

APPENDIX 4:
Regional Issue Matrices from Needs Assessment Workshop in September 2002

Venue (Region)

- Regional Issue Matrix #1 & #2: Phu Tho (Northern Mountain) Group 1 & 2
- Regional Issue Matrix #3: Nam Dinh (Red River Delta)
- Regional Issue Matrix #4 & #5: Binh Thuan (Coastal) Group 1 & 2
- Regional Issue Matrix #6: Gia Lai (Central Highlands)
- Regional Issue Matrix #7: Ho Chi Min City (South East)
- Regional Issue Matrix #8 & #9: Dong Thap (Mekong River Delta) Group 1 & 2

Regional Issue Matrix #1: Phu Tho (Northern Mountain) Group 1

Core Issue: Primary Education is inadequate

Report on: 26/9/2001

Consequences (#1 Northern Mountain-g1)	Direct Causes	2nd Level Causes	3rd Causes
<ul style="list-style-type: none"> • Implementation of policies and regulations in schools is ineffective • Education is not meeting planned targets 	1. School management is inadequate	1.1. Management skills are poor	1.1.1. Management staff are not well-trained 1.1.2. Storage of files and documents is inadequate 1.1.3. Education Information systems are inadequate
		1.2. There is lack of resources for effective management	1.2.1. School network is scattered 1.2.2. There is shortage of office equipment 1.2.3. Information access is poor 1.2.4. Transportation is difficult
<ul style="list-style-type: none"> • Efficiency in the implementation of the curriculum is low • Ratio of repetition and drop is high • Ratio of good pupils is low • Headteachers have difficulties in managing schools 	2. Qualifications of some teachers are low	2.1. A number of teachers do not meet the required standards	2.1.1. There is a lack of opportunity for in-service training 2.1.2. Training does not meet development requirements
		2.2. Teacher training is not integrated	
		2.3. Some teachers are not willing to teach or do not make the best effort to teach	2.3.1. Living conditions are poor 2.3.2. There is lack of accommodation for teachers 2.3.3. Transportation is difficult 2.3.4. Working conditions is poor 2.3.5. Languages used are different
<ul style="list-style-type: none"> • Teachers have difficulties in implementation of curriculum and renovation of teaching methods • Schools cannot change into full-day schools • Schools still have to follow 2 shifts/day • Health and safety conditions for teachers and pupils are not ensured 	3. There is a lack of facilities and equipment	3.1. There is lack of classrooms and function rooms	3.1.1. Majority of classrooms are temporary 3.1.2. Mobilization of other financial resources is difficult 3.1.3. Government budget does not meet requirements
		3.2. There is a lack of teaching equipment	3.2.1. There are shortages of teaching equipment (quantity and quality) 3.2.2. Teaching equipment is not distributed in time
		3.3. There is lack of books and libraries in some schools	3.3.1. Most of schools just have bookshelf not a library 3.3.2. Poor pupils cannot buy textbooks

Regional Issue Matrix #2: Phu Tho (Northern Mountain) Group 2

Core issue: Primary Education is inadequate

Report on: 26/9/2001

Consequences (#2 Northern Mountain-g2)	Direct Causes	2nd Level Causes	3rd Level Causes
<ul style="list-style-type: none"> • Skills for data processing are poor • Capacity of teachers' and pupils' is limited • Effectiveness in the implementation of school/Government regulations is low • It is difficult to mobilize other financial resources for education 	1. Education management does not meet requirements	1.1. Skill of some management staff is poor	1.1.1. Selection of management staff is not based on their ability 1.1.2. Management staff are not well-trained 1.1.3. Use of management staff is inadequate 1.1.4. Evaluation of management staff is inadequate
		1.2. There is a lack of facilities and poor working conditions for management staff	1.2.1. There is shortage of working offices 1.2.2. There is lack of transportation 1.2.3. There is lack of facilities for communication for example telephones, fax machines, computers
		1.3. Management structures are inadequate	1.3.1. Rights in accordance with responsibilities are inadequate 1.3.2. Benefits from having many responsibilities is low
<ul style="list-style-type: none"> • Efficiency in education is low • Deployment of staff causes difficulties for education management 	2. Qualification of some teachers is poor	2.1. Teacher training is not practical	2.1.1. Training curriculum does not cover all subjects adequately 2.1.2. Qualifications of entrants are poor 2.1.3. There is lack of facilities and equipment for training 2.1.4. Qualification of some trainers is poor 2.1.5. Training methods are insufficient and impractical
		2.2. In-service training is inadequate	2.2.1. Suitable policies for in-service training are not in place 2.2.2. Effectiveness of training methods is low 2.2.3. Quality of training curriculum is poor 2.2.4. There is shortage of budget for in-service training
		2.3. Working conditions are difficult	2.3.1. There is lack of teaching facilities 2.3.2. There is shortage of working offices 2.3.3. Living conditions for teachers are poor e.g. no electricity, no clean water, poor hygiene, accommodation, transportation etc.
		2.4. Assessment and rating systems are not effective	

Consequences (#2 Northern Mountain-g2)	Direct Causes	2 nd Level Causes	3 rd Level Causes
		2.5. There is shortage of teachers for specific subjects e. g. Art, Music	2.5.1. Positions for librarians and teaching assistants are not available 2.5.2. Positions for specialist teachers are not available
<ul style="list-style-type: none"> Lack of facilities mean practical lessons cannot be implemented Schools cannot change to full-day schooling Teachers' and pupils' health and safety is poor Schools do not meet national standards 	3. There is lack of facilities	3.1. There is a shortage of classrooms	3.1.1. Some primary schools share facilities with lower Secondary Schools 3.1.2. There are damaged classrooms due to floods/storms or long time usage 3.1.3. More sub-schools are required due to scattered populations 3.1.4. Specialist rooms are required for comprehensive education 3.1.5. More classrooms are needed for full day school implementation
		3.2. There is a shortage of teaching facilities	3.2.1. There is a shortage of equipment and teaching aids 3.2.2. Some equipment is not effective in use due to its quality or poor skill of teachers 3.2.3. More facilities are required to equip sub-schools
		3.3. There is shortage of ground for school buildings	3.3.1. Primary schools are combined school with Lower Secondary Schools 3.3.2. Planning is inadequate 3.3.3. There is lack of land that due to historical reasons that cannot be used
<ul style="list-style-type: none"> Difficult for teachers to renovate their teaching methods Teachers do not encourage the creativeness of pupils in learning and other activities. Management staff have difficulty in assessing the quality of lessons 	4. The curriculum is inadequate	4.1. Teaching conditions and teaching methods are poor	
		4.2. School duration according to the requirements of the curriculum (overload curriculum) is too short	

Consequences (#2 Northern Mountain-g2)	Direct Causes	2nd Level Causes	3rd Level Causes
<ul style="list-style-type: none"> • Poor environment for education • Poor mobilization of other financial resources for education 	5. Efficiency of education socialization is low	5.1. Awareness about education by people and government agencies (at different levels) is poor	5.1.1. Effectiveness of education policy dissemination is low 5.1.2. Co-operative structure is not defined between school-family-society 5.1.3. Cultural knowledge in some areas is poor
		5.2. It is difficult to mobilize other financial resources for education	5.2.1. Some poor parents can not afford to pay for their children to study 5.2.2. Co-operative structure is not defined between school-family-society 5.2.3. Cultural knowledge in some areas is poor 5.2.4. Effectiveness of education policy dissemination is low
		5.3. Consulting skills of school management staff are low	5.3.1. Skill of management staff is poor 5.3.2. Awareness of management staff is poor

Regional Issue Matrix #3: Nam Dinh (Red River Delta)

Core issue: Primary Education is inadequate

Report on: 20/9/2001

Consequences (#3 Red River Delta)	Direct Causes	2 nd Level Causes	3 rd Level Causes	4 th Level Causes
<ul style="list-style-type: none"> Implementation of education activities in schools is ineffective Teachers' capacity is limited Mobilization of community contributions is difficult 	1. Primary education management is poor	1.1. Skills of management staff are limited	1.1.1. Efficiency of education inspection is low 1.1.2. Management skills of headteachers are poor 1.1.3. Computer skills of staff are poor 1.1.4. Management staff are not well-trained	1.1.4.1. Budget for management training is insufficient
		1.2. Management facilities are inadequate	1.2.1. Budget share for education is insufficient	1.2.1.1. Primary pupils are not obliged to pay for tuition
		1.3. Policies and regulations are inconsistent	1.3.1. Educational Advisory Services are not effective and timely	
<ul style="list-style-type: none"> Efficiency in learning is low (high repetition and drop out rates) Quality of teaching is low It is difficult to implement full day schooling 	2. Teachers do not meet the required standards	2.1. Deployment of teachers is inappropriate	2.1.1. Policies for deployment of teachers in different regions are poor 2.1.2. Number of teachers for specific subjects (e.g. Art, Music) is insufficient	2.1.2.1. Facilities for the training of specialist teachers are inadequate
		2.2. Permanent positions for teachers are insufficient	2.2.1. Suitable policies for teachers of full-day schooling have not been set 2.2.2. Teacher-class ratio is low	
		2.3. Qualifications of teachers are poor	2.3.1. Redundancy policy for unqualified teachers has not been set 2.3.2. Some teachers are not willing to change their teaching methods 2.3.3. Teachers are not well-trained	2.3.2.1. Teachers' salaries are low 2.3.3.1. Budget for extra activities and in-service training is insufficient

Consequences (#3 Red River Delta)	Direct Causes	2 nd Level Causes	3 rd Level Causes	4 th Level Causes
		2.4. There is lack of experts for Physical Education.	2.4.1. Incentives for good teachers are not satisfactory 2.4.2. Training courses are not provided 2.4.3. There is lack of DOET staff	
<ul style="list-style-type: none"> • There are health and safety problems for teachers and pupils • Teachers have difficulty in changing their teaching methods • Effectiveness of pupils learning and other activities are limited 	3. Facilities are poor	3.1. Schools are short of classrooms	3.1.1. It is difficult to mobilize other financial resources 3.1.2. Annual flood damage to classrooms 3.1.3. Budget for equipment is insufficient 3.1.4. Number of pupils in one class is large 3.1.5. There is lack of desks and chairs	
		3.2. Schools are short of teaching equipment	3.2.1. It is difficult to mobilize additional financial resources 3.2.2. Budget for equipment and teaching aids is insufficient	
		3.3. Education facilities (schools and school areas) are insufficient	3.3.1. Primary schools are combined with lower secondary schools 3.3.2. Schools are forced to meet higher new standards 3.3.3. Communities do not pay proper attention to Primary Education 3.3.4. There is lack of land for constructing schools 3.3.5. Schools are located in narrow areas 3.3.6. The number of pupils in one class is large	

Regional Issue Matrix #4: Binh Thuan (Coastal) Group 1

Core Issue: Primary Education is inadequate

Report on: 20/9/2001

Consequences (#4 Coastal-g1)	Direct causes	2nd Level Causes	3rd Level Causes
<ul style="list-style-type: none"> • Pupils drop out • The number of pupils mobilized to go to school is low • Some children cannot go to school • Co-operation between school-family-society is poor • Strengthening of socialization is limited 	<p>1. The support to education from the local community is limited</p>	<p>1.1. Peoples' living standards are low</p>	
		<p>1.2. The local peoples' awareness of education issues is poor</p>	
<ul style="list-style-type: none"> • Drop out and repetition rate is high • Teaching and learning outside school is uncontrolled • The quality of education and morality is low 	<p>2. The curriculum does not match its objectives</p>	<p>2.1. MOET's curriculum and views concerning primary education change too often</p>	<p>2.1.1. There are too many lessons and the time for each period is too short</p>
		<p>2.2. Textbooks are not interesting and sometimes unavailable</p>	<p>2.2.1. The form and design of textbook is not good and beautiful 2.2.2. The content of some textbooks is duplicated and often textbooks are not relevant to local conditions</p>
<ul style="list-style-type: none"> • Pupils learn inactively, unconfidently and uncreatively • Pupils knowledge and morality are low in comparison the Grade's learning objectives • Teaching and learning outside school is uncontrolled 	<p>3. The quality of primary teachers does not meet requirements</p>	<p>3.1. The quality of teacher training at TTCs is still poor</p>	<p>3.1.1. Training at TTCs does not meet the requirements of new curriculum for primary education 3.1.2. Teaching of both theory and practice is inadequate</p>
		<p>3.2. Teacher's living conditions are difficult</p>	<p>3.2.1. Policy/regulations for primary teachers are renovated too slowly</p>
		<p>3.3. Teaching methods do not make pupils active and diligent</p>	<p>3.3.1. Teachers spend little time on teaching research/reflection 3.3.2. Unemployed teachers from secondary level have been used to teach in primary schools</p>
		<p>3.4. Pre-service and in-service training for teachers is not related to what happens in schools</p>	
		<p>3.5. The budget invested in education is low</p>	<p>3.5.1. National economy is low 3.5.2. Budget allocated for education is not prioritized</p>

Consequences (#4 Coastal-g1)	Direct causes	2 nd Level Causes	3 rd Level Causes
<ul style="list-style-type: none"> • The quality of education management is variable • Teaching and learning outside school is uncontrolled • The quality of education and morality is low 	<p>4. Education management is weak</p>	<p>4.1. The systems for primary education management do not meet requirements</p>	<p>4.1.1. The budget for education is calculated according to the population, not to the number of pupils</p> <p>4.1.2. The teacher/class ratio is not appropriate</p> <p>4.1.3. Content and curriculum for management staff training do not match with needs</p> <p>4.1.4. The form and design of textbooks is poor</p>
		<p>4.2. Management staff in primary education lack management skills</p>	
<ul style="list-style-type: none"> • Not enough classrooms for full-day schooling • The quality of education and morality is low • It is difficult to build schools to national standards • The number of triple shifts/day schooling increases • Pupils are not interested in learning and other activities • The number of pupils per class is more than MOET's guidelines • Budget allocation results in differences in the implementation of comprehensive education 	<p>5. Facilities and equipment are poor</p>	<p>5.1. There is lack of teaching equipment</p>	
		<p>5.2. The number of classrooms is insufficient</p>	<p>5.2.1. Guidelines on primary equipment are not available</p> <p>5.2.2. The economic is still weak</p> <p>5.2.3. Construction of new classrooms has not met needs</p>
		<p>5.3. Budget for education is low</p>	

Regional Issue Matrix #5: Binh Thuan (Coastal) Group 2

Core Issue: Primary Education is inadequate

Report on: 20/9/2001

Consequences (#5 Coastal-g2)	Direct Causes	2 nd Level Causes	3 rd Level Causes
<ul style="list-style-type: none"> • Regulations relating to primary education are not properly followed • In-service training is not developed • High drop out rate • Use of budget is ineffective • Schools cannot meet planned objectives 	1. Management reform is slow	1.1. Management systems in primary education are inadequate	1.1.1. The policies for education management are not appropriate
		1.2. Skills and capacity of management staff do not meet requirements	1.2.1. Training and in-service training for management staff is weak
		1.3. Management information systems are poor	1.3.1. Facilities for management do not meet needs
<ul style="list-style-type: none"> • Obtained objectives are less than the requirements of primary education. • The quality of education is low • Training effectiveness is not good • The quality of primary education is limited 	2. Primary teachers are not adequately trained	2.1. There is lack of education inspectors	2.2.1. The training at TTCs does not meet requirements
		2.2. Skills and qualification of primary teachers are low	2.2.2. The quality of TTC entrants is poor
		2.3. The policies for the deployment of primary teachers is not appropriate	2.3.1. Centralized education policy 2.3.2. School size is too big
<ul style="list-style-type: none"> • Pupils are not interested in learning. • Pupils have poor practical skills • The number of teaching periods do not meet requirements • Education is not comprehensive and quality is low • Education does not encourage pupils' thinking • Repetition and drop out rates are high • School facilities and budget are not adequate 	3. Teaching methods in primary are slow to change	3.1. Teachers' qualifications are limited	3.1.1. Self-research and self-study by teachers is weak 3.1.2. Many primary teachers do not meet the national standard 3.1.3. Teachers are unwilling to change their teaching methods 3.1.4. Use of teaching equipment/facilities is often inappropriate
		3.2. Curriculum and textbook renewal is slow	
		3.3. Teaching equipment is in short supply	3.3.1. Few teachers make/use teaching aids 3.3.2. Budget for equipment is low 3.3.3. Budget for education does not meet needs
		3.4. Pupil evaluation is poor	

Consequences (#5 Coastal-g2)	Direct Causes	2 nd Level Causes	3 rd Level Causes
<ul style="list-style-type: none"> • It is difficult to develop education • Primary school development is not sustainable and inefficient • Education budget is insufficient • Parents do not concern themselves much about their children's education • Fewer pupils attend school • School facilities and budget are inadequate 	4. Education socialization is not strengthened	4.1. Social awareness regarding primary education is limited	
		4.2. Institutionalization of socialization is not established	4.2.1. Education awareness has low impact
		4.3. Education effectiveness does not meet social needs	
<ul style="list-style-type: none"> • The number of pupils per class is high • The quality of education is low and not comprehensive • There are not enough chairs (seats) for pupils • There are a lack of facilities to carry out the education and training tasks • The quality of training is low • There is lack of practical equipment/facilities • Pupils do not enjoy going to school because school is not beautiful 	5. Facilities and equipment's in primary schools do not meet teaching and learning requirements	5.1. Budget invested for primary education is still low	5.1.1. The social situation and economic development are too weak to meet the needs required for the development of primary education
		5.2. Socialisation is weak	
		5.3. Management is inefficient	
		5.4. Construction, rebuilding, maintenance and use of school facilities is poor	

Regional Issue Matrix #6: Gia Lai (Central Highlands)

Core Issue: Primary Education is inadequate

Report on: 26/9/2001

Consequences (#6 Central Highland)	Direct Causes	2nd Level Causes	3rd Level Causes
<ul style="list-style-type: none"> • Management is poor • Utilization of teachers is inappropriate • School planning and implementation is weak 	1. Qualifications of management staff are low	1.1. Management staff in schools are not well trained	
		1.2. Capacity/qualifications of management are inadequate	
		1.3. There is no extra-allowances paid to management staff in DOETs and Education Divisions	
<ul style="list-style-type: none"> • Quality of teaching and learning is limited • Pupils do not receive a comprehensive education • Promotion and graduation rates of pupils are low • Pupils are not interested and active in their learning 	2. Qualifications of primary teachers do not meet requirements	2.1. Teacher training and in-service training are not effective	2.1.1. Quality of entrants is low 2.1.2. Specific curricula for teachers from ethnic minority areas are not available 2.1.3. Ethnic minority teachers are less well trained 2.1.4. Teachers do not know the ethnic minority languages 2.1.5. Ethnic minority teacher training uses short-term courses 2.1.6. Teaching methods used for training ethnic minority teachers/pupils are weak 2.1.7. Teachers are not interested in making teaching aids 2.1.8. Teachers are in short supply and of poor quality
		2.2. The policy for primary teacher deployment is inappropriate	

Consequences (#6 Central Highland)	Direct Causes	2 nd Level Causes	3 rd Level Causes
<ul style="list-style-type: none"> • Teachers from other regions are not willing to teach in minority areas • Teachers invest little into their teaching • It is difficult to mobilize pupils to go to school 	<p>3. Policies and regulations are inappropriate</p>	<p>3.1. Management does not invest in primary education</p>	<p>3.1.1. There are no extra-allowances for management staff in the education divisions (DOETs, BOETs)</p> <p>3.1.2. Equipment supply systems to school are poor</p> <p>3.1.3. The policies/regulations for teachers are <i>inappropriate</i></p> <p>3.1.4. The policy to transfer teachers to the highlands has not been carried out</p> <p>3.1.5. Providing accommodation for teachers transferring from other places is not dealt with</p>
		<p>3.2. Policies/regulations concerning ethnic minority pupils are weak</p>	<p>3.2.1. There are no prioritized policies for ethnic teachers at local level</p> <p>3.2.2. The investment budget for boarding schools is low</p> <p>3.2.3. There is a shortage of notebooks for pupils</p> <p>3.2.4. There is a shortage of textbooks for pupils</p>
<ul style="list-style-type: none"> • Health of pupils is not safeguarded • Pupils do not always go to school 	<p>4. The natural conditions are difficult</p>	<p>4.1. Transportation is difficult in the highlands</p>	
		<p>4.2. Climatic conditions affect attendance</p>	
		<p>4.3. The population is scattered</p>	
<ul style="list-style-type: none"> • Low rate of school attendance 	<p>5. Socio-economic conditions are difficult</p>	<p>5.1. Peoples' life is difficult</p>	
		<p>5.2. Peoples' knowledge is low</p>	
		<p>5.3. Local customs are strong</p>	
		<p>5.4. Cultivation follows subsistence methods of slash and burn</p>	
		<p>5.5. Diseases are common</p>	
		<p>5.6. Free immigration into the area causes problems</p>	

Consequences (#6 Central Highland)	Direct Causes	2 nd Level Causes	3 rd Level Causes
<ul style="list-style-type: none"> The quality of primary education is low Pupils are unable to absorb knowledge Pupils have poor practical skills 	6. Learning conditions for pupils are poor	5.7. Investment in infrastructure is low	
		6.1. Parents are not concerned about their children's education	
		6.2. Vietnamese language is limited	
		6.3. Awareness about the teaching/learning needs of ethnic pupils is limited	
		6.4. Pupils have little time to study at home	
		6.5. Female pupils have fewer opportunities to go to school	
<ul style="list-style-type: none"> Repetition rate is high Drop out of pupils is high Quality of primary education is low 	7. Content, curriculum, teaching methods, textbooks are not appropriate for highland pupils	7.1. Content do not relate to local culture	7.1.1. The specific nature of ethnic culture is not considered 7.1.2. Curriculum content is heavily theoretical 7.1.3. Teaching method is neither active nor creative
		7.2. The time for ethnic language teaching is not properly managed	7.2.1. There is a shortage of teaching materials and reading books for pupils 7.2.2. Textbooks and learning conditions are not suitable for ethnic pupils
		7.3. Pupils have little time for excursion/learning tours	

Consequences (#6 Central Highland)	Direct Causes	2 nd Level Causes	3 rd Level Causes
<ul style="list-style-type: none"> • Parents worry when their children go to school • Pupils do not want to go school • The health of pupils is not ensured • Pupils have difficulties in learning • Management operations are weak • Curriculum implementation is not ensured • Practical lessons cannot be carried out 	8. Investment is low and facilities are poor	8.1. Government/authorities at different levels do not give proper attention to education	8.1.1. There is lack of equipment/facilities for full-day schooling 8.1.2. Management of facilities for teaching is inadequate 8.1.3. Existing equipment is not used, or if used not used properly 8.1.4. There shortage of classrooms 8.1.5. Triple shift/day schooling still exists 8.1.6. Classrooms are poorly lit
		8.2. The total budget for education is low	8.2.1. Mechanisms of budget management are not appropriate
		8.3. Management and utilization of facilities is ineffective	
<ul style="list-style-type: none"> • Cooperation between school and community for implementation of education activities is not effective • School attendance is low • Contribution of community towards school building and equipment is not significant 	9. Socialization is not strengthened	9.1. Dissemination of socialization is not widespread	9.1.1. School does not show its effectiveness to local community
		9.2. Contributions of parents are low	9.2.1. People are very poor 9.2.2. Children are needed for family activities
		9.3. Education attainment is low and exposure to a wider environment is limited	9.3.1. Local customs and living conditions 9.3.2. People do not feel they have responsibilities concerning the education of their children 9.3.3. Awareness of people about education socialization is not established

Regional Issue Matrix #7: Ho Chi Minh City (South East)

Core Issue: Primary Education is inadequate

Report on: 19/9/2001

Consequences (#7 South East)	Direct Causes	2 nd Level Causes	3 rd Level Causes
<ul style="list-style-type: none"> • Quality of teaching and learning is low 	1. Teachers are not of a good standard	1.1. Qualifications and pedagogical techniques of teachers are poor	1.1.1 Teachers only slowly reform their teaching methods 1.1.2. Teaching quality in TTCs is low 1.1.3. Teachers are not entitled to take regular in-service training courses
		1.2. The number of specialist teachers is insufficient	1.2.1. There is lack of teacher training facilities in some specific subjects (art, music)
		1.3. Accommodation for teachers is inappropriate	1.3.1. Teachers have difficulty in finding accommodation, especially in remote areas
<ul style="list-style-type: none"> • Triple shift /day classes still exist • Implementation of full day schooling is not possible • Schools and classrooms do not meet required standards • Teaching is merely theoretical 	2. Facilities do not meet requirements	2.1. Facilities of schools do not meet required standards	2.1.1. Facilities do not meet implementing requirements for full day schooling 2.1.2. Constructions of infrastructure under WB projects are not in line with National Standards for primary schools 2.1.3. School area per pupil is low 2.1.4. Number of classrooms and function rooms are insufficient
		2.2. Sizes of schools and classes in urban areas are too large (over 30 classes/school, 40 pupils/class)	
		2.3. Teaching equipment is poor	2.3.1. Audiovisuals are not provided. 2.3.2. Libraries lack books
		2.4. Equipment is not modern	
<ul style="list-style-type: none"> • Effectiveness of the educational sector is low • Inefficient use of facilities • Utilization of financial sources is inefficient 	3. Educational management is poor	3.1. Skills of financial managers in schools are poor	3.2.1. Most educational managers do not take any formal training courses on management
		3.2. Educational management skills of some officials are weak	

Consequences (#7 South East)	Direct Causes	2 nd Level Causes	3 rd Level Causes
<ul style="list-style-type: none"> • Quality of school management is poor 		3.3. Educational councils at localities operate inefficiently	3.4.1. Local authorities have not paid proper attention in providing enough land for school construction 3.4.2. There is lack of land planning information 3.4.3. Cooperation among relevant sectors regarding land planning is inadequate 3.4.4. Education sector does not give good advice to provincial people's committee (e.g. making plan, forecasting enrolment)
		3.4. School mapping is not made in accordance with provincial topography	
<ul style="list-style-type: none"> • Drop out and repetition rates are high • Educational quality is low • It is difficult for teachers to give lessons • Pupils are passive in learning • Pupils are fed up with studying • Pupils can not absorb lessons well 	4. Curriculum and textbooks are inappropriate	4.1. Curriculum contents are too theoretical	
		4.2. Compilation of curriculum does not stick to the facts	
		4.3. Pupils are not taught how to study	4.3.1. Teachers are not trained to use effective teaching methods
<ul style="list-style-type: none"> • Teachers are not enthusiastic about teaching • Primary education encounters many difficulties in operation • School infrastructures are inappropriate for teaching and learning 	5. Financial mechanisms for education is inappropriate	5.1. State does not properly invest in primary education	5.1.1. State budget for areas which have many migrant pupils is insufficient 5.1.2. Budget expenditure share for primary education is still low compared with needs 5.1.3. Expenditure guidance is inappropriate (especially expenditure policies) 5.1.4. Decision-making on education expenditures is not assigned to education sector.
		5.2. Mobilization mechanisms are unavailable	5.2.1. Legal documents issued by State guiding mobilization of financial sources are not available
<ul style="list-style-type: none"> • Implementation of U.P.E. at the right school ages faces many difficulties. 	6. Enrolment of disadvantaged children is low	6.1. Pupils are used for labor	6.1.1. Local communities have not taken the full responsibility for primary education

Consequences (#7 South East)	Direct Causes	2 nd Level Causes	3 rd Level Causes
		6.2. Some parents pay no attention to their children's education	
		6.3. Children of poor families are not sent to schools	6.3.1. Poor pupils lack learning materials
		6.4. Enrolment of children in ethnic minority regions is low	6.4.1. Ethnic Minority people often migrate across regions.
		6.5. Some pupils in remote areas can not attend schools because of difficulties of access	6.5.1 Economic conditions in remote areas are poor

Regional Issue Matrix #8: Dong Thap (Mekong River Delta) Group 1

Core Issue: Primary Education is inadequate

Report on: 26/9/2001

Consequences (#8 Mekong River Delta-g1)	Direct Causes	2nd Level Causes	3rd Level Causes
<ul style="list-style-type: none"> • Education quality is low • Planning is poor • The mechanisms of organization are not consistent • Implementation is ineffective • Policy and regulations are not appropriate 	<p>1. School management is inadequate</p>	<p>1.1. PEDP does not match the characteristics of individual provinces</p>	<p>1.1.1. Education management reform is slow 1.1.2. The Education Development Plan and strategy is not in line with socio-economic needs</p>
		<p>1.2. Education management at DOET level is not good</p>	<p>1. 2.1. Officials of DOET are not well-trained in primary education management</p>
		<p>1.3. Management skills of school headteachers are poor</p>	<p>1. 3.1. Nomination of school headteachers is not appropriate 1. 3.2. Geological areas are large (many scattered schools) 1.3.3. Headteachers are not well trained in school management</p>
		<p>1.4. Inspection does not assist primary teachers to improve their teaching</p>	<p>1. 4.1. Internal inspection is ineffective</p>
<ul style="list-style-type: none"> • Primary education is backward in comparison with developed countries • Teaching and learning outside school is uncontrolled • Pupils are not interested in learning • The effectiveness of education is low • Slow reform of teaching methodology 	<p>2. Primary curriculum is not appropriate</p>	<p>2.1. Curriculum content is overloaded</p>	
		<p>2.2. Primary curriculum is too theoretical</p>	
		<p>2.3. Design of textbooks is not scientific</p>	

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<ul style="list-style-type: none"> • Some teachers who have not reached National Standards must be used • There is a gap between urban pupils and rural ones • In-service training for some primary teachers is necessary • Teaching quality does not meet needs • The budget needed for extra teaching hours is high 	3. Primary teaching is weak	3.1. There is shortage of primary teachers in remote areas	3.1.1. Shortage of human resources for teacher training in some remote areas 3.1.2. Difficult living conditions in remote areas are not attractive to teachers from other regions
		3.2. In-service training is limited	3.2.1. Teacher training courses only have a short time for practical teaching in schools 3.2.2. Facilities at TTCs are poor 3.2.3. Most trainers at TTCs have little experience in primary teaching 3.2.4. Trainers at TTCs are delay in reforming their teaching methods 3.2.5. Training courses for teachers are not comprehensive
		3.3. The quality of pre-service training courses at TTCs is poor	3.3.1. Pre-service training courses are improved too slowly
		3.4. Primary teacher qualifications do not meet the required standards	3.4.1. Theoretical knowledge does not transfer to practical teaching 3.4.2. Some teachers are not willing to renovate their teaching methods 3.4.3. Teachers do not make the best effort to teach 3.4.4. Low salary of primary teachers
<ul style="list-style-type: none"> • Children of school-age do not go to school • U.P.E. at the right age has many difficulties • Drop out and repetition rates areas high • Some pupils have poor learning results 	4. Learning of primary pupils is negatively affected	4.1. Some parents do not pay attention to their children's education	4. .1. Living conditions are poor
		4.2. Pupils of Khmer Ethnic minority find difficulty in understanding lessons	
		4.3. Pupils are not eager to go to schools	4.3.1. Parents are not fully aware of the importance of their children's education 4.3.2. Some schools do not have playgrounds 4.3.3. Teaching methods do not make pupils interested in studying

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		4.4. Pupils do not acquire the basic knowledge in lower grades to enable them to pass to the upper grades	4.4.1. Learning environment (especially in classrooms) does not make pupils interested in studying 4.4.2. Activities outside of school are more attractive to pupils
<ul style="list-style-type: none"> • The schools do not meet minimal requirement; there are no practical lessons • Pupils have more illnesses when they attend school • Teachers are not interested in teaching • It is difficult for teachers to renovate their teaching methods • Teaching efficiency is low • Full-day schooling is difficult 	5. Facilities and equipment are poor and old	5.1. State budget for facilities and equipment for primary schools do not meet needs	5.1.1. Socialization in Primary education has not been strengthened
		5.2. Socialization in Primary education has not been strengthened	5.2.1. Some parents have low income 5.2.2. Mobilization methodologies are not ineffective
<ul style="list-style-type: none"> • It is difficult to improve peoples' knowledge in minority areas. • Human recourse training in local is negatively affected • The differentiate between regions is increased 	6. NER is low in some disadvantaged areas	6.1. Primary education planning has not been proper and timely	
		6.2. Transportation to schools is difficult	6.2.1. Transportation is not good in remote areas 6.2.2. The natural environment makes access to school difficult
		6.3. Some parents force their children to drop out of school to help their families	6.3.1. Some parents do not pay attention to their children's education
		6.4. Some ethnic communities do not see the benefits of education	
<ul style="list-style-type: none"> • The number of children that participate in illegal actions is increased • The ratio of poor quality pupils is increased • Drop out rate is increased 	7. Social environment is not supportive of primary education	7.1. There are negative effects from social evils on pupils	
		7.2. Media resources in remote areas are few	

Regional Issue Matrix #9: Dong Thap (Mekong River Delta) Group 2
Core Issue: Primary Education is inadequate

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Consequences (#9 Mekong River Delta-g2)	Direct Causes	2nd Level Causes	3rd Level Causes
<ul style="list-style-type: none"> • All pupils between the ages of 6 to 14 are not mobilized to go to school • There is lack of schools, classrooms and teaching aids • Health of pupils is affected 	<p>1. Facilities and infrastructure for primary education are inadequate</p>	1.1. There is little community investment	
		1.2. There is lack of investment from the government	1.2.1. There is lack of classrooms 1.2.2. There is lack of teaching aids 1.2.3. Few schools can meet national standard.
		1.3. Local authority input into facilities and infrastructure is inadequate	
<ul style="list-style-type: none"> • Training effectiveness is low • Headteachers in schools do not follow regulations • Education quality is limited • Quality of teaching and learning is low • People do not believe in education • Education does not meet the needs of families and the expectations of society. 	<p>2. Poor skills in school management</p>	2.1. Administrators are not well trained	
		2.2. Management skills of school headteachers are weak	2.2.1. Education management information systems are poor 2.2.2. Management of professional groups/departments is poor 2.2.3. Responsibilities of headteachers are inadequate 2.2.4. Maintenance of facilities is poor
		2.3. There is limited education inspection	
		2.4. There is a lack of posts for management staff	
		2.5. The number of administrators for primary education is limited	
		2.6. Rights regarding education decision making are not appropriate	
		2.7. Education management system at localities is poor	2.7.1. There is a fixed centralized education model 2.7.2. School sizes are too large
<ul style="list-style-type: none"> • Quality of teaching and classroom management is not good • Learning methods of pupils are not appropriate • Learning quality of pupils is not high 	<p>3. Poor quality primary teaching</p>	3.1 The quality of primary teachers is still limited	3.1.1. Living and working conditions are difficult 3.1.2. Training in TTCs is inadequate. 3.1.3. In-service training for teachers is insufficient

Consequences (#9 Mekong River Delta-g2)	Direct Causes	2 nd Level Causes	3 rd Level Causes
<ul style="list-style-type: none"> • Pupils are not interested in learning • Learning results of pupils are insufficient in some subjects • It takes time to upgrade teachers (in service training) 		3.2 Lack of teachers of some types	3.2.1. Teacher/class ratio does not meet needs 3.2.2. Lack of teachers in arts, gymnastics, music
<ul style="list-style-type: none"> • Pupils do not have time to play • Extra learning and teaching is expanding. • The rate of drop-out and repetition is too high • Heavy learning affects pupils' health. 	4. The education programme is too heavy	4.1. The testing is too hard.	
		4.2. The programme is too heavy for a substandard teacher	
		4.3. The programme is not suitable for primary education	
		4.4. The programme is heavily academic	
<ul style="list-style-type: none"> • There is limitation of activities in and out of schools • The educational system does not meet the needs of socio-economic development • A small number of schools meet National standards • Local educational systems are slowly developed • There is a shortage of talented people for national development • Quality of human resources is low 	5. Financial forces invested into education do not meet needs	5.1. The budget for education is still low	5.1.1. The budget for primary schools is low 5.1.2. The rate of investment per pupil is low
		5.2. There are difficulties in mobilizing forces to support schools	5.2.1. The community does not pay attention to the needs of education 5.2.2. Poor families have difficulties finding school fees 5.2.3. Rural areas have difficulties in mobilizing resources for schools 5.2.4. Authorities' comments on education are simple and under-estimate difficulties 5.2.5. The local area does not assist schools. 5.2.6. Community awareness of education is low
		5.3. The living conditions of the community are still poor	5.3.1. Disasters and floods regularly happen 5.3.2. The local economy is slow in developing 5.3.3. Almost people are dependant on agriculture for their living