



## Management of Child Violence Prevention Activities in Non-Public Preschools in Ward 1, Tra Vinh City

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**Abstract:** The purpose of this study is to assess the current situation, identify limitations, and then propose solutions to improve the quality of management of child violence prevention activities in non-public preschools in ward 1, Tra Vinh city. To achieve this goal, in addition to qualitative research, this study conducted in-depth interviews and observation methods. The research results show that the management of child violence prevention activities in non-public preschools in ward 1, Tra Vinh city has achieved certain achievements, but there are still some limitations. There are many objective and subjective reasons such as: the awareness of managers, teachers, and parents of students does not have the correct awareness of this activity; the team of managers and teachers is still lacking and has not met the requirements for child violence prevention skills; there is no complete plan and program to prevent violence in children. Providing solutions will help improve the quality of management of prevention of violence activities for children in non-public preschools in ward 1, Tra Vinh city in the coming time.

**Keywords:** Management of Activities, Prevention of Violence, Children in Preschools, Non-Public.

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### Research Paper

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## INTRODUCTION

Preschool education plays an important role in the comprehensive development of children, being the first foundation to form children's personality, awareness and social skills. However, in recent years, the situation of violence against children in preschools, especially in non-public schools, has become an alarming issue. Many incidents reported in the media have caused public outrage and raised urgent requirements for the management of preventing violent activities in preschool education environments.

In order to best protect and care for children, Vietnam has been constantly improving the legal system and policies, including the promulgation and enforcement of the current Law on Children. The goal of these efforts is to raise awareness and responsibility of Communist Party of Vietnam (CPV) leaders at all levels, authorities, functional sectors, social organizations, communities and families in propagating and educating the law, as well as equipping them with skills to prevent and resolve issues related to violence and child abuse (CPV, 1996). Children's rights and protection have been receiving deep attention from the whole society. This becomes even more important in the current context,

when many cases of child abuse occur, causing concern and insecurity for families, schools and the whole society (CPV, 2001). The Law on Children (2016) clearly stipulates the basic rights of children, including the right to be protected from violence and abuse; responsibilities of families, communities, social organizations and the State in protecting children from all forms of violence and abuse, including in the school environment. Child protection in preschools needs to be concerned and monitored to ensure children's safety.

Decree No. 80/2017/ND-CP on management and organization of preschool education activities stipulates the rights and responsibilities of preschool education institutions, including non-public preschools. Accordingly, these educational institutions must ensure the quality of education and protect children from the risks of violence, while complying with regulations on children's safety and health. In addition, the Government also mentioned building a safe, healthy and friendly educational environment to prevent school violence. This emphasizes the importance of protecting children in educational institutions, especially preschools. The State needs to focus on preventing and stopping violence against children, strengthening inspection and

supervision of educational activities, and implementing effective measures to ensure absolute safety for children, both physically and mentally. The goal is to create a safe, healthy, friendly learning environment, filled with love from preschool teachers. This is a fundamental factor to help children develop comprehensively in terms of physical, emotional, cognitive and personality formation. At the same time, this helps children prepare well for entering first grade and lays a solid foundation for success in later life.

Decision No. 1065/QĐ-BGDĐT-GDMN dated March 26, 2020 of the Ministry of Education and Training (2020) on ensuring safety and preventing violence against children in preschools. This helps preschools develop educational programs to protect children, prevent violence and abuse, and create a safe learning environment. Directive No. 28-CT/TW dated December 25, 2023 of the Politburo on strengthening the care, education and protection of children to meet the requirements of developing a prosperous and happy country. This directive emphasizes the strengthening of the management and protection of children's rights, especially in educational institutions, including non-public preschools. Legal bases aim to create a solid legal framework for the management, supervision and protection of children in educational environments, especially in non-public preschools, where there may be challenges in maintaining the quality of education and protecting children.

Research on the status of violence against children not only helps us deeply understand the essential role of each individual, family and community in protecting the rights and development of children, but also clarifies the serious consequences caused by violence on the psychological, physical development and future of children. Thereby, we can come up with effective solutions to prevent and stop acts of violence, protect children's rights and create a safe development environment for children. Therefore, child protection needs to be implemented synchronously by the State, family, society and educational institutions, ensuring that children fully enjoy their rights. All forms of child abuse, violence or exploitation must be strictly prohibited, as affirmed in the 2013 Constitution.

Currently, the management of child violence prevention in ward 1, Tra Vinh city has made significant progress. Inspection and supervision activities on the implementation of preventive measures at preschools have achieved certain results, contributing to preventing and limiting many cases of child violence during the care and education of children at preschools. With the topic of "Management of child violence prevention activities at non-public preschools in ward 1, Tra Vinh city", prevention is always considered more important than fighting against acts of violence that have occurred. This can be explained because prevention helps us create a safe environment from the beginning, preventing the risk

of violence from occurring before it becomes a serious problem.

Prevention is not simply stopping violent behavior, but also includes building awareness for teachers, parents and the community about children's rights and behaviors to protect children from violence. This requires education, training, and dissemination of skills in handling situations, communication skills, and emotional control to avoid wrong actions that can harm children. In addition, policies and measures for management and regular inspection also help detect early signs of violence, thereby being able to intervene promptly. Meanwhile, when violence has occurred, resolving it will be very difficult and may leave long-term consequences that cannot be completely overcome. Therefore, prevention is not only a more effective solution in protecting children but also a way to help build a strong, safe and healthy preschool education for all children, especially in non-public preschools. Based on that reality, the topic "Management of child violence prevention activities in non-public preschools in ward 1, Tra Vinh city" was chosen to study the current situation, identify difficulties and limitations and propose effective management solutions, contributing to building a safe, friendly and sustainable preschool education environment.

## LITERATURE REVIEW

Preventing violence against children in preschools is not only a legal responsibility but also a core task in the mission of early education. Preschoolers are at a very sensitive age, vulnerable both physically and mentally, so the early educational environment needs to be built on the principles of love, respect and absolute safety. Prevention of violence activities in preschools need to be implemented comprehensively, from the selection and training of teachers to monitoring, detecting and promptly intervening in deviant behaviors. According to Article 12 of the Law on Children 2016, children have the right to live in a safe environment and be protected from all forms of violence. This regulation affirms that ensuring a safe, healthy, violence-free living environment is a basic right of all children. The law imposes responsibilities on agencies, organizations, educational institutions, families and the whole society in protecting children from acts of abuse such as physical and mental violence, sexual violence, abandonment, neglect, child labor, early marriage and other forms of abuse. Strict implementation of this provision not only protects the legitimate rights of children but also contributes to building a safe, humane and sustainable society.

Along with that, in Decree No. 80/2017/ND-CP, educational institutions are responsible for building a safe, healthy, friendly educational environment and preventing school violence. This is to ensure the rights of learners, creating conditions for comprehensive physical, intellectual and personality development. In addition, the

Education Law (2019) also stipulates the principle that education must ensure the safety and respect for the dignity of learners. Strict implementation of these regulations is an important legal foundation for building a democratic, disciplined and humane educational environment. In that spirit, many preschools have now implemented specific measures such as: installing camera systems in classrooms for monitoring; organizing training on professional ethics and pedagogical situation handling skills for teachers; setting up a hotline to receive feedback from parents; and especially strengthening the observation and inspection activities of the school board.

In addition, Circular 06/2019/TT-BGDDT also requires preschool teachers to regularly “train themselves in professional qualities, show love, and behave positively with children.” A positive example is the “Classroom without tears” model that has been implemented quite a lot in some preschools, in which teachers pledge not to use negative punishments but instead use positive educational measures such as talking, guiding emotions, and rewarding good behavior. All these measures not only help prevent violence but also contribute to building a humane, child-centered educational culture - in line with the spirit of modern preschool education.

Preventing violence against children in preschools is not only a professional ethical requirement but also a legal duty clearly stipulated in many legal documents. The protection of children, especially preschool children, needs to be given top priority, because this is the stage of forming the first foundation of personality of each person. Once a child is physically or mentally injured during this stage, the consequences will be long-lasting and affect the entire development process later on. According to Decree 80/2017/ND-CP on a safe, healthy, friendly educational environment and prevention of school violence, educational institutions, including preschools, are responsible for building and maintaining a safe educational environment, free of violence in any form. The Decree requires educational institutions to take measures to prevent, detect and promptly handle acts of violence, abuse, neglect and exploitation to protect the rights, health, life and comprehensive development of children in the educational environment.

However, in reality, violations still occur, mainly due to a group of teachers lacking pedagogical skills, not being able to control their emotions well or being under too much work pressure. Therefore, preventing violence against children in preschools cannot stop at propaganda or warnings, but needs to become a comprehensive management strategy in each educational institution. Resolution of the 13th National Congress of the CPV (2021) affirms: “Fully implement children's rights, create a healthy and favorable environment for children to develop comprehensively in

terms of physical, intellectual, spiritual, moral and social relationships. Strengthen education on knowledge and skills to protect children, control the situation of accidents, violence and child abuse. According to Circular 45/2021/TT-BGDDT of the Ministry of Education and Training, on building safe schools, preventing accidents and injuries in preschools. Strict implementation of these regulations not only helps to minimize the risk of violence but also creates the foundation for a fair, humane and sustainable early education. Thus, preventing violence in preschoolers is not only a response to violations, but also an essential part of building a positive culture of behavior in schools - where every child can live, learn and grow up in love and safety.

Preschool violence prevention activities are an important and urgent part of building a safe and humane educational environment, ensuring children's rights to protection and comprehensive development. Preschoolers, with their immature psychology, are not yet able to defend themselves against negative external influences, and are very vulnerable both physically and mentally. Therefore, early detection, timely prevention and handling of violent acts are the shared responsibility of teachers, administrators, families and the whole society. According to the Law on Children (2016), Article 6 strictly prohibits all acts of violence, abuse and exploitation of children in any form; At the same time, according to Circular No. 06/2019/TT-BGDDT dated April 12, 2019 of the Ministry of Education and Training on the code of conduct in preschool, general education and continuing education institutions, teachers are responsible for implementing standard behavior, respecting and protecting learners. The Circular clearly stipulates that teachers are not allowed to violate the body, insult the honor and dignity of learners in any form. This regulation aims to build a safe, healthy, friendly educational environment, ensuring the right to respect and comprehensive development of children in schools, especially in preschool education environments, etc. In parallel, the regulation of professional standards for preschool teachers emphasizes the qualities of love, respect, fairness and appropriate behavior towards children.

Prevention of violence activities does not stop at handling incidents when they occur, but also includes long-term preventive measures such as: organizing training on positive education skills for teachers (Save the Children, 2015), increasing observation through the camera system, building a process of reflecting and receiving clear information from parents, and closely coordinating with local authorities and professional agencies. In addition, educating children in self-protection skills, raising community awareness and creating conditions for children to develop comprehensively in terms of physical, intellectual, emotional, moral and social relationships is a sustainable foundation for preventing school violence. Thus, this

activity is not only reactive but also demonstrates the proactive role of the school in nurturing young citizens who know how to love and be loved.

From the above analysis, it can be understood that “Preschool violence prevention activities” is the process of systematically organizing and implementing solutions by the management team, teachers, with the support of the locality and the education sector, to prevent, minimize and eliminate acts that cause physical and mental harm to preschoolers. This activity also aims to build a safe, positive and respectful educational environment for children’s rights, helping children to be protected, cared for and developed comprehensively through age-appropriate learning and playing activities.

## RESEARCH METHOD

### Theoretical research methods:

- i. Collect and analyze relevant legal documents: Law on Children, Circular on preschool education, regulations of the Ministry of Education and Training.
- ii. Study models of child violence prevention management in Vietnam and internationally.
- iii. Synthesize previous reports and studies on child violence in non-public preschools.

### In-Depth Interviews:

- i. Purpose: In-depth interviews help collect detailed and in-depth information about the participants’ views, experiences and feelings, thereby better understanding educational issues such as teaching methods, student experiences, or education quality.
- ii. Implementation method: First, it is necessary to clearly define the research objectives, such as learning about teaching methods, student experiences or factors affecting education quality. Then, select appropriate interview subjects, which can be leaders, teachers, students, parents, or education experts, who have knowledge and experience related to the issue you are researching. Next, develop open-ended interview questions, encouraging participants to share their views, feelings and experiences naturally and in detail.
- iii. Interview subjects: including 05 managers and 05 teachers working at non-public preschools in ward 1, Tra Vinh city. Interview subjects are coded as follows: For managers, coded from CBQL1-CBQL5; for teachers, coded from GV1-GV5.

### Observation Method:

- i. Purpose: Systematically identify research subjects to collect necessary information, and at the same time verify previously available information and hypotheses.
- ii. Implementation method: Select observation samples; Building observation content

(observing activities and managing child violence prevention activities at non-public preschools in ward 1, Tra Vinh city); Conducting observations (recording survey minutes); Processing observation results (grasping information about research subjects, verifying information).

## RESEARCH RESULTS AND DISCUSSION

### Current Status of Awareness of the Importance of Managing Child Violence Prevention Activities at Non-Public Preschools in Ward 1, Tra Vinh City

In the preschool education environment, especially in non-public facilities, ensuring safety and comprehensive care for young children is always one of the top priorities. In ward 1, Tra Vinh city, recent years have shown a remarkable change in the awareness of management staff about the role of management in child violence prevention activities.

First of all, it is necessary to affirm that the current legal framework of Vietnam has created a fairly adequate foundation for educational institutions to carry out this task. The 2013 Constitution, in Article 37, emphasizes the responsibility of the State and society in protecting, caring for and educating children. In addition, the Law on Children (2016) clearly stipulates the right to be protected from acts of violence and abuse in all forms, in which schools are one of the main institutions with the role of implementing this right.

At non-public preschools in ward 1, the awareness of the management team on this issue has generally had positive changes. Many principals have proactively integrated the content of prevention of violence into the school year plan, professional meetings, as well as increased coordination with parents to create consistency in the care and education of children. This is consistent with the spirit of Circular 45/2021/TT-BGDDT on building safe schools and preventing accidents and injuries in preschools, which clearly stipulates the responsibility of the head of a private preschool in ensuring safety and preventing violence against children. According to CBQL1: “Most teachers and staff in the school have a correct understanding of violence against children. Therefore, all student care activities must strictly comply with State regulations”.

In parallel, the Education Law (2019) also mentions the requirement to build a healthy, safe, and friendly educational environment - this is not only educational content, but also a goal in management work. These perceptions have helped schools gradually change their approach from “reacting when an incident occurs” to “proactive prevention”. “Management is not only about maintaining teaching activities, but also about protecting the right of children to develop safely, to be loved and respected.” (Quang, 2016). This view is increasingly being realized in the perception of managers in local non-public educational institutions.



In addition, since the Law on Prevention of Domestic Violence (amended) came into effect in 2023, the responsibility of educational institutions in detecting, preventing and intervening when there are signs of violence has been more clearly expanded. This is a new legal basis, helping managers have more basis to strengthen professional activities towards comprehensive protection of children, both physically and mentally.

Ultimately, the awareness of managers at non-public preschools in ward 1, Tra Vinh city about the importance of child violence prevention management is gradually becoming clearer, demonstrated through the application of legal documents, the organization of professional activities and the building of a positive child-rearing environment. Although there are still certain challenges, this is an important foundation for building safe preschools, where children can live and learn in love. According to Tuyet (2015): “Each correct educational behavior is a step to sow seeds of love for children’s growth”.

#### **Current Status of Developing a Plan to Prevent Violence against Children at Non-Public Preschools in Ward 1, Tra Vinh City**

In recent years, the development of a plan to prevent violence against children at non-public preschools in ward 1, Tra Vinh city has made steady progress, demonstrating the deep concern and high responsibility of the management staff in creating a safe and healthy educational environment for children. Many schools have proactively developed plans to prevent violence against children, focusing on organizing activities to raise awareness and skills for teachers and staff and closely coordinating with parents to protect children comprehensively. According to GV1: “This is a very important issue in preventing violence against children, schools need to have detailed and specific plans”.

Integrating content on children’s rights and violence prevention skills into the school year plan and professional activities has contributed to building a solid foundation for safe educational activities. According to the provisions of Circular 45/2021/TT-BGDDT on building safe schools and preventing accidents and injuries in preschools, the head of the educational institution is responsible for organizing and implementing violence prevention measures to ensure a friendly and safe school environment for children. Non-public preschools in ward 1 have made great efforts to fulfill this task, creating conditions for children to develop in care and love. According to CBQL3: “Building a good plan will help preschools do a good job of preventing child abuse”.

Other important legal bases such as the Law on Children (2016), also affirm children’s right to be protected from all acts of violence, contributing to

clarifying the responsibility of schools in planning and implementing violence prevention activities for children. Along with that, the addition of the Law on Prevention of Domestic Violence in 2023 further emphasizes the role of coordination between schools, families and society in detecting and preventing violence. According to Nguyen Duc Quang (2016) in Preschool Education Management, developing a plan to prevent violence against children is a manifestation of proactive management, contributing to protecting the right to comprehensive and safe development of children. According to CBQL 2: “This view has been and is being effectively received and applied by non-public preschools in ward 1”.

To further promote the effectiveness of planning work, schools can continue to innovate the content and form of plans, increase the application of technology in management, expand propaganda activities, training to raise awareness and prevention skills for all cadres, teachers, employees and parents. In addition, expanding coordination with social organizations and experts in the field of education and child protection will contribute to improving the quality and feasibility of the plan, creating a safe, friendly and sustainable learning environment for children.

#### **Current Status of Organizing Violence Prevention Activities for Children at Non-Public Preschools in Ward 1, Tra Vinh City**

Organizing violence prevention activities for children at non-public preschools in ward 1, Tra Vinh city has been carried out systematically and methodically, demonstrating the deep concern and responsibility of the management team as well as teachers in ensuring a safe and healthy educational environment for children. According to CBQL4: “The activities are implemented in a diverse, rich and practical manner, contributing to raising awareness and skills in violence prevention for school staff and parents, while building a positive and friendly school culture”.

Based on legal regulations on children’s rights and responsibilities to protect children, such as the 2013 Constitution, the Law on Children (2016), and especially Circular 45/2021/TT-BGDDT on building safe schools and preventing accidents and injuries in preschool, non-public preschools in ward 1 have proactively developed and implemented a plan to prevent violence with the active participation of all staff, teachers and employees. According to CBQL5: “The organization of professional training sessions on identifying, preventing and handling acts of violence against children is carried out periodically, creating conditions for teachers to improve their skills in responding and managing the classroom, contributing to minimizing the risks of harm to children”.

In addition, according to GV2: “Schools need to focus on communication and propaganda to raise awareness for parents through meetings, seminars, or

guidance documents to build synchronous coordination between families and schools in caring for, educating and protecting children". According to the general assessment: "This is a bright spot in the organization of violence prevention activities, helping to increase consensus and shared responsibility from relevant parties". According to CBQL1: "Management work is not only to maintain teaching activities but also to protect the rights of young children to develop safely, to be loved and respected. Organizing prevention violence activities is a manifestation of responsible management and humane vision in preschool education".

This viewpoint has been applied by many non-public schools in ward 1 and concretized through practical activities such as organizing training seminars, developing procedures for detecting and promptly handling violence situations, and strengthening coordination with families and the community in child care and protection. In addition, increasing communication and propaganda for parents about the harmful effects of violence is also emphasized, contributing to building consensus and coordination of actions between schools and families. This is also emphasized in the Law on Prevention of Domestic Violence in 2023, according to which organizations and individuals are responsible for detecting, preventing and handling acts of violence, in which educational institutions play a special role.

#### **Current Situation of Directing Activities to Prevent Violence against Children at Non-Public Preschools in Ward 1, Tra Vinh City**

Directing activities to prevent violence against children at non-public preschools in ward 1, Tra Vinh city are carried out with a high sense of responsibility, clearly demonstrating the attention and determination of leaders at all levels and the school board to protect the safety of children. According to GV3: "The direction is organized in a methodical manner, with a clear plan, in accordance with current legal documents, creating favorable conditions for educational institutions to effectively carry out this work".

According to Circular 45/2021/TT-BGDDT on building safe schools and preventing accidents and injuries in preschools, the head of the preschool is directly responsible for developing and directing the implementation of measures to prevent violence and ensure the safety of children. On that basis, at non-public preschools in ward 1, the direction of prevention of violence has been seriously implemented, with the organization of regular professional meetings to evaluate, draw lessons and propose appropriate and timely measures.

The close direction of the board of directors is also demonstrated through the strengthening of supervision and inspection of teachers' activities in the process of caring for and educating children, while

encouraging staff and teachers to play a proactive role in detecting and reporting early signs of abnormality related to violence. This is a positive feature that helps improve the effectiveness of prevention and timely intervention, minimizing negative impacts on children's development. Therefore, "Direction of prevention of violence must be carried out persistently, continuously and systematically. School leaders need to build a safe educational culture, in which prevention of violence is the top priority to protect the best interests of children" (Quang, 2016).

This viewpoint has been effectively applied by non-public schools in ward 1, contributing to building a healthy and friendly learning environment. In addition, the direction also aims to strengthen coordination with local departments and organizations such as the Women's Union, Youth Union and child protection organizations, thereby expanding the support network, consulting and monitoring the prevention of violence work in a more comprehensive manner. According to GV4: "The active participation of these organizations will help schools have a basis to contact parents in the process of protecting children".

From a legal perspective, the Law on Prevention of Domestic Violence in 2023 has supplemented and clarified the responsibilities of educational institutions in detecting and coordinating the handling of cases of violence against children, creating a solid legal basis for direction. This is also focused on by the board of directors of non-public schools in ward 1 to improve the effectiveness and feasibility of prevention measures.

In general, the direction of child violence prevention activities at non-public preschools in ward 1, Tra Vinh city has been organized in a systematic, effective manner and in accordance with the development requirements of modern education. This is an important foundation for schools to build a safe and friendly educational environment, creating conditions for children to be cared for, protected and developed comprehensively.

#### **Current Status of Inspection and Evaluation of Child Violence Prevention Activities at Non-Public Preschools in Ward 1, Tra Vinh City**

The inspection and evaluation of child violence prevention activities at non-public preschools in ward 1, Tra Vinh city is organized in a scientific, systematic and continuous manner, aiming to ensure maximum safety for children and improve the quality of educational management. According to Duchiep (2022): "Inspection is not just a formal activity but has been widely deployed with the goal of early detection, accurate assessment of the current situation, thereby proposing appropriate and effective solutions".

In accordance with the provisions of Circular 45/2021/TT-BGDDT on building safe schools and

preventing accidents and injuries in preschools, the heads of non-public preschools in ward 1 have all developed plans for periodic and ad hoc inspection and evaluation to strictly monitor the implementation of violence prevention measures. The inspections focus on the process of caring for and educating children, the implementation of rules and regulations on child safety, and handling of violence situations according to standard procedures. At the same time, the school also evaluates the coordination between teachers and parents in protecting children's rights, in order to create consensus and unity in preventing violence.

Inspection and evaluation are key steps to improve the quality of preschool education management, helping to correctly identify the current situation, promptly detect limitations and thereby develop appropriate solutions, especially in preventing violence against children (Quang, 2016; Van, 2022; Thuan & AnLong, 2021). This viewpoint is thoroughly applied by non-public schools in ward 1, Tra Vinh city in inspection and evaluation to ensure not only the timely detection of inappropriate behaviors but also recognition and replication of positive models and initiatives, creating a safe and friendly learning environment.

Notably, the assessment work is also closely coordinated with functional agencies and child protection organizations, creating a multi-dimensional, transparent and objective inspection system. This coordination not only improves the effectiveness of inspection work but also contributes to promoting a culture of responsibility and awareness of child protection in the whole society. In addition, according to the Law on Prevention of Domestic Violence 2023, non-public educational institutions are responsible for detecting, handling and promptly reporting signs of violence, thereby enhancing the role of internal inspection and supervision. The law also creates a solid legal basis for schools to coordinate with localities to effectively strengthen violence prevention work.

### **Some Shortcomings and Causes**

#### ***Some Shortcomings and Limitations***

In preventing violence among preschool children in ward 1, Tra Vinh city, existing problems include low awareness of violence, lack of effective reporting mechanisms, and limited support resources. It is necessary to strengthen education, raise community awareness, improve information and support channels, as well as increase resources to protect children. Specific existing problems are as follows:

#### **(I) Low Awareness of Violence Preschoolers:**

Many people are not fully aware of the forms of violence and the importance of preventing violence. According to GV3: "There are many types of child abuse, so teachers need to be equipped with the necessary knowledge about the types of violence preschoolers".

#### **(ii) Lack of Effective Reporting Mechanisms for Preschoolers:**

Violence reporting channels have not been fully developed or are ineffective, leading to many cases of violence not being detected and resolved. According to CBQL3: "The establishment of a reporting mechanism is very necessary and requires contact between preschools in ward 1 in particular and Tra Vinh city in general".

#### **(iii) Limited Support Resources:**

The number of organizations and consultants supporting children affected by violence in ward 1, Tra Vinh city is still limited, making it difficult to support children to overcome psychological and physical problems.

#### **(iv) Lack of Knowledge and Skills for Parents and Teachers:**

Many parents and teachers lack the knowledge and skills to recognize, prevent, and handle cases of violence against children. According to CBQL3: "This is considered one of the weakest links in the process of protecting preschoolers".

#### **(v) No Comprehensive Solution:**

Current solutions to prevent violence in preschools in ward 1, Tra Vinh city are not comprehensive and do not meet practical requirements.

#### ***Causes of the Shortcomings and Limitations:***

Discussing the typical causes of the current violence in preschoolers in ward 1, Tra Vinh city, many opinions said that it is due to the lack of understanding of children's psychological characteristics by parents, families, and caregivers. In addition, the polarization between rich and poor with differences in living conditions, family breakdown, and the erosion of traditional values have led to an increasing number of abandoned and neglected children.

In addition, communication, education, and social mobilization work has not covered all areas and subjects; the number of people who can perform communication and counseling tasks is limited, so the quality of direct communication is not high; Media products produced in small quantities, not yet reaching families, etc., leading to a lack of awareness, responsibility, and capacity to protect and care for children of authorities at all levels, especially skills in child protection, and the practice of children's rights of parents and caregivers.

In particular, due to the impact of violent films, uncontrolled harmful information spreading on the internet, etc., also leads to deviant behavior of adults. At the same time, the legal awareness of a part of the population is still limited; the ability to perceive, defend and defend oneself of victims is still immature; the work of detecting and denouncing crimes is currently facing many difficulties, even with uncooperative attitudes

from victims and their families; some crimes with sanctions are not strong enough to deter criminals, and are often not commensurate with the violent acts that need to be dealt with, which is also a cause of this situation.

The work of building a safe and healthy living environment for children has not really received attention, here and there are still factors that pose a risk of violence against children; the awareness of compliance and enforcement of laws on child protection by a number of competent officials is not strict; acts of violence and child abuse are sometimes overlooked, overlooked, and are slow to be handled; types of information, publications, and products that are harmful and inappropriate, especially on the internet, through long-term tourism, are not prevented, controlled in a timely manner, and are not thoroughly handled; families, parents, and caregivers (teachers at preschools) are not fully aware of their responsibility to protect children, and are slow to be equipped with knowledge and skills on child protection, care, and education, etc.

From these reasons, delegates said that we need to recognize that protecting children's safety in schools is an urgent issue that requires the cooperation of the whole society. According to the general assessment of managers and teachers, preventing child abuse is not only a problem for preschools, it is the work of the whole society, specifically at the local government level and mass organizations. Coordination between preschools and local agencies will be an important factor in effectively preventing violence against children in preschools.

### **Recommending Some Solutions**

*First*, raising social awareness, enhancing the responsibility of families, schools, and communities about the consequences of violence against children. Focus on supporting and providing knowledge about child-rearing for parents, caregivers and families. In particular, strengthening the close coordination between schools - families - society in managing, educating and protecting children. Implement well the work of counseling, school consultation and promote the role of each member in each preschool in ward 1, Tra Vinh city. At the same time, parents must be good examples for their children to follow, and be responsible for their children. Local authorities care for and look after children. In particular, the community must not be indifferent to the risks of child abuse and violence.

*Second*, non-public preschools in ward 1, Tra Vinh city need to change their philosophy of raising and educating children: cultural norms that support the use of force in the process of raising children are the core of all acts of child abuse in society. Therefore, non-public preschools need to urgently change and communicate the change in their philosophy of raising children. At the same time, build and implement clear cultural and legal

prohibitions on the use of violence against children. Only then can we reduce the physical and mental violence against children in the current context.

*Third*, educational measures, non-violence, dialogue, respect for the dignity and physicality of preschoolers to shape children's personalities need to be promoted and included more in the professional activities and general regulations of each preschool. This is also the first, specific step towards institutionalizing the activities of schools to combat the use of violence in raising children. The National Assembly and law enforcement agencies can issue laws prohibiting physical and mental punishment of children in training facilities and child care facilities. This will contribute to ensuring that children are protected in the spirit of the rule of law, human rights, and civil rights according to the Constitution continue to be specified by law and better implemented in practice, in accordance with the spirit of Resolution No. 27-NQ/TW dated November 9, 2022 of the 6th Central Conference (13th tenure) on continuing to build and perfect the socialist rule-of-law state of Vietnam in the new period.

*Fourth*, provide social services in the residential community to reduce stress on family life and especially for parents who are primarily responsible for raising children. Any measure that reduces this stress will indirectly reduce the rate of child abuse. Examples include domestic help services, helpers for mothers and babysitting services, family day care facilities and preschooler groups.

*Fifth*, the ward people's committee coordinates with preschools in the ward to organize communication in the community to address the issue of child violence. It must be strongly affirmed that child violence is unacceptable but can be prevented. Protecting children from violence is everyone's responsibility. Speak out against child violence, do not let children suffer the serious consequences caused by violence. Effectively coordinate and monitor the implementation of the child protection law system, clearly define the authority, responsibility and role of State agencies, social organizations, schools, families and individuals in protecting and caring for children, meeting the needs of care and safety for all children.

*Sixth*, strengthen inspection, supervision and handling of school violence, specifically: (i) Strengthen inspection and examination of the implementation of legal documents in educational institutions; detect and handle violations related to school violence at the unit; (ii) Establish information channels on school violence of educational institutions: suggestion boxes, and other forms. Monitor, compile statistics and analyze groups of subjects at risk of school violence. Establish communication channels between educational institutions and children's families to strengthen coordination in managing and handling situations related



to school violence; (iii) Develop and apply tools to prevent and address the risks of school violence in each preschool; (iv) Develop a coordination mechanism and a process for handling school violence situations in each school.

## CONCLUSION

Protecting and caring for children's education is the responsibility of the state, the whole society and each family: "Children today, the world tomorrow". Educating children from an early age is extremely important in the educational career, aiming to form and develop a comprehensive personality for children later on. Preventing violence against children in general and preventing violence against children in preschool in particular are extremely important, requiring the joint efforts of the whole society, families and schools so that children - the future buds of the country - can enjoy a happy life, have all the good qualities and be compassionate. The above research results show that the management of child violence prevention activities in non-public preschools in ward 1, Tra Vinh city has achieved certain achievements but there are still some limitations. There are many objective and subjective reasons such as: the awareness of managers, teachers, and parents of students does not have the correct understanding of this activity; the team of managers and teachers is still lacking and has not met the requirements for child violence prevention skills; there is no complete plan and program to prevent child violence activities. This study has assessed the current situation, identified the limitations, and from there proposed solutions to improve the quality of management of child violence prevention activities in non-public preschools in ward 1, Tra Vinh city.

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