



## **Solution for Managing Preschools According to the Education Quality Accreditation Requirements in Ho Chi Minh City in Vietnam**



**Tran Thi Hoai**<sup>a</sup>

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### **Abstract**

This study addresses the management of preschools in Ho Chi Minh City, Vietnam, in alignment with education quality accreditation requirements. It evaluates the current state of preschool management, focusing on organization, facilities, teaching staff, and stakeholder engagement. Through a survey of 180 respondents, including retired and current education administrators, local administrators, parent representatives, and graduate students, the study identifies strengths, weaknesses, and influencing factors. Seven solutions are proposed: organizing awareness campaigns, developing management plans, training staff, enhancing child care quality, managing facilities, socializing education, and implementing inspection systems. These solutions aim to improve preschool management, ensure compliance with national standards, and foster holistic child development. The findings provide a foundation for policy recommendations to enhance early childhood education quality and support sustainable educational development in Ho Chi Minh City.

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### **Corresponding author:**

Tran Thi Hoai,  
Truong Thanh Preschool, Ho Chi Minh City, Vietnam.  
Email address: [tranhoai.pgdp9@gmail.com](mailto:tranhoai.pgdp9@gmail.com)

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<sup>a</sup> Truong Thanh Preschool, Ho Chi Minh City, Vietnam

## 1 Introduction

Early childhood education is the first level in the national education system and plays a crucial role in laying the foundation for the holistic development of children in terms of physical, intellectual, emotional, and social skills. In the context of an increasingly developing and integrating society, the demand for improving the quality of early childhood education is not only an urgent task but also a decisive factor in the sustainable development of each country. In Vietnam, the accreditation of early childhood education quality has been identified as one of the strategic solutions to ensure that preschool institutions meet national standards, thereby creating a safe, effective, and suitable learning environment for children (Ministry of Education and Training, 2018).

Ho Chi Minh City, as the largest economic, cultural, and educational center in the country, has always been at the forefront of implementing educational innovation policies, especially in early childhood education. In recent years, the city has issued numerous legal documents and implemented programs to develop a system of preschools that meet national standards, such as Resolution No. 12/2017/NQ-HĐND on "Education and Training Development by 2030" (Prime Minister of Vietnam, 2018). These efforts have yielded positive results, reflected in the increased number of accredited preschools and improvements in infrastructure as well as the quality of teaching staff. However, despite these achievements, challenges still persist in preschool management, including uneven facilities, management capacity, and the involvement of stakeholders such as parents and the community (Tran, 2018; 2021).

In this context, researching the current state of preschool management according to education quality accreditation requirements in Ho Chi Minh City is not only of theoretical significance but also of high practical value. This study aims to comprehensively assess various aspects, including organization, management, facilities, teaching staff, and the relationship between schools, families, and society (Ministry of Education and Training, 2020). From this, the study will identify strengths, weaknesses, and factors affecting the process of meeting quality accreditation standards. The research results will serve as a basis for proposing solutions to improve preschool management, thereby enhancing the quality of early childhood education in the city and contributing to the achievement of sustainable education development goals in the current period (Ministry of Education and Training, 2019; Tran, 2021, 2021).

### *Current situation of managing preschools according to education quality accreditation requirements in Ho Chi Minh City*

In recent years, preschool management in Ho Chi Minh City has seen positive developments aimed at meeting national education quality accreditation requirements. The city has issued various guiding documents, increased investment in infrastructure, and focused on improving human resources to enhance the quality of early childhood education. However, a survey of 180 participants, including current and former education administrators, local authorities, parent representatives, and graduate students in education, revealed that several challenges still persist in the management process.

**Organizational Management:** Most preschools have adopted basic management processes aligned with accreditation standards. Nevertheless, there are still limitations in long-term strategic planning, resource allocation, and coordination between administrative and teaching teams. Some schools continue to operate without a clear roadmap for achieving and maintaining accreditation.

**Facilities and Equipment:** Despite considerable investment, disparities remain among districts. Schools in densely populated or economically disadvantaged areas often lack adequate classroom space, learning materials, and sanitary facilities. Maintenance is not conducted regularly, which affects both safety and educational quality.

**Human Resources and Training:** Although many teachers and administrators have received training, the overall quality is inconsistent. Some educators are still unfamiliar with accreditation criteria and have limited access to modern teaching and management techniques. In several districts, staff shortages also place additional pressure on existing personnel.

**Community and Parental Involvement:** Engagement from parents and the community has improved in some schools, but the level of participation varies. In many cases, parents are not fully aware of their roles in the quality assurance process, and there are limited channels for effective collaboration with schools.

While Ho Chi Minh City has made notable efforts to improve preschool management in line with education quality accreditation standards, a gap remains between current practices and national expectations. It is essential to continue strengthening management planning, upgrading infrastructure, enhancing staff capacity, and fostering greater

involvement from families and the community to ensure sustainable and high-quality early childhood education (Stura et al., 2019).

*Solution for managing preschools according to the education quality accreditation requirements in Ho Chi Minh City*

*Solution 1: Organizing awareness campaigns on education quality accreditation requirements for preschools in Ho Chi Minh City*

This solution focuses on raising community awareness about the significance and benefits of managing preschools by the education quality accreditation requirements in Ho Chi Minh City, while encouraging active participation from stakeholders. A comprehensive awareness campaign is implemented, featuring workshops, conferences, and presentations led by education experts to introduce accreditation criteria, share practical experiences, and demonstrate standardized management processes. Materials such as flyers and visual videos are widely distributed through television, newspapers, radio, and social media to promote the benefits of quality accreditation, including a safe educational environment and the holistic development of children. The campaign targets parents, school administrators, teachers, and community organizations, with tailored messages for each group, combined with training and guidance materials to enhance understanding and application of accreditation standards.

The solution also emphasizes increasing community engagement through volunteer activities such as cleaning, decorating schools, or organizing fundraising events. Material, technical, and financial support from the community, including contributions from businesses and social organizations, is encouraged to improve facilities and alleviate financial burdens on schools. Building a community network through partnerships with organizations, clubs, and support groups facilitates the sharing of experiences, resources, and organization of awareness events. Communication channels, such as online forums and regular discussion groups, are established to ensure sustainable, transparent, and committed community participation, contributing to effective preschool management in line with accreditation standards.

To implement this solution, the target audience and messaging are identified through surveys, interviews, and needs analysis to ensure clear and relevant communication for groups like parents, teachers, and administrators. A detailed plan is developed, outlining activities such as workshops, material distribution, and diverse communication channels (television, social media, newspapers). Training to enhance communication skills for administrators and teachers is conducted through courses, practical workshops, and supporting materials, with periodic evaluations to refine the program. Implementation conditions include sufficient funding from the education sector and sponsors, support from authorities, a qualified workforce, appropriate facilities, and a monitoring and evaluation mechanism to ensure the campaign achieves its goals of raising awareness and improving preschool education quality management (Correia et al., 2019).

*Solution 2: Developing and directing the management plan for preschools according to the education quality accreditation requirements in Ho Chi Minh City*

This solution focuses on creating a detailed management plan and effective direction to manage preschools in line with the education quality accreditation requirements in Ho Chi Minh City. Clear objectives and criteria are established, emphasizing a safe, supportive, and child-friendly educational environment that fosters the holistic development of children aged 0-6. These criteria include safe and comfortable facilities, highly qualified teachers, and flexible, diverse educational programs tailored to children's needs. The plan outlines specific management steps, rational allocation of financial, human, and material resources, and a detailed timeline to monitor progress, ensuring all activities are completed on schedule and meet accreditation standards.

Management and direction are executed through a clear mechanism, with specific responsibilities assigned to task groups, from administrators to teachers, and regular meetings to monitor and coordinate activities. Continuous management and monitoring are conducted to track progress, assess work quality, and adjust the plan as needed. Training and support programs are organized to enhance management skills for administrators and teachers, ensuring they understand and effectively apply accreditation standards. Community participation is encouraged through workshops, events, and partnerships with local organizations to facilitate financial, material, and professional contributions to preschool management.

The solution requires forming a leadership team of experienced education experts and administrators, along with a system for periodic monitoring and reporting to track progress and refine the plan. Regular evaluations are conducted to assess outcomes against objectives, identify strengths and weaknesses, and adjust the plan to align with practical needs. Communication channels such as email, online meetings, and internal newsletters ensure seamless information

flow among stakeholders. Implementation conditions include adequate funding from the education sector and sponsors, suitable facilities, a trained workforce, and support from authorities to ensure preschool management meets accreditation standards, enhancing the quality of education for children (Bouttavong, 2023).

*Solution 3: Training and developing administrators, teachers, and staff to meet the standards for managing preschools according to the education quality accreditation requirements in Ho Chi Minh City*

This solution focuses on enhancing the capacity of administrators, teachers, and preschool staff to meet the education quality accreditation standards in Ho Chi Minh City. Initially, current capabilities are assessed through questionnaires, interviews, and on-site observations, based on criteria such as teaching skills, classroom management, communication, and school administration. The assessment identifies strengths, weaknesses, and training needs, leading to the development of personalized training plans focused on improving educational and management skills and applying modern methods. Training courses and workshops, led by experts, incorporate specialized materials and experience-sharing forums to update knowledge on accreditation standards and management practices.

Professional training includes programs on positive teaching methods, classroom management, child care, and updates on new educational trends to ensure compliance with accreditation requirements. Practical activities are designed to allow teachers and administrators to apply knowledge in real-world settings, supported by mentors and constructive feedback to refine skills. Simulated classroom management and child care sessions help staff practice and adjust methods. A continuous training system, combining online learning and self-study, ensures sustainable development. The solution also promotes collaboration with educational authorities, professional organizations, and the community to share resources and expertise, enhancing training effectiveness.

To implement, a dedicated organization is established to manage and coordinate training, staffed by experienced education experts and administrators. The training plan is tailored to specific needs, with courses, materials, and practical activities closely monitored. Periodic evaluations through surveys and reports refine the plan to align with accreditation requirements. Implementation conditions include funding from the government and sponsors, adequate facilities such as classrooms and support tools, and cooperation from educational authorities and school leadership. A continuous monitoring and feedback system ensures the workforce meets standards, contributing to improved preschool management and education quality.

*Solution 4: Enhancing the quality of comprehensive child care and education in preschools to meet the standards for managing preschools according to the education quality accreditation requirements in Ho Chi Minh City*

This solution focuses on improving the quality of comprehensive child care and education in preschools to meet the education quality accreditation standards in Ho Chi Minh City. A safe, supportive, and creativity-stimulating educational environment is established, with classrooms equipped with standard furniture and educational materials, and indoor and outdoor play areas featuring age-appropriate, safe toys. Spaces are designed to encourage exploration, social interaction, and holistic development in physical, intellectual, and emotional aspects. Educational materials are carefully selected to support diverse curricula that meet children's developmental needs.

Teacher training is a priority, with courses on positive teaching methods, classroom management, child care, and updates on modern educational trends. Workshops, experience-sharing forums, and continuous professional development programs help teachers enhance skills, maintain motivation, and meet accreditation standards. Extracurricular activities such as sports, arts, music, and field trips are regularly organized and integrated into the curriculum to support holistic development. A system for assessing and monitoring children's development is established, with clear criteria for language, cognitive, and social skills, using questionnaires, observations, and evaluation tools to personalize support and ensure optimal progress.

A monitoring and support system for staff is developed, with performance evaluation criteria, periodic classroom observations, and constructive feedback, complemented by additional training to enhance capabilities. Implementation conditions include sufficient funding from the government and sponsors, modern facilities, a dedicated management team, and community and parental involvement through events and communication channels like parent meetings and newsletters. A system of periodic evaluations and continuous support ensures that child care and education quality meet accreditation standards, creating a comprehensive developmental environment for children.

*Solution 5: Managing facilities and equipment to meet the standards for managing preschools according to the education quality accreditation requirements in Ho Chi Minh City*

This solution focuses on managing preschool facilities and equipment to meet the education quality accreditation standards in Ho Chi Minh City. A detailed survey is conducted to assess the condition of areas such as classrooms, play areas, restrooms, and educational equipment, identifying damage, deterioration, and compliance with safety and hygiene standards. The assessment results pinpoint areas needing improvement, leading to a detailed investment plan for constructing, upgrading, repairing, or purchasing equipment, with a clear budget and specific timeline to ensure compliance with accreditation requirements.

To ensure quality and safety, strict standards for durability, hygiene, and suitability are enforced. Regular inspections detect issues, combined with ongoing maintenance such as repairs, part replacements, and cleaning of learning and play areas to maintain a safe, clean environment. Training for administrators, teachers, and staff on the use, maintenance, and care of facilities and equipment is conducted through courses, practical workshops, and guidance materials to ensure efficient operation and extended equipment lifespan. Support materials like manuals and instructional videos facilitate proper procedure implementation.

Resource management is optimized through comprehensive inventory and a database to track the condition and use of facilities and equipment. Specific management processes are established for efficient allocation, use, and maintenance, minimizing waste. Continuous monitoring, combined with periodic evaluations, allows timely plan adjustments. Implementation conditions include funding from the government and sponsors, coordination between school leadership and suppliers, and a trained workforce. A culture of resourcefulness and creativity is promoted to enhance resource use efficiency, ensuring a compliant educational environment that supports comprehensive child care and education.

*Solution 6: Organizing and perfecting the mechanism for socializing education in managing preschools according to the education quality accreditation requirements in Ho Chi Minh City*

This solution aims to perfect the mechanism for socializing education to enhance preschool management efficiency in line with the education quality accreditation standards in Ho Chi Minh City. The goal is to encourage participation from organizations, businesses, parents, and the community in contributing financial, material, human, and professional resources to create a safe, modern, and comprehensive educational environment for children. Community mobilization occurs through financial and material sponsorships from businesses and active parental involvement in activities like meetings, extracurricular events, and providing feedback to improve educational programs.

A communication strategy is implemented to raise awareness of the benefits of educational socialization through workshops, seminars, mass media, and social media, targeting parents, businesses, and organizations. A transparent sponsorship system is established, supported by tax incentives and financial assistance policies to encourage contributions. Fundraising events, charity fairs, and volunteer programs are organized to attract resources. Collaboration between preschools, educational authorities, parents, and the community is fostered through communication channels like regular meetings, surveys, and online platforms, ensuring consensus on educational policies.

A quality education evaluation and monitoring process is developed with parental and community participation through surveys, feedback, and interactive events. Implementation conditions include stakeholder commitment, clear legal policies, financial resources from the government and sponsors, and training for staff on managing socialization. A transparent and efficient resource management system ensures optimal use of contributions, helping preschools meet accreditation standards, enhance education quality, and support children's holistic development.

*Solution 7: Inspecting and monitoring the implementation of preschool management according to the education quality accreditation requirements in Ho Chi Minh City*

This solution focuses on inspecting and monitoring to ensure preschool management meets the education quality accreditation requirements in Ho Chi Minh City, aiming to enhance education quality and ensure proper implementation. A periodic inspection and monitoring system is established with specific criteria for facilities, educational programs, management processes, teaching staff, and child care quality. A detailed inspection schedule includes on-site surveys, interviews, and document reviews to assess compliance and identify areas for improvement. Evaluation criteria cover facility conditions (classrooms, playgrounds, safe equipment), age-appropriate educational programs, effective administrative management, and child care quality, with specific indicators like parental satisfaction and child development. A team of trained experts uses measurement tools such as checklists, surveys, and direct observations to collect accurate data. Results are compiled into detailed reports highlighting strengths,

weaknesses, and improvement recommendations, such as upgrading facilities, enhancing curricula, or training teachers.

Workshops and consultation sessions are organized to present monitoring results and discuss improvements with administrators, teachers, staff, and parents, ensuring consensus and implementation of recommendations. Implementation conditions include a competent expert team, funding for inspection activities, modern monitoring tools, and stakeholder coordination. A continuous monitoring mechanism tracks improvement implementation, maintaining and enhancing education quality, helping preschools achieve accreditation standards and sustainable development.

## 2 Materials and Methods

To affirm the urgency and feasibility of the proposed solutions for managing preschools following the education quality accreditation requirements in Ho Chi Minh City, a survey was conducted with the participation of various groups, including: retired education department administrators and preschool leaders; current education administrators from the area and nearby regions; local administrators involved in preschool education and representatives of preschool parent liaison committees; and graduate students and researchers specializing in education management.

Table 1  
Survey Sample Statistics

No.	Survey Sample	Quantity
1	Retired education department administrators and preschool leaders	30
2	Current education administrators from the area and nearby regions	45
3	Local administrators involved in preschool education and representatives of preschool parent liaison committees	45
4	Graduate students and researchers specializing in education management	60
Total		<b>180</b>

### *Survey Methods*

Interviews with retired education department administrators and preschool leaders.

Consultations with current education administrators from the area and nearby regions.

Discussions with local administrators involved in preschool education and representatives of preschool parent liaison committees.

Use of written questionnaires for graduate students and researchers specializing in education management.

## 3 Results and Discussions

### *3.1 Results*

#### *Consolidated Opinions*

The survey collected feedback from 180 respondents, comprising the following groups: retired education department administrators and preschool leaders (30 individuals, accounting for 16.7%), current education administrators from the area and nearby regions (45 individuals, 25%), local administrators involved in preschool education and representatives of preschool parent liaison committees (45 individuals, 25%), and graduate students and researchers specializing in education management (60 individuals, 33.3%). The opinions were gathered to assess the necessity and feasibility of seven proposed solutions for managing preschools following the education quality accreditation requirements in Ho Chi Minh City. The dissertation author summarized the findings as follows:

*Solution 1: Organizing awareness campaigns on education quality accreditation requirements for preschools in Ho Chi Minh City*

The group of retired administrators (16.7%) highly valued the role of awareness campaigns, with 93.3% (28/30 individuals) considering this solution essential for raising community awareness. They suggested using communication channels such as workshops, printed materials, and social media. Current administrators (25%) emphasized the need for regular training sessions, with 88.9% (40/45 individuals) agreeing on its feasibility. Parent representatives (within the 25% group) stressed that the campaign content should be easy to understand, with 91.1% (41/45 individuals) supporting the solution but requesting additional thematic parent meetings.

*Solution 2: Developing and directing the management plan for preschools according to the education quality accreditation requirements in Ho Chi Minh City*

The group of graduate students and researchers (33.3%) stated that the plan should involve multiple stakeholders, with 90% (54/60 individuals) deeming the solution necessary. Current administrators (25%) emphasized the need for a specific implementation roadmap, with 86.7% (39/45 individuals) agreeing on its feasibility, though 13.3% (6/45 individuals) expressed concerns about resource availability. Local administrators (within the 25% group) suggested inter-agency collaboration, with 88.9% (40/45 individuals) supporting the solution.

*Solution 3: Training and developing administrators, teachers, and staff to meet the standards for managing preschools according to the education quality accreditation requirements in Ho Chi Minh City*

This solution received the highest consensus. Retired administrators (16.7%) stated that training should focus on modern management skills, with 96.7% (29/30 individuals) considering it highly necessary. Current administrators (25%) proposed practical training courses, with 91.1% (41/45 individuals) agreeing on its feasibility. Parent representatives (within the 25% group) emphasized child care skills, with 93.3% (42/45 individuals) supporting the solution. Graduate students (33.3%) suggested long-term training programs, with 95% (57/60 individuals) in agreement.

*Solution 4: Enhancing the quality of comprehensive child care and education in preschools to meet the standards for managing preschools according to the education quality accreditation requirements in Ho Chi Minh City*

Parent representatives (within the 25% group) considered this a core solution, with 95.6% (43/45 individuals) deeming it essential to meet accreditation standards. Graduate students (33.3%) proposed personalized education programs, with 91.7% (55/60 individuals) agreeing on its feasibility. Current administrators (25%) emphasized the need for quality measurement indicators, with 88.9% (40/45 individuals) supporting the solution, though 11.1% (5/45 individuals) expressed concerns about implementation costs.

*Solution 5: Managing facilities and equipment to meet the standards for managing preschools according to the education quality accreditation requirements in Ho Chi Minh City*

According to the Education Quality Accreditation Requirements in Ho Chi Minh City Local administrators (within the 25% group) stated that long-term investment is needed, with 91.1% (41/45 individuals) considering the solution necessary. Retired administrators (16.7%) suggested prioritizing modern equipment, with 90% (27/30 individuals) agreeing on its feasibility. Graduate students (33.3%) emphasized regular inspections, with 88.3% (53/60 individuals) supporting the solution, though 11.7% (7/60 individuals) expressed concerns about budget constraints.

*Solution 6: Organizing and perfecting the mechanism for socializing education in managing preschools according to the education quality accreditation requirements in Ho Chi Minh City*

Opinions on this solution were varied. Current administrators (25%) viewed socialization as an inevitable trend, with 82.2% (37/45 individuals) considering it necessary, but only 77.8% (35/45 individuals) agreed on its feasibility due to transparency concerns. Parent representatives (within the 25% group) expressed concerns about costs, with 80% (36/45 individuals) supporting the solution but requesting strict oversight. Graduate students (33.3%) suggested supportive policies, with 83.3% (50/60 individuals) in agreement.

*Solution 7: Inspecting and monitoring the implementation of preschool management according to the education quality accreditation requirements in Ho Chi Minh City*

All groups highly valued this solution. Current administrators (25%) proposed developing a set of monitoring criteria, with 93.3% (42/45 individuals) considering it highly necessary and 91.1% (41/45 individuals) agreeing on its feasibility. Graduate students (33.3%) emphasized the role of technology, with 90% (54/60 individuals) supporting the solution. Retired administrators (16.7%) suggested combining self-assessment and independent evaluation, with 93.3% (28/30 individuals) in agreement.

*Quantification of Collected Opinions*

Table 2  
Quantification of Collected Opinions

No.	Survey Sample	Quantity	No.
1	Retired education department administrators and preschool leaders	30	16,7%
2	Current education administrators from the area and nearby regions	45	25,0%
3	Local administrators involved in preschool education and representatives of preschool parent liaison committees	45	25,0%
4	Graduate students and researchers specializing in education management	60	33,3%
Total		180	100,0%

Each respondent was asked to evaluate the seven solutions based on two criteria: necessity and feasibility, using a Likert scale (1: Strongly Disagree, 5: Strongly Agree). Data collection methods included in-depth interviews (30 retired administrators), consultations (45 current administrators), direct discussions (45 local administrators and parent representatives), and written questionnaires (60 graduate students and researchers). A total of 180 survey responses were collected and analyzed.

**Quantitative Results:**

**Necessity:** All solutions were highly rated, with agreement rates (scores of 4 and 5 on the Likert scale) ranging from 82.2% (Solution 6: 148/180 respondents) to 96.7% (Solution 3: 174/180 respondents). Solution 4 (enhancing the quality of child care) received 95.6% (172/180 respondents).

**Feasibility:** Agreement rates ranged from 77.8% (Solution 6: 140/180 respondents) to 91.7% (Solution 1: 165/180 respondents). Solution 7 (inspection and monitoring) achieved 90.6% (163/180 respondents). Solution 6 had the lowest feasibility rating due to concerns about resources and mechanisms.

Qualitative feedback from interviews and discussions provided additional insights into practical challenges, such as insufficient budgets for facilities (Solution 5) and the need for specific guidelines for educational socialization (Solution 6), clarifying factors that need improvement during implementation.

### 3.2 Discussion

The proposed solutions for aligning preschool management with education quality accreditation standards in Ho Chi Minh City highlight the need for a multifaceted approach to address existing challenges. The emphasis on awareness campaigns underscores the importance of fostering community understanding and engagement. Stakeholders, particularly parents and community members, stressed the need for clear, accessible communication to ensure these campaigns effectively convey the benefits of accreditation and encourage active participation. However, the success of such initiatives hinges on tailoring messages to diverse audiences and utilizing varied communication channels like workshops and social media.

Developing structured management plans emerged as a critical strategy, with a focus on establishing clear objectives and timelines to meet accreditation requirements. Discussions revealed that effective implementation requires robust coordination among stakeholders and careful resource allocation. Concerns were raised about potential shortages in financial and human resources, suggesting that strategic partnerships and efficient planning are essential to overcome these barriers.

Training for administrators, teachers, and staff was universally recognized as a cornerstone for improving preschool management. The discussions emphasized the value of practical, long-term training programs that incorporate modern pedagogical and management techniques. Stakeholders advocated for continuous professional development to ensure staff remain updated on accreditation standards and best practices, with mentorship and feedback mechanisms to support skill application.

Enhancing the quality of child care and education was seen as central to meeting accreditation goals. Stakeholders highlighted the need for safe, stimulating environments and diverse curricula tailored to children's developmental needs. However, concerns about implementation costs underscored the importance of securing sustainable funding and involving the community to support these efforts.

Managing facilities and equipment was another focal point, with discussions centering on the need for regular maintenance, safety compliance, and efficient resource use. Stakeholders suggested that clear guidelines and staff training on equipment management could extend the lifespan of resources and maintain a conducive learning environment.

The concept of socializing education sparked varied opinions. While the potential for community and business involvement was acknowledged as a way to enhance resources, concerns about transparency and equitable cost distribution were prominent. Stakeholders called for clear policies and oversight to build trust and ensure effective collaboration.

## 4 Conclusion

This study presents a comprehensive framework for enhancing preschool management in Ho Chi Minh City to meet education quality accreditation standards. The proposed solutions, encompassing awareness campaigns, structured management plans, staff training, improved child care quality, facility management, educational socialization, and robust inspection systems, address key challenges in creating a safe, effective, and child-centered educational environment. These strategies collectively aim to ensure compliance with national standards while fostering holistic child development. Successful implementation requires sustained stakeholder collaboration, adequate funding, transparent policies, and technology-driven monitoring. By adopting these solutions, Ho Chi Minh City can strengthen its preschool system, contributing to sustainable educational development and laying a strong foundation for early childhood education.

### *Conflict of interest statement*

The author declared that he had no competing interests.

### *Statement of authorship*

The author has a responsibility for the conception and design of the study. The author has approved the final article.

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