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## SOUTHEAST REGION

### BINH PHUOC PROVINCE (December, 2002)

		Core Issue: The quality of the primary education remains poor		
		Direct Causes	2 <sup>nd</sup> Causes	3 <sup>rd</sup> Causes
<p>Consequences</p> <p>1. The educational activities within the schools are ineffective</p> <p>2. Teaching and learning order and discipline are loose</p>	<p>1. Majority of the managerial officers have poor capacity</p>	<p>1.1. Many managerial officers have not yet taken the in-service training course on management</p> <p>1.2. The allowance policies for managerial officers remain inappropriate</p> <p>1.3. Majority of managerial officers have limited management experience</p>	<p>1.1.1 The sector has not regularly organized the in-service training courses</p> <p>1.1.2. The budget for training remains low</p> <p>1.2.1. The revisions of the policies have not been made by the State</p> <p>1.3.1 Majority of managerial officers spend little time reading the reference documents</p> <p>1.3.2. Most of managerial officers in primary education are at a young age</p> <p>1.3.3. Forms of study trips and view exchanges remain limited</p>	<p>1.1.1. Teachers in the disadvantaged areas are insufficient</p> <p>2.1.2. Knowledge level on average remains low</p> <p>2.2.1. Regular in-service training plans at TTC have not focused on the quality</p> <p>2.2.2. Teachers have not attached importance to the regular in-service training</p> <p>2.3.1. The teacher retraining plans have not been specific yet</p> <p>2.3.2. The training budget remains low</p> <p>2.4.1. Teachers are not enthusiastic in teaching and learning</p> <p>2.4.2. Teachers' sense of responsibility towards pupils remains limited</p> <p>2.4.3. Economic conditions remain poor</p> <p>2.4.4. Teachers do not feel assured to work</p>
<p>1. The drop-out rate of the poorly performing students is high</p>	<p>2. Most teachers have poor capacity</p>	<p>2.1. Entrants at the former teacher training secondary school were poor quality</p> <p>2.2. The quality of the continuing in-service training remains low</p> <p>2.3. Retraining courses for the teachers have not been provided yet</p> <p>2.4. The sense of self-study and self-improvement of teachers is not high</p>	<p>2.1.1. Teachers in the disadvantaged areas are insufficient</p> <p>2.1.2. Knowledge level on average remains low</p> <p>2.2.1. Regular in-service training plans at TTC have not focused on the quality</p> <p>2.2.2. Teachers have not attached importance to the regular in-service training</p> <p>2.3.1. The teacher retraining plans have not been specific yet</p> <p>2.3.2. The training budget remains low</p> <p>2.4.1. Teachers are not enthusiastic in teaching and learning</p> <p>2.4.2. Teachers' sense of responsibility towards pupils remains limited</p> <p>2.4.3. Economic conditions remain poor</p> <p>2.4.4. Teachers do not feel assured to work</p>	<p>2.1.1. Teachers in the disadvantaged areas are insufficient</p> <p>2.1.2. Knowledge level on average remains low</p> <p>2.2.1. Regular in-service training plans at TTC have not focused on the quality</p> <p>2.2.2. Teachers have not attached importance to the regular in-service training</p> <p>2.3.1. The teacher retraining plans have not been specific yet</p> <p>2.3.2. The training budget remains low</p> <p>2.4.1. Teachers are not enthusiastic in teaching and learning</p> <p>2.4.2. Teachers' sense of responsibility towards pupils remains limited</p> <p>2.4.3. Economic conditions remain poor</p> <p>2.4.4. Teachers do not feel assured to work</p>

Core Issue: The quality of the primary education remains poor			
Consequences	Direct Causes	2 <sup>nd</sup> Causes	3 <sup>rd</sup> Causes
<p>1. It is difficult to implement the renovation of teaching methodology</p> <p>2. The percentage of full-day classes remains low</p>	<p>3. Facilities remain inadequate</p>	<p>3.1. Maintenance of facilities is not good</p> <p>3.2. Investment on the construction of functional rooms remains low</p> <p>3.3. Self-made teaching tools are few</p> <p>3.4. Budget remains insufficient</p> <p>3.5. Investment on equipment procurement remains low</p>	<p>3.1.1. Pupils' sense of equipment preservation remains low</p> <p>3.1.2. Staff in charge of managing and protecting equipment is insufficient</p> <p>3.1.3. Quality of construction is poor</p> <p>3.1.4. The storage rooms for managing the equipment of the school library are insufficient</p> <p>3.2.1. The investment budget on the construction of functional rooms is not balanced</p> <p>3.2.2. School officers are not authorized to actively make the construction plans</p> <p>3.3.1. The movement of self-made teaching tools has not been emphasized</p> <p>3.4.1. The mobilization of the internal and external resources is not good</p> <p>3.4.2. The collected budget is low</p> <p>3.4.3. The economic units at the localities have not paid proper attention to support for primary education</p> <p>3.5.1. The specified expenditure rate in the Circular No.30 remains very low.</p>
<p>1. UPE at the right school age encounters many difficulties</p> <p>2. The attention of local community to education remains low</p>	<p>4. Social Participation in education remains ineffective</p>	<p>4.1. The living standard of people remains low</p> <p>4.2. The local dissemination remains ineffective</p> <p>4.3. Awareness of people is not high</p>	<p>4.1.1. Economic development mainly happens in the agriculture sector</p> <p>4.1.2. The prices of agricultural products are unstable</p> <p>4.2.1. The Education Council operates ineffectively</p> <p>4.2.2. Mass media remain limited</p> <p>4.3.1. People's knowledge is low</p> <p>4.3.2. The percentage of ethnic minorities is high</p>

**THAY NINH PROVINCE (December, 2002): Draft**

Core Issue: The quality of primary education is poor			
Consequences	Direct Causes	2 <sup>nd</sup> Causes	3 <sup>rd</sup> Causes
<p>1. The quality of education is poor</p> <p>2. The effectiveness of training is low</p>	<p>1. The quality of teachers is not integrated</p>	<p>1.1. Pedagogical capacity of some teachers remains poor</p> <p>1.2. Teachers have different training backgrounds</p> <p>1.3. The economic status of teachers is relatively poor</p>	<p>1.1.1. Teachers of P.F.E, Music and Art have not undergone formal training</p> <p>1.1.2. Teachers have not improved their qualifications by themselves</p> <p>1.1.3. Teachers have not been encouraged to undergo in-service training</p> <p>1.1.4. The entrants at TTCs are of poor quality</p> <p>1.2.1. Different types of trainings have been introduced</p> <p>1.2.2. Quality of distance in-service training has not been guaranteed</p> <p>1.2.3. Training plans are not scientific</p> <p>1.3.1. Salary policies are not appropriate</p> <p>1.3.2. Incentive policies are not appropriate</p> <p>1.3.3. Localities have not provided support to teachers</p>
<p>1. Some planned targets have not been reached</p> <p>2. The effectiveness of management is low</p> <p>3. The number of relatively good schools is limited.</p>	<p>2. Educational management remains inadequate</p>	<p>2.1. The management capacity remains poor</p> <p>2.2. Headmasters overly-involved in management of numerous areas within a school</p> <p>2.3. Very few study trips to the other localities are organized</p>	<p>2.1.1. Self-improvement remains limited</p> <p>2.1.2. Managerial officers have not taken the in-service training on management</p> <p>2.1.3. The activities of the educational council in a school are not integrated</p> <p>2.2.1. Management mechanisms remain inappropriate</p> <p>2.2.2. Working plans are unscientific</p> <p>2.2.3. Subordinates are not assigned work</p> <p>2.3.1. Budget for the organization is unavailable</p> <p>2.3.2. There is a shortage of time</p> <p>2.3.3. Head teachers are inactive</p>

Core Issue: The quality of primary education is poor			
Consequences	Direct Causes	2 <sup>nd</sup> Causes	3 <sup>rd</sup> Causes
<p>1. The development of full-day schooling is limited</p> <p>2. The conditions to reform teaching methods is unavailable</p> <p>3. The progress of national standard school construction is slow.</p> <p>4. The improvement of comprehensive education is limited.</p>	<p>3. Facilities have not met the requirements for teaching and learning</p>	<p>3.1 School network mapping is not timely</p> <p>3.2 Teaching and learning equipment does not meet the requirements for teaching and learning</p> <p>3.3 Classrooms, functional rooms, desks and chairs and the latrine system are insufficient and do not meet the standards</p>	<p>3.1.1. Some local leaders have not paid attention to standard school construction</p> <p>3.1.2. Land resources for schools remain insufficient</p> <p>3.1.3. Population planning is not integrated</p> <p>3.2.1 Teaching equipment remains inadequate</p> <p>3.2.2. Teaching equipment is not integrated</p> <p>3.2.3. Some teaching equipment is obsolete</p> <p>3.2.4. Teachers have not been shown how to utilize some teaching equipment</p> <p>3.3.1. Mobilization of community contributions remains low</p> <p>3.3.2. Investment budget for facilities remains low</p>
<p>1. UPE at the right school age is slow.</p> <p>2. Mobilization of drop-out children to return to school encounters many difficulties.</p> <p>3. All the resources from community have not been mobilized yet</p>	<p>4. The effectiveness of social participation in education remains low</p>	<p>4.1. The cooperation between schools, families and society is not integrated yet</p> <p>4.2. Mobilized resources from community remains low</p>	<p>4.1.1. The dissemination of social participation in education is not widespread</p> <p>4.1.2. The local educational councils have not promoted their full operational functions</p> <p>4.1.3. Some people have poor awareness of the importance of education</p> <p>4.1.4. Some managerial officers have not conducted effective consultations with the other sectors and levels</p> <p>4.2.1. Lives of people remain difficult</p> <p>4.2.2. Some people have not properly recognized the requirements of social participation in education</p> <p>4.2.3. The local educational councils have not promoted their full operational functions</p>

**BA RIA- VUNG TAU PROVINCE (December, 2002)**

Core issue: Primary education is inadequate			
Consequences	Direct causes of core issue	2nd level causes of core issue	3rd level causes of core issue
<p>1. Promotion ratio is low</p> <p>2. Repetition ratio is high</p> <p>3. Primary Education universalization at right age does not meet the standards</p> <p>4. Quality of Primary Education universalization at right age is low</p>	<p>1. Teaching capacity is Inadequate</p>	<p>1.1. TTC training quality does not meet the requirement</p> <p>1.2. Professional qualifications of teachers are variable</p> <p>1.3. Teachers do not focus their whole mind on teaching</p>	<p>1.1.1. Input of teachers is low</p> <p>1.1.2. Training curriculum does not meet the requirements</p> <p>Teacher staff are not invested in quality and teaching materials</p> <p>1.2.1. Teachers graduated from many resources</p> <p>1.2.2. Self study to improve quality is limited</p> <p>1.2.3. Newly graduated teachers are inexperienced</p> <p>1.3.1. Treating policies towards teachers are poor</p> <p>1.3.2. Working area is not suitable</p> <p>1.3.3. Teacher's awareness about education is low</p> <p>1.3.4. Working allocation is not suitable</p>
<p>1. Prevents teachers and people from adequate teaching/ learning</p> <p>2. Negatively affects the quality of comprehensive education</p> <p>3. Makes it impossible to renovate teaching methods</p> <p>4. It's difficult to attract pupils to school</p> <p>5. No. of full day system based schools is low</p>	<p>2. Facilities are insufficient</p>	<p>2.1. Expenditure is limited</p> <p>2.2. Expenditure allocation is not efficient</p> <p>2.3. Usage maintenance is inefficient</p>	<p>2.1.1. Primary Education public investment is low</p> <p>2.2.1. Expenditure allocation is not efficient</p> <p>2.3.1. Lack of persons in charge.</p> <p>2.3.2. Lack of maintenance awareness from teachers and pupils</p>



Core issue: Primary education is inadequate			
Consequences	Direct causes of core issue	2nd level causes of core issue	3rd level causes of core issue
1. It's hard to promote personnel's manpower 2. Drop-out ratio of pupils is high 3. Teachers quit teaching arbitrarily 4. School discipline is not ensured 5. It makes many negative situations occur 6. Negatively affects entire teaching/learning process	3. School management is poor	3.1. Administrator's capacity is poor  3.2. Administration decentralization is unsuitable  3.3. Administrating facilities are poor	3.1.1. Administrator staff are not regularly trained 3.1.2. Regular in-service training is inefficient 3.1.3. Personnel arrangement is insufficient 3.1.4. Data collection and process is untimely  3.2.1. Decentralization is not active  3.3.1. Insufficient expenditure to invest in equipment 3.3.2. Treating policies towards administrator are poor
1. It's impossible to combine, co-ordinate school-family-society 2. It's hard to take advantage of support from community 3. Drop-out ratio is high	4. Educational socialization is poor	4.1 Parents do not care much about their children's education  4.2. Relationship between family- school- society is not close	4.1.1 Living conditions are low. 4.1.2. People's intellectual level is low

**DONG NAI PROVINCE (December, 2002)**

Core Issue: Administrator/Teacher staff qualities do not meet the requirements.			
Consequences	Direct causes of core issue	2nd level causes of core issue	3rd level causes of core issue
<p>-It's difficult to introduce new curriculum</p> <p>-Teachers remain passive in teaching</p>	<p>1. Pre-service training hasn't reached developing requirements</p>	<p>1.1. TTC input is low</p> <p>1.2. Teacher's qualifications are not synchronous</p> <p>1.3. TTC pre-service training quality hasn't reached the requirements</p> <p>1.4. In-service training quality hasn't reached the requirements</p> <p>1.5. Administrator training is inadequate</p> <p>1.6. Staff training projection is inadequate</p>	<p>1.1.1. Salary scale does not attract talents</p> <p>1.2.1. Training only focuses on quantity not on quality</p> <p>1.3.1. No renovation in contents and training methods are made</p> <p>1.4.1. In-service training is not practical and still theory –biased</p> <p>1.5.1. Curricula are not suitable for development</p> <p>1.6.1. Education development projection hasn't been grasped the situation thoroughly</p> <p>1.6.2. Projections haven't followed personnel qualities</p>
<p>-Teaching quality is lower than requirements</p> <p>-School administration hasn't gained good results</p> <p>-School administration face many difficulties</p>	<p>2. Professional consciousness of some teachers and officers is poor</p>	<p>2.1. Living conditions are poor</p> <p>2.2. Policies towards treatment of teachers are unsatisfactory</p>	<p>2.1.1. Teacher's salaries do not satisfy minimum living needs</p> <p>2.2.1. Teachers in remote areas have difficulty in accommodation</p> <p>2.2.2. Rewards do not fit efforts</p> <p>2.2.3. Salaries scale is not suitable</p>

Core Issue: Administrator/Teacher staff qualities do not meet the requirements.			
Consequences	Direct causes of core issue	2nd level causes of core issue	3rd level causes of core issue
<p>-School administration face many difficulties</p> <p>-It constrains quality teaching process of teachers</p>	<p>1. Conditions to improve the qualities of teaching/learning process are in shortage</p>	<p>1.1 Facilities haven't met the requirements</p>	<p>1.1.1. School facilities haven't met developing requirements (temporary /triple rooms still exist)</p> <p>1.1.2. Desks/chairs are not suitable with student's age.</p> <p>1.1.3. School construction is tardy because of administrative formalities.</p> <p>1.1.4. Long time used school is seriously downgraded.</p> <p>1.1.5. Bad environment, there's no enclosed fence, toilets</p>
<p>-Resources mobilized for education are limited</p> <p>-It affects educational efficiencies</p>	<p>2. Social awareness about education is poor</p>	<p>1.2. Regular budget is low</p> <p>1.3. Document system is asynchronous</p>	<p>1.2.1. Operational expenditure is lower than actual needs.</p> <p>1.2.2. Investment per pupil is still low.</p> <p>1.3.1. Guidelines on education and training stay behind the reality, untimely and overlapping</p> <p>1.3.2. School financing is complicated</p>
<p>-Drop-out, repetition rates remain high.</p>	<p>3. Qualities of some teachers/officers haven't met the requirements</p>	<p>2.1. Socio-economical conditions are poor</p> <p>2.2. Propaganda and campaign are in shortage</p> <p>2.3. Combination with social organizations is in shortage</p> <p>2.4. Educational efficiency is poor</p> <p>3.1. Teaching qualities of some teachers stay lower than requirements</p> <p>3.2. School administration remains poor</p>	<p>2.1.1. GDP per capita is low</p> <p>2.1.2. School activities do not link to local economic developing needs</p> <p>2.3.1 Social development plan does not link to educational developing plan</p> <p>2.4.1. Only official quantitative results are put under care</p> <p>3.1.1. Some teachers do not update their teaching methodology</p> <p>3.1.2. The usage of teaching materials hasn't been cared much</p> <p>3.2.1. Administrative capacity is inadequate</p> <p>3.2.2. There're a lot of satellite schools</p> <p>3.2.3. Administration-aid materials haven't timely satisfied needs</p>

**BINH DUONG PROVINCE (December, 2002)**

Core Issue: Administration is inadequate			
Consequences	Direct Causes to the Core Issue	2 <sup>nd</sup> Level Causes to the Core Issue	3 <sup>rd</sup> Level Causes to the Core Issue
-Educational results of some schools haven't met the requirements	1. Administration is inadequate	1.1. Some administrators are not standardized  1.2. Administration does not catch up with education renovations  1.3. Administrators are not very responsible  1.4. Policies for administrators system is not suitable	1.1.1. Administration training content is inadequate 1.1.2. Some principals are not trained with administration 1.1.3. Administrators training management is poor 1.2.1. In-service training for administrators are not regular 1.2.2. Administrators re-deployment do not meet the requirements 1.2.3. Administrative inspection is not regular 1.3.1. Some administrators are not active in their jobs 1.3.2. Responsibility subsidy for administrators is too small 1.4.1. There's no increase in time mode for administrators 1.4.2. There's no concept about appropriate administrative labor
-Learning qualities of pupils haven't met the requirements	2. Some teacher's capacities haven't met the requirement	2.1. Labor attitude is not serious 2.2. New methods approach is slow 2.3. Some teacher's qualifications do not meet the standards 2.4. There are many difficulties in teacher's living 2.5. Self-study attitude of some teachers is not good	2.1.1. The salary is still too low 2.1.2. Emulation does not encourage teachers 2.2.1. There's a shortage of facilities for practice 2.3.1. Teacher's inputs are still low 2.3.2. Some pedagogical teachers are not standardized 2.3.3. Teacher training is not good 2.4.1. Salary scale makes many difficulties for teachers 2.5.1. Teachers themselves do not strive to study 2.5.2. Policies do not encourage self-study

Core Issue: Administration is inadequate			
Consequences	Direct Causes to the Core Issue	2 <sup>nd</sup> Level Causes to the Core Issue	3 <sup>rd</sup> Level Causes to the Core Issue
<p>-Teachers hardly follow the new curriculum and new methods -It's difficult to adopt full-day schooling</p>	<p>1. Facilities are not synchronous</p>	<p>1.1. Expenditure for facilities investment does not meet the requirements</p> <p>1.2. Land source for school use is still in shortage</p> <p>1.3. The equipment are unsatisfactory and out of date</p> <p>1.4. Maintenance and usage of equipment do not meet the requirements</p>	<p>1.1.1. Expenditure approval from the Authorities is slow</p> <p>1.1.2. Operating expenditure is small</p> <p>1.1.3. Investment does not focus on the right points</p> <p>1.2.1. The local authorities do not actively project land area</p> <p>1.3.1. The qualities of equipment are not fair</p> <p>1.3.2. New equipment is concentrated in a few "high quality" schools</p> <p>1.3.3. Desks/ chairs are not the right format</p> <p>1.3.4. The classrooms are inadequately lit</p> <p>1.4.1. The Equipment- Library staff are lacking in both quality and quantity</p> <p>1.4.2. Some teachers do not have the right attitude in using/ maintenance the equipment</p>
<p>-Contributing capacity of community for education is limited</p>	<p>2. Attention from community is limited</p>	<p>2.1. Educational qualities are not persuasive enough</p> <p>2.2. People encounter many difficulties in their life</p> <p>2.3. Support from local organizations are not very good</p> <p>2.4. Policies mechanism does not encourage education and training diversification</p>	<p>2.1.1. Some parents consider education as for literacy only.</p> <p>2.2.1. Many parents do not have stable jobs and income</p> <p>2.3.1. Consultant roles of school are not very good</p> <p>2.4.1. The Authorities sometimes do not have conditions to support</p>

## RED RIVER REGION

### HAI PHONG PROVINCE (January, 2003)

Core Issue: The educational quality does not meet the requirements for comprehensive education			
Consequences	Direct Causes	2 <sup>nd</sup> Causes	3 <sup>rd</sup> Causes
<p>1. There is insufficient seating for full-day students</p> <p>2. Pupils have difficulty absorbing information</p> <p>3. Some pupils have school diseases</p> <p>4. Pupils' aptitude is not encouraged</p> <p>5. Some pupils face with the new studying methodology</p> <p>6. The quality of extra-curricular activities is low</p> <p>7. Students are physically underdeveloped</p> <p>8. Students' hand-writing is poor</p> <p>9. Some students do not attend classes at the right school ages</p> <p>10. Pupils are not interested in going to school</p>	<p>1. The facilities do not meet the requirements</p>	<p>1.1. Many schools lack the land area regulated by MOET</p> <p>1.2. The quality of the teaching equipment is poor</p> <p>1.3. The teaching equipment is insufficient</p> <p>1.4. Majority of schools lack classrooms and functional rooms</p> <p>1.5. The auxiliary works do not meet the required standards</p>	<p>1.1.1. School investment planning is ineffective</p> <p>1.1.2. The land granted for schools is insufficient</p> <p>1.1.3. The advisory work for educational managers is poor</p> <p>1.1.4. The awareness of the local authorities about education is poor</p> <p>1.1.5. The school and class sizes are increasing in faster than new buildings can be provided</p> <p>1.1.6. The population growth rate is rising quickly</p> <p>1.2.1. The teaching tools are not integrated with the curriculum and textbooks</p> <p>1.2.2. The teaching equipment is obsolete and unusable</p> <p>1.2.3. The quality of supplied teaching equipment is poor</p> <p>1.2.4. The maintenance and utilization of teaching equipment is poor</p> <p>1.3.1. The investment budget for educational is low</p> <p>1.3.2. The support from the social services is low</p> <p>1.3.3. No importance is attached to the self-production of teaching tools</p> <p>1.3.4. The schools have not paid sufficient attention to the purchase of equipment</p> <p>1.4.1. The educational investment strategy does not meet the requirements</p> <p>1.4.2. Some schools do not utilize their education budget effectively</p> <p>1.4.3. The State granted budget does not meet current needs</p> <p>1.4.4. The provincial investment budget remains limited</p>

Core Issue: The educational quality does not meet the requirements for comprehensive education			
Consequences	Direct Causes	2 <sup>nd</sup> Causes	3 <sup>rd</sup> Causes
<p>1. Some students are inducted into social evils such as gambling and stealing</p>	<p>2. The social environment is not favorable</p>	<p>2.1. The awareness of some Party executives and authorities about the importance of education remains inadequate</p> <p>2.2. The geographical conditions are unfavorable</p> <p>2.3. The awareness of people about education remains limited</p> <p>2.4. The economic conditions are difficult</p> <p>2.5. Hygienic conditions and the social environment are not good and some social evils have negative impacts</p>	<p>2.1.1. Qualifications and capacity remain poor</p> <p>2.3.1. The knowledge level of people in some regions is low</p> <p>2.3.2. The cooperation among 3 educational environments is not good</p> <p>2.4.1. Some families have many children</p> <p>2.4.2. Some pupils' parents are unemployed</p> <p>2.4.3. The regional economy is poor</p> <p>2.5.1. The noise and waste negatively affect some schools</p> <p>2.5.2. Shops, inns and entertainment places are located near schools</p> <p>2.5.3. Some people have poor lifestyles</p> <p>2.5.4. Some social evils have adversely affected pupils</p>
<p>1. Students are bored with studying and drop out</p> <p>2. The percentage of poorly performing students is high</p> <p>3. Students' parents do not understand school subjects and lose the confidence of their children</p>	<p>3. The teaching staff is inadequate</p>	<p>3.1. Some teachers have poor professional ability</p> <p>3.2. Some teachers have poor pedagogical academic capacity</p> <p>3.3. The standard of living of teachers remains seriously inadequate</p> <p>3.4. Some teachers are not enthusiastic about their profession</p> <p>3.5. Teacher requirements and numbers available are not integrated</p>	<p>3.1.1. Pre-service training is not good</p> <p>3.1.2. Some teachers do not study actively</p> <p>3.1.3. The teacher recruitment mechanism is not good</p> <p>3.2.1. Retraining for teachers is not organized in good time</p> <p>3.2.2. Some teachers are in poor health and do not try to get promotion</p> <p>3.2.3. The cognitive capacity of some teachers remains poor</p> <p>3.2.4. The awareness of self-study and self-improvement is low</p> <p>3.2.5. Some teachers do not clearly identify their tasks</p> <p>3.3.1. The emolument policies are inappropriate</p> <p>3.3.2. In some localities no attention is given to pupils' parents</p> <p>3.4.1. The professional consciousness is not high</p> <p>3.4.2. The incentive policies are unsatisfactory</p> <p>3.4.3. The work assignment is not good</p> <p>3.4.4. Working conditions are insufficient</p> <p>3.5.1. Development plans are not integrated</p> <p>3.5.2. The utilization of teachers is inappropriate</p>

Core Issue: The educational quality does not meet the requirements for comprehensive education		
Consequences	Direct Causes	2 <sup>nd</sup> Causes
<p>1. The quality of teaching and learning is poor</p> <p>2. The teaching and learning discipline and order is not good</p> <p>3. The capacity of the teaching staff is not promoted</p> <p>4. School buildings and classrooms are deteriorated</p>	<p>4. The management work is ineffective</p>	<p>4.1. The curriculum and contents of managerial officer training do not meet the requirements</p> <p>4.2. The management decentralization is not clear</p> <p>4.3. The conditions for management work remain difficult</p> <p>4.4. Capacity of some managerial officers remains poor</p> <p>4.5. The sense of responsibility of some managerial officers remains low</p>
		3 <sup>rd</sup> Causes
		<p>4.1.1. The number of management staff specialized in education remains low</p> <p>4.1.2. The content of managerial officer training courses is predominantly theoretical</p> <p>4.2.1. The nomination and rotation of managerial officers is not well planned</p> <p>4.2.2. The implementation of the Education Law is not good</p> <p>4.2.3. The educational sector does not actively provide advice</p> <p>4.3.1. The income of managerial officers remains low</p> <p>4.3.2. Working conditions are insufficient</p> <p>4.4.1. The nomination of managerial officers in some localities is not good</p> <p>4.4.2. No attention is paid to the in-service training for successive managerial officers</p> <p>4.4.3. In-service training for managerial officers is not provided regularly</p> <p>4.4.4. The experience of managerial officers is limited</p> <p>4.5.1. Some managerial officers are not fully aware of the management work</p> <p>4.5.2. Appointments and assignment are inappropriate</p>



**HAI DUONG PROVINCE (January, 2003)**

Core Issue: The quality of the comprehensive education remains low		3 <sup>rd</sup> Causes of core issue	
Direct Causes of core issue		2 <sup>nd</sup> Causes of core issue	
Consequences	1. The quality of the teaching staff is inadequate	1.1. Pre-service training is inadequate	1.1.1. 1.1.2. 1.1.3. 1.2.1. 1.2.2. 1.2.3. 1.3.1. 1.3.2. 1.3.3. 1.4.1. 1.4.2. 1.4.3. 1.4.4. 1.4.5. 1.5.1. 1.5.2. 1.5.3.
1. The repetition rate is high	1. The quality of the teaching staff is inadequate	1.1. Pre-service training is inadequate	1.1.1. The quality of admission, pre-service training remains lower than the required level
2. The fundamental requirements for knowledge and skills have not been fulfilled			1.1.2. The training plans are inappropriate to the primary educational development
3. The quality of students is uneven			1.1.3. The cooperation between TTCs and schools is not harmonious
4. The teaching staff do not meet the criteria for UPE			1.2.1. Some teachers do not have the sufficient capacity of implementing comprehensive education
			1.2.2. The teaching method renovation of some teachers remains limited
			1.2.3. The capability of research, application and duplication of initiatives and experience remains limited
			1.3.1. Some teachers have the poor awareness of the teaching method renovation
			1.3.2. Some teachers have the poor consciousness of the professional in-service training
			1.3.3. The proper attention has not been paid to the utilization of teaching equipment from some teachers
			1.4.1. Budget for the in-service training remains limited
			1.4.2. The effectiveness of the organization of in-service training is low
			1.4.3. The quality of the in-service training classes is low
			1.4.4. The emolument policies for teachers who teach full-day class and 5 days/week are unavailable
			1.4.5. The good experts are insufficient
			1.5.1. The incentive policies are not satisfactory enough to attract the good and talented people
			1.5.2. The reward and punishment policies are not satisfactory
			1.5.3. The initial salary policy for primary teachers is low

Core Issue: The quality of the comprehensive education remains low		
Consequences	2 <sup>nd</sup> Causes of core issue	3 <sup>rd</sup> Causes of core issue
<p>1. The standing of primary schools in the society is low</p> <p>2. The overall quality and key quality remain low</p> <p>3. The strength of 3 educational environments is not promoted</p> <p>4. Pupils' study order and discipline is not good</p> <p>5. The strength of the primary teaching staff is not promoted</p> <p>6. The effectiveness of professional direction is low</p> <p>7. Outside educational activities remain limited</p> <p>8. Little attention is paid to the school facilities</p> <p>9. The inspection, checking and dealing with the results of inspections are not good.</p>	<p>2. The management of the primary education remains inadequate</p> <p>2.1. Educational managerial staff are not provided with formal training</p> <p>2.2. The capacity of some managerial officers remains limited</p> <p>2.3. The management profession is not regularly enhanced</p> <p>2.4. Personnel administration remains inadequate</p> <p>2.5. Some managerial officers' sense of responsibility remains low</p> <p>2.6. The system of legal documents for management is neither timely nor sufficient</p>	<p>2.1.1. The managerial officer training is not timely organized</p> <p>2.1.2. The contents and quality of managerial officer training remain inadequate</p> <p>2.2.1. The organizing and monitoring capacity of some managerial officers remains limited</p> <p>2.2.2. Some managerial officers have not effectively done the advisory work</p> <p>2.2.3. The professional qualification of some managerial officers have not met the requirements</p> <p>2.2.4. The application of the contents of the instructions, guidance documents to reality remains limited</p> <p>2.3.1. The contents of the managerial officer in-service training do not link to the reality</p> <p>2.3.2. The budget for organizing the professional in-service training is insufficient</p> <p>2.4.1. The assignment and utilization of staff remains inadequate</p> <p>2.4.2. The rotation of the managerial officers is not appropriately carried out</p> <p>2.4.3. The promotion of some officers in some units is not timely</p> <p>2.4.4. The planning for managerial officers provision remains limited</p> <p>2.5.1. Some managerial officers do not pay attention to professional activities in schools</p> <p>2.5.2. Some managerial officers do not have the consciousness of getting promotion in work</p> <p>2.6.1. Some legal documents regarding management are unrealistic</p> <p>2.6.2. Some legal documents are rapidly being revised</p> <p>2.6.3. Some guidance documents are unavailable</p>

Core Issue: The quality of the comprehensive education remains low			
Consequences	Direct Causes of core issue	2 <sup>nd</sup> Causes of core issue	3 <sup>rd</sup> Causes of core issue
<p>1. The conditions are insufficient to implement full-day schooling</p> <p>2. The requirements for renovating the teaching methodology are not met</p> <p>3. The quality of the teaching process and comprehensive education in schools is low</p>	<p>3. The facilities have not met the requirements</p>	<p>3.1. The system of classrooms and functional rooms is insufficient and does not meet the standards</p> <p>3.2. School equipment is neither sufficient nor integrated</p> <p>3.3. The precincts and school areas do not meet the requirements</p> <p>3.4. The management and utilization of facilities in some schools is not good</p>	<p>3.1.1. The awareness of the local community regarding the investment in the school facility construction remains limited</p> <p>3.1.2. The central and local budget and contributions from the community for facility construction remain low</p> <p>3.2.1. The investment plan for facilities is ineffective and unpractical</p> <p>3.2.2. The internal resource promotion of schools for improving the facilities remains limited</p> <p>3.3.1. Planning for facility construction in primary schools is not scientific</p> <p>3.3.2. The awareness of some local authorities about planning of school areas and precincts does not meet the requirements</p> <p>3.4.1. The schools' capacity for facility management and utilization is poor</p> <p>3.4.2. The utilization of the budget and support to construct facilities remains ineffective</p> <p>3.4.3. The knowledge of some local staff and managerial officers regarding school facility construction remains inappropriate</p>
<p>1. The full potentiality of local community involvement in education has not been promoted and exploited</p> <p>2. The moral education for students is limited.</p> <p>3. Students' parents have not paid enough attention to their children's study</p>	<p>4. The effectiveness of the socialization in education is not high</p>	<p>4.1. The society in general has not paid proper attention to education</p> <p>4.2. The effectiveness of the Educational Council's activities is not high</p>	<p>4.1.1. The advisory work and dissemination of schools for the localities and people have the low effectiveness</p> <p>4.1.2. The effectiveness of school activities is not high</p> <p>4.1.3. People's awareness of the socialization in education is inadequate</p> <p>4.1.4. The leadership of Party executives, authorities and localities remains limited</p> <p>4.1.5. Budget for education is low</p> <p>4.1.6. The economic lives remain difficult</p> <p>4.2.1. Some local officers have poor knowledge of education</p> <p>4.2.2. Headmasters' capacity for implementing socialization is not good</p> <p>4.2.3. In some localities, members of the Educational Council do not clearly understand their tasks and functions</p>

**HA TAY PROVINCE (January, 2003)**

Core Issue: Facilities are inadequate			
Consequences	Direct Causes to the Core Issue	2 <sup>nd</sup> Level Causes to the Core Issue	3 <sup>rd</sup> Level Causes to the Core Issue
-Area for schools/classrooms are lower than requirements in some places -Classrooms, function rooms are in shortage and not in right formats	1. School planning in some places is inadequate	1.1. Resident structure is not stable 1.2. The consultant from educational branch is limited 1.3. Budget is low	1.1.1. Administrative capacity is poor 1.2.1. Planning guidelines from higher authorities are untimely
-There's a lack of classrooms, function rooms, teaching materials -It's difficult to renovate teaching methods -It's difficult to adopt full day schooling	2. Facilities investment for Primary Education is lower than requirements	2.1. Budget is limited 2.2. The primary curriculum has been changed 2.3. Leader's awareness of facilities in some cases is insufficient	2.1.1. Local economy develops slowly 2.2.1. Investment from higher authorities does not meet requirements 2.3.1. Leader's capacity does not meet the requirements 2.3.2. The consultant from educational branch is limited
-Efficiency of utilizing facilities is low -Facilities (classrooms, tables, chairs, other equipment...) getting worse quickly	3. Facilities managements are weak in some aspects	3.1. Consciousness of some officers is weak 3.2. There's a lack of conditions for good facilities management 3.3. Cadre's capacities are limited	3.1.1. Inspections are not regular 3.2.1. In-service, pre-service for persons in charge are poor 3.3.1. Local budget is limited
-Mobilization resources for facilities strengthening are poor	4. Education socialization is limited	4.1. People's income is low 4.2. Consciousness of officers and people is poor 4.3. Propaganda in local is poor	4.1.1. Productivity is low 4.2.1. Intellectual level of people is poor in some places

**HA NOI PROVINCE (January, 2003)**

Core Issue: The education management is inadequate			
Consequences	Direct Causes	2 <sup>nd</sup> Level Causes to the Core Issue	3 <sup>rd</sup> Level Causes to the Core Issue
<p>-The educational management information is inaccurate and out of date</p> <p>-The implementation of the higher authorities' policies and organization of the educational activities are unimely</p> <p>-The implementation of the higher authorities' policies and organization of the educational activities are ineffective</p> <p>-The administrators spend a lot of time and effort while carrying out their work</p>	<p>1. Facilities for management are in shortage and out of date</p>	<p>1.1. Budget for management work is limited</p> <p>1.2. Proper attention to modern facilities and equipment provision at the grass root level for primary education management is not paid</p> <p>1.3. Investment in the educational management equipment is insufficient, scattered and incomprehensive</p> <p>1.4. Awareness of some managerial officers of the modern facility utilization served the management work is limited</p>	<p>1.1.1. Budget for the education management equipment remains low</p> <p>1.1.2. Contributions from society and local people to educational management equipment have not been fully mobilized</p> <p>1.2.1. The regulations on the educational management equipment do not meet the requirements</p> <p>1.2.2. The pre-service and in-service training plans on the new educational management are unavailable</p> <p>1.3.1. The modern equipment investment plans serving the education management are unavailable</p> <p>1.3.2. The facilities for the educational management remain poor and unmatched with the new requirements</p> <p>1.4.1. The qualifications of some educational administrators at the primary schools remain poor</p>
<p>-The educational subordinates inactively manage and organize the educational activities</p> <p>-The effectiveness of educational management at the grass root level is negatively affected</p>	<p>2. Management mechanism and some regulations on primary education are inappropriate to the new requirements</p>	<p>2.1. Some legal documents on primary education are inappropriate to the reality</p> <p>2.2. The legal documents on primary education are inadequate to manage the primary schools in accordance with the new requirements</p> <p>2.3. At the grass root level, some regulations on the roles, functions and responsibilities of headteachers and on the education sector are inappropriate</p>	<p>2.1.1. The primary education management information remains inadequate</p> <p>2.1.2. The primary educational consultation to the authorities is ineffective</p> <p>2.2.1. At each administrative level, some managerial officers are unrealistic about the primary education</p> <p>2.2.2. The primary educational consultation to the authorities is ineffective</p> <p>2.3.1. BOETs and schools are not authorized to make decisions on the educational budget</p> <p>2.3.2. BOETs and schools are not assigned the active authority about personnel staff</p>

Core Issue: The education management is inadequate			
Consequences	Direct Causes	2 <sup>nd</sup> Level Causes to the Core Issue	3 <sup>rd</sup> Level Causes to the Core Issue
<ul style="list-style-type: none"> <li>-The effectiveness of the educational management is not high</li> <li>-The school order and disciplines are not implemented well</li> <li>-The quality of teaching and learning and education is negatively affected</li> <li>-The reputation of the educational administrators is low</li> <li>-It causes difficulties in the educational administration</li> </ul>	<p>3. The qualifications of some educational administrators do not match the educational development requirements</p>	<p>3.1. The majority of administrators have not taken any official training on education management</p> <p>3.2. The regular professional in-service training plans for primary educational administrators are unavailable</p> <p>3.3. The effectiveness of some in-service training cycles for educational administrators is low</p> <p>3.4. Some administrators are not conscious of self-improvement to upgrade their educational management capacity</p>	<p>3.1.1. TTCs do not have the appropriate type of primary educational administration training</p> <p>3.1.2. The criteria for the administrator nomination are inappropriate to the requirements</p> <p>3.2.1. The budget for in-service training is low</p> <p>3.2.2. Information on modern education is not updated</p> <p>3.3.1. The contents of in-service training on the educational management are unscientific and inappropriate to the changing reality</p> <p>3.3.2. The educational administrators lack time to attend the in-service training courses: some have the poor qualifications and capacity</p> <p>3.4.1. Some educational administrators have economic difficulties in their life</p> <p>3.4.2. Some educational administrators have out of date cognition</p>
<ul style="list-style-type: none"> <li>-The educational administrators are not motivated in their work</li> <li>-The sense of responsibility of the administrators is lower over the assigned tasks</li> </ul>	<p>4. The emolument policies for educational administrators do not match their responsibilities</p>	<p>4.1. The sectional and professional allowances for the educational administrators are unavailable</p> <p>4.2. The responsibility allowances for the educational administrators remain low</p> <p>4.3. The salary added policies for the upgraded educational administrators are unavailable</p>	<p>4.1; 4.2 and 4.3 have the 3<sup>rd</sup> level causes as follows:</p> <ol style="list-style-type: none"> <li>1. The roles and responsibilities and tasks of the educational administrators are not properly assessed in response to the new requirements</li> <li>2. The granted budget for the education sector is limited</li> <li>3. The resources to the educational cause have not been effectively mobilized</li> </ol>

HUNG YEN PROVINCE (January, 2003)

Consequences	Direct Causes	2 <sup>nd</sup> Causes	3 <sup>rd</sup> Causes
-It is difficult to implement full-day schooling -The quality of education and training does not meet the requirements	1. Classrooms are insufficient to implement one shift schooling	1.1. Classrooms are old and degraded 1.2. Many classrooms do not meet the regulations 1.3. Investment for new construction is low	1.1.1. The quality of construction is not ensured 1.1.2. Classrooms are used in excess of the design time limit but are not rehabilitated 1.2.1. The local budget is limited 1.2.2. The awareness of officers and local people in education is limited 1.2.3. Long term planning is unavailable 1.3.1. There is a lack of construction budget 1.3.2. State investment in primary school building remains low 1.3.3. The mechanism is inappropriate
-It is difficult to build National standard school -Comprehensive education is not ensured	2. Function rooms are in shortage	2.1. Regulations and guidelines are slowly promulgated 2.2. The awareness of manager/leaders at the different levels remains low 2.3. There is a shortage of budget for new construction	2.1.1. The integration of Vietnam is slow 2.2.1. The coordination between sectors, organizations/ unions is not integrated 2.2.2. The qualification and capacity remain limited 2.2.3. The dissemination of education sector is not effective 2.2.4. Cultural knowledge of local people is low 2.3.1. The budget is not properly regulated 2.3.2. "Socialization" is not effective 2.3.3. Economy in communes remains poor 2.3.4. Investment from society is not attracted
-It is difficult to implement new curriculum -The effectiveness of the teaching period is low	3. Teaching equipment is not sufficient and integrated	3.1. Old and out of order equipment is not repaired or supplemented 3.2. The awareness of the importance of teaching equipment is not high 3.3. The curriculum is renovated	3.1.1. Investment budget for education remains low 3.1.2. The quality of teaching equipment is bad 3.1.3. Maintenance of equipment is poor 3.1.4. Self production of teaching equipment/tools is not effective 3.2.1. The investment in equipment procurement is inappropriate 3.2.2. Some available equipment is not utilized 3.3.1. The construction of facilities and equipment is limited 3.3.2. The teaching equipment does not meet the requirements

Core Issue: Facility - Teaching equipment do not meet the requirements			
Consequences	Direct Causes	2 <sup>nd</sup> Causes	3 <sup>rd</sup> Causes
<p>-Full day schooling is not implemented -It is difficult to achieve a high quality of comprehensive education -It is difficult to build a National standard school</p>	<p>4. The school precinct remains narrow</p>	<p>4.1. Awareness of authorities at the different levels regarding primary education remains limited</p>	<p>4.1.1. Previously, the guidance from higher levels was not clear and specific 4.1.2. The legal document regarding the school precinct has not been issued by the Government 4.1.3. Dissemination regarding "Socialization" in education carried out by the educational bodies for local community is not effective</p>
<p>-The teaching and learning process is negatively affected -The educational activities at primary schools are negatively affected -It is difficult to implement education for environment and hygiene -The health of teachers and pupils are badly affected -The quality of comprehensive education is badly affected</p>	<p>5. The facilities for teachers' and pupils' activities are not in good condition</p>	<p>4.2. Planning for the school precinct does not meet the requirements</p>	<p>4.2.1. The existing planning remains inappropriate 4.2.2. There is a lack of budget to compensate for expansion of the school area</p>
		<p>5.1. The facilities for teachers' and pupils' activities are not properly attend to 5.2. Investment budget for other expenditure in education is low</p>	<p>5.1.1. The consultation of school is ineffective 5.1.2. The importance of facilities for teachers' and pupils' activities is not properly recognized 5.2.1. The mechanism of budget allocation to provinces in the delta plain area is inappropriate 5.2.2. The granted budget per pupil is low 5.2.3. The budget merely covers salary, allowances and social insurance (95%), only a minor proportion of the budget is utilized for other expenditure</p>



## THAI BINH PROVINCE (January, 2003)

Core Issue: The quality of primary education does not meet the requirements			
Consequences	Direct Causes	2 <sup>nd</sup> Causes of the core issue	3 <sup>rd</sup> Causes of the core issue
<p>1. It is difficult to implement the comprehensive education</p> <p>2. It is difficult to organize the full-day schooling</p> <p>3. Students' health is negatively affected</p>	<p>1. Facilities are poor</p>	<p>1.1. The legal documents regarding school facilities construction haven't met requirements</p> <p>1.2. The legal documents regarding facilities construction have not been properly implemented</p> <p>1.3. Budget for facility construction remains low</p> <p>1.4. Master planning regarding facility construction is unavailable</p> <p>1.5. Facility management is poor.</p>	<p>1.1.1. The legal documents regarding facilities construction are unavailable or slowly issued</p> <p>1.1.2. Consultations from the educational sector are untimely and ineffective</p> <p>1.1.3. The legal documents between different sectors, levels are not consistent</p> <p>1.2.1. Contents and roles of legal documents haven't been grasped.</p> <p>1.2.2. The realization of the legal document at grass root levels remains inactive</p> <p>1.2.3. Inspections about the implementation are limited</p> <p>1.3.1. The central budget expenditure for primary education remains low.</p> <p>1.3.2. Granted resources on facility construction have been low</p> <p>1.3.3. It is difficult to mobilize the resources for primary education at community level</p> <p>1.4.1. School model designs are inappropriate</p> <p>1.4.2. Consultations from schools have been inefficient</p> <p>1.4.3. Area is narrow</p> <p>1.5.1. Facility management capacity remains poor.</p> <p>1.5.2. The mechanism regarding construction management is inappropriate</p> <p>2.1.1. Training programs for managerial officers have been inadequate</p> <p>2.1.2. In-service training and self-improvement are not good</p> <p>2.2.1. Budget for management remains low</p> <p>2.2.2. Facilities serving the management work are insufficient</p> <p>2.3.1. Managerial officers' nomination has been inappropriate</p> <p>2.3.2. Professional administrators are insufficient</p> <p>2.4.1. Capacity of inspectors does not meet requirements</p> <p>2.5.1. Consultancy from the educational sector is inappropriate</p>
<p>1. It is difficult to make plans</p> <p>2. The educational activities are ineffectively organized</p> <p>3. The implementation of socialization in education encounters many difficulties</p>	<p>2. The educational management remains inadequate</p>	<p>2.1. The capacity of managerial officers is poor</p> <p>2.2. Conditions for management are insufficient</p> <p>2.3. Personnel arrangement is inappropriate</p> <p>2.4. Inspection/examination effectiveness is still low</p> <p>2.5. There's no incentive policies for good managerial officers</p>	

Consequences		Core Issue: The quality of primary education does not meet the requirements	
Direct Causes		2 <sup>nd</sup> Causes of the core issue	3 <sup>rd</sup> Causes of the core issue
1. The results of teaching and learning process is limited	3. The teaching equipment is not sufficient and integrated	3.1. Budget for equipment procurement is low  3.2. The quality of facilities remains low  3.3. The self-production of teaching equipment is poor	3.1.1. Budget for education remains lower than the requirements 3.1.2. Inspection on the quality of the educational sector is not good 3.2.1. The teaching equipment producers do not understand the contents of textbooks 3.2.2. The producers attach greater importance to the profitability of their business 3.3.1. Teachers are not encouraged to produce the teaching tools by themselves 3.3.2. It is difficult to mobilize contributions from local community. 3.3.3. The materials for the teaching equipment production are insufficient
1. The quality of good students is not high 2. The quality of comprehensive education is not high 3. The reputation of teachers is decreasing	4. Primary teachers do not meet the requirements	4.1. Training efficiency of TTC is low  4.2. The quality of in-service training is low  4.3. Teacher deployment and structure are inappropriate  4.4. The policies and regulation do not promote the good teachers  4.5. Teacher management is ineffective	4.1.1. The curriculum in TTC does not keep pace with the anticipated changes in the curriculum of primary education 4.1.2. Training modes are limited 4.1.3. Qualifications of teachers in TTC are limited 4.1.4. Facilities and equipment are obsolete 4.2.1. Forms of in-service training are inappropriate 4.2.2. In-service training is ineffectively provided 4.2.3. The contents of in-service training are not updated 4.2.4. Teachers' senses of self-study and self-improvement are not high 4.2.5. Budget for upgrading training and retraining is low 4.3.1. Permanent position norm for teacher is inappropriate  4.4.1. The policy makers do not link the policies to the real situation 4.4.2. Investment in education is low 4.4.3. The teacher recruitment mechanism is irrational  4.5.1. The capacity of some managerial officers is poor

Core Issue: The quality of primary education does not meet the requirements		
Consequences	Direct Causes	3 <sup>rd</sup> Causes of the core issue
1. It is difficult to mobilize the various contributions	5. Socialization in education is ineffective	5.1.1. The contents of some activities are inappropriate 5.1.2. The reputation of some primary teachers is not high 5.2.1. The provincial economy mainly relies on agriculture 5.2.2. Population is high 5.3.1. Educational dissemination is limited
1. The quality of primary education is lower than the targeted level	6. Curricula's contents and textbooks still have some shortcomings	5.4.1. The guidelines are inconsistent 5.4.2. The sense of responsibility of some Educational Committee members is not high 5.5.1. The capacity of some managerial officers remains poor 6.1.1. The curriculum compiling committee has few leading specialists in term of subject methodology 6.1.2. The investment in curriculum is limited 6.2.1. The pilot targeted areas are not wide 6.2.2. The check for acceptance of the pilot implementation is not good 6.2.3. The target groups for the pilot implementation are not sufficiently identified

HA NAM PROVINCE (January, 2003)

Core Issue: The quality of the comprehensive education remains low			
Consequences	Direct Causes of core issue	2 <sup>nd</sup> Causes of core issue	3 <sup>rd</sup> Causes of core issue
<p>1. Pupils are not interested in studying</p> <p>2. It is difficult to renovate the teaching methodology</p> <p>3. Pupils have the incomprehensive knowledge and poor skills</p>	<p>1. The curriculum, textbook remains out of date</p>	<p>1.1. The local financial encouragement policies for the compilation of the new curriculum and textbook are unavailable</p> <p>1.2. The core staff involved in the development of the new curriculum and textbook have not been available</p>	
<p>1. School disciplines are loose</p> <p>2. The activities are ineffectively organized</p> <p>3. Teachers' capacity is not fully promoted</p>	<p>2. The management work remains weak</p>	<p>2.1. The capacity of the managerial officers remains poor</p> <p>2.2. The equipment for the management work is inadequate</p> <p>2.3. Staff nomination and promotion are inappropriate</p> <p>2.4. The quality of the training courses for the managerial officers is poor</p>	<p>2.1.1. Some managerial officers are elderly and in poor health</p> <p>2.1.2. The managerial officers have not been provided with the regular in-service training</p> <p>2.2.1. The budget is limited</p> <p>2.3.1. The personnel administration remains ineffective</p> <p>2.4.1. The contents and timing of the training courses for the managerial officers are inappropriate</p>
<p>1. Primary schools encounter difficulties in endeavoring to become the national standard schools</p> <p>2. It is difficult to implement the full-day schooling</p>	<p>3. The facilities have not met the requirements of the educational development</p>	<p>3.1. The localities do not have the available resources invested in the education</p> <p>3.2. The central budget remains low</p> <p>3.3. The effectiveness of the socialization in education is low</p>	<p>3.1.1. The local economic conditions are unfavorable</p> <p>3.2.1. The State policies are inappropriate</p> <p>3.3.1. The advisory work and dissemination in the education sector and society remain limited</p>

Core Issue: The quality of the comprehensive education remains low		
Consequences	2 <sup>nd</sup> Causes of core issue	3 <sup>rd</sup> Causes of core issue
<p>1. Teachers' capacity does not match the contents of curriculum</p> <p>2. Renovation of the teaching methodology is limited</p> <p>3. The reputation of the educational sector is negatively affected</p>	<p>4. The teaching staff is inadequate</p> <p>4.1. Teachers of some subjects remain insufficient</p> <p>4.2. The quality of pre-service training has been low</p> <p>4.3. The quality of in-service training has not met the requirements</p> <p>4.4. Lives of teachers encounter many difficulties</p> <p>4.5. The management work is weak</p>	<p>The recruited number of teachers have not met the requirements for the educational renovation</p> <p>4.1.1. The types of teachers have not sufficiently been trained</p> <p>4.1.2. The pre-service training is not integrated</p> <p>4.2.1. The quality of entrants at TTCs is low</p> <p>4.2.2. The plans on pre-service training are not ensured</p> <p>4.2.3. The teaching staff is not comprehensively trained</p> <p>4.2.4. The training plans are not appropriate to the requirements</p> <p>4.3.1. Teachers' self-study, self-research remain weak</p> <p>4.3.2. The teaching methodology is slowly renovated</p> <p>4.3.3. The capability of utilizing the techniques during the instructional hours remains poor</p> <p>4.3.4. The curriculum, materials for the in-service training have not met the requirements</p> <p>4.4.1. The salary and allowance policies are inappropriate</p> <p>4.4.2. The effectiveness of the socialization in education is not high</p> <p>4.5.1. The management capacity does not meet the requirements</p> <p>4.5.2. The conditions and facilities are inadequate</p>

**NINH BINH PROVINCE (January, 2003)**

Core Issue: The quality of Primary Education remains low		
Consequences	Direct Causes	2 <sup>nd</sup> Causes
-The educational activities are limited -The school's order and disciplines are not good -Contributions from the community are limited -Teachers' capacity/ability is not promoted -The renovation of the teaching method is not effective	-Primary school management is inadequate (1)	3 <sup>rd</sup> Causes 1.1.1. Curriculum is usually changed 1.1.2. Consultation for education is limited 1.2.1. The training and in-service training for managerial officers do not meet the requirements 1.2.2. The effectiveness of education inspection capacity is inadequate 1.2.3. Assignment of management officers remains limited 1.3.1. The consultancy capacity of managerial officers is poor 1.3.2. Budget for equipment/ facilities procurement in primary education is low
		1.1. Some legal documents are not consistent, integrated inappropriate 1.2. The management capacity is limited 1.3. Working conditions for educational administrators are insufficient and obsolete
-Renovation of the teaching method is limited -The quality of the teaching and learning process is low -It is difficult to implement full-day schooling -It negatively affects the physical body development of students	-The teaching staff does not meet the requirements (2)	2.1. The pre-service training is inadequate 2.2. Teachers' lives have many difficulties 2.3. The effectiveness of in-service training is low 2.4. Teacher deployment is inappropriate
		2.1.1. The quality of entrants is low (from self-sufficiency system) 2.1.2. Plans for pre-service training are inappropriate 2.1.3. The curriculum is inappropriate 2.2.1. The salary of teachers remains low 2.2.2. The policy regarding allowance and other subsidies for teachers is inappropriate 2.2.3. The working time of teachers is long 2.3.1. The budget for in-service training remains limited 2.3.2. The curriculum of in-service training is inappropriate 2.3.3. Self-study of teachers is limited 2.4.1. The policy and mechanism for decentralization is inappropriate 2.4.2. Organization and implementation of priority policies are not proper 2.4.3. There is a lack of teachers for special subjects (Music, Arts, and Physical Education)

Core Issue: The quality of Primary Education remains low		
Consequences	Direct Causes	2 <sup>nd</sup> Causes
<ul style="list-style-type: none"> <li>-It is difficult to implement full-day schooling</li> <li>-It is difficult to renovate the teaching method and learning is limited</li> <li>-It negatively affects the physical body development of students</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities do not meet the requirements (3)</li> </ul>	<p>3.1. The central budget for facility construction does not meet the requirements</p>
		<ul style="list-style-type: none"> <li>3.2. Mobilized contributions from the community for facility construction are limited</li> <li>3.3. Usage and maintenance of facilities are not good</li> <li>3.4. Primary school planning is inappropriate</li> </ul>
<ul style="list-style-type: none"> <li>-It causes difficulties in constructing national standard schools</li> <li>-It is difficult to mobilize the contributions for school facility construction</li> <li>-It is difficult to implement full-day schooling</li> <li>-The impacts of educational environment is limited</li> <li>-Some school attendants are not at the right school age</li> </ul>	<ul style="list-style-type: none"> <li>-Support for Primary education from the community remains low (4)</li> </ul>	<ul style="list-style-type: none"> <li>3.1.1. The local economy has not developed</li> <li>3.2.1. Incomes of local people are low</li> <li>3.2.2. The awareness of local people regarding school facility construction remains limited</li> <li>3.3.1. Conditions for preserving facilities are not good</li> <li>3.3.2. Rehabilitation and upgrade of facilities is not regular</li> <li>3.3.3. Staff and users are not well -trained and upgraded</li> <li>3.4.1. The school/classroom planning is not consistent between the educational sector and other sectors</li> </ul>
		<ul style="list-style-type: none"> <li>4.1. The awareness of the community about primary education is insufficient</li> <li>4.2. The living standard of local people remains low</li> </ul>
		<ul style="list-style-type: none"> <li>4.3.1. The educational management capacity is limited</li> </ul>
		<ul style="list-style-type: none"> <li>4.4.1. The educational management capacity is limited</li> </ul>

## NORTHERN MOUNTAIN REGION

### CAO BAN PROVINCE (February, 2003) 1

Core issue 1 : Primary Education management is limited			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
1.School orders and routines are not good 2.Educational quality is low	1.Management profession is poor	1.1. Some head masters are not professionally trained 1.2.In-service training for management does not meet the requirements	
1.The effectiveness of management is low	2.Facility and management conditions are in a shortage	2.1. Budget is limited 2.2. Permanent positions are insufficient	
1.Managers and teachers are not encouraged	3.Policies no longer conform to primary education management	3.1. The government has not set the appropriate policies for mountainous areas 3.2. Some inappropriate policies are being slowly renovated by Government	
1.Schools activities lack order and discipline	4.Inspection/ Examination remains limited	4.1. Managerial officers oversee many satellite schools and various educational cycles (nursery, kindergarten and primary classes in combined schools) 4.2. Professional inspection capacity and examination are limited	4.1.1 There is a shortage of facilities 4.1.2 Permanent positions are insufficient 4.2.1 The number of training courses is not numerous enough

Note: Cao Bang Province produced two issue trees and matrices.



**CAO BAN PROVINCE (February, 2003)2**

Core issue II : Teacher staff still has many shortcomings in teaching		Evidences and sources
Issue	Issue description	
-Training efficiency is low -The percentage of excellent students is low	1. The quality of teachers is low 1.1. Qualifications of many teachers are sub-standard 1.2. TTC pre-service training is limited 1.3. Effectiveness of in-service training is low 1.4. Teachers' self-improvement has many shortcomings	1.2.1. The quality of entrants in TTC is low 1.2.2. The training curriculum is heavily theoretical 1.2.3. TTC facilities do not meet the training requirements 1.3.1. The number of core teachers is small 1.3.2. Timing and forms of in-service training are inappropriate 1.3.3. In-service training materials are in shortage 2.1.1. The quality of entrants in TTC is low 2.2.1. TTC pre-service training does not meet the requirements 3.1.1. Budget is limited 3.2.1. Budget is limited 3.3.1. Budget is limited 4.1.1. Budget is limited
-The implementation of comprehensive education is limited	2.1. Teachers of art, music and optional subjects are lacking. 2.2. Some teachers do not have the full teaching capacity for all the nine subjects	
-Teaching quality is low. -It is difficult to renew teaching methodologies	3.1. Teaching facilities are in a shortage 3.2. Teachers have few reference materials 3.3. Teachers have few chances for field trips or experience exchanges 3.4. Scattered schools cause difficulties in organizing professional exchange activities	
-Teachers cannot solely put their mind on working; negatively effecting educational outcomes	4.1. Accommodation is in a shortage 4.2. Audio-visual equipment is in a shortage 4.3. Spiritual life is poor 4.4. Medical care for teachers in highland areas faces many difficulties	

Note: Cao Bang Province produced two issue trees and matrices.

### BAC KAN PROVINCE (February, 2003)

Core Issue: Teacher staff is inadequate			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<ol style="list-style-type: none"> <li>1. There're only a few good students</li> <li>2. The introduction of new curriculum faces many difficulties</li> <li>3. The quality of comprehensive education is low</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher system is asynchronous</li> </ol>	<ol style="list-style-type: none"> <li>1.1. The sufficient types of teacher training are not provided</li> <li>1.2. Permanent position norms for teachers of special subjects are unavailable</li> <li>1.3. Many teachers are incapable of teaching fine Arts, music...</li> </ol>	<ol style="list-style-type: none"> <li>1.1.1. Teacher training plan is unbalanced</li> <li>1.1.2. Training plan for teachers of special subjects does not meet the requirements</li> <li>1.2.1. Mechanism for teachers of special subjects deployment is not set yet</li> <li>1.3.1. The former curriculum is inappropriate</li> </ol>
<ol style="list-style-type: none"> <li>1. Teaching quality is low</li> <li>2. Teachers do not feel secure to work</li> </ol>	<ol style="list-style-type: none"> <li>2. Facilities for teacher working are not good</li> </ol>	<ol style="list-style-type: none"> <li>2.1. Budget is insufficient</li> <li>2.2. Schools are scattered</li> </ol>	<ol style="list-style-type: none"> <li>1.3.2. Pedagogical capacity is limited</li> <li>2.1.1. Local socio-economic conditions are poor</li> <li>2.1.2. Grant-aids are small</li> <li>2.1.3. Investment budget is limited</li> <li>2.2.1. Residents are in scattered location</li> <li>2.2.2. Transportation is uncomfortable</li> </ol>
<ol style="list-style-type: none"> <li>1. Professional qualifications have not been upgraded</li> <li>2. Teachers are not given chances to improve their qualifications</li> <li>3. The quality of teaching/learning process does not meet the renovated requirements</li> </ol>	<ol style="list-style-type: none"> <li>3. In-service training for teachers is limited</li> </ol>	<ol style="list-style-type: none"> <li>3.1. In-service training conditions are limited</li> <li>3.2. Awareness of some managers and teachers regarding in-service training is low</li> <li>3.3. The capacity of core teachers is limited</li> </ol>	<ol style="list-style-type: none"> <li>3.1.1. Budget for in-service training is low</li> <li>3.1.2. Teachers in satellite schools have difficulties in accessing to the good conditions to exchange their views</li> <li>3.1.3. Time span for in-service training is short</li> <li>3.2.1. Teachers have not clearly identified the purpose of the regular in-service training</li> <li>3.2.2. The solutions to deal with the teachers who have the low sense of self-improvement are unavailable</li> <li>3.3.1. Core staff is inappropriately selected</li> <li>3.3.2. The incentive policies for core teachers are unavailable</li> <li>3.3.3. The training time for core staff is short</li> </ol>
<ol style="list-style-type: none"> <li>1. Strong points of teachers are not promoted</li> <li>2. Teaching quality in mountainous area is low</li> </ol>	<ol style="list-style-type: none"> <li>4. Mechanism for teacher deployment is unsuitable</li> </ol>	<ol style="list-style-type: none"> <li>4.1. Staff structure has not been streamlined</li> <li>4.2. The permanent position norms for primary teachers are unsuitable</li> </ol>	<ol style="list-style-type: none"> <li>4.1.1. The specific policy for staff streamlining is unavailable</li> <li>4.2.1. Policy on the permanent position for teachers is unsuitable</li> </ol>

**HOA BINH PROVINCE (February, 2003) 1**

Consequences		Core Issue: Primary teachers are inadequate		
		Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
-Quality of teaching and learning process does not meet the requirement	-Pupils drop out	1. Quality of pre-service training is low	1.1. Curriculum of pre-service training in TTC does not meet the realities of educational reform 1.2. Training duration is short (3 months) 1.3. Many different training regimes still exist (4+3 months; 5+3months; etc.) 1.4. Previous TTC entrants were low quality 1.5. Re-training is ineffective	1.1.1. Curriculum of pre-service training in TTC has not been improved 1.1.2. Number of entrants has to increase due to the significant lack of teachers 1.1.3. Cultural knowledge is low 1.1.4. Plans developed and prepared to integrate educational reform are not available
-It is difficult to implement the curriculum reforms	-Some teachers do not fully understand teaching methods	2. quality of in-service training is low	2.1. Forms of in-service training are inappropriate and ineffective 2.2. Self-study and self-improvement are poorly performed 2.3. There is a lack of facilities (books, documents, equipment, etc.) 2.4. Curriculum for in-service training is inappropriate	
-Quality of education is low	-Professional capacity of teachers is limited	3. Facilities and teaching equipment are in poor condition	3.1. Most schools have satellite schools 3.2. There is lack of funds 3.3. Some equipment is disabled and unusable	3.1.1. Facility improvement is required to attract pupils 3.2.2. Economic of local people is poor 3.3.1. Equipment is not integrated 3.3.2. Most of teachers are not trained how to use facilities/ equipment 3.3.3. Facility maintenance is not effective 3.3.4. There is lack of other conditions to use facility
-The trust of people in school has decreased	-Regulations and orders in school remain weak	4. School management remains poor	4.1. Some management staff are not well-trained in management skills 4.2. Responsibility of management staff is not sufficient 4.3. Capability in management /professional skills of some management staff remains weak 4.4. Some management staff lack experience in management	4.1.1. The number of in-service training courses for management staff remains insufficient
-Quality of teaching and learning is poor	-Activeness and creativeness of teachers are not encouraged			

Note: Hoa Binh Province produced two issue trees and matrices

**HOA BINH PROVINCE (February, 2003) 2**

Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
-Quality of education does not meet the requirements	1. Investment hasn't satisfied the right needs	1.1. Local budget resources are low 1.2. Primary schools have many satellite schools 1.3. Education socialization has not been effectively implemented	Living standard of local people remains poor
-Poor conditions of classrooms and schools do not satisfy the teaching and learning process	2. Implementation of Master planning is too slow	2.1. Education advice to authorities has not been properly implemented 2.2. Education planning is not given appropriate attention 2.3. Local government does not pay attention to the land resource for school building	
-Pupils learn without practical experience	3. The quality and use of classrooms and teaching facilities is ineffective	3.1. Conditions and facilities for management and maintenance remain poor 3.2. New building of facilities does not meet the current requirement 3.3. Some classrooms that have been used for a long time have become damaged	
-It is difficult to implement the teaching and learning process	4. The new curriculum requires facility renovation	4.1. Old equipment and teaching aids have become inappropriate 4.2. Number of classrooms required for full day schooling is increasing (1 classroom per class)	

Note: Hoa Binh Province produced two issue trees and matrices.

**QUANG NINH PROVINCE (February, 2003)**

The quality of Primary Education in disadvantaged areas is poor			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<ul style="list-style-type: none"> <li>-Working orders and routines in schools are not ensured</li> <li>-Schools' prestige is badly affected</li> <li>-Schools' organizational roles are not promoted</li> <li>-Staff set up in light of professional skills is not effective</li> <li>-Spending does not follow financial principles</li> <li>-The ratio of P.E universalization at right age remains low</li> <li>-High ratio of repetition</li> <li>-High ratio of dropout</li> <li>-Low ratio of good/excellent students</li> </ul>	<p>1. School managerial competence is low</p> <ul style="list-style-type: none"> <li>1.1. Personnel assignment is unreasonable</li> <li>1.2. Finance management decentralization is unsuitable</li> <li>1.3. Managers do not get continuing in-service training</li> <li>1.4. Managers are not trained in education management</li> <li>1.5. Head masters of combined schools do not pay attention to the primary section</li> <li>1.6. Managers are not active</li> </ul>	<p>1.1. Personnel assignment is unreasonable</p> <ul style="list-style-type: none"> <li>1.1.1. In-service training for incoming personnel is weak</li> <li>1.1.2. Managers are in short supply</li> <li>1.1.3. The consultation from managers is limited</li> <li>1.2.1. School head masters haven't grasped the Finance and Budget law</li> <li>1.2.2. Accountant staff is in short supply</li> <li>1.3.1. School head masters rarely attend professional in-service training</li> <li>1.3.2. Managers do not have opportunities to exchange their experiences</li> <li>1.3.3. Conditions for self study are hard</li> <li>1.4.1. The coordination between Trade Union and head master is limited</li> <li>1.4.2. Expenditure for training is low</li> <li>1.4.3. Administrative management is weak</li> <li>1.5.1. Professional skills are poor</li> <li>1.5.2. Sense of responsibility in management is poor</li> <li>1.6.1. Training qualification is below standard</li> <li>1.6.2. Head masters' rights are not promoted</li> <li>1.6.3. Head masters do not concentrate on guiding T/L process</li> </ul>	<ul style="list-style-type: none"> <li>2.1. Investment in facilities is low</li> <li>2.2. The effect of education socialization is poor</li> <li>2.3. Facilities management and usage is weak</li> </ul>
<ul style="list-style-type: none"> <li>-There are not enough classrooms for full day schooling</li> <li>-Function rooms are in short supply</li> <li>-Books/equipment usage and maintenance is ineffective</li> <li>-Playground/ Exercise field are in short supply</li> <li>-Some diseases arise in schools</li> <li>-The requirements for improving teaching methods are not satisfied.</li> <li>-There are no provisions for extra-curricular activities</li> <li>-Audiovisual facilities are in shortage</li> <li>-Houses for teachers in some places are insufficient</li> <li>-Special subjects are not promoted</li> </ul>	<p>2. The facilities are in shortage</p>	<ul style="list-style-type: none"> <li>2.1. Investment in facilities is low</li> <li>2.2.1. Expenditure investment is untimely</li> <li>2.2.2. Local economic conditions prevent children attending school</li> <li>2.2.3. Budget for education is low</li> <li>2.3.1. Parents cannot afford enough textbooks for their children</li> <li>2.3.2. Household economics meet many difficulties</li> <li>2.3.3. General expenditure sources for facilities are poorly promoted</li> <li>2.3.4. Desks/chairs for students do not suit their ages</li> <li>2.3.5. The quality of facilities newly bought/installed is low</li> <li>2.3.6. Schools librarians are not professionally trained</li> <li>2.3.7. Broken facilities are not fixed/replaced</li> </ul>	

The quality of Primary Education in disadvantaged areas is poor			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<ul style="list-style-type: none"> <li>-The prestige of some primary schools in society is declining</li> <li>-Effective teaching hours are low</li> <li>-Students do not enjoy learning</li> <li>-The comprehensive education quality does not meet high requirements</li> <li>-High ratio of repetition</li> <li>-Teachers face difficulties in applying new teaching methodology</li> </ul>	<p>3. The quality of teaching staff is limited</p>	<p>3.1. The qualifications of some teachers are not standard</p> <p>3.2. Training qualities for some teachers remain low</p> <p>3.3. Sense of self-study/self-improvement is low</p> <p>3.4. Teaching staff in disadvantaged areas is insufficient</p> <p>3.5. Teacher professional management is not strict</p> <p>3.6. The policies towards teachers are not secure</p>	<p>3.1.1. Some teachers from previous stage are not standard</p> <p>3.1.2. Still some lower-secondary teachers teaching in primary classes</p> <p>3.1.3. Teachers in primary schools are from many different training modes</p> <p>3.2.1. The nomination mode brings bad results</p> <p>3.2.2. Pre-service training does not satisfy actual requirements</p> <p>3.2.3. Quality management for re-training is limited</p> <p>3.3.1. Sense of self-study of some teachers is low</p> <p>3.3.2. Sense of self-improvement of elderly teachers is low</p> <p>3.3.3. Some teachers do not really love their careers</p> <p>3.4.1. Professional inspections are not done regularly</p> <p>3.4.2. Inspection during official working hours is not good</p> <p>3.4.3. In-service training for new graduates is not good</p> <p>3.5.1. Teachers rotation between schools is not strictly implemented</p> <p>3.5.2. Teachers for special subjects are in short supply</p> <p>3.5.3. Young teachers ratio remains low</p> <p>3.6.1. Working conditions for teachers in mountainous areas are hard</p> <p>3.6.2. Teachers' lives in mountainous areas are tough</p> <p>3.6.3. Allowances for learners are limited</p> <p>4.1.1. The awareness of some of the population is limited</p> <p>4.1.2. The awareness of some local leaders is insufficient</p> <p>4.2.1. Consultation from school side is poor</p> <p>4.2.2. Media for propaganda are in short supply</p> <p>4.2.3. Education socialization of some schools is weak</p> <p>4.3.1. People's income remains low</p> <p>4.3.2. The policies towards people in disadvantaged areas are insufficient</p> <p>4.3.3. The policies towards people in disadvantaged areas are untimely</p> <p>4.3.4. The customs in disadvantaged areas remain backward</p>
<ul style="list-style-type: none"> <li>-Conditions for T/L process face difficulties</li> <li>-Hard to implement P.E universalization at right age</li> <li>-To persuade drop-outs to return to school is tough</li> <li>-The ratio of students/total children is low</li> <li>-Social evils are easily spread</li> </ul>	<p>4. Support from local community is not regular</p>	<p>4.1. Local awareness about primary education is limited</p> <p>4.2. The propaganda for primary education is limited</p> <p>4.3. People's lives meet many difficulties</p>	<p>4.1.1. The awareness of some of the population is limited</p> <p>4.1.2. The awareness of some local leaders is insufficient</p> <p>4.2.1. Consultation from school side is poor</p> <p>4.2.2. Media for propaganda are in short supply</p> <p>4.2.3. Education socialization of some schools is weak</p> <p>4.3.1. People's income remains low</p> <p>4.3.2. The policies towards people in disadvantaged areas are insufficient</p> <p>4.3.3. The policies towards people in disadvantaged areas are untimely</p> <p>4.3.4. The customs in disadvantaged areas remain backward</p>

**LANG SON PROVINCE (February, 2003)**

Core Issue: Quality of teachers remains low			
Consequences	Direct causes	2nd Level causes	3rd Level causes
<p>-Quality of primary education remains low</p> <p>-Nuber of good pupils at different levels is small</p> <p>-It is difficult to implement UPE at the appropriate school age</p> <p>-Cultural knowledge remains limited</p>	<p>1. Quality of pre-service training remains low</p>	<p>1.1. TTC entrants have a low level and capacity</p> <p>1.2. Teaching and learning processes in TTC are not closely managed</p> <p>1.3. Capacity in absorbing basic knowledge and in applying pedagogy professional skills remain poor for some teachers</p> <p>1.4. Training content and curriculum are not integrated</p>	<p>1.1.1. The number is rapidly increasing for high development demand</p> <p>1.1.2. TTC entrant selection mechanism does not meet the requirements of selection</p> <p>1.1.3. Training system is not standardized to meet the requirements of teaching and the learning process</p> <p>1.2.1. Assessment and organization of exams are not close to the requirement</p> <p>1.2.2. Some students in TTC have poor behavior in study and practice</p> <p>1.3.1. There is a lack of documents for references usage by teachers.</p> <p>1.3.2. Capacity in transition of theory into practice remains poor</p> <p>1.3.3. Some teachers do not actively study references, such as books and newspapers</p> <p>1.4.1. Curriculum design and the preparation of authorities remains inappropriate</p> <p>1.4.2. The application of MOET's curriculum into a locality is not active</p> <p>1.4.3. Training targets are not balanced</p>
<p>-Knowledge and professional skills of teachers do not meet the requirements of reality</p>	<p>2. Quality of continuing in-service training remains low</p>	<p>2.1. Some teachers are not willing to self-study to improve their knowledge and professional skills</p> <p>2.2. In-service training is not properly organized</p> <p>2.3. A poor teaching and learning environment limits the professional skill of some teachers</p>	<p>2.1.1. Many teachers do not make the best effort to self-study and self-improve</p> <p>2.1.2. Management of the School Management Board remains weak/ineffective</p> <p>2.2.1. In-service training courses pay too much attention to formality, but not quality</p> <p>2.2.2. The roles of professional groups remain ineffective</p> <p>2.2.3. Capacity in management and organization of management staff remains weak</p> <p>2.2.4. Capacity in teacher knowledge uptake is unequal</p> <p>2.3.1. Facilities and equipment for teaching and learning are in a shortage and not appropriately provided</p> <p>2.3.2. There is a lack of budget for studying/visiting tours to learn lessons/experiences</p> <p>2.3.3. Implementation of teacher rotation (between schools and regions) remains unequal</p> <p>2.3.4. Primary schools have many scattered satellite schools</p>

Core Issue: Quality of teachers remains low		
Consequences	Direct causes	2nd Level causes
<p>-Teachers have not kept their mind on their work</p> <p>-Repetition and drop out rates remain high</p> <p>-Some teachers in disadvantaged regions do not have opportunities to visit other schools for experience exchange and lessons learned</p>	<p>3. Policies regarding teacher's treatment remain unsatisfactory</p>	<p style="text-align: center;">3rd Level causes</p> <p>3.1.1. There is a lack of practical knowledge by the general staff regarding policy making</p> <p>3.1.2. Consultancy for policy making remains ineffective</p> <p>3.1.3. There is a lack of equipment to obtain information (computer, telephone, books and newspapers, and transportation means)</p> <p>3.1.4. Methodology in information gathering and collecting is not well known.</p> <p>3.1.5. File and document works are inappropriate and ineffective</p> <p>3.2.1. Capacity of some staff remains limited</p> <p>3.2.2. Some staff are irresponsible</p>
<p>-Quality of teaching and learning has decreased</p> <p>-People's trust in school has reduced</p> <p>-Teacher and pupil health has been badly affected</p> <p>-It is difficult to implement full day schooling</p> <p>-It is difficult for teachers to renew teaching methods</p>	<p>4. Facilities for teaching and learning remain insufficient</p>	<p>4.1.1. Authorities somehow do not pay attention to investment according to needs</p> <p>4.1.2. Poor economic condition of mountainous families causes the difficulties in contributing finance for school facility building</p> <p>4.1.3. Some localities only expect/rely on state investment</p> <p>4.2.1. Cultural knowledge of local people is poor</p> <p>4.2.2. Dissemination remains ineffective</p> <p>4.3.1. There is a lack of function rooms</p> <p>4.3.2. Responsibility of some principals remains insufficient</p> <p>4.3.3. Pupils possess poor attitudes in keeping and maintaining school facilities</p> <p>4.4.1. Responsibility of some management staff remains insufficient</p> <p>4.4.2. Capacity of some principals remains weak</p>
	<p>3.1. There is a lack of information for policy making</p> <p>3.2. Inspection of policy implementation is not properly operated</p>	
	<p>4.1. Investment budget for facility building is lacking</p> <p>4.2. Education socialization remains ineffective</p> <p>4.3. Management, usage and maintenance of facilities remains ineffective</p> <p>4.4. Consultancy for facility building from schools is limited</p>	



**HA GIANG PROVINCE (February, 2003)**

Core Issue: The quality of primary education remains low			
Consequences	Direct Causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<ul style="list-style-type: none"> <li>-The promotion rate is low</li> <li>-It is difficult to revise the teaching methodology</li> <li>-Pupils are not interested in studying</li> <li>-The retention rate is low, drop-out rate is high</li> </ul>	<p>1. Capacity of some primary teachers remains poor</p>	<p>1.1. The trained qualification of 9+3 does not meet the requirements</p> <p>1.2. Sense of self-study and self-improvement is not high</p> <p>1.3. School management remains poor</p> <p>1.4. The allowance policies for the teachers who attend the in-service training are unavailable</p> <p>1.5. The information is unavailable</p>	<p>1.1.1. The admission is inappropriate</p> <p>1.1.2. The shortage of teachers results in intensive training courses (the consequences from the past)</p> <p>1.3.1. The administrators have not taken the training courses on management</p> <p>1.4.1. There is a shortage of budget</p> <p>1.5.1. There is a shortage of budget to buy newspapers and audio-visual aids</p>
<ul style="list-style-type: none"> <li>-Full-day schooling is not implemented</li> <li>-It is difficult to change the teaching methodology</li> <li>-The school environment is not ensured</li> <li>-The conditions are unsuitable for study and play</li> </ul>	<p>2. Facilities do not meet the requirements</p>	<p>2.1. The school mapping is unavailable</p> <p>2.2. The budget for the education sector remains low</p> <p>2.3. The socialization in education is ineffective</p>	<p>2.1.1. The local authority does not pay attention to education</p> <p>2.2.1. The people's incomes are low</p> <p>2.2.2. The socialization in education is ineffective</p> <p>2.2.3. The development of the economy is slow</p> <p>2.3.1. People's economic lives have many difficulties</p> <p>2.3.2. People's cognitive ability is low</p> <p>2.3.3. Contributions from local community remain low</p>
<ul style="list-style-type: none"> <li>-The repetition rate is high</li> <li>-The number of good and excellent students is low</li> <li>-It is difficult to improve their teaching method</li> <li>-Teachers are not interested in teaching</li> <li>-Students do not sufficiently absorb the conveyed knowledge</li> </ul>	<p>3. Students do not regularly go to schools</p>	<p>3.1. The natural conditions are unfavorable</p> <p>The students' families have economic difficulties</p> <p>3.2. The school attendance raising campaign remains limited</p> <p>3.3. Students' parents do not pay much attention to their children's study</p> <p>3.4. Students are not aware of the importance of their study</p>	<p>3.2.1. There is a shortage of cultivated land</p> <p>3.2.2. The application of scientific advancements is limited</p> <p>3.2.3. There is a shortage of capital for production</p> <p>3.2.4. Some families have many children</p> <p>3.2.5. Some families remain prejudiced</p> <p>3.3.1. Some executive committees of Party hierarchy do not pay due attention to education</p> <p>3.3.2. Teachers do not keep all their mind on teaching</p> <p>3.3.3. The language dispute occurs</p> <p>3.3.4. Some schools have not provided good consultations to the local authorities</p> <p>3.4.1. Students' parents are not properly aware of the importance of their children's study</p> <p>3.4.2. The families have many difficulties in their lives</p> <p>3.4.3. Some students' parents are illiterate</p>

Core issue: The quality of primary education remains low			
Consequences	Direct Causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<ul style="list-style-type: none"> <li>-Tasks and duties are not completed</li> <li>-Teachers do not trust the authorities (school administrators)</li> <li>-The teaching and learning orders and disciplines are not followed</li> <li>-The consultation is ineffective</li> </ul>	<p>4. The management capacity remains limited</p>	<p>4.1. Some school administrators have not taken the training course on management</p> <p>4.2. Some administrators do not take responsibility for their work</p> <p>4.3. Some officers do not upgrade their management capacity by themselves</p>	<p>4.1.1. In-service training courses for administrators are not held regularly</p> <p>4.1.2. The budget for the provision of training courses on educational management for the administrators remains limited</p> <p>4.2.1. The incentive policies are not satisfactory</p> <p>4.2.2. Some educational administrators do not give all their attention to their work</p> <p>4.2.3. The inspection and supervision remain loose</p> <p>4.3.1. The prospect of promotion remains limited</p> <p>4.3.2. Their roles and responsibilities have not been identified</p> <p>4.3.3. The reward and punishment are untimely</p>
<ul style="list-style-type: none"> <li>-The repetition and drop-out rates are high</li> <li>-The resources for education are not fully mobilized</li> <li>-Not all the school-aged children are encouraged to go to schools</li> <li>-The educational activities at the localities have not been promoted</li> <li>-It is difficult to maintain the UPE activities</li> </ul>	<p>5. The socialization in education has not been promoted</p>	<p>5.1. The social organizations do not regularly carry out dissemination on education</p> <p>5.2. The local economic conditions are unfavorable</p> <p>5.3. The sense of responsibility of the local community is not high</p> <p>5.4. People's cultural knowledge is low</p>	<p>5.1.1. Some executive committees of Party hierarchy have not paid due attention to education</p> <p>5.1.2. The importance of the education sector has not been properly perceived</p> <p>5.1.3. Some social organizations have not really understood the importance of education</p> <p>5.2.1. There is a shortage of land and water for cultivation</p> <p>5.2.2. The progress of the economic and cultivated crop transition remains slow</p> <p>5.3.1. The cooperation among the bodies and branches is not strict</p> <p>5.3.2. Due attention has not been paid to education</p> <p>5.4.1. Information access remains limited</p>

**TUYEN QUANG PROVINCE (February, 2003)**

Core issue: The quality of Primary education remains low			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<ul style="list-style-type: none"> <li>-Guidance and management encounter difficulties</li> <li>-Full day schooling introduction is limited</li> <li>-In-class activities organization for students is limited</li> <li>-It's hard to implement comprehensive education</li> <li>-It's difficult to renovate curriculum (textbook replacement)</li> <li>-Schools lack conditions to be recognized as "National standard schools"</li> <li>-Students' health is badly affected</li> </ul>	<p>1. Facilities and equipment are insufficient</p>	<p>1.1. There are too many satellite schools</p> <p>1.2. Money is not available to cover expenditure</p> <p>1.3. Maintenance and utilization remain weak</p>	<p>1.1.1. Local topography is complex</p> <p>1.2.1. State budget does not meet the requirements</p> <p>1.2.2. Financial support from local</p> <p>1.2.3. Communities does not meet the requirements</p> <p>1.3.1. Professional officers are in shortage</p> <p>1.3.2. Some school administrators have poor competence</p>
<ul style="list-style-type: none"> <li>-Adoption of new teaching methods is limited</li> <li>-Some teachers are not able to teach all grades in the cycle</li> <li>-Quality of special subjects is limited</li> <li>-Ratio of excellent students is low</li> <li>-Schools' reputation among students' parents is decreasing</li> </ul>	<p>2. Teacher staffing remains inadequate</p>	<p>2.1. The quality of in-service training is low</p> <p>2.2. Teachers for Music, Arts, foreign languages, informatics are in shortage</p> <p>2.3. The competence of some teachers is weak</p>	<p>2.1.1. Entrant's quality is poor</p> <p>2.1.2. TTC's training curriculum is inadequate</p> <p>2.3.1. Some teachers do not self-improve regularly</p>
<ul style="list-style-type: none"> <li>-Inspection and guidance are not regularly carried out</li> <li>-Student's outcomes are low</li> <li>-School management is confusing</li> <li>-Continuous in-service training and self-improvement are ineffective</li> <li>-Some teachers infringe educational disciplines</li> </ul>	<p>3. Primary education management is inadequate</p>	<p>3.1. There's no incentives policy towards local officers of BOET and DOET</p> <p>3.2. Working conditions for managers remain poor</p> <p>3.3. Managerial competence of head masters is limited</p> <p>3.4. There's no Primary education division in DOET</p> <p>3.5. Talented teachers resource is appointed to position of head teachers</p> <p>3.6. The number of primary education administrators in BOET, DOET is small</p>	<p>3.3.1. Some head teachers have low sense of responsibility</p> <p>3.3.2. Some head teachers do not reach standard qualification</p> <p>3.3.3. Some head teachers were not professionally trained in management</p>
<ul style="list-style-type: none"> <li>-Basic knowledge and practical skills are limited</li> <li>-Self-study competence of students is limited</li> <li>-Ratio of excellent/good students is low</li> <li>-It is difficult to renovate teaching/Learning methods</li> </ul>	<p>4. Student's learning facilities remain poor</p>	<p>4.1. Learning tools for students are in shortage</p> <p>4.2. School/class scale is inappropriate</p> <p>4.3. Families do not care much about their children's education</p> <p>4.4. Student family's economic status is low</p> <p>4.5. Social communication environment remains limited</p>	<p>4.1.1. State investment is small</p> <p>4.1.2. Economic background of many students' families is poor</p> <p>4.2.1. Many primary schools are not independent</p> <p>4.2.2. Geographical features are complex</p>

**BAC GIANG PROVINCE (February, 2003)**

Core Issue: The quality of education is inadequate			
Consequences	Direct Causes	2 <sup>nd</sup> Level causes	3 <sup>rd</sup> Level Causes
<ol style="list-style-type: none"> <li>1. The ratio of full day classes is low</li> <li>2. School hygiene is not ensured</li> <li>3. Teaching method renovation is difficult.</li> <li>4. It is hard to implement comprehensive education</li> <li>5. Students do not feel happy when learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Facilities remain inadequate</li> </ol>	<ol style="list-style-type: none"> <li>1.1. The budget management remains limited</li> <li>1.2. The investment in education remains low</li> <li>1.3. The mobilized contributions from local communities remain low</li> <li>1.4. The other resources for education have not been mobilized</li> <li>1.5. The management and utilization of facilities in some schools is poor</li> </ol>	<ol style="list-style-type: none"> <li>1.1.1. The economic management qualification of the administrators remains poor</li> <li>1.1.2. The economic management capacity of the administrators remains poor</li> <li>1.2.1. The country's economy is poor</li> <li>1.2.2. The consultations at the different educational levels remain ineffective</li> <li>1.2.3. The educational statistics are inaccurate</li> <li>1.3.1. The socio-economic conditions of the local province are unfavorable.</li> <li>1.3.2. The perception of some local people regarding their responsibilities and duties is limited</li> <li>1.3.3. The local authorities in some places have not effectively mobilized the community's contributions to school construction</li> <li>1.4.1. The dissemination of information on education in some places is ineffective</li> <li>1.4.2. The perception of education in some organizations remains limited</li> <li>1.5.1. Some equipment keepers and librarians do not have professional skills</li> <li>1.5.2. The sense of responsibility of some administrators is not high</li> <li>1.5.3. The quality of facilities is not good</li> </ol>
<ol style="list-style-type: none"> <li>1. Many activities of students and teachers are out of order and disciplines</li> <li>2. The quality of education is low</li> <li>3. Joy of teaching/learning brought to teachers/students is limited</li> </ol>	<ol style="list-style-type: none"> <li>2. Education management is limited</li> </ol>	<ol style="list-style-type: none"> <li>2.1. The inspection has not served its purpose for the educational management</li> <li>2.2. The working conditions for the educational administrators are insufficient</li> <li>2.3. The management capacity of some administrators remains limited</li> <li>2.4. The sense of responsibility of some administrators is not high</li> <li>2.5. The decentralization mechanism is not appropriate</li> <li>2.6. The remuneration policies do not encourage the DOET and BOET officers</li> </ol>	<ol style="list-style-type: none"> <li>2.1.1. The inspection capacity of some inspectors remains inadequate</li> <li>2.1.2. Some inspectors do not provide an objective and fair assessment</li> <li>2.1.3. Some administrators are not fully aware of the importance of the inspection</li> <li>2.2.1. The budget provision for the working conditions for administrators is insufficient</li> <li>2.3.1. Some managerial officers have not undertaken formal training and refreshment training on management</li> <li>2.3.2. Some administrators fail to regularly self-study and self-improve</li> <li>2.3.3. The management training program in TTCs does not match the requirements</li> <li>2.3.4. The knowledge provision for the managerial officers does not match the requirements</li> <li>2.3.5. Some managerial officers have not undertaken in-service training on management</li> <li>2.4.1. Some managerial officers have dependent and egalitarian thoughts.</li> <li>2.4.2. Some administrators are not adequately aware of their responsibilities and duties</li> </ol>

Core Issue: The quality of education is inadequate			
Consequences	Direct Causes	2 <sup>nd</sup> Level causes	3 <sup>rd</sup> Level Causes
<p>1. Some students do not enjoy studying</p> <p>2. Some students have not reached standard level of knowledge and skills</p> <p>3. Some local people do not believe in education</p>	<p>3. The quality of some teachers remains limited</p>	<p>3.1. The quality of pre-service training remains limited</p> <p>3.2. The types of training for some teachers remain low</p> <p>3.3. The quality of in-service training remains limited</p> <p>3.4. The working conditions for teachers are insufficient</p> <p>3.5. The sense of responsibility of some teachers is low</p> <p>3.6. The teacher management mechanism is inadequate</p>	<p>3.1.1. The quality of entrants remains low</p> <p>3.1.2. TTC's curriculum has some shortcomings</p> <p>3.1.3. TTC's facilities do not meet the requirements</p> <p>3.1.4. The quality of some trainers of training does not meet the requirements</p> <p>3.2.1. The consequences are left from the past</p> <p>3.3.1. In-service training is not strictly organized</p> <p>3.3.2. The in-service training method is inappropriate</p> <p>3.3.3. The sense of self-improvement of some teachers is not high</p> <p>3.4.1. The budget for the educational sector is low</p> <p>3.4.2. The perception about education by some Party Executive members and the local authority is inadequate</p> <p>3.4.3. The local economy is poor</p> <p>3.5.1. The reward and punishment are untimely and unsatisfactory</p> <p>3.5.2. Teacher salaries are low</p> <p>3.5.3. Some teachers are not passionate about their teaching careers</p> <p>3.6.1. The management capacity of the different levels is limited</p> <p>3.6.2. The consequences are a result of the past</p>

**LAO CAI PROVINCE (February, 2003)**

Core Issue: School facilities remain inadequate			
Consequences	Direct Causes	2 <sup>nd</sup> Causes	3 <sup>rd</sup> Causes
<ol style="list-style-type: none"> <li>1. The quality of comprehensive education is low</li> <li>2. There are insufficient classrooms to implement full-day schooling</li> <li>3. The teaching equipment is insufficient to renovate the teaching methodology</li> <li>4. Many classrooms are temporary</li> <li>5. The classrooms and functional rooms are in shortage</li> </ol>	<ol style="list-style-type: none"> <li>1. The budget for facility construction does not meet the requirements</li> </ol>	<ol style="list-style-type: none"> <li>1.1. The central budget for facilities is low</li> <li>1.2. The provincial revenue for facility construction is limited</li> <li>1.3. The investment mechanism is inappropriate</li> </ol>	<ol style="list-style-type: none"> <li>1.2.1. The provincial economy is poor</li> <li>1.2.2. The local economy slowly develops</li> <li>1.3.1. The budget expenditure for facilities is low</li> </ol>
<ol style="list-style-type: none"> <li>1. It is difficult to mobilize children to go to schools</li> <li>2. A small number of students in highland areas drop out in the mid-term</li> <li>3. It is difficult to mobilize the local contributions</li> <li>4. UPE and illiteracy are negatively affected</li> </ol>	<ol style="list-style-type: none"> <li>2. The effectiveness of socialization in education is not high</li> </ol>	<ol style="list-style-type: none"> <li>2.1. The mobilized resources remain low</li> <li>2.2. People's awareness of socialization in education is limited</li> <li>2.3. The cooperation between the educational sector and the socio-economic organizations is not tightened</li> </ol>	<ol style="list-style-type: none"> <li>2.1.1. People's life is difficult</li> <li>2.2.1. The dissemination and familiarization are ineffective</li> <li>2.2.2. People's knowledge standard is low</li> <li>2.3.1. The specific mechanism about the cooperation between the educational sector and social organizations, unions and other sectors is unavailable</li> </ol>
<ol style="list-style-type: none"> <li>1. Many schools and classrooms do not meet the required standards</li> <li>2. It is difficult to construct the national standard schools</li> </ol>	<ol style="list-style-type: none"> <li>3. The master planning in some places is inappropriate</li> </ol>	<ol style="list-style-type: none"> <li>3.1. The planning is limited</li> <li>3.2. The topography is complicated</li> <li>3.3. The authorities in some places do not pay attention to school mapping</li> </ol>	<ol style="list-style-type: none"> <li>3.1.1. The capacity of some managerial officers does not meet the requirements</li> <li>3.3.1. The awareness of the local authorities in some places is not high</li> </ol>

Core Issue: School facilities remain inadequate			
Consequences	Direct Causes	2 <sup>nd</sup> Causes	3 <sup>rd</sup> Causes
<p>1. The facility construction costs are high</p> <p>2. It is difficult to improve the quality of multi-grade classes</p> <p>3. It is difficult to manage the schools' activities.</p> <p>4. The classrooms in the satellite schools are temporary</p>	<p>4. The scattered schools cause difficulties in facility construction</p>	<p>4.1. The mountainous topography causes difficulties in transportation</p> <p>4.2. The Province is sparsely populated</p>	<p>4.2.1. People's knowledge standard is low</p> <p>4.2.2. Some customs are prejudiced</p>
<p>1. Facilities are quickly deteriorated</p> <p>2. The utility of teaching tools is not promoted and the quality of teaching and learning is negatively affected</p>	<p>5. The maintenance and utilization of facilities in some places is not good</p>	<p>5.1. The qualifications of managerial officers are poor</p> <p>5.2. The maintenance conditions are not good</p> <p>5.3. The effectiveness of the teaching tools and equipment is not high</p> <p>5.4. The sense of responsibility of some officers is not good</p>	<p>5.1.1. Some managerial officers have not taken the training on management</p> <p>5.1.2. Capacity of some managerial officers is limited</p> <p>5.1.3. The sense of responsibility is not high</p> <p>5.2.1. Due attention has not been paid to the construction of functional rooms</p> <p>5.2.2. The budget is limited</p> <p>5.3.1. The quality of some teaching equipment is low</p> <p>5.3.2. Shortage of librarians and equipment keepers</p> <p>5.3.3. Some teachers are afraid of utilizing the teaching tools</p> <p>5.4.1. Teachers' dissemination is limited</p> <p>5.4.2. The inspection and supervision of managerial officers is not strict</p>

**YEN BAI PROVINCE (February, 2003)**

Core issue: Teacher staff quality is inadequate	
Consequences	Direct Causes
<p>1. Pupils cannot grasp essential/basic knowledge</p> <p>2. Some graduate's quality does not meet the requirements</p>	<p>1. Some entrants' academic quality remains low</p>
<p>3. The quality of some teachers handling the whole educational cycle is low</p> <p>4. The quality of special subjects is limited</p> <p>5. It's difficult for teachers to renovate teaching methods</p>	<p>1.1. Pre-service training is not based on local essential needs</p> <p>1.2. Social awareness about pedagogy is poor</p> <p>1.3. There's no policy attracting good students for TTCs</p>
	<p>2.1. Pre-service training methods haven't linked to practice</p> <p>2.2. Pre-service training curricula do not match with local reality</p> <p>2.3. The competence of some teacher-trainers in TTC does not meet the requirements</p> <p>2.4. The facility of TTCs hasn't met the requirements</p>
	<p>2.1.1. There is little time for teaching practice</p> <p>2.1.2. School for teaching practice does not meet the requirements</p> <p>2.2.1. Pre-service training content isn't comprehensive</p> <p>2.3.1. The competence of some teacher-trainers in TTC is weak</p> <p>2.3.2. Knowledge of teacher-trainers in TTC is remote from school facts and practice</p> <p>2.2.3. Self-improvement is limited</p> <p>2.4.1. Practice-aid facility for students is in shortage</p> <p>2.4.2. Training-aid facility for trainers in TTC is in shortage</p> <p>2.4.3. Self-improvement materials for teacher-trainers in TTC are in short supply</p> <p>2.4.4. Living and studying conditions of teacher-trainers are limited</p>
	<p>3rd Level Causes to the Core Issue</p> <p>1.1.1. Teachers have been recruited from different training modes</p> <p>1.1.2. Teachers for universal primary education are in short supply</p> <p>1.1.3. Situational solutions must be taken to deal with serious shortage of teachers</p> <p>1.2.1. Community's awareness of teaching career is not fair</p> <p>1.2.2. Career guidance from secondary schools for students to go into teaching remains limited</p>



Core issue: Teacher staff quality is inadequate		
Consequences	2 <sup>nd</sup> Level Causes to the Core Issue	3 <sup>rd</sup> Level Causes to the Core Issue
<p>1. Teachers haven't renovated their teaching methods</p> <p>2. Teaching outcomes haven't been improved</p> <p>3. Teaching competence is limited</p> <p>4. The quality of trained students is low</p>	<p>Direct Causes</p> <p>3. The quality of in-service training is low</p>	<p>3.1.1. Materials and facilities for self-study are in shortage in many places</p> <p>3.2.1. Some teachers haven't passed standard qualification</p> <p>3.3.1. Some teachers are not enthusiastic about their career</p> <p>3.5.1. There's no encouragement/treatment with good/bad attitude of self improvement</p>
<p>1. Educational quality in some schools remains low</p> <p>2. School's activities are weak in term of orders and disciplines</p> <p>3. Professional regulations obedient attitude remains weak</p> <p>4. School's prestige towards community is decreasing</p>	<p>3.1. Conditions for self-improvement are not satisfactory</p> <p>3.2. Self-study competence of some teachers is limited</p> <p>3.3. Self-improvement attitude of some teachers is poor</p> <p>3.4. The contents, curriculum and teaching method of in-service training are inappropriate</p> <p>3.5. In-service training organization is unsuitable</p> <p>4.1. Some management officers are not professionally trained in management (pre-service training)</p> <p>4.2. A part of management officers haven't received in-service training</p> <p>4.3. Managerial effectiveness is low</p> <p>4.4. Inspections from higher authorities are not regular</p> <p>4.5. Information in education management is untimely</p>	<p>4.1.1. Personnel master planning is limited</p> <p>4.1.1. In-service training is not organized regularly</p> <p>4.3.1. There are many satellite schools</p> <p>4.3.2. The management officers are too busy to deal with situational matters</p> <p>4.3.3. Administrative assistants are in shortage</p> <p>4.3.4. Some management officers are neither active nor creative in their task implementation</p> <p>4.3.5. Too few inspectors to cover the work in a wide area</p> <p>4.3.6. Working facility is in shortage</p>
<p>1. Teachers do not feel secure to work</p> <p>2. Teaching quality is limited</p> <p>3. Good teachers are always in shortage in highland region</p> <p>4. It's hard to effectively implement primary education universalization</p>	<p>5.1. Community's awareness about education benefit is unclear</p> <p>5.2. The conditions for updating information in highland region are poor</p> <p>5.3. People's living in remote and highland regions are hard</p> <p>5.4. Some teachers working in remote and highland regions do not get transfer</p>	<p>5.1.1. The cultural knowledge is low</p> <p>5.2.1. Population are scattered</p> <p>5.2.2. Transportation is underdeveloped</p> <p>5.3.1. Social and economic conditions are underdeveloped</p> <p>5.4.1. Local teachers are in shortage</p> <p>5.4.2. Training is not according to addressed needs</p>

**BAC NINH PROVINCE (February, 2003)**

Core issue: Facilities for Primary education remain inadequate			
Consequences	Direct causes	2nd Level causes	3rd Level causes
<p>-Quality of comprehensive education is low</p> <p>-Classroom and functional rooms are in shortage</p> <p>-Play and exercise grounds are in shortage</p> <p>-It is difficult to implement full day schooling</p>	<p>1. Planning for school/classroom building does not meet the requirements of development</p>	<p>1.1. Awareness of some local leaders is limited</p> <p>1.2. Education planning does not conform to the requirements of development</p> <p>1.3. Investment for facility building is un-concentrated</p> <p>1.4. Population increase causes adverse effects</p> <p>1.5. The requirements of school facilities become higher</p>	<p>1.1.1. The qualification of local officers does not meet the requirements</p> <p>1.1.2. The consultancy of education sector remains limited</p> <p>1.2.1. Building plans are not long term but patchy</p> <p>1.2.2. Development projection is ineffective in some localities</p> <p>1.3.1. School has many satellite schools</p> <p>1.4.1. There is a lack of budget</p> <p>1.4.2. Structure of resident areas is not stable</p> <p>1.5.1. The requirements of education renovation and development become higher</p>
<p>-It is difficult to be recognized as a national standard school</p> <p>-Equipment for classrooms is in short supply</p> <p>-It is difficult to implement in-service training for adopting the new textbook/curriculum</p> <p>-There is a shortage of equipment for management work</p> <p>-The budget for teacher in-service training is insufficient</p> <p>-It is difficult to carry out the school solidification</p>	<p>2. Invested budget for primary education remains insufficient</p>	<p>2.1. State budget for facility building remains too low</p> <p>2.2. Local investment budget for education is limited</p> <p>2.3. Mobilization of other financial resources for education is ineffective</p> <p>2.4. Foreign investment for education is not available</p>	<p>2.1.1. The country economy remains poor</p> <p>2.1.2. Investment rate for capital expenditure remains low</p> <p>2.1.3. State investment budget for education does not meet the requirements of development</p> <p>2.2.1. Socio-economy is slow to develop in some localities</p> <p>2.2.2. Awareness regarding educational investment is inappropriate in some localities</p> <p>2.3.1. Living standard of local people remains low in some areas</p> <p>2.3.2. Awareness of local people is limited</p> <p>2.4.1. International organizations do not pay attention to provincial education</p> <p>2.4.2. Projects are not formulated to call for foreign investment</p>

Core issue: Facilities for Primary education remain inadequate		
Consequences	Direct causes	3rd Level causes
<p>-It is difficult to mobilize revenue for facility building</p> <p>-It is difficult to promote community contribution for the education sector</p> <p>-It is difficult to create a good educational environment</p>	<p>3. Education socialization is limited</p>	<p>3.1.1. State regulations and documents regarding education socialization are insufficient</p> <p>3.1.2. Some State regulations and documents that were promulgated regarding education socialization are inappropriate</p> <p>3.1.3. Specific regulations for education socialization are not available in some localities</p> <p>3.2.1. Consultancy for principals remains ineffective</p> <p>3.2.2. Some local leaders are not confident to education</p> <p>3.2.3. Dissemination for education socialization remains weak in some areas</p> <p>3.3.1. Cultural knowledge is not high</p> <p>3.3.2. Dissemination for education socialization remains limited in some areas</p> <p>3.4.1. Local economy is difficult</p> <p>3.4.2. Income of local people is low</p> <p>3.4.3. Mobilization of other resources (from enterprises) for school facility building is limited</p>
<p>-Quality of teaching and learning is adversely affected</p> <p>-Facilities are quickly and easily degraded</p> <p>-Quality and effectiveness of facility/equipment utilization are low</p> <p>-Facilities are lost</p>	<p>3.1. There is a lack of regulations for education socialization</p> <p>3.2. Authorities in some localities pay inappropriate attention to education socialization</p> <p>3.3. Awareness of people in education socialization is inappropriate</p> <p>3.4. Mobilization of other financial resources remains ineffective</p>	<p>4.1.1. In-service training on the utilization of facilities is not provided for teachers</p> <p>4.1.2. Planning for in-service training is not scientific and timely</p> <p>4.2.1. Consultancy of some management officers in some localities is ineffective</p> <p>4.2.2. Assessment and inspection are not paid due attention</p> <p>4.2.3. Some management officers do not provide concrete guidance in facility management</p> <p>4.3.1. Professional officers in facility usage and maintenance are not available</p> <p>4.3.2. There is a lack of maintenance of equipment and functional rooms</p> <p>4.4.1. Teachers are not active and willing to use teaching equipment and teaching aids</p> <p>4.4.2. Some teachers are not aware of the role and utility of facilities</p>
	<p>4. Management and use of facilities remain limited and ineffective</p>	
	<p>4.1. Capacity in usage of equipment is limited</p> <p>4.2. Capacity in management and consultation remains low</p> <p>4.3. Attitude toward the usage and maintenance of facility is not good</p> <p>4.4. There is a lack of conditions for facility maintenance</p>	

## THAI NGUYEN PROVINCE (February, 2003)

Core Issue: The quality of comprehensive primary education remains limited			
Consequences	Direct Causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<p>-The effectiveness of management is not high</p> <p>-Schools do not fulfill the school-year tasks</p> <p>-School disciplines and orders are not good</p> <p>-The working effectiveness of managerial officers is not high</p> <p>-The emulation movement within the schools is not promoted</p>	<p>1. The educational management does not meet the requirements</p>	<p>1.1. Some managerial officers have not adequately understood the roles of management</p> <p>1.2. The management capacity of some managerial officers remains limited</p> <p>1.3. The facilities for managerial officers do not meet the requirements</p> <p>1.4. The managerial officer assessment remains limited</p>	<p>1.1.1. The nomination of managerial officers remains inadequate</p> <p>1.1.2. Personnel assignment is limited</p> <p>1.2.3. The mechanism in utilizing managerial officers is inappropriate</p> <p>1.2.1. Some managerial officers underestimate the roles of management work</p> <p>1.2.2. The managerial officer training is not integrated</p> <p>1.2.3. Many managerial officers have not taken timely in-service training</p> <p>1.2.4. Some managerial officers have not taken formal training on management</p> <p>1.2.5. The cognitive ability of some managerial officers is limited</p> <p>1.3.1. Budget is limited</p> <p>1.3.2. The importance of resources for education is not highly perceived</p> <p>1.3.3. The State norms/regulations are not clear</p> <p>1.4.1. The organization of inspection in education is inappropriate</p>
<p>-The quality of teaching is not ensured</p> <p>-The number of teachers of music, arts, physical education, foreign language and IT is insufficient</p> <p>-The quality of teaching and learning process in some subjects is not high</p> <p>-Teachers' knowledge is not updated and upgraded to implement the new curriculum</p>	<p>2. The teaching staff remains limited</p>	<p>2.1. Professional knowledge of some teachers remains poor</p> <p>2.2. Teachers from different types of training by subject do not meet the requirements</p> <p>2.3. In-service training is not good</p>	<p>2.1.1. The training quality of TTCs is limited</p> <p>2.1.2. The existing primary teachers were trained under different types of training</p> <p>2.1.3. The entry admission of TTCs is ineffective</p> <p>2.1.4. The sense of responsibility of some teachers is not high</p> <p>2.2.1. The teacher training plans are not specific</p> <p>2.2.2. The teacher deployment and utilization are inappropriate</p> <p>2.2.3. The standard teacher/student ratio is not achieved</p> <p>2.3.1. The in-service training does not obtain the expected effectiveness</p> <p>2.3.2. The curriculum of in-service training is inappropriate</p> <p>2.3.3. The duration of in-service training is short</p> <p>2.3.4. The sense of self-improvement of some teachers is not high</p> <p>2.3.5. The evaluation and monitoring mechanism of the in-service training is unscientific</p>

Core Issue: The quality of comprehensive primary education remains limited			
Consequences	Direct Causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<p>-Many schools do not meet the specified standards -School facilities are slowly constructed -The quality of teaching and learning process is negatively affected</p>	<p>3. Facilities do not meet the standards</p>	<p>3.1. School and class mapping is not given attention  3.2. The investment mechanism is inappropriate  3.3. The resources remain limited</p>	<p>3.1.1. The site mapping of many schools is not considered 3.1.2. Some classrooms are not constructed in accordance with the standards 3.1.3. The teaching equipment and tools are insufficient 3.1.4. Classrooms, functional rooms and library are in shortage  3.2.1. The perception of some managerial officers regarding primary education is inadequate 3.2.2. The investment policies are slowly renovated  3.3.1. Foreign investment is not attracted 3.3.2. The local budget is limited 3.3.3. The provincial and district budget for primary education remains low 3.3.4. People's economic life is not high 3.3.5. The domestic resources exploiting policies are inappropriate</p>
<p>-The cooperation among student - family-school - society is loose -The aggregated strength of community is not promoted to achieve the educational objectives</p>	<p>4. Socialization is not promoted</p>	<p>4.1. The awareness of some local people is not high  4.2. The local economy does not develop  4.3. The consultation between the educational sector and the local authority is limited</p>	<p>4.1.1. The awareness of the stakeholders involved in educational management is limited 4.1.2. The mechanism and policies regarding socialization in education are inconsistent  4.3.1. The dissemination at some units is not strongly promoted 4.3.2. The perception of some managerial officers about socialization is inappropriate</p>

**VINH PHUC PROVINCE (February, 2003)**

Core Issue: The quality of the comprehensive primary education has many shortcomings		
Consequences	Direct Causes	3 <sup>rd</sup> level causes
-The number of national standard schools is low -It is difficult to organize the teaching and learning activities -There are insufficient conditions to implement full day schooling  -The implementation of the new teaching method is ineffective -The outcomes of the teaching and learning process are low -The reputation of some teachers is not high -The quantity and quality of good students are low -Many schools lack teachers of music, arts and physical education, etc...	1. Facilities do not meet the requirements  2. The teaching staff do not meet the requirements	1.1. Attention to facilities for the different educational cycles is unequal 1.1.2. Consultation between different managerial levels is inappropriate 1.1.3. It is difficult to authorize the commune level to make contributions to the school facility construction  1.2.1. The school mapping does not meet the required standards 1.2.2. The budget for facilities remains low 1.2.3. The local economy is poor 1.2.4. The facility management and maintenance are not good 1.2.5. The school equipment is not durable 1.2.6. The utilization of budget does not match the appropriate purposes  1.3.1. The qualifications and capacity of some administrators at the different levels remain limited 1.3.2. People's cultural knowledge in some places remains low  2.1.1. The admission rate does not meet the requirements 2.1.2. Many types of primary teacher training remain still exist 2.1.3. Primary teacher training remains insufficient 2.1.4. The curriculum of TTC is only slowly renovated  2.2.1. The organization of the in-service training for teachers is not strict 2.2.2. Some contents and curriculum of the in-service training are not updated 2.2.3. Some teachers do not have a sense of self-study and self-improvement 2.2.4. The methodology of in-service training is inappropriate 2.2.5. The timing of the in-service training does not meet the requirements  2.3.1. The permanent position norms for teachers and other staff are insufficient 2.3.2. The teaching staff deployment is inappropriate 2.3.3. The training is not integrated
	1.1. The investment mechanism in primary education is inappropriate  1.2. Schools, classrooms, equipment and teaching tools are in shortage  1.3. Awareness of the investment in the primary school facilities is inadequate  2.1. The quality of pre-service training is not good  2.2. The effectiveness of the in-service training is not high  2.3. The teaching staff is in insufficient quantity and asynchronous quality	1.1.1. Attention to facilities for the different educational cycles is unequal 1.1.2. Consultation between different managerial levels is inappropriate 1.1.3. It is difficult to authorize the commune level to make contributions to the school facility construction  1.2.1. The school mapping does not meet the required standards 1.2.2. The budget for facilities remains low 1.2.3. The local economy is poor 1.2.4. The facility management and maintenance are not good 1.2.5. The school equipment is not durable 1.2.6. The utilization of budget does not match the appropriate purposes  1.3.1. The qualifications and capacity of some administrators at the different levels remain limited 1.3.2. People's cultural knowledge in some places remains low  2.1.1. The admission rate does not meet the requirements 2.1.2. Many types of primary teacher training remain still exist 2.1.3. Primary teacher training remains insufficient 2.1.4. The curriculum of TTC is only slowly renovated  2.2.1. The organization of the in-service training for teachers is not strict 2.2.2. Some contents and curriculum of the in-service training are not updated 2.2.3. Some teachers do not have a sense of self-study and self-improvement 2.2.4. The methodology of in-service training is inappropriate 2.2.5. The timing of the in-service training does not meet the requirements  2.3.1. The permanent position norms for teachers and other staff are insufficient 2.3.2. The teaching staff deployment is inappropriate 2.3.3. The training is not integrated

Core Issue: The quality of the comprehensive primary education has many shortcomings		
Consequences	Direct Causes	2 <sup>nd</sup> level causes
<p>Consequences</p> <ul style="list-style-type: none"> <li>-The results of school-year tasks are not high</li> <li>-The school orders and disciplines are not good</li> <li>-The teaching and learning movement is not promoted</li> <li>-The effectiveness of the consultation is low</li> </ul>	<p>3. The primary education management remains limited</p>	<p>3<sup>rd</sup> level causes</p> <ul style="list-style-type: none"> <li>3.1.1. The treatment based on the results of the inspection is not resolute</li> <li>3.1.2. The professional knowledge of some inspectors is not sound</li> <li>3.1.3. The cognition regarding inspection and examination is inappropriate</li> <li>3.2.1. The training and upgrading plans do not meet the requirements</li> <li>3.3.1. Some school managerial officers have not taken the training course on management</li> <li>3.3.2. The nomination of some managerial officers in some places is inappropriate</li> <li>3.3.3. The awareness of the roles and importance of the management is inadequate</li> </ul>
	<p>4. The effectiveness of the socialization in education is not high</p> <ul style="list-style-type: none"> <li>-It is difficult to mobilize the various resources for school facility construction</li> <li>-A good educational environment is not created</li> <li>-The support activities have low effectiveness</li> <li>-The quality of UPE at right school age is low</li> </ul>	<p>3.1. The teaching staff inspection and assessment remain limited</p> <p>3.2. Training and upgrading for managerial officers are limited</p> <p>3.3. Management capacity of some managerial officers remains inadequate</p> <p>3.4. The conditions for management are insufficient</p> <p>4.1. Due attention is not paid to dissemination</p> <p>4.2. The awareness of some officers and local people regarding socialization in education is limited</p> <p>4.3. The development of the local economy and society is slow</p> <p>4.4. The cooperation between the educational sector and the social forces is not good</p>

**SON LA PROVINCE (February, 2003)**

Core issue: The quality of Primary education is inadequate			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<p>1. Orders and routines in schools are slack</p> <p>2. Drop-out and repetition ratios are high</p> <p>3. Schools targets are not successfully gained</p>	<p>1. Manager staff is inadequate</p>	<p>1.1. Managers planning is unsuitable</p> <p>1.2. Some managers are not standard in profession</p> <p>1.3. Expenditure investment in management in-service training is unsatisfactory</p>	<p>1.1.1. Managers transfer is not absolute</p> <p>1.1.2. Labor source is in shortage (Especially local source)</p> <p>1.2.1. Pre-service/In-service training is not regular.</p> <p>1.2.2. Labor source is in shortage (Especially local source)</p> <p>1.2.3. Sense of self-improvement of some managers is low</p> <p>1.3.1. Budget is limited</p>
<p>1. Teachers' and students' health is badly affected</p> <p>2. T/L process meets many difficulties</p> <p>3. T/L process is badly affected.</p> <p>4. Primary students' comprehensive growing requirements are not satisfied.</p>	<p>2. Facility is weak</p>	<p>2.1. Schools/Classes planning unsuitable</p> <p>2.2. State investment is weak</p> <p>2.3. Expenditure mobilized from community is limited</p> <p>2.4. Facilities maintenance and usage is not good</p>	<p>2.1.1. The awareness of local authorities is not sufficient</p> <p>2.1.2. The consultation from managers remains weak</p> <p>2.1.3. Area is tough and residents are scattered</p> <p>2.1.4. Residents planning implementation is slow</p> <p>2.2.1. The provincial economy develops slowly</p> <p>2.2.2. Source of revenue for construction is not suitably regulated</p> <p>2.2.3. Budget for construction is low.</p> <p>2.3.1. Education socialization is weak</p> <p>2.3.2. People's lives are hard</p> <p>2.4.1. Cultural knowledge is unequal</p> <p>2.4.2. There's no labor quota for watchmen</p> <p>2.4.3. Task force personnel is in short supply (equipment, experiment...)</p> <p>2.4.4. Sense of responsibilities of teachers and students is poor.</p>



Core issue: The quality of Primary education is inadequate			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<p>1. Students do not actively learn</p> <p>2. Economic and social development is badly affected</p> <p>3. The ratio of children mobilized to schools is not assured</p> <p>4. The ratio of Good/Fair teachers remains low</p> <p>5. Primary students' comprehensive growth is badly affected</p> <p>6. Drop-out/ Repetition ratios remain high</p> <p>7. Good/Fair students ratio stays low</p>	<p>3. Teaching staff is inadequate</p>	<p>3.1. Teachers training quality remains low</p> <p>3.2. Sense of self-study and self-improvement of some teachers is limited</p> <p>3.3. Profession-focused in-service training for teachers is ineffective</p> <p>3.4. Teachers' competences are unequal</p> <p>3.5. Teachers structure is asynchronous</p>	<p>3.1.1. TTC entrant quality is low</p> <p>3.1.2. Some training content is not close to local reality</p> <p>3.1.3. Inspection and evaluation are not accurate</p> <p>3.2.1. Working environment is not favorable</p> <p>3.2.2. The inspection, examination and treatment at different levels is not regular</p> <p>3.2.3. Still some teachers do not have zeal for their professions</p> <p>3.2.4. Prioritized subsidy policy for teachers in remote areas is not satisfactory</p> <p>3.3.1. The contents of regular in-service-training is not quite suitable</p> <p>3.3.2. In-service forms are not scientific</p> <p>3.3.3. Time invested for in-service training is not reasonable</p> <p>3.3.4. Expenditure invested for in-service training is not assured</p> <p>3.4.1. Plans for pre-service/in-service training are not reasonable</p> <p>3.4.2. In-service training organized for teachers at professional competence level</p> <p>3.5.1. There's no mechanism, solutions for staff selection</p> <p>3.5.2. Pre-service training plan is unreasonable</p> <p>3.5.3. The ratio teacher/class is lower than requirement (1.15)</p>
<p>1. Facilities development is directly affected</p> <p>2. Students' learning is not carefully remarked</p> <p>3. The targets of P.E universalization at right age/ secondary education universalization and illiteracy eradication are not assured</p> <p>4. Morality education for students is affected</p> <p>5. Teaching materials and equipments are not sufficient</p>	<p>4. Education socialization is poor</p>	<p>4.1. Propaganda and mobilization are limited</p> <p>4.2. The authorities in some regions lack essential care for education</p> <p>4.3. People's lives meet many difficulties.</p> <p>4.4. The cultural knowledge is low</p>	<p>4.1.1. Propaganda methods of some schools are not suitable</p> <p>4.1.2. The activities of the education councils are ineffective</p> <p>4.1.3. Means of communication for propaganda do not meet requirements</p> <p>4.1.4. Competence of local officers is limited</p> <p>4.2.2. Sense of responsibilities of local officers is low</p> <p>4.2.3. Local budget is limited</p> <p>4.3.1. Topography is not favorable</p> <p>4.3.2. Transportation is hard</p> <p>4.3.3. The local economy development plan is not suitable</p> <p>4.3.4. Many backward customs and manners still exist</p> <p>4.4.1. There are many minority ethnic groups in the province</p> <p>4.4.2. The topography is hard</p> <p>4.4.3. Means of transportation are in shortage</p> <p>4.4.4. Education develops slowly</p>

LAI CHAU PROVINCE (February, 2003)

Core issue: The quality of Primary Education is limited			
Consequences	Direct cause	2nd Level cause	3rd Level cause
<ul style="list-style-type: none"> <li>-Comprehensive education is not ensured</li> <li>-The educational targets assigned are not completed</li> <li>-There is lack of discipline (order and regulation) in school</li> <li>-Teaching and learning process does not achieve the planned objectives</li> <li>-It easily causes the overlaps in direction and implementation therefore the management process is not ensured</li> </ul>	<p>I. Management is limited</p> <ul style="list-style-type: none"> <li>1.1. Management officers' planning is untimely</li> <li>1.2. The competence of some Management officers is limited</li> <li>1.3. Essential conditions for principal's management are in shortage</li> <li>1.4. Sense of responsibility of some management officers remains low</li> </ul>	<ul style="list-style-type: none"> <li>1.1.1. Working area is tough.</li> <li>1.1.2. Sources of education management officers are in shortage</li> <li>1.2.1. Some management officers haven't been officially trained</li> <li>1.2.2. Information for managerial experiences exchange is limited</li> <li>1.2.3. Manager assignment is not in right process</li> <li>1.2.4. Training target hasn't been satisfied</li> <li>1.2.5. School management officers are not active and self-aware in exchanging experiences</li> <li>1.3.1. Budget for management is in shortage.</li> <li>1.3.2. Facilities and conditions for management are in shortage</li> <li>1.3.3. Education socialization hasn't been implemented smoothly</li> <li>1.4.1. Inspection/Examination from higher authorities is not regular</li> <li>1.4.2. Some management officers haven't specified their responsibility</li> <li>1.4.3. Working area is tough</li> </ul>	<ul style="list-style-type: none"> <li>2.1.1. School/Class development planning is not realistic</li> <li>2.1.2. Planning for teacher pre-service training is unsuitable</li> <li>2.2.1. Enrollment sources are in shortage</li> <li>2.2.2. Teachers are trained in different training modes</li> <li>2.2.3. Teachers are not comprehensively trained (teachers for special subjects)</li> <li>2.2.4. Pre-service training does not focus on communicative skills and teaching practice</li> <li>2.3.1. Budget for in-service training is in shortage</li> <li>2.3.2. Wide area makes difficulties in in-service training organization at schools in remote/highland regions</li> <li>2.3.3. In-service training material hasn't satisfied in-service training plan</li> <li>2.3.4. Teachers haven't paid much attention to self improvement</li> <li>2.3.5. In-service training is ineffectively directed</li> <li>2.3.6. Policy supporting teachers to improve their qualification is not available</li> </ul>
<ul style="list-style-type: none"> <li>-Educational efficiency is low</li> <li>-The ratio of repetition remains high</li> <li>-The number of drop out pupils is high</li> <li>-The ratio of good pupils is low</li> <li>-Pupils are not comprehensively developed</li> </ul>	<p>2. Teaching staff remains inadequate</p> <ul style="list-style-type: none"> <li>2.1. Teacher in-service training hasn't met primary education developing requirements (class and school size development)</li> <li>2.2. Quality of teacher pre-service training hasn't met requirements</li> <li>2.3. The effect of in-service training and self-improvement is ineffective</li> </ul>		

Core issue: The quality of Primary Education is limited		
Consequences	Direct cause	3rd Level cause
<ul style="list-style-type: none"> <li>-Quality of teaching and learning process is low</li> <li>-Facilities do not meet the requirement of development</li> <li>-The conditions for renovation of teaching and learning method is not ensured</li> <li>-The ratio of full day class is low</li> <li>-The criteria for National standard primary schools are not satisfied</li> <li>-Health and safety of pupils and teachers are not ensured</li> </ul>	<p>3. Facilities meet many difficulties</p> <p>3.1. Budget investment in education is limited</p> <p>3.2. School/Class mapping is inappropriate</p> <p>3.3. Facility management and usage are ineffective</p>	<p>3rd Level cause</p> <p>3.1.1. Mechanism for budget management remains inadequate</p> <p>3.1.2. Contribution from community is limited</p> <p>3.1.3. Income of the province is low</p> <p>3.2.1. Mountainous topography causes difficulty in ground preparation for standard school building</p> <p>3.2.2. Resident's distribution is unequal/scattered</p> <p>3.2.3. Mapping competence is limited</p> <p>3.3.1. Dissemination and facilities maintenance are limited</p> <p>3.3.2. Class and school buildings have poor quality</p> <p>3.3.3. Sense of facilities maintenance is low</p>
	<ul style="list-style-type: none"> <li>-Mobilization of pupils at the right school age to come to school is low</li> <li>-There are repetition and drop out pupils</li> <li>-The contribution of local people for school building is limited</li> <li>-Pupils at the right school age are illiterate</li> <li>-The process of primary universalization at the right school age remains slow</li> </ul>	<p>4. Education socialization is ineffective</p> <p>4.1. The cultural knowledge of local people is low</p> <p>4.2. The activities of the Communal Education Council has low effectiveness</p> <p>4.3. Ethnic people's living meets many difficulties</p>

## CENTRAL COAST REGION

### BINH DINH PROVINCE (July, 2003)

Core Issue: School facilities do not meet the requirements for the primary education development			
Consequences	Direct Causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<p>-Quality of teaching in class is low                      -It is difficult to renew the teaching and learning method                      -It is difficult to establish national-standard primary schools                      -Implementation of full day schooling is impossible                      -It is difficult to organize educational activities</p>	<p>1. Construction of new school facilities and provision of equipment remains slow</p>	<p>1.1. Investment expenditures for facility construction are unsatisfactory</p> <p>1.2. Attention of different authority levels to primary education remains limited</p>	<p>1.1.1. Investment budget for facility construction remains limited                      1.1.1.1. Provincial income* remains low                      1.1.2. Other resources contributed by people remain small                      1.1.2.1. People living has many difficulties*                      1.1.3. Utilization of budget resources supported by international and local organizations for school facility construction remains low</p> <p>1.2.1. Authorities and leaders in different levels are not fully aware of the importance of primary education                      1.2.2. Consultations of some administrators are ineffective                      1.2.2.1. Competence of some management officers remains weak*</p>
<p>-Quality of learning in classes is low                      -It is difficult to renew the teaching and learning method                      -The central budget and people's contributions are wasted</p>	<p>2. Utilization effectiveness of existing facilities is poor</p>	<p>2.1. Some existing primary schools do not meet required standards</p> <p>2.2. Some existing school facilities are not durable and quickly deteriorate</p> <p>2.3. Some existing facilities are backwards in comparison with requirement for primary education development</p> <p>2.4. Capacity in using existing facilities by some teachers and administrators remains limited</p>	<p>2.1.1. School facilities have taken over existing facilities from other sectors, which are deteriorated and irrepaired                      2.1.2. Facility construction and procurement are spontaneous and unplanned                      2.2.1. Construction quality of school facilities and other equipments is poor                      2.2.2. Facility rehabilitation and renovation is untimely                      2.2.3. Facility maintenance has not been effective                      2.3.1. The knowledge content and curriculum are changed</p> <p>2.4.1. In-service training on facilities and equipment utilization remains poor                      2.4.2. Some teachers are fearful of utilizing equipment and teaching tools</p>

Consequences	Direct Causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<p>-Educational management faces many difficulties</p> <p>-Quality of primary education is uneven between regions</p> <p>-Class/classroom and students/class ratios are unbalanced among schools and regions</p> <p>-Budget and resources are wasted</p>	<p>3. Facility master planning does not match the requirements for primary education development</p>	<p>3.1. Information source for planning remains insufficient and inaccurate</p> <p>3.2. Qualifications of officers in charge of facility master planning remain limited</p> <p>3.3. Investment expenditures for master planning do not meet requirements</p> <p>3.4. Authorities and leaders in different levels do not pay proper attention to facility master planning</p>	<p>3.1.1. Essential facilities and equipment for survey and data collection are in shortage</p> <p>3.1.2. Cooperation between information provision agencies is not integrated</p> <p>3.1.3. Overall planning in the provinces and the nation is poor and mistimed</p> <p>3.2.1. Planning makers are not well-trained</p> <p>3.3.1. Provincial budget remains limited</p> <p>3.3.2. Fund mobilization for planning remains difficult</p> <p>3.4.1. Authorities and leaders in different levels are not well aware of the importance of facility planning</p> <p>3.4.2. Consultation of professional units with authorities remains limited</p> <p>3.4.2.1. Economy is underdeveloped*</p>

Note: \* - 4th level causes

**PHU YEN PROVINCE (July, 2003)**

Consequences	Direct Causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<p>-Comprehensive education is limited                      -Teaching/learning quality is not high                      -It is difficult to adopt full-day schooling                      -It is difficult to renew teaching methodology                      -Students can easily catch school diseases</p>	<p>1. New construction and purchase of facilities are in a shortage</p>	<p>1.1. Budget for facility construction is limited                       1.2. Need for adopting full-day schooling is great                      1.3. Land for facility construction is insufficient                      1.4. Education socialization faces many difficulties</p>	<p>1.1.1. Collected local budget is low                      1.1.2. Central Budget is not fully supported                      1.1.3. Local authorities at different levels do not pay proper attention to facility construction                      1.1.4. Contributions from people remain limited                       1.2.1. Need to improve comprehensive education is high                      1.3.1. Need to develop new national standard schools is high                      1.3.2. Long-term development planning is unavailable                       1.4.1. There is no mechanism for mobilizing potential resources of whole society                      1.4.2. People's living standard is still low                      1.4.3. The authorities have not adequately intervened in the socializing process</p>
<p>-Teaching/ learning conditions are not ensured                      -Students/teachers health is endangered                      -Pedagogical environment's hygiene is not ensured</p>	<p>2. Schools/ classrooms are deteriorating</p>	<p>2.1. Natural calamities cause damages                      2.2. Quality of infrastructure is low                      2.3. Facilities are not well maintained                      2.4. The classrooms' life cycle has expired</p>	<p>2.1.1. Effective measures for dealing with damages are unavailable                       2.2.1. Constructional monitoring/ inspection is not diligent                       2.3.1. Many schools do not have surrounding fences                      2.3.2. Lack of security workforce                      2.3.3. There are many scattered satellite schools                      2.4.1. Lack of budget for rehabilitation.</p>

Consequences	Direct Causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<p>-Order and regulations in school are not ensured</p> <p>-The confidence of parents is decreased</p> <p>-Mobilization of appropriate school-age pupils is ineffective</p> <p>-The quality of teaching and learning is low</p>	<p>3. Some management officers lack of responsibility</p>	<p>3.1. Inspection and monitor have not been regularly and timely operated</p> <p>3.2. Management officers have not correctly realized about their roles</p> <p>3.3. The comment, reward and discipline operations have not met the requirement and are untimely</p>	<p>3.1.1. The roles of inspection and monitoring have not been realized</p> <p>3.1.2. Most inspectors hold a number of positions/tasks concurrently</p> <p>3.2.1. Most management officers have not been trained</p> <p>3.2.2. Qualification and capacity of management officers remain limited</p> <p>3.3.1. Roles of comment and reward and discipline operation have not been sufficiently realized</p> <p>3.3.2. The mechanism of comment and reward and discipline operations remain inappropriate</p> <p>3.3.3. Some officers, in charge of comment and reward and discipline operations have limited qualification</p>
<p>-It is difficult to renovate management as required</p> <p>-The capacity of management officers is not promoted</p> <p>-It is difficult to renew the teaching method</p>	<p>4. There is lack of facilities for educational management</p>	<p>4.1. Management facilities have not been properly paid attention to</p> <p>4.2. Some management officers have not raised initiative and creative</p> <p>4.3. The provided state budget does not meet the requirement</p> <p>4.4. A shortage in the local budget remains</p>	<p>4.1.1. Consultancy in educational sector remains inappropriate</p> <p>4.1.2. The roles and benefits of management facilities have not been realized</p> <p>4.2.1. Qualification and capacity of some management officers remains poor</p> <p>4.2.2. Some management officers lack enthusiasm for their work</p> <p>4.4.1. Provincial social economy is in underdeveloped</p> <p>4.4.2. The attraction of foreign investment is ineffective</p>

**NINH TUAN PROVINCE (July, 2003)**

CORE ISSUE: The Primary education management remains inadequate			
Consequences	Direct Causes	2 <sup>nd</sup> Level Causes to the Core Issue	3 <sup>rd</sup> Level Causes to the Core Issue
-The capacity of management officers is not promoted -Educational efficiency does not meet the requirements	1. Administration and personnel arrangement are not properly established  2. The qualifications of some educational administrators do not match the requirements	1.1. Capacity and virtue of administrators remains limited  1.2. Management mechanism remains limited	1.1.1. Most management officers have not been trained yet 1.1.2. Some management officers have not self-studied to improve their capacities  1.2.1. Management mechanisms have not been appropriately adjusted/revised
		2.1. Most management officers have not been officially trained before working  2.2. Most management officers have not received official in-service trainings  2.3. Self-improvement of some management officers remains limited	2.1.1. Leaders have not paid sufficient attention to training for management officers 2.1.2. In TTC curricula does not have faculty training course for management officers 2.1.3. Budget allocated for training is lacking 2.1.4. Appropriate training strategies for management officers do not have available plans for the new educational curriculum  2.2.1. Educational management sector has not prepared for long-term in-service training 2.2.2. The authorities do not regularly take care of in-service training.  2.3.1. Regulations and policies concerning management officers remain inadequate 2.3.2. Some management officers do not properly comprehend their roles and responsibilities 2.3.3. The reference manual/documents for management officers' self-study are lacking
-The quality of teaching and learning process in schools are limited -The implementation of new curricula and teaching methods as renewed requirement -The quality of educational activities in school is ineffective			



CORE ISSUE: The Primary education management remains inadequate			
Consequences	Direct Causes	2 <sup>nd</sup> Level Causes to the Core Issue	3 <sup>rd</sup> Level Causes to the Core Issue
<p>-Order and regulations in school are not ensured</p> <p>-The confidence of some parents has decreased</p> <p>-Mobilization of appropriately school aged pupils to school is ineffective</p> <p>-The quality of teaching and learning is low</p>	<p>3. Some management officers lack responsibility</p>	<p>3.1. Inspection and monitoring have not been regularly carried out</p> <p>3.2. Management officers do not correctly understand their roles</p> <p>3.3. The comment and reward and discipline operations did not meet the requirements and were untimely</p>	<p>3.1.1. The roles of inspection and monitoring have not been realized</p> <p>3.1.2. Most inspectors hold a number of positions/tasks concurrently</p> <p>3.2.1. Most management officers have not been trained</p> <p>3.2.2. Qualification and capacity of management officers remains limited</p> <p>3.3.1. Roles of comment and reward and discipline operation have not been sufficiently realized</p> <p>3.3.2. The mechanism of comment and reward and discipline operations remains inappropriate</p> <p>3.3.3. Some officers who are in charge of comment and reward and discipline operation have limited qualifications</p>
<p>-It is difficult to change management accepting to the requirements</p> <p>-The capacity of management officers is not promoted</p> <p>-It is difficult to renew the teaching methods</p>	<p>4. There is a lack of facilities for educational management</p>	<p>4.1. Management facilities have not been given proper attention</p> <p>4.2. Some management officers have not used initiative or creativity</p> <p>4.3. The allotted state budget does not meet the requirements</p> <p>4.4. The local budget is lacking</p>	<p>4.1.1. Consultancy in educational sector remains inappropriate</p> <p>4.1.2. The roles and benefits of management facilities have not been realized</p> <p>4.2.1. Qualification and capacity of some management officers remains poor</p> <p>4.2.2. Some management officers lack enthusiasm for their work</p> <p>4.4.1. Provincial social economic development is poor</p> <p>4.4.2. The attraction of foreign investment is ineffective</p>

**KHANH HOA PROVINCE (July, 2003)**

Consequences		Core Issue: Facilities of primary schools are insufficient and deteriorated		
		Direct Causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<p>-The classrooms for full-day schooling implementation are insufficient</p> <p>-The quality of teaching and learning is limited</p> <p>-It is difficult to renew the teaching methodology</p> <p>-The requirements of primary education development are not met</p> <p>-Land is insufficient for the requirements</p> <p>-The number of national standard schools is limited</p> <p>-Classrooms and function rooms are insufficient</p>	<p>1. Investment budget for facilities does not meet the requirements</p>	<p>1.1. The attention of some authority levels to primary education facilities remains poor</p> <p>1.2. The effectiveness of socialization is not high</p> <p>1.3. The requirements for changing contents and curriculum are high</p>	<p>1.1.1. The awareness of some administrators remains insufficient</p> <p>1.1.2. Consultations of some educational institutions remain limited</p> <p>1.2.1. The dissemination on primary education remains limited</p> <p>1.2.2. The awareness of different levels, sectors, and people about educational socialization remains inappropriate</p> <p>1.2.3. The cooperation mechanism between the education sector and other sectors have not been setup</p> <p>1.3.1. The preparations for renovations have not been made</p>	<p>1.1.1. The awareness of some administrators remains insufficient</p> <p>1.1.2. Consultations of some educational institutions remain limited</p> <p>1.2.1. The dissemination on primary education remains limited</p> <p>1.2.2. The awareness of different levels, sectors, and people about educational socialization remains inappropriate</p> <p>1.2.3. The cooperation mechanism between the education sector and other sectors have not been setup</p> <p>1.3.1. The preparations for renovations have not been made</p>
	<p>2. The master planning of facilities in some schools is inappropriate to the development of the educational cycle</p>	<p>2.1. Land for school construction remains limited</p> <p>2.2. Capacity of master planning officers remains poor</p> <p>2.3. The population growth by emigration makes planning untimely</p> <p>2.4. The investment budget is not satisfactory</p>	<p>2.1.1. Bequeathed by history (in cities)</p> <p>2.1.2. The awareness of some local authorities is inadequate</p> <p>2.1.3. The attention of local authorities remains low</p> <p>2.2.1. Planners have not been properly trained</p> <p>2.2.2. Some planning makers have not attached appropriate importance to planning</p> <p>2.3.1. The management of authorities regarding unlimited emigration is not strict</p> <p>2.4.1. Some managerial levels have not paid proper attention to planning</p> <p>2.4.2. The local budget does not meet the requirements</p>	<p>2.1.1. Bequeathed by history (in cities)</p> <p>2.1.2. The awareness of some local authorities is inadequate</p> <p>2.1.3. The attention of local authorities remains low</p> <p>2.2.1. Planners have not been properly trained</p> <p>2.2.2. Some planning makers have not attached appropriate importance to planning</p> <p>2.3.1. The management of authorities regarding unlimited emigration is not strict</p> <p>2.4.1. Some managerial levels have not paid proper attention to planning</p> <p>2.4.2. The local budget does not meet the requirements</p>
	<p>3. Some construction works have quickly deteriorated</p>	<p>3.1. The investment budget for construction does not meet the requirements</p> <p>3.2. The management of construction works is carried out poorly</p> <p>3.3. The utilization and maintenance of facilities is poor</p>	<p>3.1.1. The investment budget for construction does not meet the requirements</p> <p>3.2. The management of construction works is carried out poorly</p> <p>3.3. The utilization and maintenance of facilities is poor</p>	<p>3.1.1. The central budget for the educational cycle is small</p> <p>3.1.2. The local budget for the primary education is not satisfactory</p> <p>3.2.1. The management mechanism for construction works remains inadequate</p> <p>3.2.2. The sense of responsibility for implementing and monitoring bodies is not high</p> <p>3.3.1. There is a shortage in security staff at schools</p> <p>3.3.2. Checking and inspecting the higher authorities is not frequently carried out</p> <p>3.3.3. The awareness of facility management of some head-teachers is not high</p>

**THANH HOA PROVINCE (July, 2003)**

Core Issue: The quality of primary teachers does not meet requirements		2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<p>Consequences</p> <p>-Schools' order and discipline are lacking</p> <p>-Teaching/learning quality is poor</p>	<p>1. Educational administration is still limited</p>	<p>1.1. The competence of some administrators is still weak</p> <p>1.2. Personnel planning is inappropriate</p>	<p>1.1.1. Administrator promotion in some places is not objective</p> <p>1.1.2. Self-study and self-improvement of some administrators is limited</p> <p>1.1.3. Some administrators have never learned about the managerial profession</p> <p>1.2.1. Consultation from grassroot level is poor</p> <p>1.2.2. Administrator promotion in some places lacks objectiveness</p> <p>1.2.3. The competence of some personnel managers is limited</p>
	<p>2. Teacher deployment is inappropriate</p>	<p>2.1. Teaching staff is not integrated</p> <p>2.2. National mechanisms are inappropriate</p>	<p>2.1.1. Pre-service training planning is not good</p> <p>2.1.2. In-service training for upgrading teachers to upper- level is slow</p>
<p>-Many teachers are confused with teaching management</p> <p>-The number of bad/weak students is still high</p>	<p>3. In-service training to improve teacher quality is limited</p>	<p>3.1. The effectiveness of in-service training for teachers is low</p> <p>3.2. The Self-improvement attitude of some teachers remains weak</p> <p>3.3. The materials for in-service training for primary teachers are insufficient</p>	<p>3.1.1. The organization of in-service training for teachers is inappropriate</p> <p>3.1.2. In-service training content is unpractical</p> <p>3.1.3. The competence of lecturers is limited</p> <p>3.1.4. The sense of responsibility of some teachers is poor</p> <p>3.1.5. Budget for in-service training is low</p> <p>3.2.1. The treatment after inspection is neither strict nor resolute</p> <p>3.2.2. There are no emulative policies for self-improvement</p> <p>3.2.3. Perceptive ability of some teachers remain poor</p> <p>3.2.4. Teachers' lives remain poor</p> <p>3.3.1. School budget for buying training materials is low</p> <p>3.3.2. The plan for buying materials for localities has been slowly implemented</p>

Core Issue: The quality of primary teachers does not meet requirements			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
-The quality of some newly-graduated teachers is poor -The quality of teachers is uneven -Lack of teachers for special subjects	4. Pre-service training is still limited	4.1. The content and curriculum does not meet the current requirements  4.2. The competence of some TTC's lecturers is limited  4.3. Enrolment is inappropriately implemented	4.1.1. Syllabi of some subjects in TTC are compiled by TTC's lecturers 4.1.2. The content and curriculum are not updated in a timely manner to match with educational development  4.2.1. TTC's lecturers recruitment is inappropriate 4.2.2. Some lecturers do not have high sense of promotion 4.2.3. The knowledge of some TTC's lecturers is limited  4.3.1. The enrolment of entrants in TTC is allocated by geographical areas 4.3.2. Enrolment plan of the province is inappropriate 4.3.3. Primary teacher selection is inappropriate 4.3.4. Prioritized policies for enrolment are poor

**NGHE AN PROVINCE (July, 2003)**

Core issue: Facilities do not meet primary education requirements			
Consequence	Direct cause	2 <sup>nd</sup> level cause	3 <sup>rd</sup> level cause
<p>1. The implementation of full day schooling is not ensured</p> <p>2. It is difficult to organize school activities</p>	<p>1. Classrooms are in shortage</p>	<p>1.1. Budget invested for school construction is too small</p> <p>1.2. Natural calamities seriously damage facilities</p> <p>1.3. The need to implement full day schooling was increasing remarkably</p>	<p>1.1.1. The local economy is poorly-developed</p> <p>1.1.2. State investment for classroom construction remains low</p> <p>1.1.3. Other resources for school construction have not been attracted</p> <p>1.1.4. Educational socialization remains ineffective</p> <p>1.2.1. The province is located in an area affected by many natural calamities</p> <p>1.3.1. The quality of comprehensive education of primary cycle remains low</p>
<p>1. It is difficult to organize comprehensive education activities</p> <p>2. Adverse effects on teacher and pupil health are caused</p>	<p>2. School campuses have not been secured</p>	<p>2.1. The open area is lacking</p> <p>2.2. Play and exercise grounds do not meet the requirement</p>	<p>2.1.1. There is a lack of initial master planning</p> <p>2.1.2. There is a lack of invested budget to extend the area</p> <p>2.1.3. The awareness of some localities is insufficient</p> <p>2.1.4. Consultancy is ineffective</p> <p>2.2.1. School area is improperly planned before construction</p> <p>2.2.2. Budget for play and exercise ground construction is lacking</p> <p>2.2.3. Some principals have not paid attention</p>
<p>1. Modification of teaching method is limited</p> <p>2. Pupils are not interested in studying</p>	<p>3. Teaching aids have not satisfied requirements</p>	<p>3.1. Teaching equipment is insufficient</p> <p>3.2. The quality of teaching aids is poor</p>	<p>3.1.1. Some teaching aids/equipment are backward and unusable</p> <p>3.1.2. Budget for teaching aids procurement is in a noticeable shortage</p> <p>3.1.3. Some principals have not paid attention to teaching aid procurement</p> <p>3.1.4. Teaching aids are becoming a high priority for the renewal of teaching method</p> <p>3.1.5. The movement of teaching aid is low</p> <p>3.2.1. The maintenance is ineffective</p> <p>3.2.2. Some companies provide substandard teaching aids</p> <p>3.2.3. The mechanism for teaching aids provision/supply is inappropriate</p>

Core issue: Facilities do not meet primary education requirements			
Consequence	Direct cause	2 <sup>nd</sup> level cause	3 <sup>rd</sup> level cause
<p>1. The quality of teaching and learning process is poor</p> <p>2. It is unsafe for teachers and pupils</p> <p>3. It cause school diseases</p> <p>4. Pupils are not attracted to attend school</p> <p>5. Parents, teachers, and pupils are alarmed</p>	<p>4. Many classrooms are substandard, temporary, and degraded</p>	<p>4.1. The quality of school construction is not satisfactory</p> <p>4.2. Classrooms have been used past the expiration date</p> <p>4.3. Rehabilitation is untimely</p> <p>4.4. Flood and storms often occur</p> <p>4.5. School construction does not follow standard designs</p>	<p>4.1.1. Construction is not closely managed</p> <p>4.1.2. Construction materials do not satisfy requirements</p> <p>4.1.3. Construction budget is in a shortage</p> <p>4.2.1. The budget for new construction is in a shortage</p> <p>4.3.1. Local government has not paid proper attention</p> <p>4.3.2. Some principals lack proper responsibility</p> <p>4.3.3. Mobilization of resources is not sufficient</p> <p>4.3.3. Budget for rehabilitation is in a shortage</p> <p>4.4.1. The province is located in an area of natural calamities</p> <p>4.5.1. Budget is limited</p>
<p>1. The quality of comprehensive education is limited</p> <p>2. There are no conditions to foster talented pupils</p>	<p>5. Function rooms are in noticeable shortage</p>	<p>5.1. Local government in some areas is not aware of the importance of function rooms</p> <p>5.2. The budget for function room construction is in a shortage</p>	<p>5.1.1. Consultancy of principal remains ineffective</p> <p>5.1.2. Existing function rooms have not been effectively utilized</p> <p>5.2.1. Education socialization is ineffective</p> <p>5.2.2. Mechanisms for mobilization of appropriate resources are not available</p> <p>5.2.3. Local economic conditions are poor</p>
<p>1. Adverse effects on the teacher and pupil health are caused</p> <p>2. Environment is polluted</p> <p>3. There is no condition to educate pupils about personal and public hygiene</p>	<p>6. Hygiene works are inappropriate</p>	<p>6.1. Hygienic works are old and backward</p> <p>6.2. Some principals have not paid proper attention to school hygienic works</p> <p>6.3. Construction design is not integrated</p>	<p>6.1.1. Budget is insufficient</p> <p>6.2.1. Budget for capital construction is low</p>

**HA TINH PROVINCE (July, 2003)**

Core issue: Facilities of primary schools do not meet the requirements			
Consequences	Direct Causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<ul style="list-style-type: none"> <li>-Hard to innovate in teaching/ learning methodology</li> <li>-Lack of classrooms for students to adapt full-day schooling based on new textbooks and curriculum.</li> <li>-School hygiene is not assured</li> <li>-The ratio of students/class is high</li> <li>-Teaching/learning quality is low</li> <li>-Practical skills of students are weak</li> <li>-Students cannot safely study</li> <li>-Difficulty in educating aesthetics to students</li> </ul>	<ul style="list-style-type: none"> <li>1. New facility construction and purchase remain sparse</li> <li>2. School facilities have been degraded</li> </ul>	<ul style="list-style-type: none"> <li>1.1. Governmental investment is still too limited</li> <li>1.2. Support sources from the society is not effectively mobilized</li> <li>1.3. Support programs/projects are not effectively attracted</li> <li>1.4. Planning activities are not good</li> <li>2.1. Existing facilities are not regularly maintained and improved</li> <li>2.2. The quality of new facilities are not assured</li> <li>2.3. Some existing facilities are too old and backward</li> <li>2.4. Natural environment is too tough</li> </ul>	<ul style="list-style-type: none"> <li>1.1.1. National economic capacity cannot satisfy the needs of primary education development</li> <li>1.1.2. People's lives are poor</li> <li>1.1.3. Investment mechanism for primary education are inappropriate</li> <li>1.2.1. Mobilization mechanism is inappropriate</li> <li>1.2.2. Socialization activities in education are poor</li> <li>1.3.1. Propaganda activities are not well implemented</li> <li>1.4.1. Officers competence is limited</li> <li>1.4.2. The long term plans are not designed</li> <li>2.1.1. Budget sources are narrow</li> <li>2.1.2. People are not attracted to participate in facilities development</li> <li>2.2.1. Management and observation are limited</li> <li>2.2.2. Facility building technique is not assured</li> <li>2.3.1. The facilities have already expired</li> <li>2.3.2. There is no long-term plan for facility construction and purchase</li> </ul>

**QUANG BINH PROVINCE (July, 2003)**

Core Issue: Schools' facilities haven't met the requirements for primary educational development			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<ul style="list-style-type: none"> <li>-It is difficult to renew the teaching methodology in primary education</li> <li>-Lack of classrooms</li> <li>-School hygiene is not ensured</li> <li>-Student/class ratio remains high</li> <li>-Quality of teaching is not secured</li> <li>-Health of teachers and students is harmed</li> <li>-Learning conditions for students are not ensured</li> <li>-Practical capacity of students is poor</li> </ul>	<p>1. Development and purchase of facilities for primary schools are insufficient</p>	<p>1.1. Budget from central and provincial levels is limited.</p> <p>1.2. Budget mobilized from local community remains low</p> <p>1.3. Investment programming is not well implemented</p>	<ul style="list-style-type: none"> <li>1.1.1. Investment mechanism for primary education is inappropriate</li> <li>1.1.2. Investment decentralization is inappropriate</li> <li>1.1.3. Local budget is poor</li> <li>1.1.4. Governmental budget faces difficulties</li> <li>1.2.1. People's incomes remain low</li> <li>1.2.2. Regulations of authorities at different levels on people's contributions are inappropriate</li> <li>1.2.3. Lack of activeness in mobilizing people's contributions</li> <li>The awareness of a portion of people for primary education remains poor</li> <li>1.3.1. Primary education planning is poor</li> <li>1.3.2. Capacity of primary education planning officers is poor</li> <li>1.3.3. Local governmental leaders underestimate investment in primary education</li> </ul>
<ul style="list-style-type: none"> <li>-It is unsafe for students to study under poor conditions</li> <li>-Learning conditions for students are not secured</li> <li>-Usefulness is low</li> <li>-It is difficult to teach aesthetics to students</li> <li>-Lack of classrooms</li> <li>-Quality of teaching and learning is low</li> </ul>	<p>2. Schools facilities are becoming deteriorated</p>	<p>2.1. Existing facilities are not well rehabilitated and maintained</p> <p>2.2. Quality of newly constructed facilities is not ensured</p> <p>2.3. Existing facilities are too old and backward</p> <p>2.4. Natural environment is harsh (storms, flood, etc)</p>	<ul style="list-style-type: none"> <li>2.1.1. Lack of budget for rehabilitation</li> <li>2.1.2. Plans for facility maintenance and repair on frequent basis are not made</li> <li>2.1.3. Lack of persons in charge of facilities</li> <li>2.1.4. Maintenance, management, and utilization are poor</li> <li>2.2.1. Inspection and monitoring are not well implemented</li> <li>2.2.2. Capacity of checking upon acceptance remains limited</li> <li>2.2.3. Classrooms are antiquated</li> <li>2.2.4. Mechanism for construction tender does not link to reality</li> <li>2.3.1. Facilities and equipment are old and backward over the new curriculum</li> <li>2.3.2. Assets are untimely liquidated</li> <li>2.3.3. Budget for annual maintenance is insufficient</li> <li>2.3.4. Designs are unscientific and unpractical</li> </ul>



DA NANG PROVINCE (July, 2003)

Consequences		Core issue: Facilities do not meet the requirements for developing primary education	
		2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
-Lack of classrooms, all students to adopt full-day schooling -Function rooms are not ensured in term of quality and quantity -Lack of teaching-aid facilities	1. Investment for education remains low	1.1. Investment from central government is low 1.2. Investment from local budget is low 1.3. The authorities do not care about local education	1.1.1. Vietnam GDP remains low 1.1.2. The national economy does not steadily develop 1.2.1. Local economy does not develop 1.2.2. People's lives face many difficulties 1.2.3. Local sources are not absolutely mobilized 1.2.1. The awareness of education investment is not well grasped
	2. Schools construction is still slow	2.1. The authorities do not fairly take care of local education 2.2. House clearing compensation for school construction is still a difficult problem 2.3. Coordination among the authorities is not integrated	2.1.1. The awareness of local authorities in term of school construction is poor 2.1.2. Concurrently, authorities must deals with many arising issues 2.2.1. Promotive explanation and compensation are not satisfactory 2.2.2. Compensation fee is not quickly transferred 2.3.1. The coordination mechanism among the authorities is slacking 2.3.2. Administration/guidance is not integrated
-The ratio of students/class is high -The ratio of students having chances to practice is low -The number of classes adopting full-day schooling remains low -Student health is badly affected	3. Facilities are degrading	3.1. Facility maintenance is poor 3.2. Annual budget for facilities repair is limited	3.1.1. Education toward the attitude of facilities maintenance is limited 3.1.2. School administrators do not pay enough attention to facilities 3.1.3. Lack of budget for facilities repair 3.1.4. Financial resources are not well mobilized 3.1.5. Management is poor 3.2.1. Some leaders do not care about necessary annual fees for facilities repair 3.2.2. Expenditure from local budget for facilities repair are too small 3.3.1. Constructional management is limited 3.3.2. Schools cannot take part in architectural design 3.4.1. New classrooms are not constructed in a timely manner 3.4.2. New construction planning is slow
	4. Support sources mobilizing local/foreign organizations is limited	4.1. Awareness regarding education socializing policy is limited 4.2. People's lives are difficult 4.3. Mechanism/policy does not clearly regulate contributions 4.4. Promotion of education socialization is weak	4.1.1. Local enterprises lack interest in education 4.1.2. Propaganda and dissemination are limited 4.2.1. People's incomes are unstable 4.2.2. Some local people lack permanent jobs 4.4.1. Propaganda on education socialization is poor 4.4.2. Leaders at different levels do not consider education as a primary national policy
-The ratio of mobilized resources for financial support is low			

**QUANG TRI PROVINCE (July, 2003)**

Core Issue: Schools' facilities are in shortage		
Consequences	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
-The ratio of students adopting full-day schooling is low -The student/class ratio is high -Lack of function rooms -Lack of teaching/learning-aid facilities -Students' physical fitness is badly effected -Environmental hygiene is not ensured -Difficulty in renewing curriculum and textbooks	1. School facilities are not constructed in a timely fashion  1.1. Investment budget is limited  1.2. Mobilization of non-government supported sources is limited  1.3. Consultation from administrators at different levels is limited  1.4. School planning is limited  1.5. The need to study is getting greater each year	1.1.1. Mobilizing investment sources for education is limited 1.1.2. Planning is not detailed 1.1.3. Governmental income is low 1.1.4. Investing mechanism is inappropriate 1.2.1. Planning is not detailed 1.2.2. Mechanism of mobilization is unclear 1.2.3. People's lives are hard 1.2.4. Propaganda and mobilization are weak 1.3.1. Managerial mechanism is not integrated 1.3.2. The relationship between educational administrators and local leaders is loose 1.3.3. The competence of some administrators is poor 1.4.1. The competence of planners is limited 1.4.2. Educational development forecast is limited 1.4.3. Study/ survey is inaccurate
	2. Existing school facilities are unusable	2.1. School facilities are degraded  2.2. The quality of facilities new-buying is not ensured  2.3. Investment in construction/new-buying does not catch with utilization training
-Human lives and physical facilities are endangered -Students are disadvantaged -Overall school planning is badly effected -Facility utilization effectiveness is low		

**THA THIEN HUE PROVINCE (July, 2003)**

Core Issue: Facilities do not meet the requirements of the primary education development		
Consequences	Direct causes	2 <sup>nd</sup> level causes
-The teaching methodology renewal is affected -Pedagogical environment is effected -Classrooms and function rooms are insufficient -Health and life of students and teachers are harmed	1. Facilities are deteriorated	1.1. Facilities are over ranged  1.2. Facility maintenance and utilization is poor  1.3. Quality of constructed or procured facilities is not secured  1.4. Annual budget for rehabilitation is low  1.5. Facilities are effected by natural disasters
		3 <sup>rd</sup> level causes  1.1.1. Budget for construction and procurement is insufficient 1.1.2. Liquidation is untimely 1.1.3. Some administrators lack knowledge of usable duration and utilization requirements 1.2.1. Sense of maintenance and utilization is not high 1.2.2. Management capacity remains limited 1.2.3. Staff in charge remains insufficient 1.2.4. Budget for maintenance remains insufficient 1.3.1. It is affected by subsidized mechanism 1.3.2. Investment budget is not satisfactory 1.3.3. Checking and monitoring are poor 1.3.4. Professional and technical knowledge of responsible staff is limited 1.4.1. Annual rehabilitation plan are not specific 1.4.2. Budget for education remains limited 1.4.3. Budget mobilization is not good 1.5.1. Geographical location of Hue is not favorable 1.5.2. It is affected by the consequences of war 1.5.3. Sense of environmental protection is poor
-Conditions are inadequate for implementing full-day schooling -Transportation for students in remote areas is difficult -The number of national standard schools is small -Annual planning is effected	2. Construction of new facilities remains in comparison with the educational development scale	2.1. Planning is poor  2.2. Investment budget is unsatisfactory  2.3. Requirements for comprehensive education are increasingly high
		2.1.1. Capacity of responsible staff is limited 2.1.2. Planning is not respected 2.1.3. Information from planning investigation is insufficient 2.2.1. Investment budget for education is low 2.2.2. Contributions of people are small 2.2.3. Budget allocation is inappropriate

**QUANG NAM PROVINCE (July, 2003)**

Core Issue: Schools' facilities are in shortage			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
-The number of students per class is high -The ratio of students adopting full-day schooling is low	1. New facilities construction does not meet requirements	1.1 Projection/planning is weak  1.2 Budget for facility construction is low	1.1.1. The competence and qualification of administrators is poor 1.1.2. The co-ordination between branches/levels is not integrated  1.2.1. Budget for education and training remains low Contribution mobilized from the community is low 1.2.2. Investments mobilized from international organization are low
-Majority of teachers have problem in renewing teaching methodology -The number of students able to practice remains low -Many students catch school diseases/sickness	2. Some existing facilities are not suitable	2.1 Facilities are unstandardized and backward 2.2 The quality of school facilities is poor 2.3 Broken facilities are not repaired in a timely fashion	2.1.1. Construction and purchasing is inappropriate  2.2.1. Facility management is poor 2.2.2. Lack of budget  2.3.1. Lack of budget for regular maintenance 2.3.2. The administrative procedures for facility repair are complicated 2.3.3. Facility management is lacking

### QUANG NGAI PROVINCE (July, 2003)

Core issue: School facilities remain insufficient			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<ul style="list-style-type: none"> <li>-The construction of national standard schools encounters many difficulties</li> <li>-Majority of students are not offered the opportunity to practice</li> <li>-Number of full-day students is small</li> <li>-Number of classrooms is insufficient</li> </ul>	<p>1. New facility construction does not meet the requirements</p>	<p>1.1. Educational development scale is increasingly large</p> <p>1.2. Investment expenditure for new facility remains low</p> <p>1.3. Quality of some new facilities are not secured</p> <p>1.4. Some units lack master planning</p>	<p>1.1.1. Objectives of primary educational development are higher</p> <p>1.2.1. Central budget for education remains limited</p> <p>1.2.2. Mobilization of contributions from people encounters difficulties</p> <p>1.2.3. Mobilized donor support remains limited</p> <p>1.3.1.1. Management is poor</p> <p>1.3.2. Timing for construction is inconvenient</p> <p>1.4.1. Some units are not active in the budget</p> <p>1.4.2. Consultations are poor</p> <p>1.4.3. Some authorities pay little attention to education</p>
<ul style="list-style-type: none"> <li>-Majority of students are not offered the opportunity to practice their knowledge</li> <li>-Number of temporary facilities is high</li> <li>-Outside class activities encounter many difficulties</li> </ul>	<p>2. Some existing school facilities are unusable</p>	<p>2.1. Broken facility repair is untimely</p> <p>2.2. Some facilities do not match requirements</p> <p>2.3. Existing facilities are quickly broken</p>	<p>2.1.1. Facility management is poor</p> <p>2.1.2. Repairing expenditure is relatively high</p> <p>2.2.1. Facilities are antiquated</p> <p>2.2.2. Curriculum is renovated</p> <p>2.3.1. Quality of existing equipment is poor</p> <p>2.3.2. Facility utilization and maintenance is poor</p>
<ul style="list-style-type: none"> <li>-Support from different sources is not fully mobilized</li> <li>-Facility construction is not integrated</li> </ul>	<p>3. School facility investment mechanism is inappropriate</p>	<p>3.1. Attention from different authorities to facility construction is improper</p> <p>3.2. Advisory function of educational levels remain limited</p>	<p>3.1.1. Awareness of importance of school facilities is low</p> <p>3.2.1. Educational management capacity is poor</p>

## CENTRAL HIGHLAND REGION

### KON TUM PROVINCE (July, 2003)

Consequences		Core Issue: Learning quality of ethnic minority students is low	
		2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
-Number of national standard primary schools is low	-Number of full-day students is low	1.1. Educational development scale is quickly increasing	1.1.1. Population growth is rapid
-Majority of primary schools lack function rooms		1.2. School construction is not integrated	1.1.2. Objectives of primary education development
		1.3. Facility maintenance is ineffective	1.2.1. Budget is insufficient
			1.2.2. Master planning is poor
			1.3.1. Number of staff in charge is insufficient
			1.3.2. Checking and inspection is not carried out in a timely manner
-Number of excellent ethnic minority students is low	-Internal training efficiency is low	2.1. Ethnic minority students are in an poor situation to learn and communicate in Vietnamese language	2.1.1/2.2.1 Ethnic minority students have little time to study and play at schools
-Quality of Vietnamese language of ethnic minority students is low		2.2. Vietnamese language capacity of ethnic minority students is poor	
-The number of good teachers at provincial level, in ethnic minority regions is low		3.1. Qualifications of some teachers do not meet standards	3.1.1. In-service training on upgrading qualifications to standard level is poor
-Repetition rate is high		3.2. Some teachers do not actively renew their teaching method towards ethnic minority students	3.2.1/3.3.1 Perception of teachers is inappropriate
-Number of graduates at appropriate age is not high		3.3. Some teachers do not self-improve	3.3.2. Allowances for teachers are low
-Dropout rate is high			
-The number of graduates at appropriate right age is low		4.1. Some administrators do not take the in-service training for their profession	4.1.1. Number of officers subject to annual in-service training is low
		4.2. Capacity of some administrators is poor	4.2.1. Nomination is inappropriate
		4.3. Topography is large, schools/classrooms are scattered (unconcentrated)	4.3.1. Residential allocation is not concentrated
-Financial contribution to education is low		5.1. Dissemination on education to people remains limited	5.1.1. Dissemination methodology is unattractive
-Number of temporary is high		5.2. Consultations at the managerial levels remain limited	5.4.1. Perception about socialization in education is inadequate
-Dropout rate is high		5.3. Economic condition of people is poor	
		5.4. Social forces pay little attentions to education	

**LAM DONG PROVINCE (July, 2003): Draft**

Core issue: Learning quality of ethnic students is low			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<p>-The knowledge is not fully transferred to students -Learning quality of students remains low -The adoption of new methodology is limited -School's prestige is badly affected -The students lose belief in their teachers</p>	<p>1. The competences of some teachers are limited</p>	<p>1.1. The quality of training in TTC does not match with requirements 1.2. Continuing in-service trainings are inefficient 1.3. The attitude of self-improvement of some teachers remains limited 1.4. Some teachers do not understand ethnic languages</p>	<p>1.1.1 TTC entrants are unselective 1.1.2 The content/methodology of TTC training remains inadequate 1.1.3 Teaching practice in TTC is inefficient 1.1.1 The content of in-service training remains impractical 1.1.2 Training methodology is not renovated 1.1.3 Training organization does not facilitate teachers to attend 1.1.4 Lack of conditions for experience sharing 1.3.1. The competences of ethnic teachers are limited 1.3.2. Economical status of teachers is low 1.3.3. Some teachers do not fully follow professional regulation 1.3.4. Inspection/Examination is irregular 1.4.1 TTCs do not provide ethnic languages courses 1.4.2 There's no in-service training in ethnic languages for Kinh teachers 1.4.3 Some teachers are hesitant with learning ethnic languages 2.1.1. The contents training administrators are not close to ethnic people 2.1.2. Training methodology is inappropriate 2.1.3. In-service training for administrators is not fully considered 2.2.1. Most of the administrators are promoted from good teachers who have never been through any administration course 2.2.2. In-service training for future administrators is not paid much attention 2.2.3. Some personnel managers have limited competence 2.3.1. Inspection/ Examination is irregular 2.3.2. The number of inspectors is still in shortage 2.3.3. The expenditure for inspection is insufficient 2.3.4. Inspecting content is not practical, still formalism biased</p>
<p>-Administrators cannot fulfill their tasks -School's order and disciplines are slack -School's educational activities are not well organized -Education socialization is badly affected. -Consultation with local leaders is limited -Educational effectiveness is low</p>	<p>2. The competences of some administrators are weak</p>	<p>2.1. The quality of pre/in-service training for administrators does not meet requirements 2.2. Administrative personnel management is inappropriate 2.3. Inspection/ Examination from the higher authorities remains inefficient</p>	<p>2.1.1. The contents training administrators are not close to ethnic people 2.1.2. Training methodology is inappropriate 2.1.3. In-service training for administrators is not fully considered 2.2.1. Most of the administrators are promoted from good teachers who have never been through any administration course 2.2.2. In-service training for future administrators is not paid much attention 2.2.3. Some personnel managers have limited competence 2.3.1. Inspection/ Examination is irregular 2.3.2. The number of inspectors is still in shortage 2.3.3. The expenditure for inspection is insufficient 2.3.4. Inspecting content is not practical, still formalism biased</p>

Core issue: Learning quality of ethnic students is low		
Consequences	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<p>-Students lose interest and quit schooling                      -UPE meets many difficulties                      Learning outcomes are poor                      -UPE at right age is badly affected</p>	<p>3.1. The curriculum and teaching methodology are inappropriate                      3.2. Reading comprehension competence of students is limited                      3.3. Studying attitude of some ethnic students is limited                      3.4. Learning facilities for ethnic students are in shortage</p>	<p>3.1.1 Lack of ethnic teachers for ethnic students                      3.1.2 There's no full study on particular curriculum for ethnic students                      3.1.3 Teaching methods of some teachers is inappropriate with ethnic students                      3.2.1 Vietnamese is not the first language of ethnic students                      3.2.2 The competence and environment for Vietnamese speaking are limited                      3.2.3 Practice on Vietnamese is irregular                      3.3.1 Ethnic students do not attend classes regularly as they do not see the benefit of studying                      3.3.2 Lack of attention from ethnic families to their children                      3.3.3 The coordination between family, school and society is not good                      3.4.1 Some poor students are not regularly subsidized                      3.4.2 Some students do not have enough books, notebooks and other learning facilities                      3.4.3 Schools' facilities remain inadequate</p>
<p>-Students' mobilization to schools is badly affected                      Learning process of students does not come to the end                      -Parents do not have conditions to take care of their children's learning</p>	<p>4.1. Some families still live on shifting cultivation                      4.2. Ethnic people cannot adopt technology to improve their production                      4.3. Local socio-economic status is underdeveloped</p>	<p>4.1.1 Living custom is backward                      4.1.2 The implementation of manufacturing encouragement policies is weak                      4.1.3 People do not apply land fertilization                      4.2.1 The cultural knowledge of people remains low                      4.2.2 Science-technology propaganda is limited                      4.2.3 Lack of scientific officers                      4.3.1 Transportation is hard                      4.3.2 Leading competence of some officers remains limited                      4.3.3 Local potentiality is not well promoted</p>
<p>-It's hard to develop national standard schools                      -It's difficult to adopt full day schooling                      -It's hard to renovate teaching methodology                      -Teachers do not take interest in teaching                      Teaching/learning quality remains low                      Children are not well mobilized to schools</p>	<p>5.1. Investment from center does not satisfy developing requirements                      5.2. Local budget is limited                      5.3. Management/utilization of facilities, equipment remains ineffective</p>	<p>5.1.1 Ethnic education is not fully cared                      5.2.1 Local economy develops slowly                      5.2.2 Local people are still poor                      5.2.3 Education socialization is weak                      5.3.1 The responsibility for maintenance/ utilization of some teachers/officers is poor                      5.3.2 People's attitude towards facilities remains poor                      5.3.3 Utilization of facilities is not for right purpose</p>



### DAK LAK PROVINCE (July, 2003)

Core issue: Quality of ethnic minority students' learning is poor			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<p>-Students are not interested in studying</p> <p>-School reputation has worsened</p> <p>-Drop-out rate is high</p>	<p>1. Quality of some teachers instruction does not meet requirements</p>	<p>1.1. Capacity of teachers remains poor</p> <p>1.2. Some teachers are not especially keen on teaching</p> <p>1.3. Policies for teachers are inappropriate and unsatisfactory</p> <p>1.4. School management board does not strictly monitor the teaching and learning</p>	<p>1.1.1. Quality of training is poor</p> <p>1.1.2. Some teachers have poor knowledge</p> <p>1.1.3. Quality of continuous in-service training is low</p> <p>1.1.4. Teachers lack sense of responsibility for professional in-service training</p> <p>1.2.1. It is affected by market mechanism</p> <p>1.4.1. Management capacity is poor</p> <p>1.4.2. Some administrators have not taken training for school management</p> <p>1.4.3. Sense of responsibility of some head and deputy head teachers is low</p>
<p>-It is difficult for renewing the teaching methodology</p> <p>-Children are not attracted to schools</p> <p>-Teachers are inhibited to give lessons to students</p> <p>-It is difficult for full-day schooling</p>	<p>2. School facilities remain insufficient</p>	<p>2.1. Investment budget is unsatisfactory</p> <p>2.2. Number of students is increasing</p> <p>2.3. Effectiveness of utilization is low</p>	<p>2.1.1. Government does not pay proper attention to investment budget</p> <p>2.1.2. Contributions to school construction are not integrated and not high</p> <p>2.2.1. Some ethnic minorities freely migrate</p> <p>2.2.2. Population growth is via migration</p> <p>2.3.1. Construction does not follow planning</p> <p>2.3.2. Quality of facilities is not secured</p> <p>2.3.3. Existing facilities are not maintained and rehabilitated well</p>

Core issue: Quality of ethnic minority students' learning is poor		
Consequences	Direct causes	2 <sup>nd</sup> level causes
<p>-Facility construction encounters many difficulties</p> <p>-Number of temporary classrooms is high</p> <p>-Students lack learning toolboxes</p> <p>-Enrolment rate for ethnic minority children is low</p> <p>-Many students drop out</p>	<p>3. Socialization in ethnic minority region remains poor</p>	<p>3<sup>rd</sup> level causes</p> <p>3.1. Knowledge level of those in ethnic minority areas is low</p> <p>3.2. Life of those in ethnic minority areas remains difficult</p> <p>3.3. Schools do not promote key functions in cooperation with three educational environments</p>
<p>-Absorption of ethnic minority students is limited</p> <p>-Many students drop out</p> <p>-Teachers are not interested in teaching and spare little time and effort for teaching hours</p> <p>-Teachers have difficulties in renewing their teaching methodology</p>	<p>4. Knowledge of ethnic minority entrants remains poor</p>	<p>4.1. Vietnamese language ability of ethnic minority students remains poor</p> <p>4.2. Conditions and learning environment of ethnic minority students remain difficult</p> <p>4.3. Pedagogical capacity of some pre-school teachers remains limited</p> <p>4.4. Sense of responsibility of some pre-school teachers is low</p>
		<p>3.1.1. Academic standard of ethnic minority people is low</p> <p>3.1.2. Manners and customs remain backward</p> <p>3.1.3. UPE and illiterate eradication are not effective</p> <p>3.1.4. Ethnic minority people do not pay attention to their children's education</p> <p>3.2.1. Technological and scientific advancements are not applied to production</p> <p>3.2.2. Childbirth is out of control</p> <p>3.2.3. Local infrastructures are underdeveloped</p> <p>3.2.4. Expenditure is inappropriate</p> <p>3.2.5. Production mainly focuses on food trees</p> <p>3.3.1. Headteachers do not provide good consultations to authorities at different levels</p> <p>3.3.2. Management capacity of head teachers does not meet requirements</p> <p>4.1.1. Majority of ethnic students do not take pre-school education</p> <p>4.1.2. Pre-school education in ethnic minority areas remains poor</p> <p>4.2.1. Facilities for pre-school education remain inadequate</p> <p>4.2.2. Kindergartens are not separated from primary and lower secondary schools</p> <p>4.2.3. Students' families do not pay attention to their children's education</p> <p>4.3.1. Some teachers do not try to self-study to improve their professional knowledge and skills</p> <p>4.3.2. Some pre-school teachers do not possess national standard qualifications</p> <p>4.4.1. Pre-schools teachers cannot always keep their mind on teaching</p>

## MEKONG RIVER DELTA REGION

### LONG AN PROVINCE (July, 2003)

Core issue: Quality of ethnic minority students' learning is poor			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<p>-Quality of management is low</p> <p>-Trust of collective is low</p> <p>-Cooperation between social forces in education at causes is poor</p> <p>-Implementation of full-day schooling encounters many difficulties</p>	<p>1. Management capacity of some head teachers remains limited</p>	<p>1.1. Some administrators did not take management training</p> <p>1.2. Contents of training do not match reality</p> <p>1.3. Sense of self-improvement of some administrators is low</p>	<p>1.1.1. The management training faculty is not set up yet in TTC</p> <p>1.1.2. Attention is not paid to training for administrator supply sources by the sector</p> <p>1.2.1. Training curriculum does not link to the facts</p> <p>1.2.2. Two way information is inadequate</p> <p>1.2.3. Learning time remains limited</p> <p>1.2.4. Study trips in well-managed localities are not organized</p> <p>1.3.1. Technological equipment and conditions for management are insufficient</p> <p>1.3.2. Policies for administrators are unsatisfactory</p> <p>1.3.3. Inspections are not frequently carried out</p>
<p>-Renewing on curriculum and teaching methods faces many difficulties</p> <p>-Teaching quality in some subjects is poor</p> <p>-Number of excellent students is low, while some students are bad</p> <p>-Number of teachers of music, art and physical education is insufficient</p>	<p>2. Primary teachers do not meet requirements for education development</p>	<p>2.1. Number of teachers for full-day schooling is insufficient</p> <p>2.2. Some teachers do not meet required standards</p> <p>2.3. In-service training on professional knowledge and skills for teachers is ineffective</p>	<p>2.1.1. Planning for primary teacher training in the past did not match reality</p> <p>2.1.2. There is a shortage of teachers for music, art, physical education, etc</p> <p>2.1.3. Policies for full-day schooling are unavailable</p> <p>2.2.1. In the past, many types of training were adopted</p> <p>2.2.2. Some unqualified teachers (i.e teachers with intensive training, or free from examination or old age) are incapable to take retraining</p> <p>2.3.1. Contents of in-service training on professional knowledge and skills are inappropriate</p> <p>2.3.2. Organization of in-service training does not attract many teachers</p> <p>2.3.3. Sense of self-improvement of some teachers is insufficient</p>

Core issue: Quality of ethnic minority students' learning is poor			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<p>-Many schools do not have sufficient conditions for full-day schooling</p> <p>-Construction of national standard schools encounters many difficulties</p> <p>-Organization of educational activities is limited</p> <p>-Implementation of teaching method renewal faces many hurdles</p>	<p>3. Facilities in many places remain insufficient and backward</p>	<p>3.1. Budget does not sufficiently cover the investment in facilities</p> <p>3.2. The mobilization of investment sources for facilities remains limited</p> <p>3.3. Utilization and maintenance are poor</p>	<p>3.1.1. Central budget does not meet the development need</p> <p>3.1.2. Local income sources remain low</p> <p>3.1.3. School network planning remains inadequate</p> <p>3.2.1. People's incomes remain low</p> <p>3.2.2. Dissemination on socialization is ineffective</p> <p>3.2.3. There is a shortage of projects appealing to local and international support</p> <p>3.3.1. Destructive flood occurred</p> <p>3.3.2. Construction works are of poor quality deteriorate quickly</p> <p>3.3.3. Budget and permanent positions for facility management are insufficient</p> <p>3.3.4. Sense of self-maintenance of some staff is low</p>
<p>-Teaching tools are insufficient</p> <p>-Conditions for renewal of teaching method are insufficient</p> <p>-Teachers do not have sufficient conditions to promote full teaching capacity</p> <p>-Primary student learning capacity is not promoted</p>	<p>4. Equipment is not sufficient and integrated</p>	<p>4.1. Budget for equipment provision remains limited</p> <p>4.2. Self-production of teaching tools in schools is poor</p> <p>4.3. Quality of some equipment is poor</p> <p>4.4. Equipment maintenance and utilization in some schools is poor</p>	<p>4.1.1. Some leaders do not pay proper attention to the sector</p> <p>4.1.2. Central investment does not meet development requirements</p> <p>4.1.3. Local budget remains low</p> <p>4.1.4. Different sources apart from the central budget are not mobilized well</p> <p>4.2.1. Some head teachers do not organize self-production of teaching tools</p> <p>4.2.2. Sense of self-production of some teachers is low</p> <p>4.3.1. Producers do not make equipment to meet the required quality</p> <p>4.3.2. The checking and acceptance are not diligent</p> <p>4.4.1. Permanent positions for equipment keepers are unavailable</p> <p>4.4.2. Sense of self-maintenance of some teachers is low</p> <p>4.4.3. Holding many positions causes limitations on professional knowledge of equipment keepers</p> <p>4.4.4. Some staff are not used to utilizing the teaching tools</p>

### TIEN GIANG PROVINCE (July, 2003)

Core issue: Quality of ethnic minority students' learning is poor		3 <sup>rd</sup> level causes	
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<p>-Full day schooling is impossible to implement</p> <p>-Health of teacher and pupils are adversely effected</p> <p>-It is difficult for pupils to comprehensively develop</p> <p>-It is difficult to build national standard schools</p>	<p>1. Facilities do not meet requirements of full-day schooling</p>	<p>I.1. Some existing facilities are unusable</p> <p>I.2. New facility buildings are in a shortage compared with needs</p> <p>I.3. School/class planning is inappropriate in some areas</p>	<p>1.1.1 Some existing facilities are antiquated</p> <p>1.1.2 Facility management is ineffective in some areas</p> <p>1.1.3 Budget for maintenance is in a shortage with untimely provisions</p> <p>1.2.1 State budget investment does not meet requirements</p> <p>1.2.2. Mobilization from local people is insufficient</p> <p>1.2.3. Local budget for construction remains low</p> <p>1.2.4. Land for school building is in a shortage</p> <p>1.3.1 Consultancy from principals is ineffective</p> <p>1.3.2 There is a lack of strategic vision, when planning</p> <p>1.3.3 It is difficult to control the change of population</p>
<p>-Pupils lack conditions to study special subjects</p> <p>-It does not meet requirements for teaching method renewals</p> <p>-It is difficult to persuade parents to send children to full-day schooling</p> <p>-The ratio of repetition is high</p> <p>-Teachers for special subjects are in a shortage</p>	<p>2. Teacher staff does not meet requirements for primary education development</p>	<p>2.1. There is a lack of teachers for full-day schooling</p> <p>2.2. Competence of some primary teachers remains limited</p> <p>2.3. Some teacher have a poor sense of responsibility</p>	<p>2.1.1. A norm for a permanent position for full-day schooling teachers has not been established</p> <p>2.1.2. Policies and regulations for full-day schooling teachers has not been established</p> <p>2.1.3. Teacher pre-service training for special subjects is not satisfactory</p> <p>2.2.1. Content of primary teacher pre-training has not kept pace with the facts/reality</p> <p>2.2.2. Primary teachers graduate from many training forms/sources</p> <p>2.2.3. Self-improvement awareness of some teachers remains poor</p> <p>2.2.4. The forms of in-service training organization are ineffective</p> <p>2.3.1. Management of some principals remains ineffective</p> <p>2.3.2. Resolutions after inspection has not promoted its ineffectiveness</p> <p>2.3.3. Regulations concerning competition; comment and award are inadequate</p>

Core issue: Quality of ethnic minority students' learning is poor			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<p>-Teaching aids and equipment for practice are in a shortage</p> <p>-The learning results are not good</p> <p>-It is difficult to renew teaching method</p> <p>-Primary pupils are not promoted to develop their potential</p>	<p>3. Teaching aids and equipment are in shortage and lack comprehensiveness</p>	<p>3.1. Budget is in shortage and has not been properly used</p> <p>3.2. Maintenance and use have been ineffective</p> <p>3.3. Quality of some teaching aids/equipment do not meet requirement</p>	<p>3.1.1. The use of budget does not meet with the needs of reality</p> <p>3.1.2. Budget mobilization in locality remains difficult</p> <p>3.1.3. Budget for teaching and equipment procurement is too small and untimely</p> <p>3.2.1. Some schools do not have staff responsible for teaching aids maintenance and use</p> <p>3.2.2. The responsibility of staff in charge of teaching aids maintenance and use remains poor</p> <p>3.2.3. There is a lack of conditions for facility maintenance</p> <p>3.2.4. The skills of staff in charge of teaching aids maintenance and use remains limited</p> <p>3.3.1. Quality of teaching aids and equipment are not properly checked before usage</p> <p>3.3.2. Quality of teaching aids producers is not ensured</p>
<p>-Quality of educational activities is low/ineffective</p> <p>-It does not create teacher and pupils confidence</p> <p>-Internal solidarity has not been established</p> <p>-Some guidance documents from the education sector are not disseminated in a timely fashion</p>	<p>4. Management competence of some primary school principals remains limited</p>	<p>4.1. In-service training for principals does not meet requirements</p> <p>4.2. Self-improvement of principals remains limited</p> <p>4.3. Administration and personnel are inappropriate in some schools</p> <p>4.4. Working conditions for management staff are in shortage</p>	<p>4.1.1. Time for management skill practice remains in shortage</p> <p>4.1.2. Contents of pre-service training for management are mainly theoretical</p> <p>4.1.3. Planning for regular pre-service training for principal has not been organized</p> <p>4.2.1. Manuals of pre-service training for principal has not been diversified</p> <p>4.2.2. Principals rarely have opportunities to visit and study exchange with other good symbols</p> <p>4.2.3. Some management staff do not have the custom of self-improvement</p> <p>4.3.1. Assessment of management staff has not been given attention</p> <p>4.3.2. Some principals have not attached special important to their professional competence/skills</p> <p>4.4.1. Policy regulation for management staff, such as for teachers are not established</p> <p>4.4.2. In many schools, principals do not have separated working offices</p> <p>4.4.3. Facilities for management are in a shortage</p>

Core issue: Quality of ethnic minority students' learning is poor		
Consequences	Direct causes	3 <sup>rd</sup> level causes
-It is difficult to mobilize other resources -Educational environment is not good in some localities -It causes adverse effect to primary education universalization at the appropriate school age -It causes adverse effect when annually mobilizing pupils to school	5. Socialization remains ineffective in some localities  5.1. Content of dissemination is not wide and profound  5.2. Coordination between three educational environments is ineffective  5.3. Socio-economic climate slowly develops in some localities	5.1.1. Dissemination content has not been diversified 5.1.2. Coordination between school and society is not close and coherent  5.2.1. Consultancy of some principals remains ineffective 5.2.2. Some local leaders do not pay proper attention to education  5.2.3. Awareness of some of people is inadequate 5.3.1. Adverse effect of natural calamities cause many difficulties 5.3.2. Cultural knowledge remains low in some areas 5.3.3. It does not attract the national and international investment

**BEN TRE PROVINCE (July, 2003)**

Core issue: Quality of ethnic minority students' learning is poor			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<ul style="list-style-type: none"> <li>-School activities are not in order and lack discipline</li> <li>-Implementation of sector tasks remains limited</li> <li>-Quality of teaching and learning is effected</li> <li>-There is no cooperation between union organizations and professional groups in schools</li> <li>-Socialization activities are not promoted</li> <li>-Assigned targets are not fulfilled</li> </ul>	<p>1. Management capacity of some head teachers is poor</p>	<p>1.1. Actual capacity of some head teachers in school activities remains poor</p> <p>1.2. Sense of self-improvement of some head teachers is low</p> <p>1.3. Some head teachers are not trained on management work</p>	<ul style="list-style-type: none"> <li>1.1.1. In-service training for administrators heavily relies on theoretical parts</li> <li>1.1.2. Application of theoretical parts to practice is inappropriate</li> <li>1.1.3. Capacity of organizing implementation remains limited</li> <li>1.2.1. Policies for self-improvement are unavailable</li> <li>1.2.2. Economic conditions of some head teachers are difficult</li> <li>1.2.3. Some head-teachers lack self-improvement habit</li> <li>1.3.1. Head-teacher nomination mechanisms are untimely reformed at inappropriate time</li> <li>1.3.2. Some head teachers have just been nominated</li> </ul>
<ul style="list-style-type: none"> <li>-Students lack interest in lessons during the learning process</li> <li>-Students' parent's trust is decreasing</li> <li>-Teaching method is difficult to renew</li> <li>-Quality of student learning is low</li> <li>-Students are not allowed to study aptitude subjects</li> </ul>	<p>2. Teaching capacity of some teachers remains limited</p>	<p>2.1. Some teachers are not frequently refreshed</p> <p>2.2. Self-improvement capacity of some teachers remains poor</p> <p>2.3. Teachers are trained from many sources</p>	<ul style="list-style-type: none"> <li>2.1.1. Some teachers' cultural knowledge is limited</li> <li>2.1.2. Organization of continuous in-service training is inappropriate</li> <li>2.2.1. Policies for self-improvement are not provided</li> <li>2.2.2. Sense of self-improvement of some teachers is not high</li> <li>2.2.3. Materials for self-improvement and self-study are insufficient</li> <li>2.3.1. Number of students increased in 1980s</li> <li>2.3.2. Some years ago, quality of entrants in TTC became poor</li> </ul>



Core issue: Quality of ethnic minority students' learning is poor			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<ul style="list-style-type: none"> <li>-It is difficult to construct national standard schools</li> <li>-Student health is negatively affected</li> <li>-It is difficult to implement full-day schooling</li> <li>-Requirements for educational renovation are not met</li> </ul>	<p>3. Facilities do not meet requirements</p>	<p>3.1. Facilities remain insufficient</p> <p>3.2. Some existing facilities are antiquated</p> <p>3.3. Schools are sparsely distributed and have many satellite ones</p>	<p>3.1.1. Facility maintenance is poor</p> <p>3.1.2. Expenditures for supplementary construction are insufficient</p> <p>3.2.1. Expenditures for rehabilitation are insufficient</p> <p>3.3.1. School development is not appropriate</p> <p>3.3.2. Residential settlement is sparse</p>
<ul style="list-style-type: none"> <li>-It is difficult to mobilize resources for education</li> <li>-Child mobilization to schools and retention of class size are effected</li> <li>-Teachers and students receive little attention, and support from local community</li> </ul>	<p>4. Socialization in education is ineffective</p>	<p>4.1. People's lives are difficult</p> <p>4.2. Awareness of some people regarding primary education remains limited</p> <p>4.3. Consultations of some head-teachers remain poor</p>	<p>4.1.1. Economic income of people is low</p> <p>4.1.2. Some people lack stable jobs</p> <p>4.2.1. Dissemination is not widely and frequently carried out</p> <p>4.2.2. Knowledge standards of people are low</p> <p>4.3.1. Awareness of some head-teachers regarding educational socialization is inappropriate</p> <p>4.3.2. Communication capacity of head-teachers remains limited</p>
<ul style="list-style-type: none"> <li>-UPE at right age is difficult to implement</li> <li>-It is difficult to achieve equality in education</li> <li>-It is difficult to maintain achievements of UPE</li> <li>-Internal training efficiency is low</li> </ul>	<p>5. It is difficult to mobilize children to go to schools</p>	<p>5.1. People's lives are difficult</p> <p>5.2. Transportation is not easily accessible</p> <p>5.3. Some students' parents lack stable jobs</p> <p>5.4. Educational environment in schools does not attract children</p>	<p>5.1.1. Economic incomes of people is low</p> <p>5.1.2. People lack stable jobs</p> <p>5.2.1. There are many rivers, ditches and banks</p> <p>5.2.2. Road system remains poor</p> <p>5.3.1. School facilities are not spacious, clean, nor beautiful</p> <p>5.3.2. Extracurricular activities are not well organized I</p>

VINH LONG PROVINCE (July, 2003)

Core issue: Quality of ethnic minority students' learning is poor			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<ul style="list-style-type: none"> <li>-The ratio of excellent students at provincial levels remains low</li> <li>-Majority of primary students have not obtained a comprehensive education</li> <li>-Many teachers have not renovated teaching methodology</li> <li>-The preparation for teaching period of some teachers is under the requirements</li> <li>-Majority of primary teachers' teaching art subjects is under the requirements</li> </ul>	<ul style="list-style-type: none"> <li>1. TTCs do not well train primary teachers</li> </ul>	<ul style="list-style-type: none"> <li>1.1. The quality of TTC's entrants for primary teachers remains low</li> <li>1.2. Pre-service training curricular for PE teachers have not been renovated as requirements</li> <li>1.3. The competence of TTC's lecturers is low</li> <li>1.4. TTC's facilities have not satisfied the needs of good pre-service training</li> </ul>	<ul style="list-style-type: none"> <li>1.1.1. The Government has not issued any policy attracting students to TTCs</li> <li>1.1.2. The competence of TTC's students is different</li> <li>1.1.3. The source of candidates is lower than expected entrants</li> <li>1.2.1. MOET slowly develops criteria set for PE teacher pre-service training</li> <li>1.3.1. TTC's lecturers lack practical knowledge about primary education</li> <li>1.4.1. TTC principal's management is poor</li> <li>1.4.2. Function rooms are insufficient</li> <li>1.4.3. Budget for facility investment is low</li> <li>1.4.4. TTC's principals do not effectively use budget for facility investment</li> <li>1.4.5. Teaching facilities are backward</li> </ul>
<ul style="list-style-type: none"> <li>-Majority of primary teachers have not adopted the knowledge from in-service training courses into practice</li> <li>-Majority of primary teachers do not realize the importance of in-service training</li> <li>-The ratio of teachers, who effectively utilize existing teaching-aids, remains low</li> <li>-The result of in-service training for primary teachers is poor</li> <li>-Some teachers do not well adopt newly-renovated methodology</li> </ul>	<ul style="list-style-type: none"> <li>2. Regular in-service trainings for primary teachers is poor</li> </ul>	<ul style="list-style-type: none"> <li>2.1. Regular in-service training plans are not well-implemented</li> <li>2.2. Regular in-service training method is poor</li> </ul>	<ul style="list-style-type: none"> <li>2.1.1. Annual regular in-service trainings are not summarized</li> <li>2.1.2. In-service training duration is inappropriate</li> <li>2.1.3. DOET's continuing education division does not prepare for in-service training well</li> <li>2.1.4. Lack of materials for teachers research</li> <li>2.1.5. Inspection of in-service training is not well-implemented</li> <li>2.2.1. The competence of in-service trainers is limited</li> <li>2.2.2. Inspection/evaluation on in-service training is not delight</li> <li>2.2.3. In-service training forms do not vary</li> </ul>

Core issue: Quality of ethnic minority students' learning is poor			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<ul style="list-style-type: none"> <li>-The ratio of upper standard primary teachers is low</li> <li>-Some teachers do not vividly organize their teaching periods</li> <li>-The ratio of excellent primary teachers is low</li> <li>-Teachers' self-improvement is not encouraged</li> <li>-The ratio of excellent students at primary level is low</li> </ul>	<ul style="list-style-type: none"> <li>1. Primary teachers do not successfully self-improve</li> </ul>	<ul style="list-style-type: none"> <li>1.1. PE teachers' senses of self-improvement remain weak</li> <li>1.2. PE teachers lack have effective methods to self improve themselves</li> <li>1.3. There is no policy encouraging teachers to self-improve</li> </ul>	<ul style="list-style-type: none"> <li>1.1.1. Inspection from TTC's principals is poor</li> <li>1.1.2. PE teachers do not grasp importance of self-improvement</li> <li>1.2.1. The materials supporting PE teachers to self-improve are in a shortage</li> <li>1.2.2. Some PE teachers lack self-study competence</li> <li>1.3.1. The Government has not issued any regulations on the rights of self-improving teachers</li> </ul>
<ul style="list-style-type: none"> <li>-The ratio of excellent teachers remains low</li> <li>-Teaching effectiveness of some school is low</li> <li>-School principals cannot mobilize support from the community for educational activities</li> <li>-The number of excellent students at primary levels is low</li> <li>-Local students are not fully mobilized to schools</li> </ul>	<ul style="list-style-type: none"> <li>2. Primary school principals have not effectively managed their schools</li> </ul>	<ul style="list-style-type: none"> <li>2.1. Managerial competence of PE principals remains poor</li> <li>2.2. BOET's management is lacking</li> </ul>	<ul style="list-style-type: none"> <li>2.1.1. PE principals are not trained from management professional institutes</li> <li>2.1.2. Principals do not obtain regular in-service training</li> <li>2.1.3. Principals' self improvement is poor</li> <li>2.2.1. The competence of BOET is low</li> <li>2.2.2. Inspection from BOET is not quite effective</li> </ul>

**TRA VINH PROVINCE (July, 2003)**

Consequences		Core issue: Quality of ethnic minority students' learning is poor		
		Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<ol style="list-style-type: none"> <li>1. It is difficulty to implement full-day schooling</li> <li>2. Ratio of pupils with school diseases is high</li> <li>3. Many teachers have not modified teaching method</li> <li>4. Pupils are not attracted to attend school</li> <li>5. It is difficult to conduct out-of-school educational activities</li> <li>6. Pupils have been unable to practice in Arts subjects</li> </ol>	<ol style="list-style-type: none"> <li>1. Existing facilities do not meet requirements</li> </ol>	<ol style="list-style-type: none"> <li>1.1. Some existing facilities are unusable</li> <li>1.2. Some damaged facilities are not rehabilitated at the appropriate time</li> <li>1.3. Some facilities do not meet specifications</li> </ol>	<ol style="list-style-type: none"> <li>1.1.1. Existing facility is quickly deteriorated</li> <li>1.1.2. Most existing facilities are backward</li> <li>1.2.1. Budget invested for facilities remains small</li> <li>1.2.2. Some school management officers do not pay proper attention to facility building</li> <li>1.3.1. Some classrooms currently in use were built before 1975</li> <li>1.3.2. Overall planning is not integrated</li> </ol>	
<ol style="list-style-type: none"> <li>1. Number of primary school attaining national standards remains small</li> <li>2. Number of temporary classrooms remains high</li> <li>3. Most practical lessons in Art subjects have not been conducted</li> <li>4. Most primary schools do not have fences</li> <li>5. Most primary school do not have hygienic works for teachers and pupils</li> <li>6. Most pupils in satellite schools lack equal education with others</li> <li>7. Most primary school libraries do not meet requirements</li> </ol>	<ol style="list-style-type: none"> <li>2. New facility building remains limited</li> </ol>	<ol style="list-style-type: none"> <li>2.1. Budget invested for facilities remains limited</li> <li>2.2. School and class mapping has not been properly planned</li> <li>2.3. Some new built facilities do not meet requirements</li> </ol>	<ol style="list-style-type: none"> <li>2.1.1. Budget invested for facilities from different levels does not meet requirements</li> <li>2.1.2. Mobilization from community remains ineffective</li> <li>2.1.3. Attracting foreign investment /projects remains poor</li> <li>2.2.1. Projection of provincial educational development is inaccurate</li> <li>2.2.2. Cooperation between government agencies remains poor</li> <li>2.2.3. Consultancy of educational sector is effective</li> <li>2.3.1. Management of facility building lacks discipline</li> <li>2.3.2. Some construction is inappropriate designed</li> <li>2.3.3. Budget for new facility building is sparse</li> </ol>	

**CAN THO PROVINCE (July, 2003)**

Core issue: Quality of ethnic minority students' learning is poor			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<ul style="list-style-type: none"> <li>-The ratio of students/class is high</li> <li>-The ratio of excellent students is low</li> <li>-The ratio of weak student is high</li> <li>-The number of teachers adopting new teaching methods is poor</li> <li>-Students are not comprehensively matured</li> <li>-The ratio of excellent teachers is low</li> <li>-The ratio of temporary classrooms remains high</li> <li>-Majority of primary schools lack lavatories</li> <li>-The number of national standard primary schools is low</li> <li>-Many schools lack function rooms</li> <li>-Many satellite schools lack playgrounds and exercise fields</li> <li>-Many satellite schools lack clean water supplies</li> <li>-Pedagogical environment of many schools is not beautiful</li> <li>-Many libraries are unstandardized</li> <li>-Majority of schools lack equipment</li> <li>-Majority of schools do not build surrounding fences</li> </ul>	<p>1. Some existing facilities are not usable</p>	<p>1.1. Some facilities are of low quality</p> <p>1.2. Broken facilities are repaired in an untimely manner</p> <p>1.3. Some facilities are inappropriate for requirements for teaching method modification</p>	<p>1.1.1. Facility designs are under the requirements</p> <p>1.1.2. Investment budget is low</p> <p>1.1.3. Facility construction is not based on approved designs</p> <p>1.2.1. Budget for facility repair remains low</p> <p>1.2.2. Facility repair plan is implemented slowly</p> <p>1.2.3. Some administrators do not pay attention to broken facility repair</p> <p>1.3.1. Some facilities are unstandardized</p> <p>1.3.2. Some facilities are asynchronous</p> <p>1.3.3. Some facilities are antiquated</p>
<ul style="list-style-type: none"> <li>-The number of national standard primary schools is low</li> <li>-Many schools lack function rooms</li> <li>-Many satellite schools lack playgrounds and exercise fields</li> <li>-Many satellite schools lack clean water supplies</li> <li>-Pedagogical environment of many schools is not beautiful</li> <li>-Many libraries are unstandardized</li> <li>-Majority of schools lack equipment</li> <li>-Majority of schools do not build surrounding fences</li> </ul>	<p>2. New facilities/architectural construction does not meet requirements</p>	<p>2.1. Budget for facility development is low</p> <p>2.2. Land area for construction is insufficient</p> <p>2.3. New construction developing plan is poor</p> <p>2.4. Some new school construction is poor of quality</p>	<p>2.1.1. Investment for facilities from central budget remains low</p> <p>2.1.2. Investment for facilities from local budget remains low</p> <p>2.1.3. Contribution from local community is low</p> <p>2.2.1. The policy on residential houses clearance and compensation is unsatisfactory</p> <p>2.2.2. Propaganda on "land devotion" for school construction is weak</p> <p>2.3.1. Planning capacity is limited</p> <p>2.3.2. There are so many scattering satellite schools</p> <p>2.3.3. New construction plans do not match reality</p> <p>2.4.1. Management of school construction is poor</p>

**SOC TRANG PROVINCE (July, 2003)**

Core issue: Quality of ethnic minority students' learning is poor		3 <sup>rd</sup> level causes	
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<ul style="list-style-type: none"> <li>-Comprehensive education is not introduced</li> <li>-Quality of teaching is low</li> <li>-Triple shift classrooms remain existing</li> <li>-Requirements for secondary curriculum renovation are not met</li> </ul>	<p>1. Construction and equipment provision remains insufficient</p>	<ul style="list-style-type: none"> <li>1.1. Investment sources do not meet needs</li> <li>1.2. There is a need for full-day schooling</li> <li>1.3. Residential topography is sparsely distributed</li> <li>1.4. There is a shortage of construction sites</li> </ul>	<ul style="list-style-type: none"> <li>1.1.1. Contributions from local people remain limited</li> <li>1.1.2. Central budget remains low</li> <li>1.3.1. Planning on residential topography is insufficient</li> <li>1.4.1. Consultations among BOET and school head teachers are ineffective</li> <li>1.4.2. Budget for land sites for facility construction is insufficient</li> <li>1.4.3. Lack of attention from commune and district authorities</li> </ul>
<ul style="list-style-type: none"> <li>-Teacher and student health is affected</li> <li>-Student absorption remains limited</li> <li>-Some parents do not send their children to schools</li> <li>-It costs more for rehabilitation and maintenance</li> </ul>	<p>2. Existing facilities have quickly deteriorated and broken down</p>	<ul style="list-style-type: none"> <li>2.1. Natural conditions are unfavourable</li> <li>2.2. Maintenance of teachers and students is insufficient</li> <li>2.3. Facility rehabilitation is untimely</li> <li>2.4. Quality of some construction works is unassured</li> </ul>	<ul style="list-style-type: none"> <li>2.2.1. Head-teachers pay little attention to management</li> <li>2.3.1. Budget for maintenance is insufficient</li> <li>2.4.1. The education sector is not involved in monitoring</li> <li>2.4.2. Management and monitoring for construction works are loose</li> <li>2.4.3. Construction guarantees are inappropriate</li> <li>2.5.1. Knowledge standard of some is low</li> </ul>
<ul style="list-style-type: none"> <li>-Schools and classrooms are not clean</li> <li>-Primary school system fail to reach national standards</li> <li>-Facilities are not utilized long-term</li> </ul>	<p>3. School and classroom network planning is slow</p>	<ul style="list-style-type: none"> <li>2.5. Awareness of facility maintenance from the local community is low</li> <li>2.6. Many schools are antiquated</li> </ul>	<ul style="list-style-type: none"> <li>3.1.1. Attention of different authorities remains limited</li> </ul>
	<ul style="list-style-type: none"> <li>3.1. Cooperation between education sector and other authorities is not coherent</li> <li>3.2. Implementation of education development plans is poor</li> <li>3.3. There are changes in population</li> <li>3.4. In some places people devote their land for school construction</li> </ul>		

**BAC LIEU PROVINCE (July, 2003)**

Core issue: Quality of ethnic minority students' learning is poor		
Consequences	Direct causes	2 <sup>nd</sup> level causes
-Quality of some newly graduated teachers is low	1. Quality of pre-service training in TTC remains poor	Quality of entrants in TTC is poor 1.1. Professional knowledge of some teachers in TTC is poor 1.2. Curriculum in TTC has slowly been modified 1.3. Facilities in TTC remain poor
-Quality of comprehensive activities in schools remains limited -Leading roles of head teachers are faint -Pedagogical collectivity slowly makes progress	2. Management capacity of some head teachers is poor	2.1. Some head teachers are not offered in-service training for professional knowledge 2.2. Professional qualifications of some head teachers remain poor
-Professional qualifications of teachers have not improved -Teaching methods are slowly modified	3. Effectiveness of in-service training for teachers is	3.1. In-service time for each topic is inappropriate 3.2. Some teachers do not pay attention to in-service training 3.3. Absorbability of some teachers is low 3.4. Some in-service training contents are inappropriate 3.5. Checking and evaluating remains formalistic 3.6. In-service training methods of some teachers remain limited 3.7. Equipment for in-service training is insufficient 3.8. Allocation of teacher to class size is inappropriate
		3 <sup>rd</sup> level causes 1.1.1. Actual needs for teachers at each period are high 1.1.2. Education sector does not attract good graduates from upper secondary schools 1.2.1. Teachers in TTC lack practical teaching experience in primary schools 1.2.2. Some teachers do not study for professional knowledge 1.4.1. Expenditure for TTC facilities remains low 2.1.1. DOET does not develop plans for in-service training for administrators 2.2.1. Head teachers rarely are involved in management of professional knowledge and skills 2.2.2. Sense of self-study and self-improvement of some head teachers is low 3.1.1. Development plans for implementing in-service training on special topics is inappropriate 3.2.1. Sense of responsibility among some teachers is low 3.3.1. Professional capacity of some teachers remains limited 3.5.1. Managerial officers pay little attention to checking and evaluating 3.6.1. Selection of some teachers for special topics is inappropriate 3.7.1. Expenditures for teacher in-service training are low 3.8.1. Shortage of reporters 3.8.2. Depends on facilities for in-service training

## CA MAU PROVINCE (July, 2003)

Core issue: Quality of ethnic minority students' learning is poor		3 <sup>rd</sup> level causes	
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
-Teaching order and disciplines is poor -Quality of teaching methodology is poor	1. Professional management of some head teachers is not strict	1.1. Primary schools lack satellite campus 1.2. Management capacity of head among teachers remains limited 1.3. Sense of responsibility some head teachers remains poor 1.4. Inspection of BOET is not closely followed up	1.1.1. Topography is wide, residents settle down indispersed pattern 1.1.2. Transportation is difficult 1.2.1. Professional qualifications remain poor 1.2.2. Sense of self-improvement of head teachers is poor 1.3.1. Emulation and reward are poor 1.4.1. Capacity of inspectors is poor
-Graduates from TTC have poor teaching skills -Some newly graduated teachers have poor professional qualifications	2. Training efficiency of TTC is low	2.1. Contents of teacher training programs remain inadequate 2.2. Facilities for teachers are insufficient 2.3. Quality of entrants in TTC is poor 2.4. Teaching staff remains inadequate 2.5. Sense of study among some teacher trainees is low 2.6. Quality of TTC teachers is poor	2.1.1. Investment in construction is not given attention 2.2.1. Facilities and equipment are poor 2.2.2. Number of candidates is small 2.3.1. Admission is carried out based on quantitative needs 2.4.1. Attention of leaders of the sector is insufficient 2.4.2. Self-improvement of TTC teachers remains limited 2.5.1. Students themselves in TTC are not keen on teaching 2.6.1. Self-improvement of teachers in TTC remains limited
-Quality of some teaching remains poor -Percentage of good and excellent teachers is low	3. Efficiency of in-service training is low	3.1. Sense of self-improvement of teachers is low 3.2. Self-improvement capacity of teachers remains limited 3.3. In-service training on professional knowledge and skills in some schools is poor 3.4. Quality of entrants in TTC is poor	3.1.1. Some teachers lack a sense of promotion 3.1.2. Some teachers are not keen on a teaching career 3.2.1. Some teachers have poor qualifications 3.3.1. Capacity of organizing in-service training of some head teachers remains poor 3.3.2. Capacity of officers in charge of in-service training remains limited 3.3.3. Professional management capacity of some head teachers remains limited 3.4.1. In the past, a shortage of teachers was serious
-Professional capacity of some teachers remains poor -Number of core teachers for schools is insufficient	4. Majority of primary teachers do not meet required standards for training	4.1. DOET's and BOET's organization and management of teacher in-service training is ineffective 4.2. Some teachers do not participate in the standardization classes 4.3. Standardization training for teachers remains slow	4.1.1. Capacity of officers in charge of in-service training remains limited 4.2.1. Some teachers are not qualified 4.2.2. Economic conditions of teachers remain difficult 4.2.3. Some teachers are too old 4.3.1. Budget for standardization training remains limited



### KIEN GIANG PROVINCE (July, 2003)

Core issue: Quality of ethnic minority students' learning is poor	
Consequences	Direct causes
<ul style="list-style-type: none"> <li>-Lack of classrooms</li> <li>-Desks/chairs are not standardized</li> <li>-Lack of teaching/learning-aid facilities</li> <li>-Teaching/learning quality remains low</li> <li>-Classrooms are constructed for temporary use</li> </ul>	<p style="text-align: center;">2<sup>nd</sup> level causes</p> <p>1.1. The budget cannot cover school facility investment</p> <p>1.2. Local authorities do not pay fair attention to education</p>
<ul style="list-style-type: none"> <li>-The number of repetition and dropout students is high</li> <li>-Contributions from local people for facility construction remain low</li> <li>-Primary education universalization faces many difficulties.</li> </ul>	<p style="text-align: center;">3<sup>rd</sup> level causes</p> <p>1.1.1. Some local residents are jobless</p> <p>1.1.2. Agricultural production does not develop well</p> <p>1.1.3. The incomes of most local people remains low</p> <p>1.1.4. Need for facilities improvement is becoming greater</p> <p>1.2.1. Consultations with schools is not actively promoted</p> <p>1.2.2. Competences of some officers are limited</p> <p>1.2.3. Poor awareness of locality regarding the roles of education in socio-economic development</p>
	<p style="text-align: center;">2<sup>nd</sup> level causes</p> <p>2.1. Mobilizing resources for education is not done well</p> <p>2.2. Propaganda of education socialization from localities is poor</p> <p>2.3. Coordination between school-family-society remains weak</p>
	<p style="text-align: center;">3<sup>rd</sup> level causes</p> <p>2.1.1. Collective awareness on education is poor</p> <p>2.1.2. Awareness of education socialization of locality is low</p> <p>2.1.3. Some parents do not pay attention to their children's education</p> <p>2.2.1. Schools and local authorities lack necessary knowledge about education socialization</p> <p>2.2.2. Communication media for propaganda are in a shortage</p> <p>2.2.3. Propaganda skills for education socialization remain low</p> <p>2.2.4. Lack of an effective education socialization model</p> <p>2.3.1. Plan to coordinate school-family-society is unclear</p> <p>2.3.2. There's no co-responsibility mechanism between school-family-society</p> <p>2.3.3. The organization/inspection of education socialization is not well-implemented</p> <p>2.3.4. Reward and punishment is not clear and strict</p>

Core issue: Quality of ethnic minority students' learning is poor			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<p>-Standard school construction meets difficulties</p> <p>-Effectiveness of facility utilization is low</p> <p>-Schools/classes are dispersed</p>	<p>3. School facility construction is unplanned</p>	<p>3.1. The authorities do not pay attention to long-term development plans</p> <p>3.2. Land area for primary education is not given attention</p> <p>3.3. Investment budget is scattered</p>	<p>3.1.1. Some managerial officers have not grasped the importance of development planning</p> <p>3.1.2. The educational section does not consult well with local authorities</p> <p>3.1.3. There is no exact forecast on capital construction of facilities</p> <p>3.2.1. Some localities still make light of primary education.</p> <p>3.2.2. The educational section does not regularly consult local authorities on a timely basis</p> <p>3.3.1. Budget focuses on immediate needs (lack of planning and projection)</p> <p>3.3.2. Investment only covers the immediate study-needs of students</p>
<p>-Facilities are quickly degraded</p> <p>-Effectiveness of facility utilization is low</p>	<p>4. School facilities management is poor</p>	<p>4.1. Legal documents on facility management are in a shortage and unclear</p> <p>4.2. Knowledge and competence of some principals is limited</p> <p>4.3. Some managerial officers lack a sense of responsibility</p> <p>4.4. Those in charge of facility management in most schools concurrently work many duties</p>	<p>4.2.1. Some administrators lack professional training</p> <p>4.2.2. Pre/in-service training contents for facility managers are inappropriate</p> <p>4.3.1. Some administrators are not dedicated to their careers</p> <p>4.3.2. Reward and punishment in facility management is not well implemented</p> <p>4.4.1. The province does not open training courses for facility manager</p> <p>4.4.2. The salary scale for facility managers is inappropriate</p>

**AN GIANG PROVINCE (July, 2003)**

Core issue: Quality of ethnic minority students' learning is poor			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<ul style="list-style-type: none"> <li>-Students do not regularly attend school</li> <li>-The ratio of poor/competent students is high</li> <li>-Students continue dropping out</li> <li>-Socialization of education is ineffective</li> </ul>	<ul style="list-style-type: none"> <li>1. Some families do not pay attention to their children's schooling</li> </ul>	<ul style="list-style-type: none"> <li>I.1. Some families are not appropriately aware of their children's education</li> <li>I.2. Living conditions for some families are difficult</li> </ul>	<ul style="list-style-type: none"> <li>1.1.1. Message on the importance of education is poor</li> <li>1.1.2. Some families only care about immediate economical interest</li> <li>1.1.3. The cultural knowledge of some parents is low</li> <li>1.2.1. Some families have many children</li> <li>1.2.2. Some families are extremely poor</li> <li>1.2.3. Some families lack a settled residential place</li> <li>1.2.4. Some families are small-sized</li> </ul>
<ul style="list-style-type: none"> <li>-There is an increasing threat of students dropping out</li> <li>-The ratio of poor/competent students has increased</li> <li>-More burden is put on society</li> <li>-Education quality will become worse</li> <li>-Schools meet difficulties in universalization</li> </ul>	<ul style="list-style-type: none"> <li>2. A portion of students dislike schooling</li> </ul>	<ul style="list-style-type: none"> <li>2.1. The competency of some students is weak</li> <li>2.2. Schools/classes are unattractive to students</li> <li>2.3. Some teachers do not pay fair attention to students with poor abilities</li> </ul>	<ul style="list-style-type: none"> <li>2.1.1. Some students are mentally deficient</li> <li>2.1.2. Some students lack diligence in learning</li> <li>2.1.3. Some students lack appropriate learning conditions</li> <li>2.1.4. Some teachers possess poor teaching competence</li> <li>2.1.5. Some parents do not pay attention to their children's education</li> <li>2.2.1. The classrooms of some schools have been seriously degraded</li> <li>2.2.2. Many schools lack teaching-aid facilities</li> <li>2.2.3. Teacher lectures are not attractive to students</li> <li>2.2.4. Extra-curricular education is poor in some schools</li> <li>2.3.1. Some teachers lack a sense of responsibility</li> <li>2.3.2. Teachers lack time for students with poor competency</li> <li>2.3.3. Some teachers have not modified their teaching methodologies</li> </ul>

Core issue: Quality of ethnic minority students' learning is poor			
Consequences	Direct causes	2 <sup>nd</sup> level causes	3 <sup>rd</sup> level causes
<ul style="list-style-type: none"> <li>-Anti-dropout actions are slowly carried out</li> <li>-Community's belief in schools is decreasing</li> <li>-Right-age universalization faces many difficulties</li> <li>-Low cultural knowledge</li> </ul>	<p>3. Some schools haven't well implemented anti-dropout action</p>	<p>3.1. Principal do not give concrete guidance to anti-dropout action</p> <p>3.2. Some teachers consider anti-dropout action as principal's duty</p> <p>3.3. Administrative area is too large</p>	<p>3.1.1. Principal's awareness of anti-dropout is poor</p> <p>3.1.2. Principals haven't well studied guidance documents</p> <p>3.1.3. Administrative competence of principals is weak</p> <p>3.1.4. BOET lack essential inspection</p> <p>3.1.5. Principals lack coordination with other social organizations in mobilizing students back to schools</p> <p>3.2.1. Teachers are not fully aware of their responsibilities</p> <p>3.2.2. Some teachers do not actively mobilize student back schools</p> <p>3.2.3. Principal do not clearly transfer anti-dropout guidance to his/ her teachers</p> <p>3.3.1. School network planning is inappropriate</p> <p>3.3.2. Local residents are scattering</p>
<ul style="list-style-type: none"> <li>-Schools meet difficulties in mobilizing school-aged children to schools</li> <li>-Anti-dropout effectiveness is low</li> <li>-Schools haven't fulfilled anti-dropout targets every year</li> <li>-Socialization of Primary education does not keep progress</li> <li>-Implementing of the Party/ governmental policies in term of education socialization is not ensured</li> <li>-Local education slowly develop</li> </ul>	<p>4. Lack of co-ordination between schools and localities in anti-dropout action</p>	<p>4.1. Some principals do not well consult to their localities</p> <p>4.2. Some localities do not fully pay attention to anti-dropout action</p>	<p>4.1.1. Principals haven't well grasped the importance of anti-dropout action</p> <p>4.1.2. Administrative competence of some principals is poor</p> <p>4.1.3. Communicating skills of principals are limited</p> <p>4.2.1. It's thought in some places that: anti-dropout action is principals' business</p> <p>4.2.2. Some localities do not transfer guidance documents to grassroots' level</p> <p>4.2.3. Localities must focus on other heavier duties</p>