



RESEARCH ARTICLE

The Implementation of Educational Policies on Non-public Preschool Settings in Vietnam

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ARTICLE INFO	ABSTRACT
Received: Nov 25, 2024	The policy on non-public preschool (NPP) education in Vietnam has been more important than ever when the education system has been more opened and integrated into the new trends regarding more kinds of educations apart from public sector. By using a questionnaire, this study explores the perspectives of the teachers of on the implementation of policies related to NPP education in Vietnam. The findings reveal significant insights into how various factors can be influenced on the development and execution of policies in non-public preschool settings (NPPs), even the policy on land tax investment. The results underscore the complexity of policy implementation in this sector, key issue is the policies on non-public education should be systematically reconsidered in terms of concrete duties and accountabilities of each of stakeholders in the governmental, ministerial, provincial, district levels and others from non-public areas.
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INTRODUCTION

The implementation of educational policies in non-public preschool settings in Vietnam reflects the country's efforts to improve early childhood education, which has been recognized as critical for the overall development of children. The Vietnamese government has introduced several policies aimed at strengthening the preschool education system, including NPPs, which play an important role given the growing demand for early education services.

The government encourages private investment in early childhood education through various policies. NPPs, including private and community-run institutions, are recognized as vital contributors to expanding access to education for young children, especially in urban areas where public facilities may be limited. One of the main goals of educational policy is to ensure that NPPs adhere to the same curriculum standards as public schools. This ensures consistency in the quality of education, promoting a holistic development approach focused on physical, cognitive, emotional, and social growth. The policies also focus on raising the standards for teachers in NPPs. Teachers are required to have specific qualifications and training in early childhood education. This ensures that private preschools maintain a professional teaching environment, equivalent to public institutions. The Ministry of Education and Training (MOET) in Vietnam implements regular inspections of NPPs to ensure they comply with safety regulations, hygiene standards, and educational quality. These inspections are aimed at preventing the commercialization of education and ensuring child welfare

in these settings. To encourage the establishment of private preschools, the government provides certain financial incentives such as tax breaks, land grants, and subsidies, especially in areas where public preschool coverage is insufficient. These incentives help address the growing demand for early childhood education in rapidly urbanizing regions. Policies also emphasize the importance of involving parents and the community in the management and development of NPP education. This creates a more inclusive environment where the needs and expectations of families are better understood and incorporated into the education system.

However, ensuring that NPPs maintain the same level of quality as public institutions can be challenging due to resource constraints, especially in rural areas. While private preschools may offer better facilities, they are often more expensive, creating disparities in access to quality early childhood education for children from lower-income families. The retention of qualified teachers is a challenge in NPPs, particularly in private institutions where salaries and benefits may be lower than in public schools.

The implementation of educational policies in Vietnam's NPP sector has been largely positive in increasing access and improving the quality of early childhood education. However, continued efforts are needed to address disparities in quality and access to ensure that all children, regardless of socioeconomic status, benefit from these advancements.

There are various research studies related to early childhood education (ECE), private schooling, and the effects of government policies on these sectors across different regions and countries. That is Bassok et al. (2014) have discussed how universal preschool policies in Georgia and Oklahoma (the United States) impacted the supply of childcare providers, noting that government subsidization was more effective in expanding preschool than direct government provision. The study also highlights how public provision in Oklahoma led to a shift of workers from private to public providers (Bassok et al., 2014).

Heyneman and Stern (2014) have explored the rise of low-cost private schools in developing countries, driven by gaps in public education systems. These schools often serve low-income students through scholarships and other financial mechanisms, despite concerns about their quality (Heyneman & Stern, 2014). Anand et al. (2009) have found the impact of scholarships for low-income students attending fee-charging private voucher schools in Chile. The study finds that these students perform slightly better on standardized tests compared to their peers in public schools (Anand et al., 2009)..

Bastos and Straume (2016) find that the expansion of public preschool Expansion in Brazil does not crowd out private enrollment, likely due to varying willingness to pay across different income segments (Bastos & Straume, 2016). Baum et al. (2018) have assessed the effectiveness of regulatory policies governing private schools in Sub-Saharan Africa, finding that these regulations often fail due to insufficient government capacity, leading to market failures and the growth of unofficial private schools (Baum et al., 2018).

Józsa et al. (2018) have compared the early childhood education (ECE) systems in Hungary and the US, noting significant differences in funding, access, and quality, with Hungary showing more centralized and equitable access (Józsa et al., 2018). Lergetporer et al. (2020) have examined how public awareness of educational inequality in Germany affects support for equity-oriented education policies, finding a strong effect on concerns about inequality but a more modest impact on policy preferences (Lergetporer et al., 2020).

Park et al. (2020) have explored the reliance of working mothers in South Korea on private childcare services due to gaps in the public childcare system, particularly regarding coverage during non-standard hours (Park et al., 2020). Parrish et al. (2022) study how caregivers' perceptions of children's physical activities align with current policy, suggesting that policies should consider the

full spectrum of children's daily activities rather than just focusing on increasing activity levels (Parrish et al., 2022). Okitsu et al. (2023) have surveyed the demand for low-fee private preschools among the urban poor in Zambia, where parents see these schools as a means to improve their children's social mobility and future prospects (Okitsu et al., 2023).

These materials provide a thorough summary of numerous studies on the effects of private and state preschool systems in various nations. It summarizes the main conclusions of studies looking at how public provision and subsidies by the government affect the quantity and caliber of preschool programs offered. It can be seen that depending on the situation and the particular policies put in place, these interventions may either support or displace private providers. It also discusses the function of affordable private schools in developing nations, the difficulties in controlling the private education sector, and the systematic and cultural distinctions in early childhood education between the US and other nations like Hungary. These findings provide certain knowledge of how the policy on compulsory education have been researched and implemented that valuable to research into policy on compulsory education in the context of Vietnam.

MATERIALS AND METHODS

Despite the Vietnamese government's efforts to improve the quality and accessibility of early childhood education through policies aimed at non-public preschool settings, there remain significant challenges in the consistent implementation and effectiveness of these policies. Many non-public preschools struggle with maintaining the required standards in terms of curriculum, teacher qualifications, and infrastructure due to limited resources and oversight. Additionally, there is a growing disparity in access to quality education between children from higher-income families, who can afford private preschools, and those from lower-income families, who often rely on underfunded public or lower-quality non-public institutions. This raises concerns about equity, quality assurance, and the overall impact of these educational policies on child development in non-public preschools. The central problem is the lack of comprehensive understanding of how well these educational policies are being implemented in non-public preschool settings and their actual impact on improving the quality and accessibility of early childhood education across different socioeconomic groups in Vietnam.

Research Focus

In recent years, the non-public preschool sector in Vietnam has expanded rapidly due to the increasing demand for early childhood education. This growth is driven by urbanization, rising household incomes, and the recognition of the critical role of early education in child development. As a response, the Vietnamese government has implemented policies to regulate and support non-public preschools, ensuring that they contribute to national education goals. However, challenges such as uneven quality, socio-economic disparities, and gaps in regulatory enforcement persist.

Research Aim

This research aims to analyzed how educational policies are implemented in non-public preschool settings and the factors influencing their success or failure. The study seeks to answer the following questions:

- How are national educational policies translated into practice within non-public preschools?
- What factors influence the effective implementation of these policies?

By the end of the 2020-2021 school year (May 2021), the country had 19,312 non-public preschools (3,299 schools, 16,013 independent facilities) with more than 90,500 managers, teachers, and staff caring for and educating 1.2 million children. The proportion of non-public schools and non-public child mobilization accounted for nearly 22.3% of the total number of preschool schools and children. Currently, units and employees operating in the field of non-public preschool education have

benefited from the Government's general support policies. However, non-public preschools continue to face the risk of teacher shortages, degraded facilities, lack of funding to maintain operations, repair, supplement equipment, medical supplies for disease prevention and control, and even being dissolved. This greatly affects the quality of preschool education and the results of universal education for children under 5 years old in the coming time... With the goal of developing non-public educational institutions to reach 8.75% of facilities and 8.9% of learners by 2020 and 13.5% and 16% respectively by 2025. However, according to the preliminary report on 3 years of implementing Resolution 35 of the Preschool Department, the Ministry of Education and Training, although there have been many mechanisms and policies issued, the policies are not strong enough, have not created fair competition between public and non-public preschools, so they are not enough to attract investors to participate in educational development. Preschool education, especially in industrial zones, On the other hand, in many areas with favorable socio-economic conditions, the rate of non-public preschools is still very modest.

How to develop the system of non-public preschools and effectively implement the socialization policy of the education and training sector is a big question for managers. In order for non-public educational institutions to develop systematically and sustainably, it is necessary to have and adjust policies from management agencies. Therefore, a study to review the system of documents and policies on non-public preschools that have been issued, systematize regulations on mobilizing social resources for education in each specific field and group of issues, detect overlapping, contradictory and missing regulations, provide scientific arguments to propose directions for appropriate amendments, supplements, replacements or abolitions; promptly update new policies and orientations on the development of non-public educational institutions is necessary. That is the reason why the current policies governing NPP education were examined, including the regulations introduced by the Ministry of Education and Training (MOET) and to identified and analyzed the factors that affect the successful implementation of these policies, particularly in the context of Vietnam.

Table 1: Characteristics of School Teachers

Characteristics	School Teachers	
	N	%
Total	252	100
Gender		
Male	6.5	2.6
Female	245	97.4
Education attainment		
Lower secondary	2	0.8
Upper secondary	46.3	18.4
University	180	71.8
Post graduate	5.7	2.3
Managing experience		
<5 years	28.4	11.3
5-10 years	28.4	11.3
>10 years	17.1	6.8
Teaching experience		
<5 years	80.6	32
5-10 years	101.3	40.2
>10 years	36	14.3

A thorough summary of the professional and demographic traits of the 252 elementary teachers who took part in the study is given in Table 1. With only 2.6% of the participants being men, the population is predominately female, with 97.4% being women. Regarding educational achievement, most of the participants have attained a high degree of education. In particular, 71.8% of the teachers are university graduates, and 18.4% have finished upper secondary school. 2.3% of the participants have studied postgraduate studies, while 0.8% of them have just completed lower secondary education. The high level of education attained by the elementary teachers in this study is highlighted by the data. The members have a variety of managerial experiences as well. Eleven percent of the teachers have fewer than five years of experience in management, eleven percent have five to ten years of experience, and six percent have ten or more years of experience. The participants' range of teaching experiences is likewise notable. 40.2% of the group is the largest and has been a teacher for five to ten years. In the meantime, 14.3% of participants have more than ten years of teaching experience, while 32% of participants have fewer than five years. The distribution of the teachers' experience levels indicates a range, with a small preference for those who are in the middle of their careers. This table provides an overall comprehensive image of the study participants, showing the diversity of managerial and teaching experience, the large percentage of female teachers, and the generally high level of education.

Instrument and Procedures

This survey's main goal is to compile comprehensive information on the variables influencing the creation of policies in NPPs as well as the execution of those policies. The purpose of the survey is to gather important personnel's viewpoints from preschool education establishments. There are 79 items in the structured questionnaire that makes up the survey. The questionnaire is intended to address a range of policy development topics that are pertinent to preschool education provided by non-public schools. In order to allow respondents to provide both quantitative and qualitative data, it will include a combination of multiple-choice questions, Likert scale items (where 1 represents "very little difference" and 5 indicates "very significant difference" and 1 indicates "not influential at all" and 5 indicates "very influential"), and open-ended questions.

Data Analysis

In August 2024, field excursions and direct outreach to educational institutions will be used to gather data. Excel software was used to examine quantitative data gathered from Likert scale and multiple-choice items. The data is summarized using descriptive statistics, and the qualitative information obtained from open-ended questions is examined to find recurring themes, trends, and ideas that might guide the creation and advancement of new policies.

RESULTS

Policy implementation of non-public preschool education

Table 2 : The Perspectives of Policy Implementation of Non-public Preschool Education

Policy domains	Levels										\bar{X}
	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	
Policies on land, tax, investment	3.7	1.5	39.8	15.8	69.0	27.4	87.1	34.6	34.0	13.5	3.4
Policies on facilities, equipment, utensils, toys	5.7	2.3	26.4	10.5	54.9	21.8	101.3	40.2	53.1	21.1	3.7
Policies on retaining of managers/teachers/staff	5.7	2.3	29.4	11.7	53.9	21.4	117.4	46.6	35.0	13.9	3.6

of non-public preschool settings											
Welfare policy for managers/teachers/staff working in non-public preschool institutions	1.0	0.4	32.2	12.8	39.8	15.8	123.9	49.2	46.3	18.4	3.7
Career development policy for managers/teachers/staff working in non-public preschool institutions	2.7	1.1	50.1	19.9	65.2	25.9	88.9	35.3	33.2	13.2	3.4
Lunch support policy for children in non-public preschool institutions	2.7	1.1	41.5	16.5	70.0	27.8	89.9	35.7	34.0	13.5	3.4
Tuitions	2.0	0.8	44.6	17.7	51.1	20.3	111.8	44.4	29.4	11.7	3.5
Employment support policy for parents of preschool children	2.0	0.8	37.0	14.7	76.8	30.5	87.1	34.6	26.4	10.5	3.4

Table 2 provides an analysis of different policy domains, including several important policy areas, that are evaluated on a scale from 1 to 5 with corresponding percentages and mean values. This analysis reflects the participants' perspectives on the implementation differences between non-public and public preschool settings.

"Policies on Land Tax Investment," one of the primary policy domains covered, was scored at level 4 by the majority of respondents, 34.6% of the replies falling into this group. In comparison to public preschools, non-public preschools exhibit a modest degree of agreement with the presence or effectiveness of this policy, as indicated by the policy's mean score of 3.46. Overall, the "Policies on Facilities, Equipment, Utensils, and Toys" were rated higher; level 4 (40.2%) was the most frequently given response, and the policy domain's mean score was 3.7. This indicates that preschool institutions that are not public and those that are, presumably because they are thought to be better suited, differ significantly in how these regulations are implemented.

Regarding "Policies on Retaining Managers, Teachers, and Staff of Non-Public Preschool Settings," 46.6% of participants rated it at level 4, indicating a considerable emphasis on this issue in the comments. The average score for this policy category is 3.61, indicating that most people agree that non-public preschools execute retention policies more successfully. With a mean score of 3.75, "Welfare Policies for Managers, Teachers, and Staff Working in Non-Public Preschool Institutions" was rated as the most favorable option by over half of the respondents (49.2%). This implies that in non-public preschool environments as opposed to public ones, welfare measures are seen as superior.

With the biggest percentage of replies (35.3%) at level 4, the "Career Development Policy for Managers, Teachers, and Staff Working in Non-Public Preschool Institutions" earned a mean score of 3.41. This suggests that while not as highly regarded as welfare measures, job development options are somewhat more accessible in non-public preschools. The "Tuitions" policy came in close second with a mean score of 3.51, and the "Lunch Support Policy for Children in Non-Public Preschool Institutions" likewise received a moderate score of 3.46. These results imply that although these policies are valued, the differences between non-public and public preschools may not be as great as those of other programs. The "Employment Support Policy for Parents of Preschool Children" was rated at level 4 by the majority of respondents (34.6%), resulting in a mean score of 3.43. This suggests that employment support is acknowledged, even though it might not be given as much

attention as other policy areas covered in the table. Overall, the table shows how policy execution is viewed to differ between non-public and public preschool education; welfare policies and facility equipment, for example, are thought to be better managed in non-public settings.

Influencing factors to policy development of non-public preschool education

Table 3: Influencing Factors to Policy Development of Non-public Preschool Education

Influencing factors	Levels										\bar{X}
	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	
Socio-economic development conditions, local people's intellectual level			2.7	1.1	154,4	61.3	92,7	36.8	1,0	0.4	3.37
Orientation for non-public education development			4.7	1.9	169.5	67.3	69.0	27.4	3.7	1.5	3.29
Completeness, suitability and timeliness of the legal system issued by central and local management agencies.			8.5	3.4	147,6	58.6	85,1	33.8	3.7	1.5	3.34
Awareness of managers and preschool teachers about the importance and role of non-public preschool education institutions			3.7	1.5	145,9	57.9	93,7	37.2	6.5	2.6	3.41
Awareness and competencies of managers at all levels in grasping and implementing policies for developing non-public preschool education in the locality.			3.7	1.5	126	50	108,1	42.9	8.5	3.4	3.49
Availability or timely support in terms of finance, land, taxes, etc.			7.5	3	140.1	55.6	92,7	36.8	4,7	1.9	3.39
People's demand for non-public preschool education.			4,7	1.9	124,9	49.6	114.6	45.5	5.7	2.3	3.48
Socialization of preschool education			2.7	1.1	122.2	48.5	109,8	43.6	8.5	3.4	3.51

An examination of the different elements influencing the formulation of local non-public preschool education policy is shown in Table 3. The information is arranged into many influencing elements, each of which is given a rating between 1 and 5, along with mean scores and associated percentages that show how important and significant the respondents believe these factors to be. "Socio-economic Development Conditions and Local People's Intellectual Level," with a mean score of 3.37, is one of the important factors that have been found. Level 3 ratings for this factor indicate a moderate level of importance, as shown by the majority of replies, or 61.3%. This implies that the intellectual capacity of the community and socioeconomic circumstances are regarded as important, but not as

crucial, factors in determining non-public preschool education policy. The "Orientation for Non-Public Education Development," which has a mean score of 3.29, is another significant element. Additionally, a large concentration of responses at level 3 (67.3%) was seen for this aspect, suggesting that while important, the strategic direction or orientation for non-public education is not a deciding element in policy formation. With an average score of 3.34, the "Completeness, Suitability, and Timeliness of the Legal System Issued by Central and Local Management Agencies" attracted attention as well. The majority of respondents (58.6%) gave this feature a level 3 rating, emphasizing the value of a strong legislative framework in fostering the expansion of non-public preschool education, even though it might still need to be further improved and updated in order to be completely effective.

A mean score of 3.41 was assigned to the "Awareness of Managers and Preschool Teachers about the Importance and Role of Non-Public Preschool Education Institutions". This shows an understanding that successful implementation of laws supporting non-public preschools depends on the expertise and comprehension of people directly involved in education management. This component got a slightly higher mean score of 3.49 in terms of "Awareness and Competencies of Managers at all levels in Grasping and Implementing Policies," with 50% of respondents rating it at level 3. This implies that one important aspect impacting policy formation for non-public preschools is the ability of local administrators to comprehend and implement policies. The mean score for "Availability or Timely Support in Terms of Finance, Land, Taxes, etc." was 3.39, suggesting that logistical and financial help is equally important, if possibly not always available. The significance of this kind of assistance emphasizes the requirement for sufficient funding to allow non-public preschool establishments to operate profitably. Lastly, mean scores of 3.48 and 3.51 were assigned to the "People's Demand for Non-Public Preschool Education" and the "Socialization of Preschool Education," respectively. These results demonstrate a strong belief that the creation and execution of non-public preschool education programs are heavily influenced by public demand and the larger social context. Overall, the table shows that while a number of factors influence the formation of policies for non-public preschool education, the public's demand, managers' awareness and competences, and the socialization of education appear to have the greatest impact. These elements are thought to be crucial in developing sensible regulations that promote the expansion and long-term viability of non-public preschool education in the community.

It can be seen that there are some marked findings should be draw from this research, that is from the fact of how the policies on non-public education in preschools settings have been implemented to systematic issues of these policies should be more considered that can make this non –public sector can make more contributions to the education. That are non-public organizations might create more alluring working environments, may provide equivalent or even better possibilities in some areas. There may still be more to be done to make sure that policies are supported and administered uniformly throughout the country, managers still require more capacity building in order to improve their ability to implement and enforce these rules locally, and the socialization of preschool education, or the integration of these institutions into the larger social framework or to increase public awareness and garner community support to ensure that NPP education is acknowledged as an essential component of the educational system.

Moreover, the specific conditions of Vietnam provide two primary significance, which one is come from some lessons learned by studying policy effectiveness in Vietnam, international researchers can assess the scalability of these models in other developing nations with similar growth trajectories, particularly in an international context where early childhood education remains a cornerstone for developmental policy; and the other is findings from Vietnam's regulatory frameworks and financial support mechanisms for NPPs can guide other countries in developing subsidies or support programs tailored to mixed education markets, creating more equitable early education systems globally. Furthermore, understanding the nuances of policy implementation in Vietnam's NPP sector

can foster international collaborations and knowledge exchange, benefiting countries seeking to diversify their early childhood education offerings.

DISCUSSION

Policy implementation in NPP education is increasingly crucial due to the rapid expansion of early childhood education globally, which often relies on non-state actors and private institutions to bridge gaps left by public provision. The policies addressed range from resource allocation to staffing and parental support. Each policy's effectiveness has been studied across different dimensions, shedding light on the unique challenges and strengths of non-public early education systems.

The domain of policy implementation for NPP education is diverse, covering areas such as investment, infrastructure, and resource allocation. As noted in a recent study, non-public institutions significantly contribute to meeting educational needs through flexible investment and land policies, which encourage private sector involvement (Trang & Huy, 2024). These policies not only support rapid preschool expansion but also ensure quality in infrastructure, such as equipment and play materials, which are crucial for child development (Arrabal & Zhang, 2016).

The effects of tax policies on NPPs are also essential. Tax incentives facilitate investments and operations in NPP sectors by reducing operational costs and fostering sustainability (Vadahi & Bilali, 2015). However, studies indicate that consistent implementation across various jurisdictions remains a challenge, with policies sometimes yielding inconsistent benefits depending on local government actions.

Staff retention and welfare policies are pivotal in ensuring consistent, high-quality education. Welfare policies, such as health insurance, retirement benefits, and competitive salaries, play a crucial role in retaining qualified teachers and administrative staff. NPPs often struggle with high turnover rates due to wage disparities with public institutions. For example, studies from the European Scientific Journal emphasize that without government support, non-public schools find it difficult to offer competitive wages, leading to high turnover rates, which impacts the stability of educational quality (Vadahi & Bilali, 2015). Furthermore, welfare and career development policies foster a committed workforce, as evidenced by the increase in teacher retention in areas where robust welfare programs are implemented (Bredgaard & Larsen, 2007). The career development opportunities offered within non-public institutions are sometimes constrained, leading to limited professional growth for educators. Encouragingly, however, increased government initiatives for upskilling and reskilling are helping non-public institutions mitigate these issues (Arrabal & Zhang, 2016).

Tuition policies and employment support for parents play a crucial role in NPP education. With high tuition costs, NPPs may inadvertently exclude children from lower-income families. The policy response includes subsidies or grants to parents, which helps offset these expenses and ensures broader access (Moschetti et al., 2020). Additionally, parental employment support policies help working parents manage the costs and responsibilities of early childhood education by linking subsidies with employment status, further reinforcing access to quality preschool programs. Parental employment support has broader social implications, as observed in a study on Uruguay's early childhood programs, which highlights that when parents are financially supported, they can contribute to the economy, further justifying the government's support for NPPs (McLean et al., 2013).

National strategy plays a significant role in the successful implementation of NPP policies. Spain, for instance, showcases a model where collaborative efforts between the public and private sectors help fulfill educational demands that exceed public capacity (Arrabal & Zhang, 2016). Collaborative policy-making, through partnerships and national policies that support both public and non-public education, fosters a more holistic approach to early childhood education. The analysis of policies in

NPP education emphasizes the need for targeted, consistent, and well-funded policies that balance accessibility with quality. As more countries seek to expand early childhood education, integrating non-public institutions with comprehensive, inclusive policies becomes increasingly important.

These policy features also imply that NPPs are seen as worthwhile substitutes for public ones, maybe providing improved or different services tailored to families' individual needs and preferences. It is evident from the data that developing policies for NPP education is a complex process. Though no single factor predominates, a complex environment necessitates a comprehensive strategy from policymakers due to the interplay of socioeconomic factors, legal frameworks, managerial competences, financial assistance, and public demand. It is imperative that these concerns be addressed in a coordinated and responsive way if NPP education is to continue growing and improving locally.

In terms of influencing factors, the development of effective policies for NPP education is shaped by a complex interaction of socio-economic, institutional, and regulatory factors. These factors significantly influence the growth and quality of early childhood education services in non-public settings, making policy support critical for meeting educational goals and ensuring equitable access. Key influences on policy formation include socio-economic development, public demand, legal frameworks, and managerial awareness.

Socio-economic and Demand Factors, socio-economic conditions shape access to NPP education, as areas with stronger economic support structures typically enable more robust policy frameworks for early childhood education (ECE). According to studies, regions with high economic growth can invest more in private preschool services, creating an environment where non-public institutions thrive alongside public ones (Sharopova, 2021). Public demand also plays a role; increased demand for alternative ECE options often drives policy adjustments that favor non-public institutions, particularly in urban areas where public provision is limited (Mavrides, 2022). A case study in Uruguay revealed that parent interest in high-quality, flexible preschool options has prompted policy shifts to accommodate private preschools, showing how societal needs directly influence policy development (Moschetti et al., 2020).

Legal Frameworks and Institutional Support, the effectiveness of NPP education policies also depends on the completeness and adaptability of legal frameworks. These regulations, established by both central and local authorities, determine funding eligibility, operational standards, and institutional accountability, which are essential for policy sustainability and service quality. Studies indicate that coherent, timely legal structures are crucial for ensuring that NPPs operate under consistent standards and receive appropriate support (Kuronen et al., 2015). In Vietnam, where rapid urbanization and high demand have increased the need for NPP options, legal adjustments have enabled significant expansion in NPP enrollment, highlighting the role of supportive legal frameworks (Phuong, 2006).

Managerial Awareness and Policy Competence, the awareness and competencies of local managers are another influential factor, as they are responsible for implementing policies effectively. Competent management in NPPs fosters adherence to policy guidelines, helping these institutions meet required standards. Research indicates that when local authorities and managers are well-informed about the educational and social value of NPPs, policy implementation becomes more effective, enhancing the institution's alignment with broader educational goals (Bredgaard & Larsen, 2007). Additionally, managerial awareness is linked to the success of ECE policies, as it influences the adaptation of policies to local contexts, particularly in areas where non-public schools provide essential educational services.

Financial Support and Resource Allocation, the provision of financial and resource support, including subsidies and tax incentives, is critical for NPPs, as these institutions often rely on such

funding to meet operational costs and maintain accessibility. Research indicates that government financial interventions, such as tax breaks and subsidies, are effective in supporting NPP sustainability, making early childhood education more accessible to low-income families (Tu et al., 2018). In many countries, financial support policies are targeted to reduce disparities and ensure that NPPs can serve diverse populations, underscoring the importance of equitable funding mechanisms (Lovett, 2014).

Overall, policy development for NPP education is highly influenced by socio-economic context, legal structure, managerial competence, and financial support. As demand for flexible early education options continues to grow, particularly in urban centers, the alignment of these factors becomes essential for fostering high-quality, accessible NPP education systems.

CONCLUSION

Regarding the perceived efficacy of policy execution in private preschools as opposed to public ones, a number of conclusions can be made. First off, the highest mean score in this category indicates that non-public preschools are generally thought to provide superior welfare programs for their personnel. This implies that non-public organizations might create more alluring working environments, which might aid in keeping skilled instructors and staff members. Comparably, the higher scores for the policies pertaining to facilities, furnishings, kitchenware, and toys suggest that non-public preschools may have more resources, which would improve the learning environment for kids. The research also indicates that there may be less of a difference between non-public and public preschools in areas like career development and land tax investment policies. This may suggest that even while non-public preschools are excellent in some aspects, they may still be improved, especially in terms of offering chances for career advancement and making sure that financial policies are fair. Furthermore, the comparatively lower mean scores in areas such as child meal support and employment help for parents suggest that non-public preschools may not have as much progress made in these areas as other preschools. This draws attention to possible implementation gaps in policies that may affect the allure and efficacy of preschool education provided by non-public providers. Public preschools may provide equivalent or even better possibilities in some areas, particularly those connected to career development and support policies, even though non-public preschools seem to have clear advantages in welfare benefits and resource allocation. With the goal of achieving a more comprehensive and balanced approach to early childhood education, these findings may guide future policy decisions and improvements in the non-public and public preschool sectors.

Some important insights that can guide more effective policy-making are revealed by the examination of the variables impacting the evolution of non-public preschool education policies. First off, it's clear that the socioeconomic development circumstances and the IQ of the local populace have a significant impact on how effective these programs are. It emphasizes the significance of customizing policy approaches to local settings that regions with higher levels of socioeconomic development and education are better positioned to enact supporting policies for non-public preschool education. It's also crucial to focus on the growth of non-public education. Although encouraging this industry is important, there may still be more to be done to make sure that policies are supported and administered uniformly throughout the country, as evidenced by the variations in how they are implemented. Effective policy implementation is based on the completeness, applicability, and timeliness of legal frameworks. The evidence, however, suggests that there might be some inconsistencies between these frameworks and the particular requirements of non-public preschool education, underscoring the need for more flexible and responsive legislative frameworks. The effective execution of these rules depends on managers' and educators' awareness of and proficiency with these areas.

The significance of non-public preschool education is well acknowledged, but managers still require more capacity building in order to improve their ability to implement and enforce these rules locally. Furthermore, in order to maintain non-public preschool education, logistical and financial support—such as prompt aid with financing, land, and taxes—are essential. The results imply that although this kind of assistance is crucial, it is not always given, pointing to the need for more dependable and equal support systems. One important component that is emphasized is the socialization of preschool education, or the integration of these institutions into the larger social framework. It will need continual efforts to increase public awareness and garner community support to ensure that non-public preschool education is acknowledged as an essential component of the educational system. Thus, a complex interaction between socioeconomic circumstances, legal frameworks, managerial skills, and support networks affects the creation and application of policies for non-public preschool education. Addressing the identified deficiencies is crucial to enhancing the efficacy of these policies, especially with regard to managerial training, legal alignment, and consistent support. Policymakers can better assist non-public preschool education's expansion and development by concentrating on these areas, which will ultimately lead to a more diverse and equal educational environment.

LIMITATIONS AND RESEARCH GAPS

Policy research on non-public preschool education—such as private, community-based, and family-run preschools—faces several inherent limitations. One major constraint is the lack of standardized data across diverse non-public educational providers. Unlike public preschools, which are subject to government regulations and systematic data collection, non-public preschools vary widely in their curriculum, quality, enrollment processes, and reporting standards. This lack of consistent data complicates efforts to conduct comparative analysis, evaluate effectiveness, or identify trends across the sector. Researchers often have to rely on voluntary or self-reported information from institutions, which may be incomplete, biased, or inconsistent.

Another significant limitation is the heterogeneity of non-public preschool settings, which makes generalizations and policy recommendations challenging. Non-public preschools include a broad spectrum of providers, ranging from small, informal home-based care to large, structured private institutions. Each type of provider serves different demographics and follows different educational philosophies, often catering to specific cultural, socioeconomic, or pedagogical preferences. This diversity complicates the process of crafting universal policy interventions or best practices that can be applied effectively across all non-public settings. Policies that work well for elite private institutions may be impractical or counterproductive for smaller, community-based programs.

Finally, policy research on non-public preschool education often encounters resistance from stakeholders, particularly due to concerns about regulatory encroachment. Many private preschool providers operate independently and prefer to maintain autonomy over their programs. Efforts to implement policies or collect data may be perceived as intrusive, leading to limited cooperation or pushback from these stakeholders. Additionally, there is often a lack of political will to regulate the non-public sector as stringently as the public sector, partly due to ideological beliefs in market-based solutions and parental choice. This resistance can hinder the development of comprehensive and enforceable policy frameworks, ultimately limiting the scope and impact of policy research in this domain.

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