

UDC 378:09

**QUALITY OF PRIVATE NURSERY SCHOOL IN HO CHI MINH CITY,
VIETNAM – ACTUAL STATE, SOCIAL ISSUES
AND MANAGEMENT SOLUTIONS****B. Le Thi Thu***Postgraduate student,
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Summary. The advent and rapid development of system of educational institutions of private preschool has an important contribution in meeting the diverse needs of residents for problems in large cities about care and education of children. However, the educational institutions of private preschool has posed many problems for management education. On the basis of the actual quality of research, teaching conditions in these facilities and the associated social problems, we propose appropriate management solutions.

Keywords: education; preschool; solution; reality; management.

1. Actual state

Ho Chi Minh city is the largest economic center of Vietnam, as well as the most populous city, and the largest percentage of growth in the country. It's pretty crowded for migrants young labor from other localities scattered throughout the city but concentrated in the industrial parks. The increase in population has caused many social problems for the city in which education, especially early childhood education. The demand for preschools of the city's population is very large.

Meanwhile, since 2002, by Decision of the Prime Minister [2] and Resolutions of the Government [1], the city has stopped construction of educational institutions of public preschools, simultaneously, transferred the existing public preschools to semi-public preschools. That makes the lack of preschools becomes more serious. A typical example, 15 industrial zones of the city has only one preschool. By the 2007–2008 school year, the city began a policy to rebuild public preschools [5]. However in 2013, the whole city has just 414 public schools [4]. These schools are mainly located in older residential areas and receive only children living in wards, communes which they are in, mostly age 3 and older. Thus, the majority of children in kindergarten-age and have no household in the city do not have opportunity to attend public schools. In response, city's leaders have advocated development of schools and groups, private kindergarten. By 2013, the city had 341 schools and 1106 private kindergarten group [4]. These preschools and kindergarten groups played an important role in meeting the educational needs of

the city's kindergartens. However, except for a few private schools (especially those with foreign elements) with high quality and very high tuition compared to income of the majority of people, although the majority of the other units with lower quality and higher tuition than public schools. In particular, in the family group, the quality is not controlled for several reasons: too many establishments, scattered everywhere, not revenues and expenditures are accounted for and a number of activities that do not register with authorities [6]. The object of these facilities are children of the poor and migrant workers [6]. The accident, injury, child violence and state of care and education are not satisfactory, this occurs frequently in educational institutions and private preschool [5]. This situation is caused basically by a huge part of the cost for rent, facilities, equipment... other very small part for are – education, otherwise, attention and guidance of concerned authorities are not in accordance with the actual situation.

2. Social issues

2.1. The advent and rapid development of system of educational institutions of private preschool has an important contribution in meeting the diverse needs of residents in Ho Chi Minh city about care and education of children. The system with flexibility, mobility and diversity has quickly relieve tremendous pressure on preschool education for city's education. A pressure that public preschool education can not solve. But besides that, the system of private preschools has created a series of other social issues that most basic is to create social inequality.

2.2. The social inequality

2.2.1. The Social Inequality between types of public and private preschools. Specifically: Public schools do not have to pay rent or buy land and cost for basic construction, original equipment ...and there is only a few of private schools are also leased land from the state, the majority of them must rent land at high prices, build infrastructure, procurement of equipment by themselves... Cost of this investment is very large, so the tuition rate for the care and education of children is no longer much. On the other hand, the income of teachers in these institutions are also lower but they must bear the higher labor intensity compared to in public schools. Therefore, the majority of educational institutions have low quality of care and education [5; 6]. However, public schools are governed by provisions of tuition level so their scalability of operations to improve quality is very difficult. In contrast, private schools have greater autonomy in terms of finance, therefore, some schools have the ability to organize diverse activities and create higher quality of care, education.

Inequality among children of preschool age. Along born in a country and will have the same obligations as they grow up, but in public schools, children are entitled to benefits such as: land use rights, school expenses, salaries for teachers ... which their parents pay only a very small amount of tuition, the majority of private school children must pay full cost for their own learning. This is a huge inequality in terms of society. What will children who suffer injustice since stepped into life think when they grow up?

One other dimension of inequality is that children in some higher quality private schools will benefit a higher quality education than children in most public or private schools. Normally, they are children of better off families with pecuniary condition. However, this inequality is an objective necessity. The problem is that a very large number of young children of parents who are workers, the poor with low income and no local residence are not able to attend public school and can not afford to attend private schools with high quality. So, they have to learn in private school or group of classes with the possible lowest level and respectively very low qual-

ity. This is a common phenomenon in the industrial zone of the city. So just because there is no «household» registered in city that children must suffer disadvantages even when they are very small. Nowadays, this inequality is the largest and most difficult to solve.

2.2.2. Inequality among preschool children with general education students. It was supposed that educational equality must be conducted starting from the smallest ages and then gradually up to the next educational level. However, the current situation is to follow the opposite direction. Primary education, junior secondary schools in Ho Chi Minh City was universal ie school children are not losing tuition fee because the state subsidized the entire cost. Meanwhile, the preschool children's parents must pay a part or whole. This irrationality creates inequality and division of children's development. The children from the early years have to benefit a low quality of education, they can hardly catch up with development of children from beginning benefit education in a conducive environment in the future. That means, inequality from preschool level will create a chain of inequality lasted ever after.

2.2. The above inequality is the underlying cause of negative phenomena "solic school" by parents of preschool-age has become a common problem. Of course, this can only be done by a number of parents who have power or a lot of money. However, it creates a bad image for the education and make educational inequality exacerbated.

These issues have great influence to the development and improvement of educational quality of preschool in the city. To do that effectively, the education managing levels of the city should have the appropriate management solutions.

3. Some basic solutions

3.1. The first important solution is to build the public school system in a different direction than they are now:

– It is very necessary to change direction of development of preschool education. Accordingly, the public school system is not the current high quality system but other system which ensures the minimum quality with minimal cost in order to ensure that children of low-income families

will be beneficiaries of kindergarten education. For this, the city should implement synchronous the following measures:

+ The city should prioritize building the public school system, particularly in the areas of industrial concentration. This is the most basic measures bring critical meaning. This school system are built and equipped at a minimum for safety and care – education of children.

+ Abolish “household” policy when receiving children in public preschool and accompanied by regulation which define that children are only received in child’s school for parents. This measure is a breakthrough because it will create a healthy competition between preschools – real motive of ensuring and improving the quality of early childhood education.

+ Increase to put on the regular teachers for preschool in order that teachers have to work only six hours a day as prescribed by the state to reduce work pressure, helps them work more efficiently.

However, in the distant future, the public schools still can not meet the needs of the city on early childhood education.

3.2. The state should implement rules already, build and implement new policies on incentives for private preschool: land, building facilities, equipment, not taxed... [3] in order to reduce costs in order that the private schools can improve the quality of care – education for children, raise incomes for teachers and reduce tuition for parents – basic conditions for reducing inequality among children in public preschool and private preschools and also conditions for the rapid development of private school systems which meet society’s needs and early childhood education. The measure also creates healthy competition in quality between private and public preschools, helps to limit preschool solicitation of parents. This is the most basic solution to improve the quality of private kindergartens.

3.3. Strengthen state management for private institutions and preschool. Especially the group of independent kinder-

garten. Regularly inspect, test and make definitive suspension of operation of facilities which do not qualify or do not ensure quality of child care and education.

3.4. Better and more mobilization of social resources in construction of preschool education establishments. In particular, industrial parks and enterprises should participate in building institutions of pre-school education to serve migrant workers who are working in the their organizations or helping them assured about their job and guaranteed a minimum equally between their children with other children in the area [3].

Conclusion: The private preschool of Ho Chi Minh City has played an important role in meeting needs of care and education of children of people. However, because of gaps in the policy for preschool, the city’ early children education has created significant social problems. To solve these problems and help the private preschool’ development in the right direction, there should be management solutions with scientific basis, in accordance with specific conditions of the city and should be performed synchronously.

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