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**MANAGEMENT OF PRESCHOOL INSTITUTIONS
IN ACCORDANCE WITH EDUCATIONAL QUALITY
ACCREDITATION REQUIREMENTS
IN HO CHI MINH CITY**

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INTRODUCTION

1. Rationale for the Study

1.1. Theoretical Aspect

Preschool education is the foundational level in the national education system, playing a critical role in the comprehensive development of children's physical, cognitive, emotional, and personality aspects, while simultaneously creating a solid prerequisite for subsequent educational levels. According to Circular No. 19/2018/TT-BGDĐT issued on August 22, 2018, the goal of preschool education is to nurture, care for, and educate children aged 3 months to 6 years, helping to form the necessary initial competencies and qualities for them to be ready for primary school. Therefore, ensuring and continuously enhancing the quality of preschool education is decisive for the quality of future human resources.

In the context of fundamental and comprehensive reform of education and training, quality assurance and educational quality accreditation (EQA) are considered modern management approaches aimed at systematically maintaining, controlling, and improving educational quality. EQA is not merely a tool for assessing an educational institution's attainment of standards; it is also a mechanism that encourages schools to conduct self-assessment, self-adjustment, and continuous improvement of educational activities. Official Letter No. 5942/BGDĐT-QLCL, issued on December 28, 2018, clearly stipulates a rigorous 7-step self-assessment process, thereby contributing to enhancing transparency and accountability in school management.

Theoretically, managing a preschool according to EQA requirements cannot merely stop at "achieving the standard" but must aim for continuous maintenance and improvement of quality. This necessitates innovating the management approach, shifting from management based on experience to management based on evidence, data, and quality standards. Thus, research on preschool management according to EQA requirements linked to digital transformation is essential to meet the demand for a modern quality assurance approach, maintain and improve educational quality, and align with the development trend of educational management science and the requirements of international integration.

1.2. Practical Aspect of Preschool Education

In Ho Chi Minh City, preschool education has achieved important accomplishments in expanding scale, diversifying school types, and gradually improving educational quality. However, practical reality shows that a significant gap still exists between the requirement for standardization according to EQA standards and the ability of preschool institutions to maintain quality.

Reality also indicates that many preschools, after being recognized as meeting national standards, face considerable difficulties in maintaining and enhancing quality according to the achieved standards. Common challenges include limitations in financial resources for continued infrastructure investment, difficulties in recruiting and developing qualified staff, and a lack of synchronization in management and supervision among districts. Furthermore, the management of accreditation evidence in many educational institutions is still manual and decentralized, placing significant pressure on the management staff and teachers when conducting self-assessment and external evaluation.

In this context, the need for digitizing the EQA work in Ho Chi Minh City becomes urgent. The application of online school management systems, electronic records, shared databases, and digital quality assessment platforms not only helps schools manage evidence scientifically and uniformly but also enhances the effectiveness of monitoring, inspection, and decision-making support for educational management agencies.

Therefore, considering the practical reality of preschool education in Ho Chi Minh City, research on preschool management according to EQA requirements linked to digital transformation is necessary not only to meet the demand for enhancing educational quality but also to address challenges in maintaining accreditation standards, managing evidence, and improving the effectiveness of monitoring and evaluation under current practical conditions.

2. Research Objectives

The thesis aims to study the theoretical and practical foundations of preschool management according to EQA requirements in Ho Chi Minh City, clarifying the current status of educational activity management in public, semi-public, and private preschools in both inner and outer city areas. Based on this, the thesis seeks to propose a system of feasible and effective management measures to improve the quality of child nurturing, care, and educational activities within schools, ensuring the maintenance and fulfillment of EQA standards, and contributing to enhancing the efficiency of preschool management in the context of educational reform and digital transformation.

3. Subject and Scope of Study

3.1. Research Subject: Preschool management activities.

3.2. Scope of Study: Preschool management according to Educational Quality Accreditation requirements in Ho Chi Minh City.

4. Research Tasks

4.1. To overview, analyze, and systematize domestic and international research related to preschool management, educational quality management, and EQA. Based on this, to clarify theoretical approaches, main research findings, content that has been elucidated, and existing gaps that require further research, especially in the context of educational management innovation and digital transformation.

4.2. To develop a theoretical framework for preschool management according to EQA requirements, including defining basic concepts, management principles, content, and management criteria linked to preschool EQA standards. This theoretical framework will be used as the scientific basis for analyzing the current situation and proposing management measures suitable for the conditions in Ho Chi Minh City.

4.3. To survey and evaluate the current status of educational activity management in preschools according to EQA requirements in Ho Chi Minh City. The assessment content focuses on clarifying the level of compliance with accreditation standards, achieved results, limitations, and the causes of these limitations in management, while also examining the differences between various types of preschools and between different areas of the city from 2015 to the present.

4.4. To propose a system of management measures aimed at enhancing the quality of educational activities in preschools, ensuring the maintenance and fulfillment of EQA requirements. The proposed measures are based on theoretical foundations, practical survey results, and educational management reform directions, demonstrating feasibility,

suitability for practical conditions, and the development requirements of preschool education in Ho Chi Minh City for the coming period.

5. Research Questions

***Question 1:** What difficulties and challenges exist in the management of preschools according to Educational Quality Accreditation requirements in Ho Chi Minh City?*

***Question 2:** What measures can be proposed to enhance the effectiveness of preschool management according to Educational Quality Accreditation requirements in Ho Chi Minh City?*

6. Scientific Hypothesis

Managing preschools according to Educational Quality Accreditation requirements in Ho Chi Minh City will lead to an improvement in the quality of education and child care, simultaneously enhancing educational management effectiveness and better meeting community needs. The factors influencing this process and the proposed measures will reinforce the quality of preschool education in the area.

7. Limitations and Scope of Research

7.1. Research Limitations

The study will focus on preschool management according to EQA requirements in Ho Chi Minh City. The research will be limited to issues related to management of construction and achievement of national standards in preschool education.

Survey Subjects: The total number of participants supporting the research is 550 individuals. These include:

Management Officers (MO) at the Department of Education and Training (DOET) and the Culture - Society Offices: 20 people; School-level MO: 90 people; Teachers and Staff: 190 people; Parents of Children (PC): 250 people.

7.2. Research Scope

The study will focus on preschools in Ho Chi Minh City, aiming to develop effective management measures to achieve national standards and ensure the quality of preschool education. Factors related to preschool construction management, including regulations, processes, standards, methods, and construction techniques, as well as preschool education factors such as curriculum, teaching methods, teachers, students, and parents, will be considered.

8. Approach and Research Methodology

8.1. Approach

Systemic Approach; Quality Accreditation Approach; Management Content Approach; Experimental Approach.

8.2. Research Methodology

Theoretical Research Methodology; Practical Research Methodology.

9. Novel Contributions of the Thesis

Theoretically, the thesis systematizes and clarifies the theoretical framework for preschool management according to EQA requirements, specifically clarifying management content based on accreditation standards and quality assurance orientation.

Practically, the thesis reflects a relatively comprehensive current status of preschool management according to EQA requirements in Ho Chi Minh City, while proposing a system of feasible management measures that account for the long-term strategy of managing educational change regarding national standards in the preschool education

sector.

10. Thesis Structure

Apart from the introduction and conclusion, the thesis consists of 3 main chapters:

Chapter 1. Theoretical Framework on Preschool Management According to Educational Quality Accreditation Requirements.

Chapter 2. Current Status of Preschool Management According to Educational Quality Accreditation Requirements in Ho Chi Minh City.

Chapter 3. Management Measures for Preschool According to Educational Quality Accreditation Requirements in Ho Chi Minh City.

CHAPTER 1

THEORETICAL FRAMEWORK ON PRESCHOOL MANAGEMENT ACCORDING TO EDUCATIONAL QUALITY ACCREDITATION REQUIREMENTS

1.1. Overview of Research

1.1.1. Studies on Preschool Accreditation

1.1.2. Studies on Preschool Management in line with Quality Accreditation Requirements

1.1.3. Research Gaps

Given the existing research gaps, conducting the study on "Preschool Management According to Educational Quality Accreditation Requirements in Ho Chi Minh City" will play a crucial role in providing the necessary information and data to improve and enhance the quality of preschool education in this area. The research will not only clarify the factors influencing educational quality but also propose specific solutions to meet the practical demands and requirements of the preschool education system in Ho Chi Minh City.

1.2. Key Concepts

1.2.1. Management

Management can be understood as a process of overall organization and coordination of resource factors (human, material, information, financial) to achieve organizational goals. Management is not merely supervision and control; it also includes the ability to provide direction, create motivation, connect members, and adapt to contextual fluctuations.

1.2.2. School Management

School management needs to be oriented towards an integrated approach, ensuring both administrative efficiency and the maintenance of humanistic values, ethics, and social responsibility. Specifically, innovation, technology application, and teacher development must be considered three pillars for enhancing the quality and sustainability of education.

1.2.3. Educational Quality

Educational quality is a multidimensional concept, reflecting both the learning outcomes of students and the effectiveness of the education system's management and operation. For preschool education, quality must be viewed in the close relationship

among the goal of comprehensive child development, conditions for quality assurance, and the work of educational management and quality accreditation.

1.2.4. Educational Quality Accreditation (EQA)

Educational Quality Accreditation, especially in the preschool sector, should not be viewed solely as an administrative procedure for standard recognition, but must be seen as a strategic management tool aimed at comprehensively improving the quality of child care and education.

1.2.5. Preschool Management According to Educational Quality Accreditation Requirements

Preschool management according to EQA requirements is a strategic, systematic, and continuous management process. Managers must not only ensure the school meets standards during accreditation cycles but also aim to continuously maintain and improve quality, meeting the demands of integration, innovation, and sustainable development of preschool education in the current context.

1.3. Quality Assurance in Preschool Management in response to Educational Innovation

1.3.1. Decentralization of Preschool Management Following a Two-Tier Local Model

1.3.2. Duties and Powers of Preschools

1.3.3. Quality Assurance Requirements in Preschool Management

1.4. Preschool Management According to Educational Quality Accreditation Requirements

1.4.1. School Organization and Management according to Educational Quality Accreditation Requirements

1.4.2. Management of Administrative Staff, Teachers, and Personnel according to Educational Quality Accreditation Requirements

1.4.3. Management of Facilities and Teaching Equipment according to Educational Quality Accreditation Requirements

1.4.4. Management of Relationships among the School, Family, and Society according to Educational Quality Accreditation Requirements

1.4.5. Management of Child Nurturing, Care, and Education Activities and Outcomes according to Educational Quality Accreditation Requirements

1.5. Factors Impacting Preschool Management According to Educational Quality Accreditation Requirements

1.5.1. State Legal Documents on Preschool Management

1.5.2. Policies and Action Plans of Local Authorities

1.5.3. Competency of Preschool Principals

1.5.4. Community Participation in Developing Standardized Preschools Aligned with Educational Quality Accreditation

Conclusion of Chapter 1

Chương 2

CURRENT STATUS OF PRESCHOOL MANAGEMENT ACCORDING TO EDUCATIONAL QUALITY ACCREDITATION REQUIREMENTS IN HO CHI MINH CITY

2.1. General Situation of Education and Training and Preschool Education in Ho Chi Minh City

2.1.1. Decentralization of Preschool Education Management in Ho Chi Minh City

2.1.2. Achieved Results

2.1.2.1. General Statistics from the Education and Training Sector

The summary report on the education and training situation for the 2019-2020 school year by the Ho Chi Minh City Department of Education and Training indicates:

The number of children attending preschool increased from 346,311 (2015-2016 school year) to 375,571 (2019-2020 school year). The percentage of preschools meeting national standards rose from 35.9% (2015-2016 school year) to 44.7% (2019-2020 school year).

2.1.2.2. Specific Results in Preschool Management in Ho Chi Minh City

- Increased the number of preschools meeting national standards from 28.7% in 2016 to 52.4% in 2020.

- Constructed new, repaired, and upgraded over 300 preschools, creating better conditions for child education, care, and nurturing.

- Enhanced the professional capacity and expertise of teachers, thereby improving the quality of preschool education.

- Raised awareness and responsibility among management units and parents in managing and monitoring the quality of preschool education.

- Strengthened coordination among functional units in managing and inspecting preschool education quality.

2.1.2.3. Favorable Factors in Preschool Management according to Educational Quality Accreditation Requirements in Ho Chi Minh City

The establishment of preschools according to Educational Quality Accreditation (EQA) requirements in Ho Chi Minh City benefits from several favorable factors, including:

1. Investment in infrastructure development
2. Increased budget investment for education

2.2. Survey Organization

2.2.1. Survey Objective

2.2.2. Survey Sample

The total number of survey subjects was 550 individuals, including:

Management Officers (MO) at the Department of Education and Training (DOET) and the Culture - Society Offices: 20 people.

School-level MO: 90 people.

Teachers and Staff: 190 people.

Parents of Children (PC): 250 people.

2.2.3. Survey Tools

2.2.4. Scale Reliability Testing

Table 2.2. Cronbach's Alpha Reliability Test Results

Measurement Domain	Factor	Criteria	Corrected Item-Total Correlation	Cronbach's Alpha Coefficient
F1_Organization and Management	F1-Quality	5	0.688	0.870
	F1-Training	5	0.710	0.866
	F1-Management Officers	5	0.641	0.874
	F1-Toddler Groups	5	0.697	0.868
	F1-Administration	5	0.657	0.872
F2_Personnel	F2-Principal Board	5	0.600	0.878
	F2-Teachers	5	0.619	0.876
	F2-Staff	5	0.663	0.873
F3_Physical Infrastructure	F3-Physical Infrastructure 1	5	0.707	0.848
	F3-Physical Infrastructure 2	5	0.661	0.856
	F3-Physical Infrastructure 3	5	0.732	0.844
	F3-Physical Infrastructure 4	5	0.695	0.851
	F3-Physical Infrastructure 5	5	0.730	0.845
F4_Relationships	F4-Relationship 1	5	0.555	0.872
	F4-Relationship 2	5	0.528	0.860
F5_Outcomes	F5-Outcome 1	5	0.683	0.817
	F5-Outcome 2	5	0.719	0.810
	F5-Outcome 3	4	0.759	0.797
	F5-Outcome 4	3	0.666	0.821

2.2.5. Rating Scale and Scoring

4.21 - 5.00 points - Very Good

3.41 - 4.20 points - Good

2.61 - 3.40 points - Average

1.81 - 2.60 points - Poor

1.00 - 1.80 points - Very Poor

2.3. Survey Results on the Current Status of Preschool Management According to Educational Quality Accreditation Requirements in Ho Chi Minh City

2.3.1. Current Status of School Organization and Management According to Educational Quality Accreditation Requirements

2.3.1.1. School Development Plans and Strategies

The survey results show that concerning the school's development strategy and plan, the percentage of management officers and teachers who agreed or completely agreed that the development strategy aligns with educational goals and practical conditions was 76.67% (50% agreed, 26.67% completely agreed).

Parent Survey

The parent survey results indicate that among the three surveyed areas, the content "The school has a development plan suitable for educational goals and practical conditions" had the highest average score (3.89), ranking first in terms of consensus.

2.3.1.2. Current Status of the Communist Party of Vietnam Organization, Unions, and Other Organizations in the School

The survey results show that the Communist Party of Vietnam organization in the school is evaluated quite positively. Specifically, 79% of management officers, teachers, and staff agreed or completely agreed that the Party organization successfully fulfills its political tasks and plays an important role in leading and orienting education. However, 7.67% of respondents expressed disagreement or complete disagreement. This content had an average score of 3.98, ranking second in the evaluation table, reflecting the need to continue strengthening the Party organization's role to better meet the school's requirements in education and management.

2.3.1.3. Current Status of the Principal, Vice-Principal, Professional Teams, and Office Teams

The survey results show that the activities of the professional teams are highly rated with an average score of 4.06, ranking first among the surveyed contents. This suggests that the implementation of specialized topics has been innovative, systematic, and yielded clear results. Nevertheless, 2.67% completely disagreed and 3.33% disagreed, indicating that some professional teams still need to improve their implementation methods to enhance effectiveness.

2.3.1.4. Current Status of Organizing Toddler Groups and Kindergarten Classes

Regarding the current status of organizing toddler groups and kindergarten classes, the organization meets current regulations and EQA standards with an average score of 3.95, ranking second in the survey table. 50.00% of respondents agreed with this statement, while 28.33% completely agreed. However, a small portion was still dissatisfied, with 3.33% completely disagreeing and 5.00% disagreeing. This shows that organizational work needs continuous improvement to ensure compliance with EQA requirements.

2.3.1.5. Current Status of Administrative, Financial, and Asset Management

The survey results show that the average score for these contents ranged from 3.88 to 4.02, reflecting a relatively high but not optimal level of satisfaction.

2.3.2. Current Status of Management of Management Officers, Teachers, and Staff According to Educational Quality Accreditation Requirements

2.3.2.1. Current Status of Management for Preschool Principals and Vice-Principals

The survey results show that, overall, the surveyed contents all had average scores ranging from 3.97 to 4.02, indicating a relatively high level of consensus from management officers, teachers, and staff.

2.3.2.2. Current Status of Management for Preschool Teachers

Among the five surveyed contents, the item "The teaching staff receives trust from parents, the community, and educational management levels" had the highest average score (4.13), ranking first. This suggests that teachers are highly regarded for their reputation and quality by parents and stakeholders. Notably, the agreement and complete agreement rate reached 86.66%, while the opposition rate was only 5.00%, proving this is a strength that needs to be continuously promoted.

2.3.2.3. Current Status of Management for Preschool Staff

The survey results indicate that the school staff has appropriate qualifications and effectively performs their assigned duties, ensuring overall operational efficiency. Specifically, 81.67% of staff were rated positively, with 50% agreeing and 31.67% completely agreeing. Only 8.33% expressed opposition, while 10% gave no opinion. With an average score of 4.01, this content ranked second among the surveyed areas. This shows that the staff generally meets job requirements, but continuous improvement in work quality is needed to achieve optimal effectiveness.

2.3.3. Current Status of Management of Facilities and Teaching Equipment According to Educational Quality Accreditation Requirements

2.3.3.1. Current Status of Management for Preschool Area, Campus, and Playground

The survey results show that, first, the school playground was rated quite well with an average score of 4.02, ranking first in the survey table. About 81.67% of opinions agreed or completely agreed, reflecting high satisfaction with the arrangement of play and learning spaces. However, 8.33% of opinions were dissatisfied, indicating that some issues related to the safety or convenience of the playground need to be reviewed to improve the quality of the educational environment for children.

2.3.3.2. Current Status of Management for Toddler Group Rooms, Kindergarten Classrooms, and Learning Support Rooms

The content with the highest average score was "Classrooms and functional rooms are appropriately designed, fully equipped with teaching materials, ensuring safety and effective use," with an average score of 3.94, ranking first. This indicates that the majority of management officers, teachers, and staff highly appreciate the suitability of the design and the level of equipment provided. Specifically, 75 people (25.00%) completely agreed and 165 people (55.00%) agreed with this statement. However, 10 people (3.33%) completely disagreed and 12 people (4.00%) disagreed, suggesting that some facilities do not fully meet the requirements.

2.3.3.3. Current Status of Management for Administrative Blocks

The survey results show that the highest rated content was "The administrative blocks are fully equipped with modern equipment, effectively supporting administrative work, management, and activity coordination," with an average score of 3.94, ranking first. This reflects the schools' interest in investing in facilities to enhance management effectiveness. Nevertheless, 4.00% completely disagreed and 4.67% disagreed, indicating that some schools still have not fully met the requirements regarding equipment.

2.3.3.4. Current Status of Management for Kitchen Facilities

The survey results show that "The kitchen is organized according to the one-way principle, ensuring the limitation of cross-contamination and optimizing the processing procedure" had the highest average score of 4.01, ranking first. This indicates that the majority of management officers, teachers, and staff highly appreciate the organization of the kitchen according to the one-way process, which helps limit the risk of cross-contamination and optimizes food processing.

2.3.3.5. Current Status of Management for Equipment, Supplies, and Toys in Preschools

Among the five surveyed contents, the item "Teachers are encouraged and periodically trained to be creative and maximize the functionality of equipment, supplies, and toys" had the highest average score (3.98), ranking first in terms of consensus. This suggests that schools have focused on improving teachers' capacity in using and creating teaching equipment. However, 6% of opinions disagreed or completely disagreed, indicating the need for more specialized and frequent training programs.

2.3.4. Current Status of Management of Relationships Among Preschool, Family, and Society According to Educational Quality Accreditation Requirements

2.3.4.1. Current Status of Management of Relationships Among Preschool, Family, and Society

Although the school has a coordination plan with parents and society in child education and care, 15% of respondents did not truly agree (a total of "Completely Disagree" and "Disagree" levels). This suggests that adjustments and improvements are needed in the implementation of the plan to achieve higher effectiveness.

The cooperation relationship among the school, family, and society had an average score of 3.98 and ranked third, reflecting a relatively positive evaluation. However, with 15.67% of people disagreeing or having no opinion, the school needs to increase activities to enhance transparency and effectiveness in the coordination process.

Parent Survey

The parent survey results show that among the three surveyed contents, parental satisfaction with the coordination between the school and the family achieved the highest average score (4.00 points) and ranked first. 50% of parents agreed and 29.6% completely agreed with this statement, while the disagreement rate was only 6.4%. This indicates that the majority of parents are satisfied with how the school and family coordinate in child education.

2.3.4.2. Current Status of Management of Advising the Party Committee, Local Authorities, and Coordinating with Organizations and Individuals of the School

Based on the survey results, the highest level of consensus belonged to the content "School-community coordination brings high value and builds modern education," with an average score of 3.99, ranking highest. This shows that coordination with the community is highly valued and brings many practical benefits. Following this are the two contents "The school closely coordinates with organizations and individuals to support education" and "The school mobilizes support to improve facilities and enhance educational quality," both with an average score of 3.94, sharing the second position. This reflects the school's efforts to mobilize external resources to improve educational quality.

2.3.5. Current Status of Management of Child Nurturing, Care, and Education Activities and Outcomes According to Educational Quality Accreditation Requirements

2.3.5.1. Current Status of Management of Implementing the Preschool Education Program

Table 2.19. Survey Results on the Current Status of Management of Implementing the Preschool Education Program

No .	Survey Content	Completely Disagree		Disagree		No Opinion		Agree		Completely Agree		Average Score	Rank
		Total	%	Total	%	Total	%	Total	%	Total	%		
1	The school fully implements the Preschool Education Program issued by the Ministry of Education and Training, suitable for local reality.	10	3.33	15	5	45	15	140	46.7	90	30	3.95	2
2	The monitoring, evaluation, and improvement of the Preschool Education Program are carried out regularly, bringing clear results.	12	4	16	5.33	50	16.7	135	45	87	29	3.89	4
3	The coordination among teachers, management officers, parents, and educational experts is effectively carried out in program implementation.	9	3	14	4.67	48	16	145	48.3	84	28	3.93	3
4	The school focuses on training and supporting teachers, ensuring synchronization and consistency in program implementation.	8	2.67	13	4.33	40	13.3	150	50	89	29.7	3.99	1
5	The school's Preschool Education Program fully meets the quality accreditation requirements, contributing to improving the quality of child nurturing, care, and education.	11	3.67	17	5.67	47	15.7	138	46	87	29	3.91	5

The survey results show that the average score for the contents ranged from 3.89 to 3.99, indicating a relatively high level of consensus.

2.3.5.2 Current Status of Management of Organizing Child Nurturing, Care, and Education Activities

Table 2.20. Survey Results on the Current Status of Management of Organizing Child Nurturing, Care, and Education Activities

No .	Survey Content	Comple tely Disagree		Disagree		No Opinion		Agree		Comple tely Agree		Aver age Score	Rank
		To tal	%	To tal	%	To tal	%	Tot al	%	Tot al	%		
1	The educational environment is organized to be safe, suitable for needs, and stimulates children's creativity.	15	5	10	3.33	30	10	150	50	95	31.7	3.99	3
2	Children are encouraged to participate in experiential activities, exploration, and choose play and learning activities according to individual interests.	10	3.33	12	4	35	11.7	155	51.7	88	29.3	3.97	4
3	The school flexibly applies the motto 'learning through play, playing through learning' to enhance interest and educational effectiveness.	8	2.67	9	3	40	13.3	140	46.7	103	34.3	3.98	2
4	Teachers observe and provide timely support, ensuring the progress of each child in nurturing, care, and education activities.	12	4	15	5	28	9.33	145	48.3	100	33.3	3.96	5
5	The school has a plan for periodic assessment and improvement of the educational environment, enhancing the quality of educational activities.	7	2.33	8	2.67	38	12.7	160	53.3	87	29	4.04	1

The survey results show that the average score for the contents ranged from 3.96 to 4.04, indicating a relatively good current status of management for organizing child nurturing, care, and education activities.

Parent Survey

Table 2.21. Parent Opinions on Organizing Child Nurturing, Care and Education Activities

No.	Survey Content	Completely Disagree		Disagree		No Opinion		Agree		Completely Agree		Average Score	Rank
		Total	%	Total	%	Total	%	Total	%	Total	%		
1	Parents are satisfied with the quality of care and education at the school	10	4.0	12	4.8	30	12.0	120	48.0	78	31.2	3.97	2
2	The school organizes educational activities suitable for children's ages	8	3.2	10	4.0	35	14.0	130	52.0	67	26.8	3.96	3
3	Parents see clear progress in their child when studying at the school	5	2.0	7	2.8	28	11.2	140	56.0	70	28.0	4.05	1

Survey results from 250 parents on the quality of child care and education at the school show a relatively high level of satisfaction, yet there are still points requiring improvement.

2.3.5.3 Current Status of Management of Nurturing and Healthcare Outcomes

The survey results show that the average score for the contents ranged from 3.86 to 4.0, indicating a relatively high level of consensus from management officers, teachers, and staff. However, there is still a small percentage of opinions that disagree or have no opinion, suggesting the need for continuous adjustment to further enhance quality.

2.3.5.4. Current Status of Management of Educational Outcomes

Table 2.23. Survey Results on the Current Status of Management of Educational Outcomes

No.	Survey Content	Completely Disagree		Disagree		No Opinion		Agree		Completely Agree		Average Score	Rank
		Total	%	Total	%	Total	%	Total	%	Total	%		
1	The school supports individualization, organizing supplementary learning for children with disabilities	8	2.67	20	6.67	35	11.7	160	53.3	77	25.7	3.92	3
2	The school monitors and summarizes educational outcomes	6	2	17	5.67	33	11	165	55	79	26.3	3.97	2
3	Parents highly appreciate the school's educational outcomes	4	1.33	14	4.67	28	9.33	175	58.3	79	26.3	4.03	1

The survey results show that "Parents highly appreciate the school's educational outcomes" had the highest average score (4.03), indicating positive evaluation from parents regarding the school's educational quality. "The school monitors and summarizes educational outcomes to make timely adjustments and improve educational quality" had an average score of 3.97, suggesting that this activity has been implemented quite well but still needs continuous improvement to achieve higher effectiveness.

2.3.6. Current Status of Factors Impacting Preschool Management According to Educational Quality Accreditation Requirements

The survey results show that the question regarding the school's thorough understanding and correct implementation of legal regulations had an average score of 3.95, ranking 4th out of a total of 12 surveyed contents. Although 78.33% of respondents expressed agreement or complete agreement, 8.33% disagreed to various extents. This suggests the need to enhance the dissemination and guidance on implementing legal regulations to ensure consistency in enforcement.

2.4. General Assessment of the Current Status of Preschool Management According to Educational Quality Accreditation Requirements in Ho Chi Minh City

2.4.1. Strengths

The survey and practical analysis results indicate that, in recent years, preschool management in Ho Chi Minh City, aligned with EQA requirements, has achieved many positive results, evident in organizational management, assurance conditions, and the quality of educational activities.

Firstly, the leadership role and management capacity of principals at many preschool educational institutions are rated quite well.

Secondly, the attention and support from local authorities and educational management agencies are important factors promoting preschool management according to EQA requirements.

Thirdly, self-assessment and educational quality improvement efforts have been prioritized in some preschools.

In addition, the trust of parents in the school is increasingly consolidated. This is a key indicator reflecting the effectiveness of school management in organizing the implementation of the quality-oriented preschool education program.

2.4.2. Limitations and Shortcomings

Alongside the achieved results, the current status of preschool management according to EQA requirements in Ho Chi Minh City still reveals many limitations and shortcomings, clearly demonstrated through quantitative and qualitative survey results.

Firstly, the management capacity of the management officer team is uneven across different preschool educational institutions.

Secondly, the assurance conditions regarding facilities and financial resources in some preschools do not fully meet the requirements of EQA standards.

Thirdly, the coordination between the school, parents, and the community is not truly effective and sustainable.

Furthermore, the effort to advise and coordinate with functional agencies for school development according to EQA requirements has not been given due attention in some educational institutions. The development of long-term development strategies and the mobilization of socialized resources still lack proactivity and have not become a regular management activity of the school.

2.4.3. Causes of Limitations

The limitations and shortcomings in preschool management according to EQA requirements in Ho Chi Minh City stem from many interwoven causes, including both subjective and objective factors.

On the part of the management officer team, the training and capacity building efforts regarding quality assurance and accreditation approaches have not been carried out regularly, systematically, or deeply.

Regarding assurance conditions, financial resources and facilities for preschool education in some areas are still limited, while the demand for investment to meet EQA requirements is increasingly high.

From a social perception perspective, the role of preschool EQA has not been fully recognized by a segment of parents and the community, leading to participation and coordination that remains superficial.

Finally, the coordination mechanism among educational management levels, local authorities, and preschool educational institutions is, in some cases, inflexible, failing to create favorable conditions for schools to be proactive in advising, mobilizing resources, and implementing quality improvement activities according to accreditation requirements. These are fundamental causes that need to be addressed through a system of appropriate management measures, which will be proposed and analyzed in Chapter 3 of the thesis.

Conclusion of Chapter 2

CHAPTER 3

MANAGEMENT MEASURES FOR PRESCHOOL ACCORDING TO EDUCATIONAL QUALITY ACCREDITATION REQUIREMENTS IN HO CHI MINH CITY

3.1. Principles of Preschool Management According to Educational Quality Accreditation Requirements in Ho Chi Minh City

3.1.1. Ensuring the Goal-Oriented Nature

3.1.2. Ensuring the Legal Compliance

3.1.3. Ensuring the Scientific Nature

3.1.4. Ensuring Practicality and Feasibility

3.1.5. Ensuring Systemic and Synchronous Nature

3.2. Management Measures for Preschool According to Educational Quality Accreditation Requirements in Ho Chi Minh City

3.2.1. Measure 1: Organizing Propaganda to Raise Awareness Among Educational Stakeholders about the Importance of Educational Quality Accreditation in Ho Chi Minh City Preschools

3.2.1.1. Objective of the Measure

This measure aims to fully, uniformly, and correctly raise awareness among educational stakeholders about the role and importance of educational quality accreditation in preschool management and development.

3.2.1.2. Content of the Measure

- 1. Developing a propaganda campaign.*
- 2. Focusing on relevant target groups.*
- 3. Enhancing community participation.*

3.2.1.3. Implementation Methods:

- 1. Identifying the target audience and message of the propaganda campaign.*
- 2. Planning and organizing propaganda activities, utilizing appropriate communication channels.*
- 3. Training and enhancing the propaganda capacity of educational management officers, teachers, and preschool staff.*
- 4. Building a community linkage network and creating conditions for active community participation in the process of preschool management according to educational quality accreditation requirements.*

3.2.1.4. Implementation Conditions

A high-quality human resource team is needed, including experts in communication, education, and project management, to ensure activities are implemented on schedule and achieve high effectiveness.

Establishing monitoring and evaluation mechanisms is necessary to track the progress and effectiveness of activities. Continuous evaluation helps adjust and improve activities

to achieve the best results in raising awareness and effective management at Ho Chi Minh City preschools.

3.2.2. Measure 2: Planning and Organizing Management Directives for Preschool According to Educational Quality Accreditation Requirements in Ho Chi Minh City

3.2.2.1. Objective of the Measure:

Ensuring the presence of a detailed plan and effective direction in the process of managing preschools according to EQA requirements in Ho Chi Minh City.

Creating a comprehensive and rational plan to ensure that preschool management meets the educational quality accreditation standards in Ho Chi Minh City.

3.2.2.2. Content of the Measure:

Content 1: Defining objectives and criteria.

Content 2: Developing a detailed plan.

Content 3: Organizing direction and management.

Content 4: Updating and adjusting.

3.2.2.3. Implementation Methods:

1. Establishing a directing and management team.

2. Identifying specific steps in the management plan and assigning tasks.

3. Ensuring continuous interaction and communication.

3.2.2.4. Implementation Conditions:

A quality steering team needs to be established with experienced education experts and management officers to lead and supervise the process of preschool management according to EQA requirements in Ho Chi Minh City.

Training for officers, teachers, and staff is essential to ensure they understand their roles and effectively perform management tasks.

Regular evaluations must be conducted to update and adjust the management plan, ensuring suitability with EQA requirements and practical circumstances.

Strictly applying quality accreditation standards in facility management, teacher team, and educational programs to achieve the set objectives.

3.2.3. Measure 3: Training Management Officers, Teachers, and Staff to Meet Standards According to Regulations for Preschool Management Aligned with Educational Quality Accreditation Requirements in Ho Chi Minh City

3.2.3.1. Objective of the Measure:

This objective aims to ensure that management officers, teachers, and staff in preschools possess sufficient competence and skills to perform management and educational duties that meet quality accreditation standards, contributing to enhanced management effectiveness and the quality of preschool education.

3.2.3.2. Content of the Measure:

1. Assessing the current capacity of the team.

2. Developing a training plan.

3. Organizing specialized training and coaching.

4. Support and practical activities.

3.2.3.3. Implementation Methods:

Step 1: Establishing a specialized team or unit responsible for training.

Step 2: Surveying and assessing the team's capacity to develop personalized training plans.

Step 3: Inviting lecturers and experts in the field of preschool education to participate in training.

Step 4: Deploying specialized training and coaching courses linked to practical realities.

Step 5: Monitoring, periodically evaluating training results, and making timely adjustments.

3.2.3.4. Implementation Conditions:

Conditions regarding mechanisms, policies, and unified direction from the educational management agency.

Conditions regarding stable and reasonably allocated financial resources.

Conditions regarding the team of experts and intellectual resources supporting the training.

Conditions regarding facilities, technical infrastructure, and the environment supporting the training.

Conditions regarding awareness, responsibility, and motivation of the team to participate.

Conditions regarding the tracking, monitoring, and quality assurance system for training.

3.2.4. Measure 4: Ensuring Comprehensive Child Care and Education Quality According to Educational Quality Accreditation Requirements in Ho Chi Minh City Preschools

3.2.4.1. Objective of the Measure

To enhance the quality of comprehensive child care and education in schools to meet the management standards for preschools according to EQA requirements in Ho Chi Minh City. This objective aims to ensure that children receive a quality educational environment, facilitating comprehensive development in terms of health, knowledge, skills, and moral values.

3.2.4.2. Content of the Measure:

1. Building an environment for educational activities and development.

2. Training and enhancing teacher capacity.

3. Evaluating and tracking the child's development process.

3.2.4.3. Implementation Methods:

1. Creating training plans and programs for teachers and staff.

2. Investing in facilities and equipment suitable for the standards of preschools according to EQA requirements in Ho Chi Minh City.

3. Implementing extracurricular educational activities and comprehensive development activities for children.

4. *Developing procedures for evaluating and tracking the child's development.*
5. *Establishing procedures for monitoring and supporting staff in preschools.*

3.2.4.4. *Implementation Conditions*

1. *Ensuring financial resources and investment capital.*
2. *Standard-compliant personnel team and support experts.*
3. *Facilities and equipment meeting accreditation standards.*
4. *Close coordination mechanisms among relevant parties.*
5. *Tracking, monitoring, and quality evaluation system.*

3.2.5. ***Measure 5: Managing Facilities and Equipment to Meet Standards According to Regulations for Preschool Management Aligned with Educational Quality Accreditation Requirements in Ho Chi Minh City***

3.2.5.1. *Objective of the Measure:*

The objective of this measure is to ensure that the management of facilities and equipment at preschools fully meets the necessary standards according to EQA requirements in Ho Chi Minh City. This aims to ensure that facilities and equipment not only meet the basic requirements for child care and education but also align with the evaluation criteria in the educational quality accreditation process.

3.2.5.2. *Content of the Measure:*

1. *Assessing and determining needs.*
2. *Planning and investment.*
3. *Ensuring quality and safety.*
4. *Training and guiding usage.*
5. *Resource management.*

3.2.5.3. *Implementation Methods:*

1. *Conducting an assessment of the current state of facilities and equipment.*
2. *Developing an investment plan to upgrade, construct new, or repair facilities and equipment.*
3. *Performing periodic inspections, maintenance, and cleaning of facilities and equipment.*
4. *Training management officers, teachers, and staff on the use and preservation of facilities and equipment.*
5. *Optimizing the use of available resources in the preschool.*
6. *Implementing effective resource management to meet quality education standards and requirements.*

3.2.5.4. *Implementation Conditions*

Financial resources are the first and crucial condition.

Assessment and planning are also indispensable conditions.

Quality and safety are the next important factors.

Training and guidance are necessary conditions to maintain the quality of use and preservation of facilities and equipment.

Effective evaluation is an important condition to ensure that activities achieve the set objectives. Performing periodic evaluations to check the effectiveness of implemented activities and adjusting the plan when necessary helps ensure that facilities and equipment always meet EQA standards.

3.2.6. Measure 6: Organizing the Improvement of Educational Socialization Mechanisms in Preschool Management According to Educational Quality Accreditation Requirements in Ho Chi Minh City

3.2.6.1. Objective of the Measure:

The objective of this measure is to improve the mechanism for educational socialization to enhance the management effectiveness of preschools according to EQA requirements in Ho Chi Minh City.

3.2.6.2. Content of the Measure:

1. Strengthening the role and responsibility of the social community, especially organizations, businesses, and parents in supporting the establishment and maintenance of educational quality at preschools.

2. Promoting sponsorship and social funding activities for preschools, thereby creating better conditions to improve facilities, equipment, and educational quality.

3. Building and fostering cooperative relationships among the preschool, educational management agencies, parents, and the social community, aimed at promoting the participation of relevant parties in deciding and implementing educational policies.

3.2.6.3. Implementation Methods:

1. Promoting propaganda and raising awareness in the social community about the significance and benefits of improving the educational socialization mechanism in preschool management according to EQA requirements in Ho Chi Minh City.

2. Creating conditions for organizations, businesses, and individuals in society to contribute financial, material, and human resources to preschool development.

3. Developing policies and legal mechanisms to encourage and support social funding activities for preschools, by providing tax incentives and other policies.

4. Promoting the participation of parents and the social community in the process of evaluating and monitoring educational quality at preschools, through organizing meetings, exchanges, and opinion feedback.

3.2.6.4. Implementation Conditions:

1. Support and commitment from relevant parties.

2. Policies and legal mechanisms.

3. Financial and material resources.

4. Propaganda and awareness-raising activities.

5. Building and maintaining cooperative relationships.

6. Evaluation and monitoring procedures.

7. Enhancing capacity and skills for officers.

8. Resource allocation and management.

3.2.7. Measure 7: Inspecting and Monitoring the Implementation of Preschool Management According to Educational Quality Accreditation Requirements in Ho Chi Minh City

3.2.7.1. Objective of the Measure:

Ensuring that the implementation of preschool management according to EQA requirements in Ho Chi Minh City proceeds according to the correct procedures and adheres to the established standards.

Strengthening inspection and monitoring work to determine the level of compliance with accreditation requirements by preschools.

Proposing timely adjustment and improvement measures to enhance the quality of preschool management and education according to quality accreditation criteria.

3.2.7.2. Content of the Measure:

1. *Establishing a system for periodic inspection and monitoring of preschool management implementation according to EQA requirements in Ho Chi Minh City.*

2. *Defining evaluation criteria and indicators, including factors related to facilities, educational programs, management processes, and the quality of child care and education.*

3. *Conducting inspection and monitoring based on the established criteria, using measurement methods and tools, collecting information from various sources such as surveys, direct observation, interviews, and document review.*

4. *Providing specific evaluation results on the preschool's level of standard attainment and suggesting measures for improvement and quality enhancement.*

3.2.7.3. Implementation Methods:

1. *Determining the schedule and scope for inspecting and monitoring the implementation of preschool management according to EQA requirements in Ho Chi Minh City.*

2. *Forming a team of experts and staff with expertise and skills in inspecting and monitoring educational quality.*

3. *Implementing inspection and monitoring according to the planned schedule, including information gathering, data analysis, and evaluation of established indicators and criteria.*

4. *Developing a detailed evaluation report, including results, assessments, and suggestions for improvement.*

5. *Organizing workshops and consultation sessions to present monitoring results and discuss improvement measures with relevant parties, including management officers, teachers, staff, and parents.*

3.2.7.4. Implementation Conditions

To implement the measure of inspecting and monitoring the implementation of preschool management according to EQA requirements in Ho Chi Minh City, several important conditions must be ensured:

A team of experts and staff with experience and expertise in the field of preschool education quality inspection and monitoring needs to be established.

Specific evaluation criteria and indicators for the inspection and monitoring process need to be developed.

Establishing a continuous monitoring mechanism to track the implementation of improvement recommendations after the inspection and monitoring process is highly important. Monitoring helps assess the effectiveness of applied measures, thereby ensuring that the educational quality of preschools is maintained and enhanced according to EQA standards.

3.3. Relationship Between Measures

The proposed measures for preschool management according to EQA requirements in Ho Chi Minh City do not operate independently but are closely linked, forming a synchronized system aimed at improving the quality of preschool education. Each measure plays a specific, complementary role and promotes the others, forming a closed cycle aimed at the common goal of achieving national standards and sustainable development.

3.4. Perception Survey on the Necessity and Feasibility of the Measures

Table 3.1. Survey Sample Statistics

No.	Survey Sample	Quantity
1	Retired Management Officers of the Department of Education and Training and Preschool Principals	30
2	Current Education Management Officers in the area and vicinity	45
3	Local Management Officers related to preschool education and representatives of the Parents' Liaison Committee	45
4	Postgraduate Students and PhD Candidates specializing in Education Management	60
Total		180

3.4.1. Survey Methodology

3.4.2. Survey Results

3.4.2.1. Consolidated Opinions

Measure 1: Organizing Propaganda to Raise Awareness Among Educational Stakeholders about the Importance of Educational Quality Accreditation in Ho Chi Minh City Preschools

The group of retired management officers (16.7%) highly evaluated the role of propaganda, with 93.3% (28/30 people) believing this measure is very necessary to raise community awareness. They suggested using communication channels such as workshops, printed materials, and social media. The group of current officers (25%) suggested organizing regular training sessions, with 88.9% (40/45 people) agreeing on its feasibility. Parent representatives (in the 25% group) emphasized that propaganda content should be

easy to understand, with 91.1% (41/45 people) supporting this measure but requesting additional specialized parent meetings.

Measure 2: Planning and Organizing Management Directives for Preschool According to Educational Quality Accreditation Requirements

The group of postgraduate students and PhD candidates (33.3%) believed that the plan requires the participation of many relevant parties, with 90% (54/60 people) assessing this measure as necessary. The group of current officers (25%) emphasized that the implementation roadmap needs to be specific, with 86.7% (39/45 people) agreeing on its feasibility, but 13.3% (6/45 people) expressed concern about implementation resources. The group of local officers (in the 25% group) proposed the need for interdisciplinary coordination, with 88.9% (40/45 people) supporting it.

Measure 3: Training Management Officers, Teachers, and Staff to Meet Standards According to Regulations for Preschool Management Aligned with Educational Quality Accreditation Requirements in Ho Chi Minh City

This measure received the highest consensus. The group of retired officers (16.7%) believed that training needs to focus on modern management skills, with 96.7% (29/30 people) assessing it as very necessary. The group of current officers (25%) proposed organizing practical courses, with 91.1% (41/45 people) agreeing on its feasibility. The parent group (in the 25% group) emphasized child care skills, with 93.3% (42/45 people) supporting it. The postgraduate student group (33.3%) believed that long-term training programs are needed, with 95% (57/60 people) agreeing.

Measure 4: Ensuring Comprehensive Child Care and Education Quality According to Educational Quality Accreditation Requirements in Ho Chi Minh City Preschools

Parent representatives (in the 25% group) assessed this as a core measure, with 95.6% (43/45 people) believing it is very necessary to meet accreditation standards. The postgraduate student group (33.3%) proposed personalized education programs, with 91.7% (55/60 people) agreeing on its feasibility. The group of current officers (25%) emphasized the need for quality measurement indicators, with 88.9% (40/45 people) supporting it, but 11.1% (5/45 people) were concerned about implementation costs.

Measure 5: Managing Facilities and Equipment to Meet Standards According to Regulations for Preschool Management Aligned with Educational Quality Accreditation Requirements in Ho Chi Minh City

The group of local officers (in the 25% group) believed that long-term investment is needed, with 91.1% (41/45 people) assessing this measure as necessary. The group of retired officers (16.7%) proposed prioritizing modern equipment, with 90% (27/30 people) agreeing on its feasibility. The postgraduate student group (33.3%) emphasized periodic inspection, with 88.3% (53/60 people) supporting it, but 11.7% (7/60 people) were concerned about the budget.

Measure 6: Organizing the Improvement of Educational Socialization Mechanisms in Preschool Management According to Educational Quality Accreditation Requirements in Ho Chi Minh City

Opinions on this measure were polarized. The group of current officers (25%) believed that socialization is an inevitable trend, with 82.2% (37/45 people) assessing it as necessary, but only 77.8% (35/45 people) agreed on its feasibility due to concerns about transparency. The parent group (in the 25% group) worried about costs, with 80% (36/45 people) supporting it but demanding strict control. The postgraduate student group (33.3%) proposed the need for support policies, with 83.3% (50/60 people) agreeing.

Measure 7: Inspecting and Monitoring the Implementation of Preschool Management According to Educational Quality Accreditation Requirements in Ho Chi Minh City

All groups highly evaluated this measure. The group of current officers (25%) proposed developing a set of monitoring criteria, with 93.3% (42/45 people) assessing it as very necessary and 91.1% (41/45 people) agreeing on its feasibility. The postgraduate student group (33.3%) emphasized the role of technology, with 90% (54/60 people) supporting it. The group of retired officers (16.7%) proposed combining self-assessment and independent assessment, with 93.3% (28/30 people) agreeing.

3.4.2.2. Quantity of Opinions Polled

Table 3.2. Quantity of Opinions Polled

No.	Survey Sample	Quantity	Percent age (%)
1	Retired Management Officers of the Department of Education and Training and Preschool Principals	30	16,7%
2	Current Education Management Officers in the area and vicinity	45	25,0%
3	Local Management Officers related to preschool education and representatives of the Parents' Liaison Committee	45	25,0%
4	Postgraduate Students and PhD Candidates specializing in Education Management	60	33,3%
Total		180	100,0%

Quantitative results show:

Necessity: All measures were highly rated, with the agreement rate (scores 4 and 5 on the Likert scale) ranging from 82.2% (Measure 6: 148/180 people) to 96.7% (Measure 3: 174/180 people). Measure 4 (enhancing child care quality) reached 95.6% (172/180 people).

Feasibility: The agreement rate ranged from 77.8% (Measure 6: 140/180 people) to 91.7% (Measure 1: 165/180 people). Measure 7 (inspection, monitoring) reached 90.6% (163/180 people). Measure 6 had the lowest rate due to concerns about resources and mechanisms.

3.5. Experiment

Among the seven measures aimed at enhancing the effectiveness of preschool

management according to EQA requirements in Ho Chi Minh City, the author chose to experiment with Measure 3: "Training Management Officers, Teachers, and Staff to Meet Standards According to Regulations for Preschool Management Aligned with Educational Quality Accreditation Requirements in Ho Chi Minh City."

3.5.1. Purpose of the Experiment

3.5.2. Experiment Design

3.5.3. Experiment Process

3.5.4. Experiment Results

3.5.4.1. Comparison with Expected Results

The data shows that the experiment results exceeded all expected criteria, affirming the effectiveness and feasibility of Measure 3 in enhancing the capacity of management officers, teachers, and staff. Quantitative data (the rate achieving levels 4 and 5 on the Likert scale) and qualitative data (interviews, observations) showed clear improvements in knowledge, skills, and attitude. The training program was highly appreciated for its suitability to the practical conditions in Ho Chi Minh City, providing a scientific and practical basis for replicating the measure in the future.

3.5.4.2. Lessons Learned

Through the process of implementing and evaluating Measure 3, the thesis author drew several lessons learned:

Flexible Program Design: The combination of online training, e-learning materials, and on-site practice effectively met the learning needs of individuals with different work schedules. However, feedback from 11.1% (5/45) of participants indicated the need to increase practical time at the school to reinforce skills. Lesson: It is necessary to balance the ratio between theory and practice, while adjusting the duration and format of training to suit the specific characteristics of each preschool.

Enhanced Professional Feedback: The observation-feedback sessions after practice were highly valued because they helped participants identify strengths and weaknesses and immediately improve their skills. However, some teachers and staff wanted more detailed feedback, accompanied by specific examples. Lesson: Develop detailed feedback forms, train instructors to provide constructive and clearly oriented feedback.

Effective Technology Application: Using Zalo and Gmail to send e-learning materials was considered convenient, especially for staff with basic technology literacy. However, some individuals faced difficulties downloading large files or using the online system continuously. Lesson: Optimize learning materials (compress files, provide specific instructions) and ensure stable technological infrastructure to support self-learning.

Encouraging Motivation and Collaboration: The positive change in collaborative attitude (84.4% of participants) demonstrated the role of an environment that encourages learning and experience sharing. The dialogue sessions at the end of the program helped participants feel heard and motivated. Lesson: The thesis author finds it necessary to maintain periodic dialogue and experience-sharing activities to sustain motivation and collaborative spirit after training.

Personalizing Training Content: The general training program met overall needs well, but the needs of different target groups varied (management officers required monitoring skills, teachers needed teaching methods, and staff needed coordination skills). Lesson: The thesis author believes that training content needs to be personalized through separate specialized topics or supplementary materials suitable for the role of each group.

Continuous Evaluation and Improvement: Using diverse evaluation methods (surveys, interviews, observation, work journals) provided comprehensive and reliable data. However, some participants suggested simplifying the mid-term test to focus on practice. Lesson: The thesis author believes that evaluation tools need to be continuously adjusted to ensure suitability and reduce unnecessary pressure on participants.

Conclusion of Chapter 3

CONCLUSION AND RECOMMENDATIONS

General Conclusion

The thesis systematically researched the theory, practical reality, and measures aimed at enhancing the effectiveness of preschool management in meeting educational quality accreditation standards.

Firstly, based on systematizing and analyzing domestic and international research, the thesis clarified basic concepts such as educational management, educational quality, EQA, as well as identified factors influencing preschool management. Core management contents including organizational structure, personnel, facilities, school-family-society relationships, and child nurturing and education activities were fully explained, serving as a foundation for subsequent research.

Through surveying the current status of preschool management according to EQA requirements in Ho Chi Minh City, the thesis highlighted prominent achievements such as the rapid increase in the rate of standard-compliant schools, continuous improvement of facilities, gradual capacity enhancement of the teaching staff, and attention and investment from local authorities. However, the thesis also pointed out limitations needing correction, such as uneven community participation, some schools failing to meet facility standards, and inconsistent management capacity in certain areas.

Building upon this theoretical and practical foundation, the thesis proposed a system of seven management measures for preschools according to EQA requirements. The measures were developed based on scientific principles, feasibility, and suitability to the practical conditions of Ho Chi Minh City. Among these, the measure "Training Management Officers, Teachers, and Staff to Meet Standards According to Regulations for Preschool Management Aligned with Educational Quality Accreditation Requirements in Ho Chi Minh City" is the core measure, playing a central role in enhancing management effectiveness. The survey and experiment of this measure showed positive results, creating a premise for future replication.

Overall, the thesis contributed to clarifying the theoretical and practical basis of preschool management according to EQA requirements in Ho Chi Minh City, while proposing a highly feasible system of measures, meeting the requirements for innovation in preschool education in the context of integration.

Recommendations

Based on the research results, the thesis author proposes several recommendations to enhance the effectiveness of preschool management according to EQA requirements in Ho Chi Minh City.

For Educational Management Agencies at All Levels: Specific, unified, and synchronized guiding documents on the preschool EQA process need to be issued, providing preschool educational institutions with a clear legal basis for implementation. Simultaneously, it is necessary to strengthen inspection, monitoring, and provide professional and financial support for preschools, especially during the process of self-assessment and external evaluation. Furthermore, building an inter-sectoral coordination mechanism for educational socialization is crucial to effectively mobilize resources from the community, businesses, and social organizations to develop a network of quality standard-compliant preschools.

For Preschools: Schools need to proactively develop comprehensive school development plans with a long-term vision, linked to the goal of meeting educational quality accreditation standards. Enhancing management capacity for officers and teachers is a key task, requiring continuous investment through intensive and regular training programs. Along with this, schools need to focus on building a quality culture within the school, creating a pedagogical environment where every member has a clear awareness and responsibility in enhancing the quality of child care, nurturing, and education.

For the Team of Management Officers, Teachers, and Staff in Preschools: They need to proactively self-study and self-train to meet professional criteria aligned with the requirements of educational innovation in the current era. They also need to actively participate in professional activities such as workshops, training, and specialized team meetings to continuously update knowledge and management and teaching skills suitable for EQA requirements.

Parents and the Community play a crucial role in building a quality educational environment. Therefore, it is necessary to raise parents' awareness of the importance of EQA for the comprehensive development of children. Strengthening coordination between the school and parents in educational activities will contribute to building a healthy, safe, and high-quality learning environment for preschool children.

For Researchers and Training Institutions: Further research is needed on effective preschool management models in the context of fundamental and comprehensive educational innovation today. Additionally, organizing specialized training and coaching programs needs to be closely linked to the practical requirements of EQA work, helping to enhance the quality of human resources in the field of preschool education.

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