

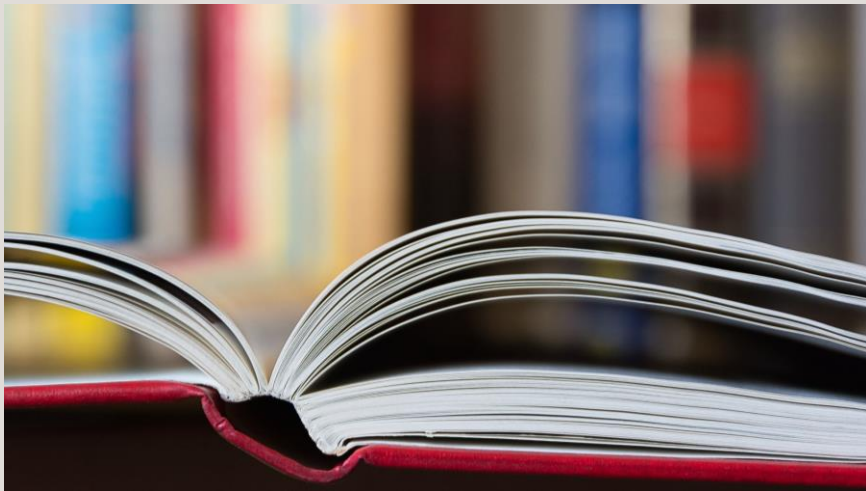


# MGEMS Literature Review:

## Key authors and themes

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# Background/context

- Vietnam demonstrated its serious commitment to addressing inequities when it launched the national strategy for gender equality for 2021–2030 and it is well established in the research literature that this reflects a long-standing obligation (Brundrett & Dung, 2018 and Dung & Brundrett, 2020) that is shared, at least at the policy level, by educators (Dung, 2015).
- However qualitative case study research undertaken in school settings has revealed a significant gap between policy aspirations and the everyday culture and practices of schooling. Working across 4 primary schools in Ho Chi Minh City, Brundrett and Dung's 2020 study found that gender equality remains a “problematic issue” with teachers demonstrating limited understanding of policy expectations or contemporary debates in gender equality and a prevalence of “gender bias towards the learning ability of boys and girls in different subjects.”
- This ‘hidden curriculum’ of values, attitudes and beliefs that patterns and frames the making and taking of gender identities in schools is a key theme in the literature and the role that teaching materials, particularly textbooks, play in constructing ideas about gender play is a common concern (Vu and Pham, 2021 and 2022).
- Vu and Pham (2022) contend that teachers have the potential to be key agents of change if rather than generate complicity through lack of engagement they recognise and critique the “genderedness” they encounter in materials and texts in ways that open up and make space for alternative ways of thinking for young people.
- Do (2020) argues that challenging the status quo in this way creates the opportunity to build new cultural narratives for women's rights recognition and enactment that might play a wider role in implementing sustainable development goal 4.

# Search Parameters

**Main focus:** What are the challenges to gender equality across the education sector in Vietnam?

**Literature type:** Published and grey literature

**Dates:** 1995 to present date

**Search process:**

- Follow references from seven items referenced in the original bid (daisy-chaining/snowballing)
- New searches:
  - Databases: Science Directs, WebofScience , DOAJ, PLOSjournals, IETjournals , BEI, ERIC, Scopus, Proquest, Emerald Insight, Emerald Insight, Jstor, Taylor and Francis online
  - Searches of Research gate and Google Scholar and Social Media

**Results:** 149 items identified in and 47 identified as eligible to go forward to full reading

## Keywords used in the search process

Vietnam Southeast Asia Asia-Pacific region Global South	Genderedness Gender bias Gender equality Gender identity Gender Stereotypes Gender mainstreaming Gender prejudice
Primary schools Secondary schools High schools	Hidden curriculum Teachers' beliefs Teachers' perceptions/ beliefs/ attitudes Teachers' experiences Teaching materials/ textbooks Teacher Education Teacher Educators
Regions (urban and rural)	Intersectionality Disability Race Socio-economic status Sex

# Key authors/sources – Journal Articles

Lui 2001  
Gender  
discrimination in  
schools

Rydstrom 2010  
Disabled girls'  
barriers to education

Nguyen and Mitchell  
2014  
Challenges related  
to the inclusion of  
girls with disabilities

Horton 2015  
Gender  
expectations in  
school disciplinary  
process

Nguyen 2015  
Vietnamese face  
concept

Dinh 2016  
Social and culture  
norms in textbooks

Jones et al. 2016  
Social and culture  
norms for ethnic  
minority girls

Nguyen and Simkin  
2017 Thể diện; face  
and gender

Belanger and Liu  
2018  
Socioeconomic  
status and gender  
equality

Brundrett and Dung  
2018  
Gender  
mainstreaming in  
schools

Dung & Brundrett  
2020  
Lived experiences  
of gender equality

Nguyen and Hoang  
2020  
Barriers and  
challenges of ethnic  
minority girls

Tran-Thanh 2020  
Teacher attitudes  
towards LGBTQ+  
content

Dang 2021  
Gender role  
expectations

Dung and  
Brundrett 2021  
Teacher education  
materials

Phan and Pham  
2021 Gender  
Stereotypes

Phuoc 2021  
Gender equality  
policies

Vu and Pham 2021  
Gender stereotypes  
and EFT textbooks

Vu and Pham 2022  
Gender-sensitive  
content

Trinh and Sachs  
2023 Gender roles  
representations in  
EFL textbooks

Vu and Pham 2023  
Gender bias and  
textbook  
representation

# Key authors/sources – Reports

World Bank 2006  
Gender  
stereotypes

Tran 2011  
Gender biases and  
stereotypes

UNESCO 2011  
Teacher Training  
modules

UNESCO and  
MOET 2011  
Gender stereotypes  
and textbooks

Belanger, Lan and  
Oanh, 2012  
Girls achievement in  
education

World Bank 2012  
Barriers

Tam 2017  
Gender  
stereotypes in  
textbooks

Azubuikwe and Little  
2019  
Self-confidence  
towards Maths

Human Rights  
Watch 2020  
Barriers to the right  
to education for  
LGBTQ+ youth

Tran et al. 2020  
Gender  
stereotypes and  
STEM

CGEP 2021  
Socio-cultural  
norms

UN 2021  
Gender equality  
profile

Thuy 2022  
Gender  
stereotypes and  
ethnic minority  
girls

Vu and Pham 2020  
Gender  
stereotypes and  
EFT textbooks

# Key authors/sources – Conference Papers, Thesis, Book chapters



# Key themes

## Policies and expectations

- Gender equality enshrined in government policy
- Lack of awareness of gender equality policies (officials, educators, communities)
- Lack of policies at school level
- Disconnect between policy and practice

## Socio-cultural norms and beliefs

- Sociocultural and political ideologies and values
- Gendered parental expectations
- Gendered cultural stereotypes /bias institutionalised and internalised by students

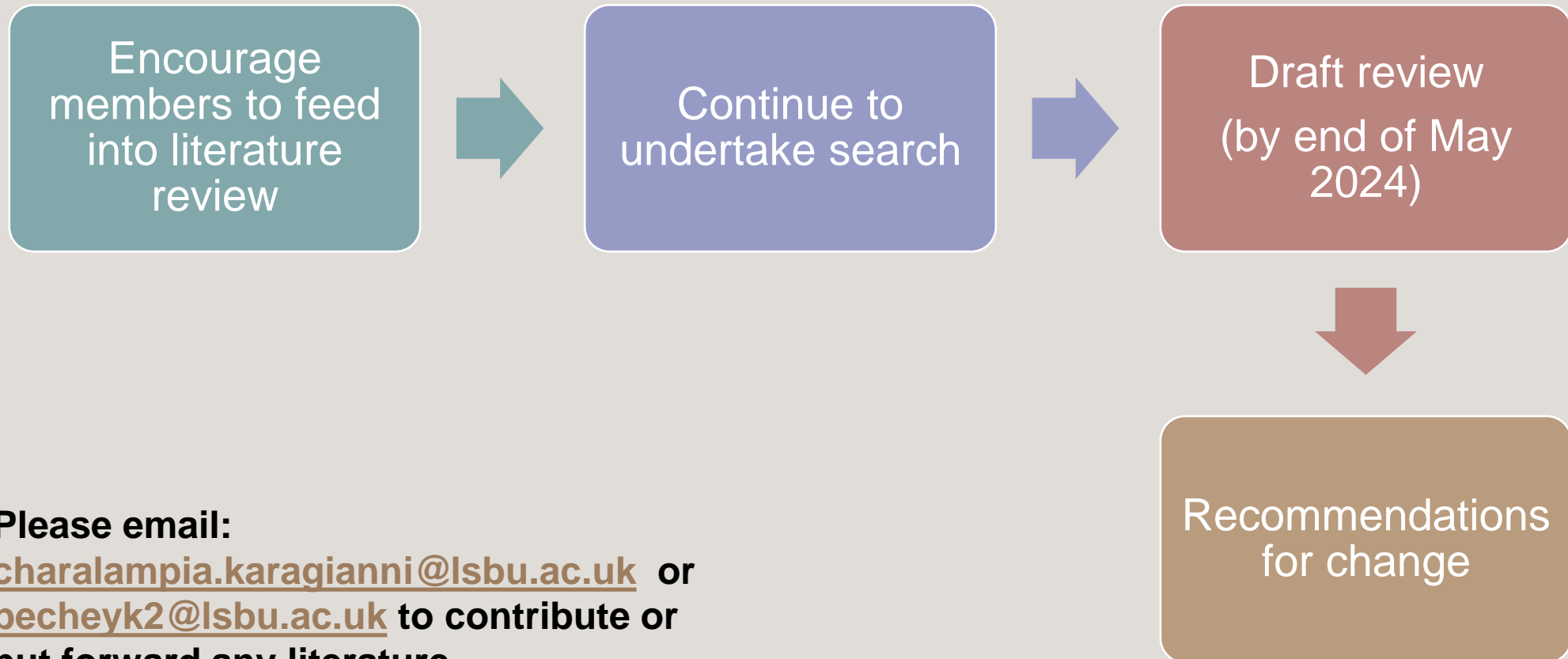
## Teaching and learning environment

- Gender representation in educational materials and curriculum
- Gender-based teacher expectations and perceptions of capacity, learning ability and career progression
- Traditional Pedagogy

## Impact of intersectional identities

- Socio-economic background and gender
- SEND and gender
- Ethnic minority groups and gender
- Sexual orientation and gender identity

# Next steps



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put forward any literature