Figure 1: Percentage of instructional hours dedicated to multilingual education in the grade 6-7 (Source: International Bureau for Education UNESCO, 2007)

While the percentage of international language teaching is relatively high, minority languages are absent from Grade 6-7’s curriculum and are instead taught at the primary level only. The confinement of minority language teaching is rather explicit in the Law on Education 1999, which states that “The ethnic minority groups have the right to use their own spoken languages and scripts together with Vietnamese to achieve primary education”. The Ministry of Education and Training has developed a syllabus for 8 minority ethnic languages to teach minority pupils in 25 provinces/cities with a high percentage of ethnic people⁵. However, bilingual education in primary schools remains only part of additional courses which, in total, cannot exceed 15% of the school curriculum⁶. Additionally, without a continued programme into secondary school, progression in minority languages and multilingualism across Vietnamese minority and majority languages is reduced overall.

Data source:

⁴ See Annex 1 for detailed calculations
⁵ Government Portal, 2009
⁶ Country Social Analysis: Ethnicity and Development, 2009 (World Bank)

- World Data on Education, VII 2010/2011: Viet Nam. Compiled by UNESCO-IBE.

1.3. Arts Education

- **Indicator: Percentage of instructional hours dedicated to arts education in relation to the total number of instructional hours (first two years of secondary school)**

A further indicator for the valorization of interculturality, cultural diversity and creativity, in the first two years of secondary education, is the percentage of instructional hours dedicated to arts education in relation to the total number of instructional hours (grades 6-7)⁷. In Viet Nam, this figure is 12.6%. Significant evidence points to the ways arts education and creative education overall helps to lift confidence, improve problem-solving skills, and aid attainment and achievement in 'STEM subjects'. In Viet Nam.

Data source:

- World Data on Education, VII 2010/2011: Viet Nam. Compiled by UNESCO-IBE

1.4. Professional training in the culture sector

- **Indicator: Index of coherency and coverage of technical and vocational education and training (TVET) and tertiary education in the field of culture⁸**

Overall measure: 1

The overall index of Viet Nam equals to the ideal value, meaning the existence of a coherent technical and tertiary education system for culture. There are now several state-sponsored institutions that offer training of professionals in activities such as heritage and cultural management (e.g. Hanoi Culture University), music (e.g. Viet Nam National Academy of Music), Fine, Visual and Applied Arts (e.g. Hanoi University of Industrial Arts), and film (e.g. Viet Nam Academy of Theatre & Cinema). Noticeably, the training of professionals for arts and creative teaching is not widespread in Viet Nam and there is a serious shortage of cultural management training, training for entrepreneurialism in the arts and cultural sector, new business models in the arts and cultural sector, and continuous professional development in this sphere overall.

In recent years, the reach and capacity of training programmes has been significantly extended. Besides the State-sponsored institutions, private institutions are entering the market for arts and creative education such as FPT Arena owned by the Vietnamese telecom giant FPT Group, or London College for Fashion Studies. These private educational institutions offer young adults with a wide selection of specialized training related to the creative industries such as graphic design or fashion. The participation of the private sector in vocational and tertiary education has been welcomed by education governing bodies evidenced in the Action Plan for Education for the period 2011-2010. However, those public and private institutions are mainly clustered in major cities such as Ha Noi or Ho Chi Minh. Hence, the

⁷ See Annex 2 for detailed calculations

⁸ Refer to Annex 3 for detailed calculations

unequal distribution of vocational and tertiary institutions in the field of cultures remains a challenge to promote the creative industries and cultural education in Viet Nam.

Data sources:

- Ha Noi Culture University;
- HCMC Culture University;
- Institute for Conservation of Monuments;
- Viet Nam National Academy of Music;
- College of Fine Arts;
- Ha Noi University of Industrial Fine Arts;
- Viet Nam Institute of Cultural and Arts Studies;
- Viet Nam Academy of Theater and Cinema;
- Ho Chi Minh City College of Theater and Cinema

Year: 2012/2013

2. Communication

Communication is the central means by which thoughts, ideas and creativity are expressed. The ability to communicate freely with others fosters an environment that promotes the diversity of expressions and social capital. New technologies provide more opportunities for individuals to engage with cultures from around the world, but there remains a challenge to ensure that these support cultural diversity, creativity and are open to all. Overall, communication is an important platform for allowing individuals to freely participate in and benefit from their culture as well as other cultures within their society.

2.1. Freedom of expression

Freedom of Expression is protected in Article 19 of the Universal Declaration of Human Rights. Freedom of expression guaranteed by law, an enabling environment and the employment of new communication technologies play a crucial role in creating pathways to the communication process. This indicator assesses the right to freedom of expression in legal systems both in legislation and in practice.

➤ **Indicator: Index of print, broadcast and internet-based media freedom**

Law on Media passed by National Assembly of Viet Nam in 1989 and amended in 1999 protects the freedom of the press and the right of freedom of speech of each person through the media. It is stipulated under the law that no one shall be permitted to abuse the rights of freedom of the media or freedom of speech of citizens through the media.

The index provided by Freedom House (2012) provides the evaluation of freedom of expression in practice. In Viet Nam, an overall score of 82 shows that majority of print, broadcast and internet-based media is not underpinned by freedom of expression. The chart below shows that in political and legal environments, freedom of expression is further reduced:

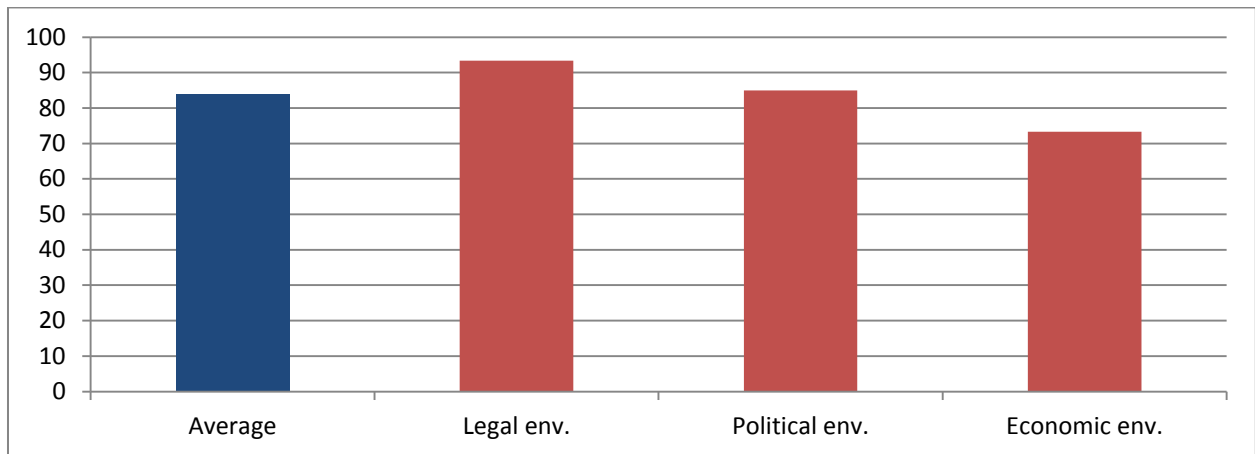


Figure 2: Index of the print, broadcast, and internet-based media freedom for Viet Nam (Source: Freedom House, 2012)

The index indicates that the flow of information and news is not free in Viet Nam, with special note to its legal and political environment. The result contradicts with above stipulation in law which clearly recognize freedom of speech through the media and prohibition of any censorship against the press. It was noted in the Freedom House 2013 report that censorship to media content is a major obstacle to Internet freedom in Viet Nam. The finding is corroborated by other indicators which also evaluate freedom of press. For instance, Reporters without Borders ranked Viet Nam 165th among 178 countries in 2010.

Data sources:

- *Freedom of Press Index*, Freedom House (2012);
- *Press Freedom Index*, Reporters without Borders (2010).

2.2. Going further: Perception of freedom of expression

- **Indicator: Percentage of the population who perceive that freedom of expression is fully guaranteed in the country**

Perceptions of freedom of expression show different outcomes to the above. The Asia Barometer shows that close to 75% of Vietnamese consider that they enjoy a freedom of expression. However, when being asked about perceived freedom of expression 36.7 % strongly agree that people are able to speak what they think without fear; 42.3% somewhat agree. This indicates a certain level of hesitation to speak openly and outwardly for fear of the consequences, however, as a whole the majority of respondents demonstrated their enjoyment of freedom of expression.

Data source:

- Asian Barometer (2005).

2.3. Access and Internet use

Internet and 3G Technology has been booming in Viet Nam, with a drastically growing number of subscribers. 3G services have been provided nationwide since 2010 by four major operators and more

investors are under way to jump into this potential market. According to data from the Viet Nam Housing and Living standards survey in 2008, the percentage of households with a personal computer was 11.4%, approximately half of which are connected to Internet. By the end of 2010, 3G coverage was provided nationwide offering video call, mobile TV, mobile internet and mobile video.

➤ **Indicator: Percentage of individuals using the Internet**

In 2008, 23.9% of the Vietnamese population used the Internet, rising to 35.07% in 2011. The below graph shows a steadily increasing trend of Internet users in Viet Nam, indicating the greater penetration of the Internet into the daily life of the Vietnamese and the rising demand for the fast flow of information within the society.

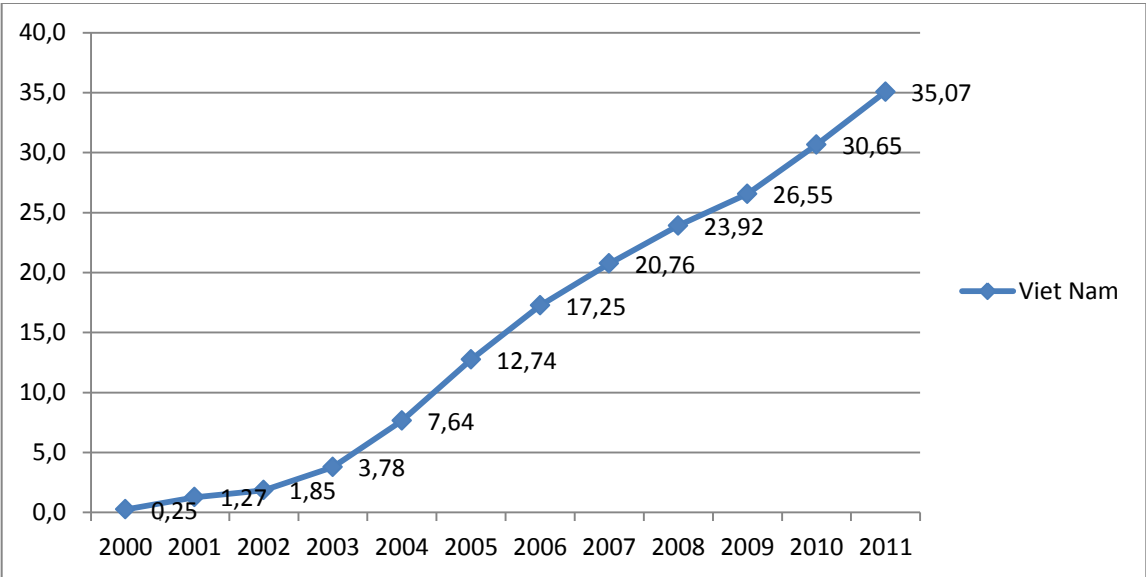


Figure 3: Percentage of individuals using the Internet in Viet Nam, 2000-2011 (Source: ITU Index)

Internet users in Viet Nam accounted for one third of the population in 2012, which enables Viet Nam to rank fourth to Malaysia, Brunei and Singapore in terms of Internet users among 11 Southeast Asian countries. The Vietnamese Government has made significant moves to champion digital technology – positioning it as a key driver for economic growth and competitiveness. This is set to be enshrined in a new National Strategy for the Creative Economy. However, to date, approaches to digital technology have been focused toward incentives for advanced manufacturing rather than distribution and access for local markets, where progress has been less rapid. In June 2009, the first 3G licenses were awarded by Ministry of Information and Communication to five operators who committed to invest trillion VND33 in infrastructures with a total of 30,000 base transceiver stations. Therefore overall, access to the Internet is on the rise and the speed of access and different platforms for access (e.g. via smart phones) are also democratizing technology use for millions of Vietnamese. This will introduce new types of content creation and (social) media across the society, with positive implications for the growth of the Creative Economy plus wider participation in dialogue and social media.

Additionally, it is of great importance that access to the Internet be similar across regions in Viet Nam. Since current the database available at hand does not allow disaggregating the index by urban/rural settings and administrative units in Viet Nam, statistics on the percentage of households

accessing the Internet by their computer are deployed as a proxy to demonstrate the unequal households' access to the Internet between regions in Viet Nam.

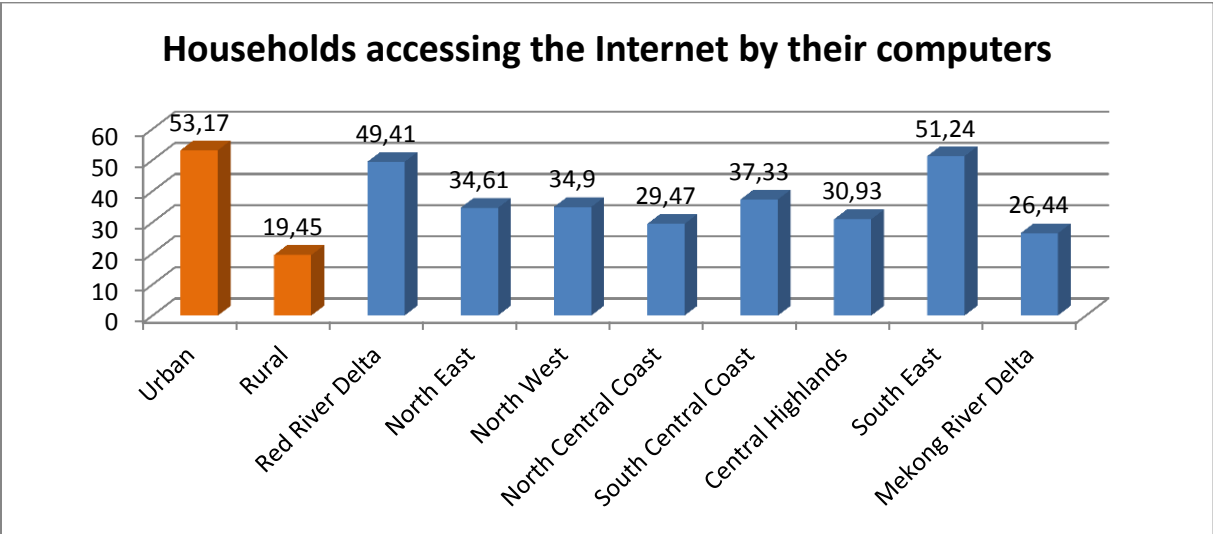


Figure 4: Percentage of households accessing the Internet by their computer, Viet Nam (2008)⁹

The significant difference in Internet usage by home computer between urban and rural area presents the large gap between urban and rural citizens in terms of access to information and ease of communication. Additionally, Mekong River Delta lags behind other regions in terms of access to Internet, especially compared with the Red River Delta (Ha Noi) and South East (Ho Chi Minh). Substantial inequality in access to information and technology is most evidenced among minority young adults. A survey by the World Bank¹⁰ in 2009 showed that only 16% of minority youth respondents knew something about computers. This indicates that minority youngsters are falling behind Kinh¹¹ youth in the access to information, which in turn constrains their opportunities of human betterment coming along with information diffusion and ease of communication.

Data sources:

- Ministry of Information and Communication (2011).
- ITU, Measuring the Information Society Report (2012).

2.4. Diversity of fictional content on public television

- **Indicator: Ratio of annual broadcasting time of domestic television fiction programmes out of total annual broadcasting time of television fiction programmes on public free-to-air national television channels**

Ratio of annual broadcasting time of domestic television fiction programmes out of total annual broadcasting time of television fiction programmes on 6 public national channels during the week of 6-12 January 2013: 46.83%

⁹ Viet Nam Households and Living Standards Survey 2008, GSO
¹⁰ World Bank Country Social Analysis: Ethnicity and Development, 2009
¹¹ Kinh is the major ethnic group in Viet Nam.

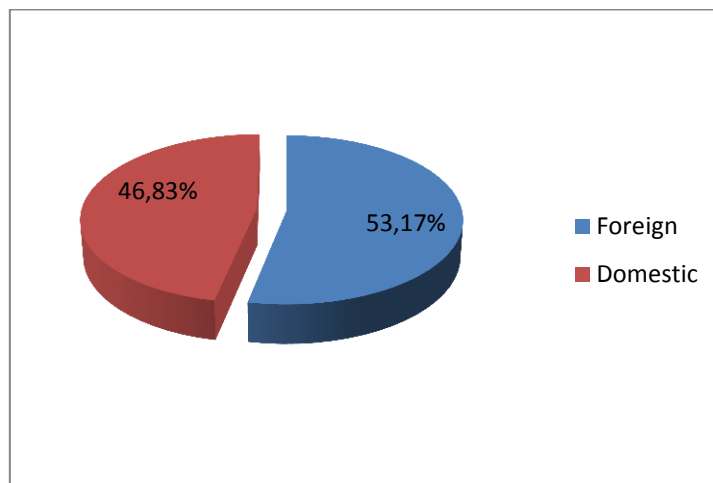


Figure 5: Ratio of annual broadcasting time of 6 public channels during the week of 6-12 January 2013

This ratio shows a relatively high proportion of domestic production, which reflects well on the Ministry of Culture, Sports and Tourism’s attempt to grow domestic production industries in broadcasting and film. It is however also an outcome of a large and linguistically consistent domestic audience and a comprehensive and structured approach to censorship and/or incentives for certain domestic production.

The absence of co-production is a cause for concern – with opportunities to open up international collaboration through supply chains and co-investments under-explored in Viet Nam. Co-produced programmes on national television in Viet Nam currently confines to franchised entertainment shows¹², broadcasting time of which has been on the rise in recent years. The absence of co-production is most reflected in the film sector, with little evidence of co-production or co-investment with international partners. In Viet Nam, the ratio of local feature-length film in national releases and in national distribution is quite high (24.26%) – which shows a healthy local production economy; but the sector is polarized between imported content deemed suitable for domestic markets, similarly censored local production, and very little co-production.

Data source:

- Viet Nam Television (VTV) 1, VTV2, VTV3, VTV4, VTV6, VTV9 (6-12 January 2013).

3. Governance

Cultural governance encompasses normative and policy frameworks, institutional capacities and cultural infrastructures. Cultural rights are an integral part of human rights, which are universal, indivisible, interrelated and interdependent. All human rights contain a cultural component.

Overall, there are 5 cultural rights: i) the right to education; ii) the right to participate in cultural life; iii) the right to enjoy the benefits of scientific progress and its implications; iv) the right to benefit from the protection of the moral and material interests resulting from scientific, literary or artistic production of which the person is the author; and v) the freedom to pursue scientific research and creative activity.

¹² E.g. Viet Nam Idol, Viet Nam’s Got Talent, The Voice, Viet Nam’s Next Top Model

Protecting cultural rights can have an important positive impact on the promotion of cultural diversity. The Convention on the Protection and Promotion of the Diversity of Cultural Expressions adds that cultural diversity can be protected and promoted only if human rights and fundamental freedoms, as well as the ability of individuals to choose cultural expressions, are guaranteed.

3.1. Standard-setting framework for culture

➤ **Index of development of the standard-setting framework for the protection and promotion of culture, cultural rights and cultural diversity¹³**

Overall index: 0.81 in which the index for standard-setting framework at supranational or international level is 0.87 and that at national level is 0.78. Below is the overview of Viet Nam’s weighting in terms of standard-setting framework for cultural development.

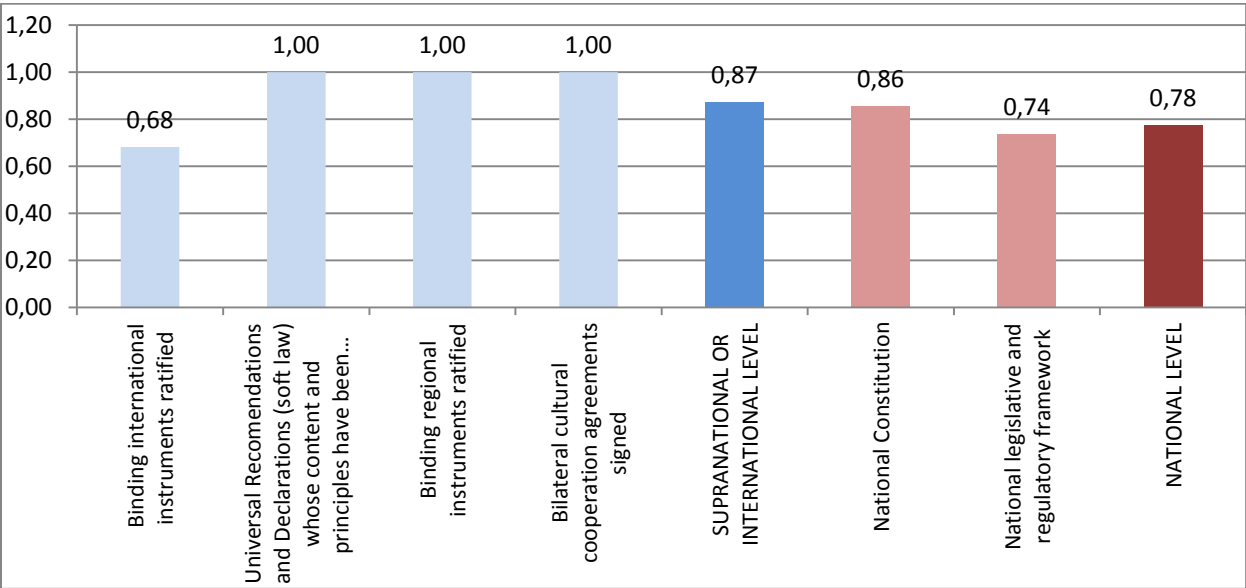


Figure 6: Sub-indicators of standard-setting framework for cultural development

At the international level, the weighting of 0.68 indicates certain omissions in the country’s key legal international instruments affecting culture. In total, 15 major international binding instruments have been ratified including the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, the Convention concerning the Protection of the World Cultural and Natural Heritage, and UNESCO Convention on the Protection and Promotion of Diversity of Cultural Expressions (2005). The most recent major instrument signed is the Convention on the Rights of Persons with Disabilities (2006). However, there are some significant omissions – including the UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects and the UNESCO Universal Copyright Convention. Both of these are important Conventions to protect the interests of cultural development and practice, with the former central to enabling business development in the cultural industries.

¹³ Refer to Annex 4 for detailed checklist and calculations

Besides international legal instruments, key recommendations and declarations have been incorporated into national law. For instance, UNESCO Universal Declaration on Cultural Diversity is reflected in the amended Law on Cultural Heritage (2009) which recognizes the diversity of culture in the territory of Viet Nam and serves as the ultimate national legal instrument to valorize cultural diversity. Ratifying Declarations on the rights of indigenous people and multilingualism, Viet Nam recognizes the rights of ethnic groups to their own culture in its 1992 Constitution. Currently, there are 8 ethnic languages being taught as part of the official curriculum in primary schools in certain areas of Viet Nam.

At national level, the relevance of the National Constitution to standard setting in cultural development scores 0.86. The only omission in the list is the recognition of right to an education that fully respects the cultural identity since the Constitution only refers generally to rights to education. Under the Constitution, ethnic groups assume the rights to use their own languages, protect their own cultural identity and promote their own traditions, customs and values, which enshrines the UNESCO Universal Declaration on Cultural Diversity. This is translated in a number of interventions implemented by State-governing bodies in the field of culture. One such initiative is the nationwide project of inventorying intangible cultural heritage undertaken by Department of Cultural Heritage, Ministry of Culture, Sports and Tourism (MoCST). The initiative represents the concretization of UNESCO Convention on Intangible Cultural Heritage ratified by Viet Nam in 2006. Additionally, the project is an important step to recognize, valorize and promote the cultural heritage of ethnic groups in the territory of Viet Nam.

With regards to the legislative framework for the preservation and promotion of culture, the weight of 0.74 regarding national regulatory framework for cultural development reflects a fair level of consistency in regulations. National legislation system in different fields of culture such as heritage, publishing, cinema or copy rights is in place to govern both the State's interventions and private endeavours. The Resolution of 5th Party Central Committee in 1998 can be considered the guiding principle for cultural development in which the State aims to develop the culture imbued with traditional identity. This guiding principle, however, does not take into account the continuous change in cultural development with the formation of new identities. Once such is the new forms of music, visual arts and performing arts which have yet to be incorporated in the national legislation system. Hence, there is still a large gap in the regulatory system for audiovisual sector as a whole including television, radio, music, visual arts and performing arts. Besides, there is currently no regulation to incentivize investment in cultural industry, i.e., tax exemptions or tax incentives.

Data sources:

- Constitution of the Socialist Republic of Viet Nam (1992);
- Law on Cultural Heritage (2001, amended in 2009);
- ASEAN Declaration on Cultural Diversity (2011);
- Law on Publishing (2012);
- Law on Cinema (2006, amended in 2009);
- Law on Intellectual Property (2005);
- Law on National Budget (2002);
- National strategy for development of ethnic minority culture (2012);
- Law on Youth (2005);
- Resolution of 5th Central Committee (1998);

- Decision to sponsor the works in arts, culture and press during the years of 1999 and 2000 to celebrate important anniversaries during 2000 (issued by the Prime Minister, 1999);
- Circular on subsidy of publishing and press (Minister of Culture, 1993);
- Decree 30/2012ND-CP

3.2. Policy and institutional framework for culture

- **Indicator: Index of development of the policy and institutional framework for the protection and promotion of culture, cultural rights and cultural diversity¹⁴**

Overall index of policy and institutional framework for culture: 1

Sub-index for policy framework: 1

Sub-index for institutional framework: 1

Overall, Viet Nam has an extensive and well-structured cultural policy and institutional framework. At a national level, the Ministry of Culture, Sport and Tourism (MoCST) drives policy, with strategies for culture overall and a range of sector strategies. In 2009, the Prime Minister approved the National Strategy for Cultural Development until 2020, which targets heritage preservation, promoting national literature and arts and preserving national identity. The main gap here is the absence of a strategy for the cultural and creative industries – which is under development.

Despite the perfect score, there is still very much room for enhancement of the institutional framework for culture. The structure of governance is also very complicated (with multiple sub-departments) and top-down (despite sector-based strategies, sub-departments and regional offices). Simplification of the policy and institutional framework would benefit clear policy-making. In addition, strategies for culture and development with the co-ownership of other Ministries would assist in positioning cultural development as central to economic and education agendas. Currently, in Viet Nam the emphasis is on protection and diversity rather than growth, innovation and economic development.

Data sources:

- One Plan 3;
- Ministry of Culture, Sports and Tourism;
- National Assembly Committee on Culture, Education, Youth and Children;
- Department of Cultural Heritage
- Department of Fine Arts, Photography and Exhibition;
- Department of Cinema;
- Department of Performing Arts;
- Ministry of Information and Communication.

¹⁴ See Annex 5 for detailed checklist and calculations

3.3. Distribution of cultural infrastructures

The indicator assesses the environment for the production and promotion of the work of cultural professionals and enterprises. Public cultural infrastructure is part of an environment that creates opportunities for the safeguarding and promotion of diversity of cultural expression, cultural education and participation.

- **Distribution of selected cultural infrastructures relative to the distribution of the country’s population in administrative divisions immediately below State level¹⁵**

Overall indicator (relative standard deviation): 0.664

Cultural infrastructure in Viet Nam is relatively clustered in some regions (e.g. North and South Central Areas) but proportionate to population. The chart below shows that in most instances, cultural infrastructure in Viet Nam is equitably distributed (where it is above the dotted line). However, it is clear that some regions and for specific types of infrastructure, access is not equitably available. For example, the Central Highlands have no performing arts venue and the Mekong River region is under-provided in this field. By contrast, the Red River Region is well-provided here (weighting of 1.6 with 20 venues overall); but has the second lowest proportionate provision of libraries and media resource centres (after the South East Region).

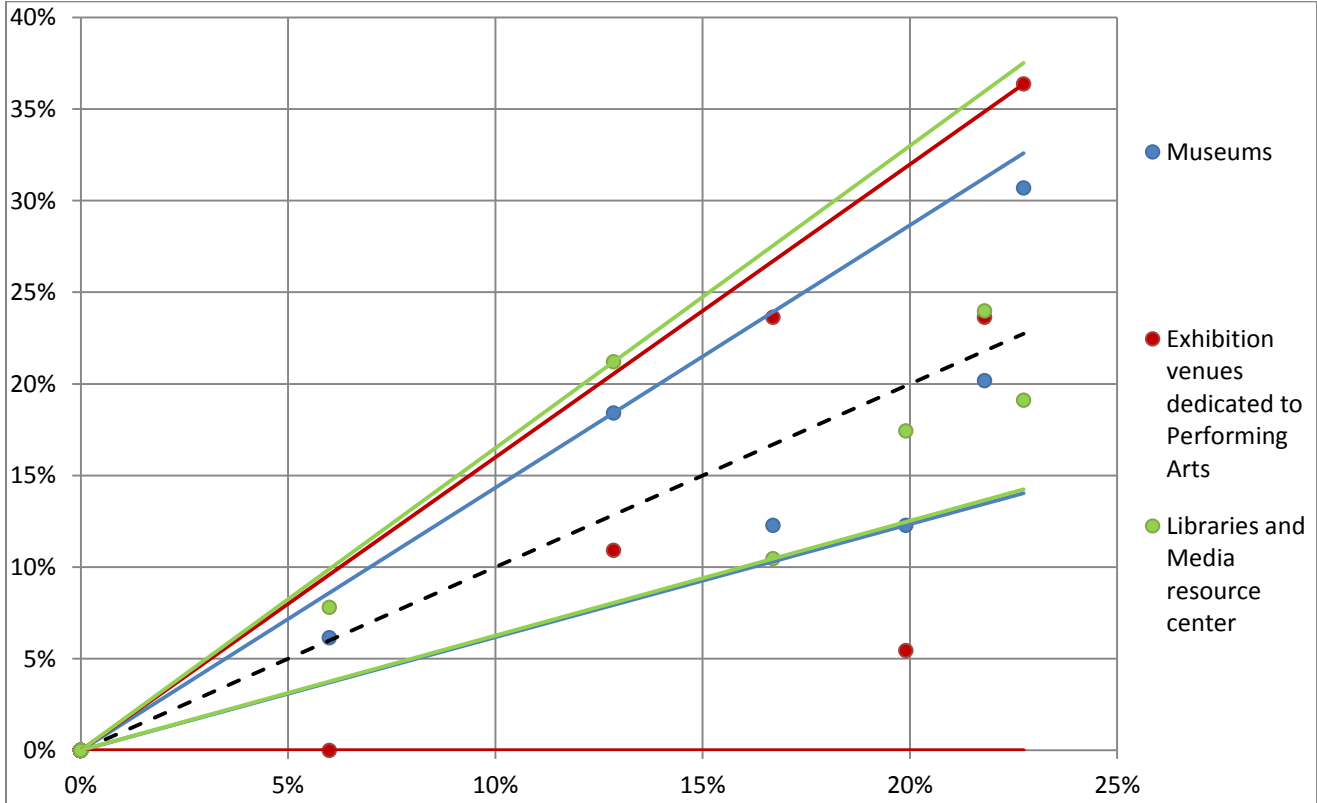


Figure 7: Distribution of Cultural infrastructure in Viet Nam

¹⁵ See Annex 6 for detailed calculations

Overall, a strategic priority should be to develop more equitable distribution of cultural infrastructure, but to ensure this is demand-led and inclusive of shifts in cultural practice (e.g. the role of libraries and museums is changing in a digital age and the potential for centres of contemporary visual arts in Viet Nam is under-explored). More importantly, what goes beyond the construction of the CDIS indicator is the evaluation of the existing cultural infrastructure. In Viet Nam, little information is available about museum audiences or visitors to exhibition venues and no such evaluation of public cultural institutions has been conducted. The National Strategy for Cultural Development until 2020 suggests that museums in Viet Nam are generally outdated, featuring old-fashioned and obsolete equipments for both display and preservation purposes. Over the past few years, there have been several attempts to attract more audiences through museum-based education activities. However, despite such progress made towards better museum management, the sector remains under-developed in Viet Nam. Similarly, most public libraries in Viet Nam have yet to fully leverage the use of information technology in collection management and development. Thus, besides ensuring equitable and equal distribution of cultural institutions between regions, it is also essential to constantly invest in improving the management of such institutions.

Data source:

- Ministry of Culture, Sports and Tourism’s administrative records, 2011.

3.4. Civil society participation in cultural governance

- **Indicator: Index of the promotion of the participation of cultural professionals and minorities in the formulation and implementation of cultural policies, measures and programmes that concern them¹⁶**

Overall result: 0.95

The overall weighting represents the extensive institutional structure that facilitates the participation of civil society including cultural professionals, practitioners and ethnic groups in the formulation and implementation of cultural policies in Viet Nam.

¹⁶ See Annex 7 for detailed checklist and calculations

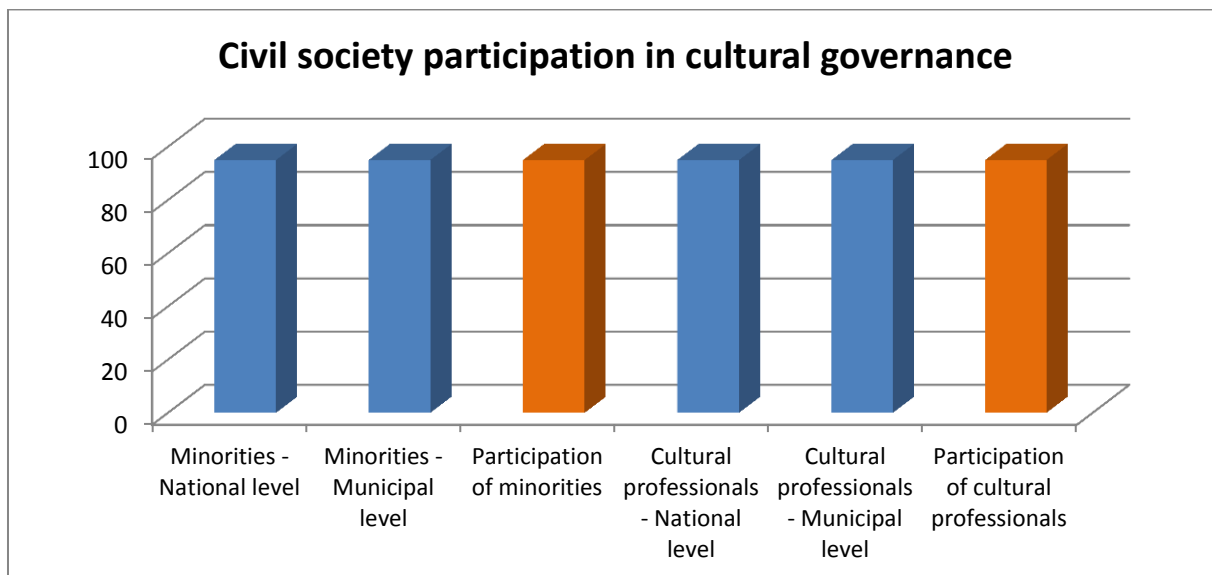


Figure 8: Civil society participation (minorities & cultural professionals) in cultural governance

At a national level Committee for Ethnic Minority Affairs (CEMA) (a ministerial-level agency in charge of supporting the ethnic minority population) issues its own policies and programs, but also coordinates with other ministries in all ethnic minority related issues. Yet CEMA, supposedly a Ministerial equivalent body, is marginal compared with other Ministries such as Ministry of Planning and Investment in terms of operating budget¹⁷. World Bank Country Social Analysis in 2009 criticized that besides being financially marginal, CEMA has less power in decision making than other line Ministries. The Department of Ethnic Minority Culture under MoCST deals directly with ethnic minority issues. Besides, under MoCST there is the Department of Local Cultural Institutions, which is involved extensively in cultural infrastructure at local level. There is somehow an overlap between the two departments under MoCST without a clear consultative mechanism. Both CEMA and MoCST/Department of Ethnic Minority Culture have extensive administrative branches at the local level. The Vietnamese Institute of Culture and Arts Studies (VICAS) has a research and consultation role for MoCST – with scope to inform strategy if requested by MoCST.

Despite the extensive regulatory framework and the mechanism in place for participatory decision making, there are reportedly cases in which policy making is not based on strong local research. One such example is the gap in the awareness of duty bearers of cultural rights of people living in protected areas, in particular the rights to sustain their customary use of natural resources and cultural practices. This leads to potential conflicts between perceived rights to natural resources in protected areas and site management practices, which do not recognize such rights. The 2009 Law on Biodiversity explicitly recognizes the rights of local communities living in protected areas, i.e. special use forests or Biosphere Reserves, and their participation in policy making process related to the sites. However, further guidance or detailed action plans for encouraging substantive participation of local communities in policy formulation and implementation has yet to be concretized.

With regard to culture sector professionals, there are many institutional mechanisms and organic structures which provide for their participation in processes related to the formulation and

¹⁷ See Annex 8 for detailed State budget in 2013 for a number of line Ministries

implementation of cultural policies, measures and programmes that concern them. Operating at both national and regional levels, these include the Writers' Association, the Musician's Association, and active social networks in all art forms. However, the influence of such associations and activities on government policy and investment is not clear.

Data source:

- Committee for Ethnic Minority Affairs (CEMA);
- Department of Ethnic Minority Culture under Ministry of Culture, Sports, Tourism;
- Writers' Association;
- Musicians' Association

Year: 2013

4. Social participation

Social cohesion and participation can show the solidarity in community among groups of people of different cultures. The cultural exchange among the groups demonstrates society development at a higher level.

4.1. Participation in going-out cultural activities (Alternatives)

In Viet Nam, an intensive database for cultural statistics has not yet been fully developed, cultural participation figures are hence not available for most art forms. Existing data from the Ministry of Culture, Sports and Tourism shows that:

- 0.08% of persons visited the cinema in the last 12 months (2011): a very low figure, due in part to the under-provision of cinemas (especially outside the cities), and in part to the cultural practice of home-viewing DVDs (most of which transgress copyright law).
- 8.5% of persons visited a museum, an art gallery or a crafts exposition in the last 12 months (2011). With cultural infrastructure provision more widespread in this field than for cinema, plus with such activities closely linked to cultural education activities, festivals, and minority ethnic expression (all priorities for the Vietnamese Government), this figure represents a solid, if small, cultural participation base for Viet Nam.

The low level of participation in cultural activities also reflects the context of under-provided cultural institutions in several regions in Viet Nam as mentioned elsewhere in the Governance section. However, these figures only present part of the story regarding cultural participation in Viet Nam as the indicator refers solely to formal cultural institutions and organized cultural activities. Overall, Viet Nam is not a country where large numbers of people visit cultural venues and institutions. This is partly because visiting cultural institutions is not a commonly practiced tradition. More importantly, public indifference to cultural institutions can be partly attributed to the poor quality of services offered as the National Strategy for Cultural Development until 2020 suggests that most museums in Viet Nam are outdated and feature obsolete displays. Evidence from the Museum of Ethnology indicated that visiting a cultural institution is no longer an unpracticed tradition once museums have invested continuous efforts on improving collections and displays and organizing interactive activities and exhibits targeting a wide

range of audiences such as young students and families. Along with the improvements in museum activities and exhibits, the number of visits to the Museum of Ethnology rose notably from 56,000 in 2000 to 450,000 in 2009¹⁸.

However, this is not to say the population is not actively participating in culture. Measuring cultural participation requires not only the level of participation in formal events, but also informal cultural action such as attendance to a local festival. There is a large reservoir of festivals and performing arts and music tradition, with informal and often incidental participation common across the country. These activities lie at the core of local culture and contribute to building the identity of a community and an individual.

Given the critical lack of database on cultural participation, the project team failed to construct identity-building indicator which measures the participation of the population in both formal and informal cultural events such as carnivals, community rites/ceremonies and festivals. Currently, there is no survey in Viet Nam which records time use information and especially participation in both formal and informal cultural events.

Cultural activities are extensively community-based and embedded in the informal cultural institutions prevalent throughout Viet Nam. A challenge for the country is hence to build formal links to cultural infrastructure as well as a more structured approach to audience development and active participation for key areas of the cultural industries.

Data sources:

- Ministry of Culture, Sports and Tourism's administrative records, 2011
- United Nations Department of Economic and Social Affairs (UNDESA), 2011

4.2. Tolerance of other cultures

- **Indicator: Degree of tolerance within a society towards people from different cultural backgrounds**

Overall result: 57.13%

This indicator demonstrates the level of interconnectedness between individuals and their openness to diversity within the society.

The chart below shows tolerance levels with regard to three personal backgrounds which are often stigmatized in the society:

¹⁸ Nguyen, V. H. (2010) "Viet Nam Museum of Ethnology: Community and Sustainable Development", *Community-based approach to museum development in Asia and the Pacific for culture and sustainable development*, UNESCO.

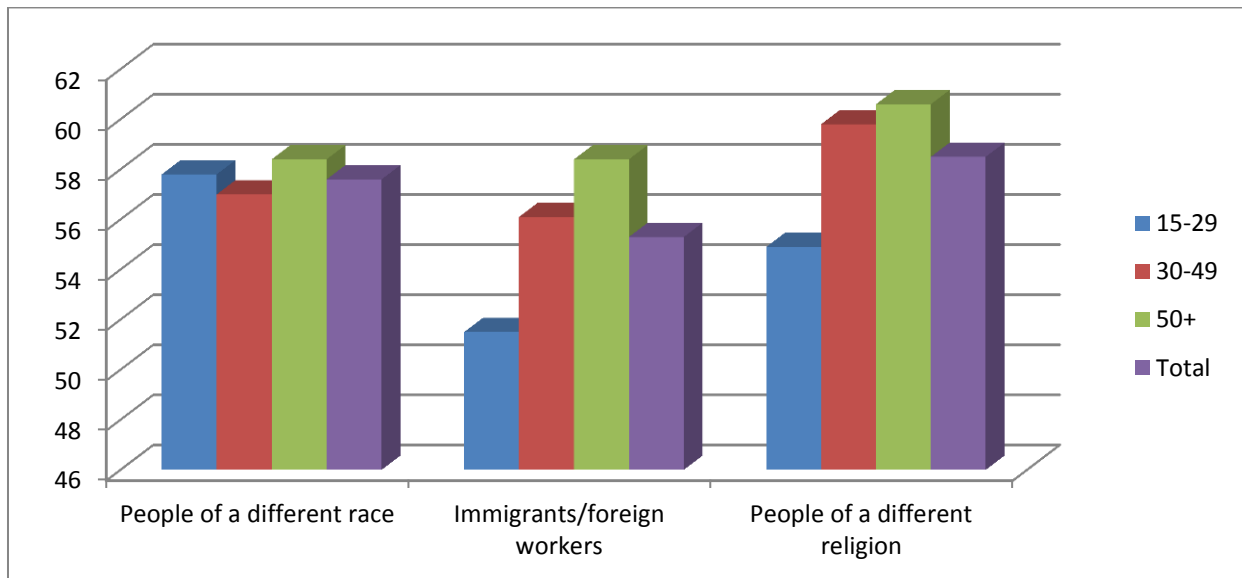


Figure 9: Tolerance levels to three backgrounds (Source: World Values Survey, 2006)

It shows that close to 60% of the sample prefers not to have people of a different race and religion as their neighbours. The degree of intolerance is slightly higher as to immigrants/foreign workers. This indicates a high level of stigmatization to people with different personal backgrounds or, generally speaking, to new forms of values which are invisible from the traditional norms. In Viet Nam, much still needs to be done to reduce stigmatisation and encourage mutual trust and understanding. Growth in the NGO sector – working to enhance community cohesion and confidence-building – will play an important role here.

Finally, it is noticeable that the level of tolerance is relatively similar among different age groups. This indicates that there is little change in the awareness of young adults toward different sets of values or cultures compared with the past generations. In essence, measures to counter stigmatization and stereotyping are critical for tolerance and openness to diversity is fundamental to social development and cohesion, especially when it comes to young adults.

Data source:

- World Values Survey (2006).

4.3. Interpersonal trust

➤ **Indicator: Degree of interpersonal trust**

A further measure for trust is ‘interpersonal trust’ with the score of 52.1%. This assesses the level of trust and sense of solidarity and cooperation within a given society, thus providing insight into its social capital. In Viet Nam, 52.1% of the population think that ‘most people can be trusted’; while 47.9% think that ‘one can’t be too careful’. The result indicates a fairly high level of trust compared with other East Asian countries such as Thailand (41.5%), Indonesia (42.5%), Malaysia (8.8%) or Taiwan (24.2%). There are no significant differences in perspective between women and men while a slight difference in the level of trust between ages exists. 47.9% of respondents aged 15-29 years reported trusting other

people, compared with 50.6% of the 30-49 age group and 59.2% of the oldest respondents aged 50 and above. The difference of 11% between the youngest and oldest respondents suggests the increasing trend of trust with age. Interestingly, while the level of mutual trust was highest among those with no formal education (68.2%), respondents completing tertiary education or with incomplete university education recorded the lowest level of interpersonal trust (45.3%)

These figures express the distinctive approach to community and identity in Viet Nam: with strong emphasis on the family ties and local community (e.g. village or block), but a more guarded approach to wider communities, especially those which are unfamiliar. A challenge going forward will be to ensure local and familial trust continues but not at the expense of a lack of trust toward wider society, minorities and foreign nationals. In so doing, the promotion of multilingual education can serve to facilitate mutual exchange and dialogue between cultures and create an enabling environment for interpersonal trust and social capital.

Membership in social, cultural or political organizations can also be a channel for mutual understanding. World Value Survey 2006 showed that a majority of respondents are not active members of any social organizations. It is not possible with current database to identify whether the rapid socio-economic development in Viet Nam has translated into network ties that have expanded beyond the traditional array of familial relations to institutionalized social networks. Thus, it remains an interesting issue of fostering solidarity within the society through diversity education and wider social networks establishment.

Data source:

- World Values Survey (2006).

4.4. Freedom of Self-determination

Overall result: 6.7/10

This indicator assesses the levels of implementation of the individual's right of self-determination, that is, to live the life one chooses, according to his own values and beliefs. Thus, this indicator evaluates the sense of empowerment and enablement of individuals for deciding and orienting their development. On a scale of 1-10, with 1 being 'no freedom of choice and control' and 10 being 'a great deal of freedom of choice and control', the median response for men is 6.95 and for women is 6.38. This suggests a level of individual agency, but still substantial barriers to full personal freedom and self-determination.

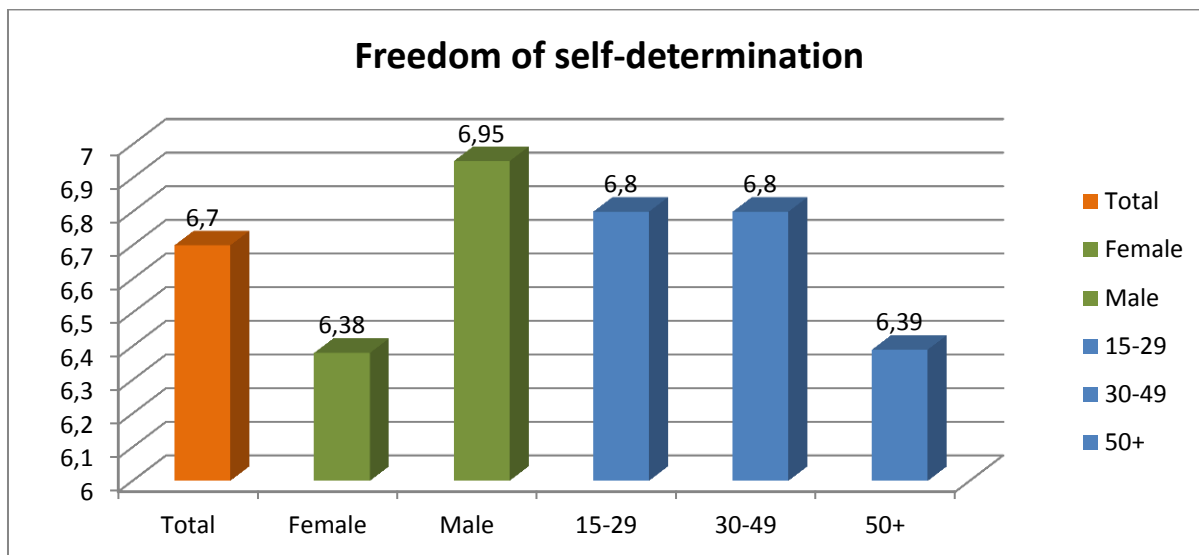


Figure 10: Freedom of self-determination (World Values Survey, 2006)

The results also show a slightly higher level of perceived self-determination for young adults aged 15-29 compared with those aged over 50. It suggests that younger people have become more confident in their capacity to express their identity and orientate their development than the past generations. This reflects the shift in the openness of Vietnamese people to employment opportunities and social mobility. However, different degrees of self-determination between men and women indicate that gender inequality still remains in human empowerment. The overall score of 6.7 suggests that the remaining third of the population has yet to be able to live to their own beliefs and lead the lives they have reasons to value.

Data source:

- World Values Survey (2006).

5. Gender equality

Gender equality is a universal human right, enshrined in the Universal Declaration of Human Rights (1948) as well as the International Covenant on Economic, Social and Cultural Rights (1966) and the Convention on the Elimination of Discrimination against Women (CEDAW). Relations between women and men play an important role in shaping as well as challenging and transforming the cultural values, norms and practices of a given society. Reducing gender gaps is necessary for poverty reduction and sustainable development.

5.1. Gender equality objective outputs

- **Indicator: Index of the gaps between women and men in political, education and labour domains and in gender-equity legislative frameworks¹⁹**

Overall result: 68.8%

¹⁹ See Annex 9 for detailed calculations

The indicator is the composite result of four sub-indicators including gender equality in political participation, education, labour force participation and targeted gender equity legislation.

In Viet Nam, gender equality has been positioned as a major objective of the Government (e.g. Law on Gender Equality 2007; and the National Strategy on Gender Equality 2011- 2015). The fair result of 0.69/1 indicates the State’s efforts in promoting equity for men and women to participate in all spheres of life. Currently, participation of women in the labour force is among the highest in the South East Asia region and the gender gap in earnings is lower than in other South East Asian countries. However, significant inequalities in access to employment, success in career provision, and issues of patriarchal structures in the workplace are presenting real and substantial barriers to gender equality.

Firstly, with regard to political participation, 24% of seats in the National Assembly for the period 2011-2016 are occupied by females, one third to that of males. This indicates a relatively positive result for UNDP report on women’s political representation in 21 countries in Asia Pacific in 2010²⁰ reveals that Viet Nam was one of the seven countries where women’s representation at the national level exceeds 20%. Further enquiry into women’s political participation at national level reveals that among 8 Councils of the National Assembly, women’s presence is mostly related to the field of culture, education, youth, social affairs, science and environment ranging from 28-37%²¹. Notably, women are notably underrepresented in the Councils for economics, defense and security and finance and budgeting. Greater substantive participation of women in policy formulation manifests the extent of the society’s progress in achieving gender equity and guarantees continued State efforts towards gender sensitive development policies. In essence, limited presence of women in all public decision-making forums hampers the effective implementation of a National Strategy toward achieving gender equity.

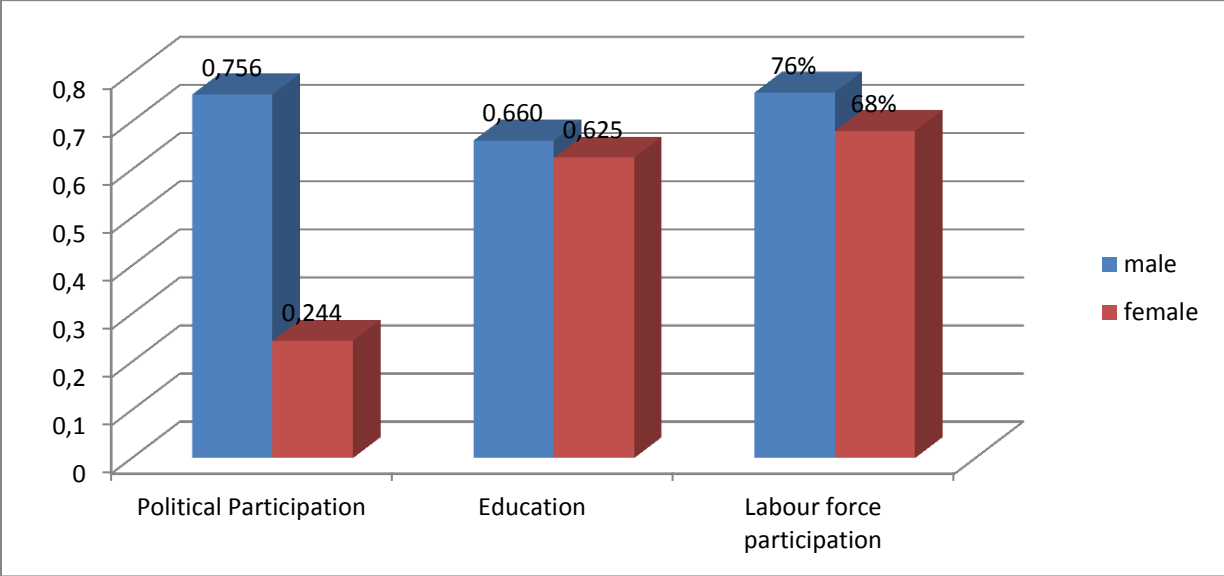


Figure 11: Gender equality across sub-indices

With 68% labour participation rates for women and 76% for men, it is clear that women play a hugely significant active role in the Viet Nameese economy, but inequalities continue to persist in wages and

²⁰ *Women’s Representation in Local Government in Asia-Pacific, Status Report 2010: Going beyond National Targets in Monitoring Status for MDG3 on Women’s Political Empowerment*, UNDP

²¹ The National Assembly Portal

access to managerial / executive positions. The 2009 Labour Force Survey in Viet Nam showed that the gap in unemployment rate between males and females was 1% and that women earned a monthly wage of 87% of that of male wage workers. World Bank Country Gender Assessment 2011 suggests that while the overall gender wage gap has been declining since 1990s, it came to a halt in 2008.

Overall gender equality is most evident in terms of access and enjoyment of education in which the average years of schooling of men and women aged over 25 are almost identical. This corresponds to the findings about education deprivation in Education section indicating equal educational attainment between genders. The remaining challenge to erasing education gender gap is equalizing access to education between regions and ethnicities. Results of Viet Nam Housing and Living Standards survey indicated that while Kinh²² females even surpassed males in net secondary enrollment, females in other minority groups are still lagging behind males (i.e. 25% gender gap in Hmong/Dao ethnic group).

Finally, with regards to targeted gender equity legislation, the legal indicator of 0.17 for violence against women suggests an extensive legislative framework in place for cases of violence against women. The Law on Gender Equality in 2006 guarantees equal rights to women. Besides the Law on Domestic Violence Prevention and Control in 2007 serves as the fundamental legal instrument for gender-based violence in families. However, the close to perfect score of 0.17 suggests that there are still widespread reported problems with implementation of the legislations. Prevailing cultural norms about gender and sexuality in the society giving way to gender-based violence and abuse is an issue that requires continuous efforts in raising public awareness and strengthening the implementation of legislative instruments. As to the quota system for women, the score of 1 suggests the absence of binding regulations on quotas to promote women's political participation. However, since increasing presence of females in politics has been one of the developmental goals of the State, it is explicitly stated in the National Strategy for Gender Equality 2011-2020 that the State strives to increase women's representation in the National Assembly to 35% for the period 2016-2020. This suggests that despite the absence of a regulatory quota system, the State has consistently demonstrated its efforts in improving substantive participation of women in the political arena.

Data sources:

- Women in Parliament Database (2012);
- Barro and Lee (2010);
- Human Development Report (2011);
- OECD Gender, Institutions, and Development Database (2012).

5.2. Perception of gender equality

➤ Indicator: Degree of positive assessment of gender equality

Overall result: 53%

53% of Vietnamese people consider gender equality as a positive factor for national development, which points to a very substantial group who sees it as a negative or irrelevant factor. This suggests societal

²² Kinh is the major ethnic group in Viet Nam

norms remain gender-biased, with a patriarchal culture dominating. The following chart reveals a level of ambivalence overall to gender equality in Viet Nam:

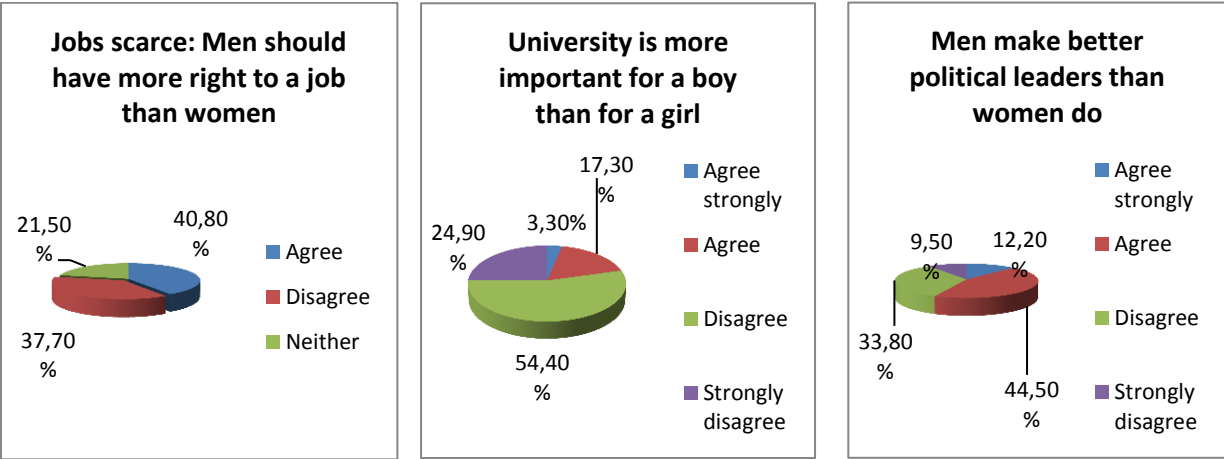


Figure 11: Perceptions of gender equality, Viet Nam, 2006 (Source: World Values Survey 2005-2008)

The indicator includes three sub-indicators concerning perception of gender equality in educational attainment, opportunities of employment and political participation. The most unfavourable perception for equality is evident in terms of employment when 41% of respondents agree that in the case of job scarce, men should have a priority to employment opportunities. Notably, the disaggregated data show insignificant difference between males’ and females’ perception for equality in employment. This might be the result of the long-standing patriarchal norms which regard men as the breadwinners and relegate housework to women. Negative perception for women’s political role is widespread between male and female respondents (45% of respondents agree that men make better political leaders than women). Similarly, the norms which put greater value on men’s decisions dominate the overall perception of women’s political participation.

The only sub-indicator in which appreciation for equality is evident is educational attainment. Close to 80% of respondents reported either disagreeing or strongly disagreeing the statement that university is more important for boys than girls. This reflects well on the earlier discussion that educational attainment in Viet Nam is roughly equal between genders.

The indicators indicate persistent norms and stereotypes against the role of women in all spheres of life limiting them to domestic tasks. It hence suggests greater efforts dedicated to raising the awareness within the society of equitable rights to women. Negative perception to gender equality can have an erosive effect on the level of inclusion, equality and therefore performance and innovation level of the cultural sector: a balanced workforce across all levels of cultural production and management is key for sustainability and excellence.

Data source:

- World Values Survey (2006).

6. Heritage

6.1. Heritage sustainability

- **Indicator: Index of development of a multidimensional public framework for heritage sustainability²³**

Overall result: 0.72

The indicator offers a holistic view of the public framework for heritage sustainability by taking into account the multidimensional process of heritage preservation and promoting. The process involves the registrations and inscriptions of the heritage at both international and national level, State interventions and community participation in heritage protection, safeguarding and management endeavours, and initiatives to transmit heritage and mobilize support for heritage preservation and promotion.

The overall score of Viet Nam in the Heritage sustainable dimension is 0.72 which indicates a fair level of consistency in the public framework for heritage sustainability. Below graph illustrates the overall score and each component constructing the index.

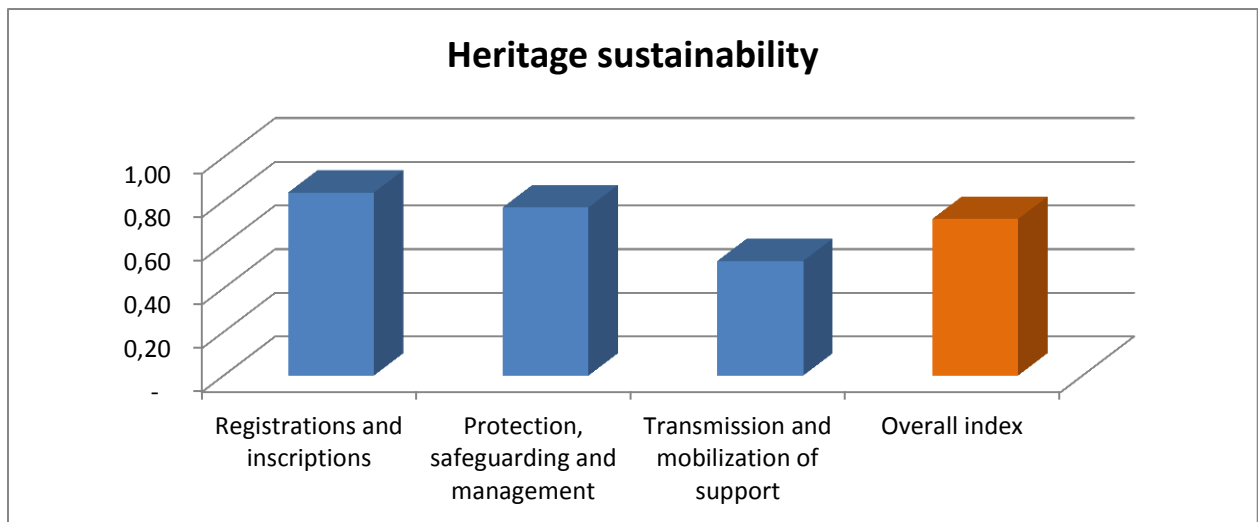


Figure 13: Index for Heritage sustainability, Viet Nam

With regard to the sub-index of Registrations and inscriptions and Protection, the only omissions are related to the absence of best safeguarding practices selected by the Intergovernmental Committee of the 2003 Convention and the existence of database of stolen cultural objects. The national registry of natural and cultural heritage has been actively updated on an annual basis with the latest addition to the registry in June 2013. The registry is categorized into heritage of special importance, heritage at national-level and heritage at provincial-level. This indicates a sophisticated, however, rather rigid structure of the national registry of ranked natural and cultural heritage. Additionally, the absence of a database of stolen cultural objects challenges Viet Nam's compliance with UNESCO 1970 Convention on illicit trafficking of cultural property. As for intangible cultural heritage, inventories have been conducted nationwide since April 2010 following the Decree on Inventorying Intangible cultural heritage by Department of Cultural Heritage, Ministry of Culture, Sports and Tourism in 2010.

²³ See Annex 10 for detailed checklist and calculation

The score of 0.77 suggests an extensive legislative framework for the protection, safeguarding and management of heritage. The Law on Cultural Heritage (amended in 2009) serves as the ultimate legal instrument for conserving and promoting both tangible and intangible heritage. Besides the Law on Cultural Heritage, Ministry of Culture, Sports and Tourism, the ultimate State governing body in culture, issued a number of detailed regulations on heritage preservation and restoration (Decree No. 18/2012/TT-BVHTTDL), inventorying intangible cultural heritage (Decree No. 04/2010/TT-BVHTTDL) or illicit trafficking of cultural objects (Decree No. 20/2012/TT-BVHTTDL). Despite the consistent and extensive legal framework for heritage preservation and management, concretizing the role culture in the national development agenda still remains a big gap. Although the National Strategy for Cultural Development for the period 2010-2020 recognizes that culture is both the goal and motivation for socio-economic development, the Strategy has yet to explicitly tackle the issue of balancing heritage preservation and development through concrete action plans or measures.

Finally, the score of 0.53 in the sub-index of Transmission and mobilization of support suggests that much still needs to be done by Viet Nam to promote heritage education and stimulate support for heritage transmission and promotion. The major weakness is evident in mobilizing the participation of different stakeholders in heritage preservation, conservation and transmission which is mainly State-led initiatives. This suggests that public-private partnership in heritage preservation and promotion still remain an unexplored potential for Viet Nam. Additionally, heritage education is an important element of heritage sustainability for it fosters the transmission of heritage to future generations. One of the goals in the National Strategy for Cultural development until 2020 is to strengthen heritage education by engaging students in studying activities at heritage sites or museums. One such programme is “Friendly schools, active students” in which heritage education is a component. Besides, Ministry of Education and Training and Ministry of Culture, Sports and Tourism have endorsed the agreement to promote heritage education in schools. What is found missing, however, is capacity-building activities targeting teachers and educators for better incorporation of heritage education in school curricula.

Data sources:

- Ministry of Culture, Sports and Tourism;
- Decision 1211/QĐ-TTg;
- Ministry of Public Security;
- UNESCO Ha Noi

Year: 2013

7. Economy

The dimension aims to demonstrate the role of culture in the form of a productive sector in the Vietnamese economy. This is evidenced by three indicators including (i) the contribution of cultural activities to GDP, (ii) employment in cultural industries and (iii) household expenditures on culture.

The lack of accurate data was the major reason for the absence of the three indicators of economy dimension in the final technical report. With regards to the first indicator, the only available source of data is the system of National Accounts in the annual Statistical year book. The challenge is that the

system of National Accounts is available only at 1-digit level which groups education, health care and culture together in a single category. Similarly, the biannual Viet Nam Housing and Living Standards survey, the only reliable source of data for measuring cultural occupations is only available at 2 digit-level. Besides, the national occupational code deployed in the survey is not in line with the International Standard Classification of Occupations. Finally, the project team could not provide an accurate calculation of the household expenditures on culture due to the lack of reliable data.

Another significant obstacle to constructing the indicators is the inability to get access to raw data of large scale surveys. General Statistics Office (GSO) refused to provide raw data for privacy reasons. The UNESCO team was therefore unable to double check the calculation and results for each indicator provided by GSO.

This means that the indicators cannot provide an accurate insight into the contribution of formal cultural activities to GDP. For this reason, the project team decided not to include the three indicators of the Economy dimension in the final technical report.

C. THE USE OF THE INDICATOR SUITE FOR ADVOCACY, POLICY-MAKING AND DEVELOPMENT OBJECTIVES

Given the backdrop of Viet Nam's National Strategy for Cultural Development for the period 2010-2020 which considers culture as both the goal and motivation for socio-economic development, the CDIS is an important step forward to concretizing the role of culture in national development by offering quantitative evidence for the contribution of culture to socio-economic development.

Firstly, the CDIS contributes to broadening the understanding of culture and its contribution. The concept of culture deployed in the Suite goes beyond the commonly-perceived aspect of heritage preservation and conservation by placing on culture the central role of fostering development in terms of economic growth and achieving a more fulfilling intellectual, moral and spiritual life. Hence, the CDIS project in Viet Nam contributes to the awareness raising initiative targeting line Ministries and the public about culture-development nexus. The project took profit in the press's great interest in the CDIS during the second workshop of the project. This awareness raising exercise is part of UNESCO Ha Noi's endeavour to advocate for culture's inclusion in development agenda.

Secondly, it was highlighted during the second workshop on the preliminary findings of the project in 2011 that the CDIS is a relevant tool for advocating for culture's inclusion in development policies and related strategies. The most prominent feature of the CDIS is that it offers a holistic view of culture's contribution to every aspect of development while providing a better understanding of a policy area of which outcomes are often abstract. During the first national workshop, a stakeholder from the Ministry of Culture, Sports and Tourism presented interest in deploying indicators of CDIS for the cultural statistics system of the Ministry. Later in the second workshop in 2011, the findings were also presented to officials of Ministry of Labour, Invalids and Social Affairs who were involved in constructing Gender Equality Index for Viet Nam in 2011. However, most of the consulted stakeholders shared the opinion that the current lack of disaggregated data on culture remains the major obstacle for adapting CDIS to the national context, as this was the case with the Economy dimension. Following the CDIS project, UNESCO Ha Noi had initial discussion with the implementation partner, Department of Social and Environmental Statistics, GSO to incorporate a number of questions on culture into the biannual Viet Nam Housing and Living Standards Survey.

Finally, the results of the CDIS in Viet Nam contribute to an important move beyond the common discourse level of culture by illustrating how culture can serve to foster economic development, expand individuals' choices, facilitate social mobility and enhance mutual trust within the society. As discussed during the second workshop, the quality of the indicators will be much improved following the completion of future surveys on labour force and economic institutions. So doing, the CDIS will equip policy makers with a strong tool to capture the varied ways in which culture reinforces development.

D. ANNEXES

Annex 1: Percentage of instructional hours dedicated to promoting multilingualism in relation to the total number of instructional hours dedicated to languages (grades 7-8) – Education Dimension

Description	Data	Sources	Years
Number of official or national languages	1	Ethnologue, Languages of the World.	2009
Number of official or national languages taught during the first two years of secondary school	1		
Number of your country's local or regional languages	102	Ethnologue, Languages of the World.	2009
Number of local or regional languages taught in the first two years of secondary school	0		
Percentage of the total annual instructional hours dedicated to official or national languages in the first two years of secondary school (grades 7-8), in relation to the total number of hours dedicated to teaching languages	55.10%	Lesson timetable for basic lower secondary education. Available in World Data on Education, VII 2010/2011: Viet Nam. Compiled by UNESCO-IBE	2007
Percentage of the total annual instructional hours dedicated to local or regional languages in the first two years of secondary school (grades 7-8), in relation to the total number of hours dedicated to teaching languages	0.00%		
Percentage of the total annual instructional hours dedicated to international languages in the first two years of secondary school (grades 7-8), in relation to the total number of hours dedicated to teaching languages	44.90%		
Percentage of instructional hours dedicated to multilingual education		45%	

Annex 2: Percentage of instructional hours dedicated to arts education in relation to the total number of instructional hours (grades 6-7) – Education Dimension

Description	Grade 6	Grade 7	Total
Number of hours dedicated to arts education per week	3.37	3.16	6.53
Number of weekly periods	25	27	52
Percentage of instructional hours dedicated to arts			12.56%

Annex 3: Index of coherency and coverage of technical and vocational education and training (TVET) and tertiary education in the field of culture – Education Dimension

Check list	Tertiary education	Year	Source	Technical education	Year	Source
Is there at least one public or private government-dependent educational institution in your country that provides heritage training courses?	x	2013	Ha Noi Culture University; HCMC Culture University	x	2013	Institute for Conservation of Monuments
Is there at least one public or private government-dependent educational institution in your country that provides music training courses?	x	2013	Viet Nam National Academy of Music	x	2013	College of fine arts
Is there at least one public or private government-dependent educational institution in your country that provides training courses in the fine, visual and applied arts?	x	2013	Ha Noi University of Industrial Arts	x	2013	College of fine arts
Is there at least one public or private government-dependent educational institution in your country that provides training courses in cultural management?	x	2013	Hanoi Culture University; Viet Nam Institute of Culture and Arts Studies	x	2013	Institute of Cultural and Arts Studies
Is there at least one public or private government-dependent educational institution in your country that provides training courses in film and image?	x	2013	Viet Nam Academy of Theater and Cinema	x	2013	Ho Chi Minh City College of Theater and Cinema
TOTAL				1.00		

Annex 4: Detailed checklist for calculating the indicator on the standard-setting framework for culture– Governance Dimension

			Answer	Weight			
Binding international instruments ratified					0.68	Year	Source
Universal Declaration of Human Rights	UN	1948	Y	1	1		Constitution
International Covenant on Economic, Social and Cultural Rights	UN	1966	Y	1	1	1982	
Optional Protocol to the International Covenant on Economic, Social and Cultural Rights	UN	2008	N	1	0		
International Convention on the Elimination of All Forms of Racial Discrimination	UN	1965	Y	1	1	1982	
Convention on the Elimination of All Forms of Discrimination against Women	UN	1979	Y	1	1	1982	
Convention on the Rights of the Child	UN	1989	Y	1	1	1990	
Convention on the Rights of Persons with Disabilities	UN	2006	Y	1	1	2007	
Convention on the Protection and Promotion of Diversity of Cultural Expressions	UNESCO	2005	Y	1	1	2007	
Convention for the Safeguarding of the Intangible Cultural Heritage	UNESCO	2003	Y	1	1	2005	
Convention on the Protection of the Underwater Cultural Heritage	UNESCO	2001	N	1	0		
Convention Concerning the Protection of the World Cultural and Natural Heritage	UNESCO	1972	Y	1	1	1987	
Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property	UNESCO	1970	Y	1	1	2005	
UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects	UNIDROIT	1995	N	1	0		
Convention for the Protection of Cultural Property in the Event of Armed Conflict	UNESCO	1954	N	1	0		
Universal Copyright Convention	UNESCO	1952, 1971	N	1	0		

Berne Convention for the Protection of Literary and Artistic Works	WIPO	1986	Y	1	1	2004	
Rome Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organizations	UNESCO	1961	Y	1	1	2006	
Convention for the Protection of Producers of Phonograms Against Unauthorized Duplication of Their Phonograms	WIPO	1971	Y	1	1	2005	
WIPO Copyright Treaty - WCT	WIPO	1996	N	1	0		
WTO Agreement on Trade-Related Aspects of Intellectual Property Rights - TRIPS	WTO	1995	Y	1	1	2007	
WIPO Performances and Phonograms Treaty - WPPT	WIPO	1996	N	1	0		
Brussels Convention Relating to the Distribution of Programme-Carrying Signals Transmitted by Satellite	WIPO	1974	Y	1	1	2005	
Universal Recommendations and Declarations (soft law) whose content and principles have been explicitly incorporated/integrated into national laws and / or regulations					1.00		
UNESCO Universal Declaration on Cultural Diversity	UNESCO	2001	Y	1	1		The Constitution states that people of ethnic groups have a right for self-determination and a right to use their own languages for communication
Declaration on the Right to Development	UN	1986	Y	1	1		
Stockholm Action Plan on Cultural Policies for Development (Intergovernmental Conference on Cultural Policies for Development)	UNESCO	1998	Y	1	1		
Recommendation concerning the Status of the Artist	UNESCO	1980	Y	1	1		
Declaration on the Rights of Indigenous Peoples	UN	2007	Y	1	1		
Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace	UNESCO	2003	Y	1	1		
Binding regional instruments ratified					1.00		

Has your country ratified / adopted at least one binding regional treaty or instrument relating to culture and/or cultural rights (for example, in Europe, the European Cultural Convention of 1954 or the European Social Charter of 1962, revised in 1996; in Africa, the Cultural Charter for Africa of 1977; in the Americas, the 1988 Protocol of San Salvador; etc.)?			Y	1	1		ASEAN Declaration on Cultural Diversity (2011)
Bilateral cultural cooperation agreements signed					1.00		
Has your country signed a bilateral or regional cultural cooperation agreement with one or more countries in the last three years?			Y	1	1		Viet Nam has bilateral cooperation with many countries, and in most cases culture is an important component.
SUPRANATIONAL OR INTERNATIONAL LEVEL					0.87		
National Constitution					0.86		
Recognition of cultural diversity and multiculturalism of the country			Y	1	1		Constitution, Article 5: Ethnic groups have right to use their language, writing scripts, to protect their cultural identity and promote their tradition, customs and cultural values.
Incorporation of the obligation to respect linguistic and cultural diversity			Y	1	1		As above
Recognition of cultural rights in the constitution: right to an education that fully respects the cultural identity			N	1	0		The Constitution refers to right to education but does not specifically mention right to an education that fully respects the cultural identity.
Recognition of cultural rights in the constitution: right to participate in the cultural life			Y	1	1		Constitution, Article 32: The Government makes investment to develop culture, literature and arts, creating opportunities for its citizens to enjoy valuable literary and art works.

Recognition of cultural rights in the constitution: right to benefit from scientific progress and its applications			Y	1	1		Constitution, Article 38: The Government... connects scientific research with socio-economic demands, closely linking scientific research with production and businesses.
Recognition of cultural rights in the constitution: free exercise of creative activity; a person's right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he or she is the author			Y	1	1		Constitution, Article 30: The Government ... promotes creative ability among all its people. Constitution, Article 32: the Government ... provides sponsorship for cultural and art creative talents.
Recognition of the cultural rights in the constitution: choice of and respect for cultural identities; access to cultural heritage; free and pluralistic information and communication; cultural cooperation			Y	1	1		Constitution, Article 5 (as above). Constitution, Article 34: The Government and society safeguards and develop national cultural heritage; focusing on heritage restoration, museums, safeguarding and promoting the values of historical, revolutionary and cultural heritage and landscapes.
National legislative and regulatory framework					0.74		
Existence of a "framework law" for culture			N	1	0		Resolution of 5th Central Committee (1998) on building and developing a Viet Nameese culture progressive yet strongly influenced by traditional national identity.
Existence of a sectoral law on heritage			Y	1	1		Law on Cultural Heritage (2001, amended in 2009)
Existence of a sectoral law on books and publishing			Y	1	1		Law on Publishing (2012)
Existence of a sectoral law on cinema			Y	1	1		Law on cinema (2006, amended 2009)
Existence of a sectoral law on television and radio			N	1	0		There are only clauses on television and radio as parts of the Press Law, but not the law on television and radio itself
Existence of other sectoral laws dealing with culture (music, visual arts, performing arts)			N	1	0		

Existence of copyright legislation			Y	1	1		Law on Intellectual Property (2005) - Section 2 is dedicated to Copyright
Existence of neighbouring rights legislation			N	1	0		
Existence of legislation on non-profit cultural bodies (cultural foundations and associations)			Y	1	1		Decree 30/2012ND-CP on establishment of social and charity funds (including cultural)
The budget legislation contains an item or items for culture			Y	1	1		Law on National Budget (2002), Article 31 regulates the regular expenditure for culture
Existence of laws/regulations/decrees regulating public assistance and subsidies for the cultural sector			Y	1	1		Law on National Budget (2002), Article 31 regulates the regular expenditure for culture
Existence of laws/regulations/decrees promoting cultural patronage and sponsorship			Y	1	1	1999	Decision (issued by the Prime Minister, 1999) to sponsor the works in arts, culture and press during the years of 1999 and 2000 to celebrate important anniversaries during 2000. Circular (Minister of Culture, 1993) on subsidy of publishing and press
Existence of laws/regulations/decrees dealing with the tax status of culture (tax exemptions and incentives designed to benefit the culture sector specifically, such as reduced VAT on books)			N	1	0		
Existence of laws/regulations/decrees to create a propitious and diversified environment for the development of local cultural industries (e.g. regulations on compagny ownership, broadcasting content and percentage, levels of concentration in cultural industries)			Y	1	1	2005	
Existence of laws/regulations/decrees to create favourable environments for culture and creativity: promotion of arts education			Y	1	1	2012	Joint ministerial (Ministry of Culture, Sports and Tourism and Ministry of Education and Training) on using cultural heritage in educational curriculum

Existence of laws/regulations/decrees to create propitious environments for culture and creativity: protection and promotion of artists' social status			Y	1	1	2012	Law on Awarding (2003) defines clauses for awarding the titles of "People's Artists" and "Prestigious Artists".
Existence of laws/regulations/decrees to create favourable environments for culture and creativity: promotion of participation of minorities in cultural life, promotion of the cultural expressions and traditions of indigenous peoples.			Y	1	1	2012	National strategy for development of ethnic minority culture
Existence of other laws/regulations/decrees to create propitious environments for culture and creativity: promotion of participation of young people in cultural life, access to cultural venues and infrastructures for disabled people, advancement of women in the field of culture.			Y	1	1	2005, 2012	Law on Youth (2005), Article 13 regulates the rights of youth to participation in cultural life; National strategy for development of ethnic minority culture
Existence of a system of regulation to develop and apply laws enacted in the cultural sphere (e.g. existence of regulations/decrees implementing copyright legislation)			Y	1	1	2005	Law on Intellectual Property (2005) - Section 2 is dedicated to Copyright
NATIONAL LEVEL				0.78			
Total				0.81			

Annex 5: Index of Policy and Institutional Framework – Governance Dimension

	Answer	Weight		Year	Source
POLICY FRAMEWORK		1.00			
Existence of national policy/ strategic framework/action plan for culture with an allocated budget	Y	1	1		
Existence of policies/measures to promote access to and participation in the cultural life by minorities and other groups with specific needs	Y	1	1		
Existence of sectoral policies/strategic frameworks for the heritage	Y	1	1		
Existence of sectoral policies/strategic frameworks for book and publishing	Y	1	1		
Existence of sectoral policies/strategic frameworks for the cinema	Y	1	1		
Existence of sectoral policies/strategic frameworks for music	Y	1	1		
Existence of sectoral policies/strategic frameworks for television and radio	Y	1	1		
Existence of sectoral policies/strategic frameworks for other cultural sectors (visual arts, performing arts)	Y	1	1		
Existence of policies/strategic framework for action to promote cultural development and creativity (arts education, social status of artist)	Y	1	1		
Existence of policies/measures to promote cultural diversity (education and training of cultural audiences, promotion and appreciation of a variety of cultural programmes, encouragement for emerging forms of cultural expression)	Y	1	1		
Culture included in national development plans, e.g. poverty reduction strategy papers (PRSPs), the United Nation Development Assistance Framework (UNDAF), etc.	Y	1	1		Culture was included under several outputs of the One Plan 3 (equivalent of UNDAF). Culturally appropriate programming was also included as a cross-cutting issue.
INSTITUTIONAL FRAMEWORK		1.00			
Existence of a Ministry of Culture or a Culture secretariat with ministerial status at the State level	Y	1	1		Ministry of Culture, Sports and tourism
Culture is represented by a State ministry/secretariat in the Council of Ministers (present at regular meetings of the Government)	Y	1	1		Ministry of Culture, Sports and tourism

Existence of a "culture committee " in the Parliament/main national legislature	Y	1	1	National Assembly Committee of Affairs on Culture, Education, Youth and Children
A number of cultural responsibilities are decentralized to regional/provincial authorities, which have a budget for this area (locally allocated or decentralized)	Y	1	1	Ministry of Culture, Sports and Tourism has its branches in all provinces (Departments of Culture, Sports and Tourism). These Departments receive annual budget both from the Ministry and from the People's Committees at their location.
A number of cultural responsibilities are decentralized to local/municipal authorities, which have a budget for this area (locally allocated or decentralized)	Y	1	1	Departments of Culture, Sports and Tourism (DoCST) have their branches at the district level (Offices of Culture). These offices receive annual budget both from the Ministry and from the People's Committees at their location.
In cases of decentralization, the majority of the regional/provincial governments have established special institutional structures for culture (secretariat, department etc.)	Y	1	1	Each DoCST is headed by a Director and assisted by 2-3 Vice-Directors. DoCSTs consist of many divisions in charge of different cultural issues.
In cases of decentralization, the majority of the local/municipal governments have established special institutional structures for culture (councillors, directors, etc.)	Y	1	1	Each Office of Culture is headed by a Chief and has a regulated number of staff.
Existence of organizations dedicated to the promotion of one or more cultural sectors (music, danse, cinema, etc.)at the national level, with public funding in full or in part.	Y	1	1	Ministerial departments in charge of difference cultural sectors (Institute of Music, Institute of Cinema, Institute of Performance Arts, etc.)
Existence of an authority that regulates audio-visual media (with responsibilities that include granting broadcasting licences, monitoring competition rules, penalizing publishers, distributors and operators of audio-visual services that fail to fulfill their obligations, advisory functions in the area of policies and regulations)	Y	1	1	Ministry of Information and Communication is a Government agency, in charge of managing press, publishing, radio and television.

Existence of public systems of subsidies or financial assistance to support the culture sector	Y	1	1	National target programs with annually allocated budget
Existence of mechanisms and processes for monitoring, evaluating and reviewing cultural policy	Y	1	1	The Legal Department of the MoCST has the responsibility to monitor, evaluate and review all culture-related policies and regulations
Existence of training programmes for officials and/or workers in the public administration for culture in the last 12 months	Y	1	1	Each Ministerial department organizes annual training to the staff in their sector. For example, Department of Cultural Heritage organizes annual training to heritage and museum managers in all country's provinces.

Annex 6: Distribution of Cultural infrastructure – Governance Dimension

Country's administrative divisions	Population	Number of Museums	Number of exhibition venues dedicated to the performing arts	Number of Libraries and Media resource center	Population	Museums	Exhibition venues dedicated to Performing Arts	Libraries and Media resource center	Museums	Exhibition Venues dedicated to the Performing Arts	Libraries and Media resource center
Red River Delta	19729612	35	20	137	23%	31%	36%	19%	1.35	1.60	0.84
North Mountain and Midland	11150794	21	6	152	13%	18%	11%	21%	1.43	0.85	1.65
North Central Area and South Central Coast	18911046	23	13	172	22%	20%	24%	24%	0.93	1.08	1.10
Central Highlands	5203606	7	0	56	6%	6%	0%	8%	1.02	0.00	1.30
South East	14484403	14	13	75	17%	12%	24%	10%	0.74	1.42	0.63
Mekong River Delta	17268346	14	3	125	20%	12%	5%	17%	0.62	0.27	0.88
Total					0.664				0.746	0.516	0.730

Annex 7: Index of civil society participation in cultural governance – Governance Dimension

	Option of reply	Reply	Points		
Participation of minorities			50.0%	95	
National level			50%	95	Year Source
Are there institutional mechanisms or organic structures (periodic meetings, committees) providing a framework or neutral forum for dialogue between representatives of minorities and administration officials in processes related to the formulation, management, implementation and/or evaluation of cultural policies, measures and programmes that concern them? <i>These mechanisms or structures could be exclusively dedicated to culture or could be dedicated to broader issues that may treat culture as a thematic or transversal issue.</i>	Yes	x	40	40	<p>Committee for Ethnic Minority Affairs (CEMA) is a ministerial-level agency in charge of supporting the ethnic minority population. They issue their own policies and programs, but also coordinate with other ministries in all ethnic minority related issues. In the field of culture, there is a Department of Ethnic Minority Culture under MoCST who deal directly with ethnic minority issues. Both CEMA and MoCST/Department of Ethnic Minority Culture have extensive administrative branches at the local level.</p> <p>National Assembly consists of members who represent the ethnic minority groups in law making processes.</p>
	No		0		
Can they be considered active (official meeting held in the last 24 months)? Or not (no official meeting has been held in the last 24 months)?	Yes	x	25	25	Very active
	No		10		
Are they permanent in nature (e.g. committees)? Or ad hoc (e.g. meetings)?	Permanent	x	20	20	Permanent - all Government institutions
	Ad hoc		10		
Are their resolutions binding? Or are they consultative?	Binding		15	10	Established and guaranteed by law
	Consultative	X	10		

Regional/municipal/local level				50%	95		
Are there institutional mechanisms or organic structures (periodic meetings, committees) providing a framework or neutral forum for dialogue between representatives of minorities and administration officials in processes related to the formulation, management, implementation and/or evaluation of cultural policies, measures and programmes that concern them?	Yes	x	40	40			See note above. CEMA and MoCST have branches at regional and local levels.
	No		0				
Can they be considered active (official meeting held in the last 24 months)? Or not (no official meeting has been held in the last 24 months)?	Yes	x	25	25			
	No		10				
Are they permanent in nature (e.g. committees)? Or ad hoc (e.g. meetings)?	Permanent	x	20	20			
	Ad hoc		10				
	Binding		15	10			
	Consultative	X	10				
Participation of cultural professionals				50%	95		
National level				50%	95		
Are there institutional mechanisms or organic structures (periodic meetings, committees) that provide for participation by representatives of cultural sector professionals (guilds, associations, networks, etc.) in processes related to the formulation and implementation of cultural policies, measures and programmes that concern them?	Yes	x	40	40			A number of associations are in place to represent the cultural sectoral professionals, such as Writers' Association, Musicians' Association, etc.
	No		0				
Can they be considered active (official meeting held in the last 24 months)? Or not (no official meeting held in the last 24 months)?	Yes	x	25	25			Annual meetings are organized
	No		10				

Are they permanent in nature (e.g. committees)? Or ad hoc (e.g. meetings)?	Permanent	x	20	20		These associations are sponsored by government
	Ad hoc		10			
Are their resolutions binding? Or are they consultative?	Binding		15	10		Established according to the government's regulations
	Consultative	X	10			
Regional/municipal/local level			50%	95		
Are there institutional mechanisms or organic structures (periodic meetings, committees) that provide for participation by representatives of cultural sector professionals (guilds, associations, networks, etc.) in processes related to the formulation and implementation of cultural policies, measures and programmes that concern them?	Yes	x	40	40		As above
	No		0			
Can they be considered active (official meeting held in the last 24 months)? Or not (no official meeting held in the last 24 months)?	Yes	x	25	25		
	No		10			
Are they permanent in nature (e.g. committees)? Or ad hoc (e.g. meetings)?	Permanent	x	20	20		
	Ad hoc		10			
Are their resolutions binding? Or are they consultative?	Binding		15	10		
	Consultative	X	10			
TOTAL				95.0		

Annex 8: Operating budget of several Ministries in VND million, 2013 (Source: Ministry of Finance) – Governance Dimension

Ministries (or equivalent)	Total State budget
Ministry of Agriculture and Rural Development	6,575,151
Ministry of Education and Training	6,479,140
Ministry of Foreign Affairs	3,486,158
Supreme Court	2,755,966
Ministry of Culture, Sports and Tourism	2,610,098
Ministry of Justice	2,140,432
Ministry of Industry and Commerce	1,963,600
Office of the National Assembly	1,226,650
Government Office	1,326,780
State Audit	545,850
Ho Chi Minh Communist Youth Union	356,212
Committee for Ethnic Minority Affairs (CEMA)	257,320

Annex 9: Gender Equality Objective Outputs – Gender Equality Dimension

Description	Score
<i>Political participation</i>	0.5
Male	0.756
Female	0.244
<i>Education</i>	0.643
Male	0.660
Female	0.625
<i>Labour force participation</i>	0.720
Male	0.76
Female	0.68
<i>Targeted gender equity legislation</i>	0.64
Violation against women	0.83
Quota systems for women	0.10
Final score	0.688

Annex 10: Index of development of a multidimensional public framework for heritage sustainability – Heritage Dimension

	Y/N	Data	Weight		Year	Source
1. REGISTRATIONS AND INSCRIPTIONS			30%	0.84		
International Level			33%	80%		
Creation and submission of tentative lists or inventories of cultural and natural heritage to the UNESCO World Heritage Center in the last 5 years	Y	2 sites	1	1	2013	Ministry of Culture, Sports and Tourism (MOCST)
Inscription of cultural, natural or mixed heritage sites on the UNESCO World Heritage List (Number of inscriptions)	Y	7 sites	1	1	2013	MOCST
Inscription of an element on the UNESCO's Representative List of the Intangible Cultural Heritage of Humanity (Number of inscriptions)	Y	5 elements	1	1	2013	MOCST
Inscription of an element on the UNESCO List of Intangible Cultural Heritage in Need of Urgent Safeguarding (Number of inscriptions)	Y	2 elements	1	1	2013	MOCST
Programmes or projects selected as best safeguarding practices by the Intergovernmental Committee of the 2003 Convention for the Safeguarding of Intangible Cultural Heritage (Number of programmes or projects)	N		1	0		
National Level			67%	86%		
Existence of a national natural and cultural heritage registry or list (Number of items inventoried)	Y	47 National Important sites; 3,168 National level sites; 7,484 provincial level site	1	1	2013	MOCST
The national natural and cultural heritage registry or list has been updated at least once in the last 5 years (Date of the last update)	Y	Jun-13	1	1	Jun-13	MOCST

Existence of intangible heritage inventories at the national or sub-national level (Number of items inventoried)	Y	48 items	1	1	2013	MOCST
At least one of the intangible heritage inventories existing at the national or sub-national level has been updated in the last 5 years (Date of the last update)	Y	Jun-13	1	1	Jun-13	MOCST
Existence of a list or inventory of protected cultural property including movable heritage (Number of items inventoried)	Y	More than 2 millions items	1	1	2013	MOCST
The national list or inventory of protected cultural property including movable heritage has been updated at least once in the last 5 years (Date of the last update)	Y	Dec-12	1	1	Dec-12	MOCST
Existence of a database of cultural objects stolen from a museum, religious institution or public monument	N		1	0		
2. PROTECTION, SAFEGUARDING AND MANAGEMENT			40%	0.77		
Conservation, Valorization and Management			33%	92%		
Dedicated annual budget at the national level for the identification, protection, safeguarding, conservation and management of natural, tangible and intangible cultural heritage (Amount)	Y	280 millions USD (for 2012-2015)	1	1	2012	Decision 1211/QĐ-TTg
Specific legislations/policies/measures for conserving and promoting inventoried cultural and natural heritage adopted in the last 5 years (Date(s) of adoption)	Y	Law on Cultural Heritage 2001, amended 2009	1	1	2013	MOCST
Specific legislation/ policies/ measures for safeguarding inventoried intangible heritage adopted in the last 5 years (Date(s) of adoption)	Y	Law on Cultural Heritage 2001, amended 2009	1	1	2013	MOCST
National legislation/policies/measures regulating archaeological excavation adopted: for example supervision of archaeological excavations, in situ preservation, reservation of areas for future archaeological research (Date of adoption)	Y	Law on Cultural Heritage 2001, amended 2009	1	1	2013	MOCST

Measures for preventing the illicit trafficking of protected cultural property adopted: for example measures to control the export of cultural property - such as certificates authorizing the export cultural property; measures to control the acquisition of cultural property -sucha as mechanisms to prevent museums, cultural dealers and similar institutions from acquiring cultural property exported illegally, etc. (Date(s) of adoption)	Y	Law on Cultural Heritage 2001, amended 2009	1	1	2013	MOCST
Existence of specialized units in the police and customs forces for the fight against the illicit trafficking of cultural objects and movable heritage	Y	Interpol Viet Nam	1	1	2013	Ministry of Public Security
Existence of museums holding permanent collections of 'movable heritage' (Number of museums)	Y	137	1	1	2013	MOCST
Management plan(s) elaborated or updated in the last 3 years for registered heritage sites at the sub-national, national or international level (Date(s) of publication)	Y	Ha Long (2010),Thang Long Citadel (2013)	1	1	2013	MOCST
Existence of Disaster Risk Management (DRM) plan(s) for major heritage sites in cases of hazard and vulnerability (Date(s) of publication)	Y	UNESCO Viet Nam Office is training for 3 WHS	1	1	2013	UNESCO Viet Nam Office
Existence of documentation centres for natural, tangible or intangible cultural heritage (Number)	Y	2 centres	1	1	2013	MOCST
At least one scientific study identifying actions to address the dangers threatening natural, tangible or intangible cultural heritage conducted in the last 2 years	Y	Master Plan of WHS	1	1	2013	MOCST
Explicit reference to the role of cultural heritage for development integrated into the current national development plans (Date of the plan)	N		1	0		
Knowledge and Capacity-Building			33%	80%		
Existence of operational national centre(s) for capacity-building in heritage related areas and adressed to heritage professionals (Number of centres)	Y	4 centres	1	1	2013	MOCST

Existence of capacity-building and training programme(s) implemented in the last 3 years, to increase heritage site management staff's expertise in protection and conservation of tangible heritage (Number of programmes)	Y	6 programmes	1	1	2013	MOCST
Existence of capacity-building and training programme(s), implemented in the last 3 years, to increase expertise in safeguarding and transmission of intangible cultural heritage by local communities (Number of programmes)	Y	3 programmes	1	1	2013	MOCST
Existence of specific capacity-building and training programme(s), implemented in the last 3 years, for the armed forces on the protection of cultural property in the event of armed conflict. (Number of programmes)	N		1	0		
Existence of capacity-building and training programme(s), implemented in the last 3 years, to increase expertise in the fight against the illicit trafficking of cultural property involving police forces, customs, museum staff, and governmental representatives (Number of programmes)	Y	2 programmes	1	1	2013	MOCST
Community Involvement			33%	60%		
Evidence of community involvement during the decision-making process of identifying tangible heritage elements and registering them.	Y		1	1	2013	MOCST
Evidence of community involvement during the decision-making process of labelling intangible heritage elements and inventoring them	Y		1	1	2013	MOCST
Measures and practices to strengthen the role of communities in the protection of cultural heritage and the fight against the illicit trafficking of cultural objects implemented in the last 2 years.	N		1	0		
Existence of heritage site management committees with local community representation	Y		1	1	2013	MOCST
Measures and practices to involve minorities and/or indigenous peoples in heritage protection, conservation, safeguarding and transmission implemented in the last 2 years	Y		1	1	2012	MOCST

Measures taken to respect customary practices governing access to specific aspects of intangible cultural heritage implemented in the last 2 years	N		1	0		
3. TRANSMISSION AND MOBILIZATION OF SUPPORT			30%	0.53		
Raising Awareness and Education			60%	88%		
World Heritage sites and major national cultural heritage sites inscribed in national registries are clearly identified for visitors to recognize their status as heritage sites	Y		1	1	2013	MOCST
Existence of visitor interpretation centres or services for the transmission and presentation of cultural and/or natural heritage to the general public at the 3 most visited sites.	Y		1	1	2013	MOCST
Existence of community centres and associations created and managed by communities themselves intended to support the transmission of intangible cultural heritage and inform the general public about its importance for those communities.	Y		1	1	2013	MOCST
Existence of differential pricing for local visitors at heritage sites	Y		1	1	2013	MOCST
National educational and information programmes on cultural and natural heritage implemented in the last 2 years, informing the general public of the dangers threatening their heritage (including the illicit trafficking of cultural objects)	Y		1	1	2013	MOCST
Capacity-building and training activities intended to increase heritage expertise amongst teachers and educators implemented in the last 2 years (Number of programmes)	N		1	0	2013	MOCST
School programmes to raise awareness and promote all forms of cultural heritage among youth implemented in the last 2 years (Number of programmes)	Y	2 programmes	1	1	2012	MOCST
Media campaign intended to raise awareness of heritage among the general public launched in the last 2 years	Y		1	1	2013	MOCST
Stimulating Support			40%	0%		

Specific measures to involve civil society and/or private sector in heritage protection, conservation, and transmission implemented in the last 2 years (Date of adoption)	N		1	0		
Existences of formal agreements with tour operators for the protection, conservation and transmission of heritage sites	N		1	0	2013	MOCST
Existence of private foundations or associations working for heritage advocacy and funding protection initiatives	N		1	0		
TOTAL			0.72			