

PROMOTING GENDER EQUALITY AND ENHANCING EDUCATIONAL QUALITY IN VIETNAM: AN ANALYSIS OF CURRENT TRENDS AND STRATEGIES

PROMOVENDO A IGUALDADE DE GÊNERO E MELHORANDO A QUALIDADE DA EDUCAÇÃO NO VIETNÃ: UMA ANÁLISE DAS TENDÊNCIAS E ESTRATÉGIAS ATUAIS

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ABSTRACT

Purpose: The purpose of this research was to investigate the educational system of Vietnam regarding gender equality and the quality of education in the present era. **Research method:** The current research method was library and using articles from PubMed, Embase, Scopus, Medline, Web of Science databases using the keywords of education, quality of education, gender equality, education in Vietnam. **Results:** The results of the research showed that by studying the article about gender equality in the field of education quality, it showed that gender equality can improve the quality of education and based on this, strategies to promote gender equality in line with He suggested better education in the education system. **Results:** According to the results of studies of articles and library searches and authoritative official and scientific sources in the field of education in Vietnam, we conclude that the evaluation of the current situation of gender equality in education focuses on the quality of education in Vietnam. It has highlighted the progress in recent years, which can inspire other countries, especially developing countries, in the development and implementation of comprehensive and fair education policies.

Keywords: Gender equality, Quality of education, Education, Vietnam, Present era.

RESUMO

Objetivo: O objetivo desta pesquisa foi investigar o sistema educacional do Vietnã em relação à igualdade de gênero e à qualidade da educação na era atual. **Método de pesquisa:** O método de pesquisa atual foi a biblioteca e o uso de artigos dos bancos de dados PubMed, Embase, Scopus, Medline, Web of Science usando as palavras-chave educação, qualidade da educação, igualdade de gênero, educação no Vietnã. **Resultados:** Os resultados da pesquisa mostraram que, ao estudar o artigo sobre igualdade de gênero no campo da qualidade da educação, mostrou que a igualdade de gênero pode melhorar a qualidade da educação e, com base nisso, estratégias para promover a igualdade de gênero em linha com Ele sugeriu melhor educação no sistema educacional. **Resultados:** De acordo com os resultados de estudos de artigos e pesquisas em bibliotecas e fontes oficiais e científicas confiáveis no campo da educação no Vietnã, concluímos que a avaliação da situação atual da igualdade de gênero na educação se concentra na qualidade da educação no Vietnã. Ele destacou o progresso nos últimos anos, o que pode inspirar outros países, especialmente os países em desenvolvimento, no desenvolvimento e implementação de políticas educacionais abrangentes e justas.

Palavras-chave: Igualdade de gênero, Qualidade da educação, Educação, Vietname, Era atual.

Introduction

It can be affirmed that gender equality is one of the topics that countries around the world have paid great attention to since very early on (Carli, 2020). From the Universal Declaration of Human Rights in 1948 to the International Covenant on Civil and Political Rights in 1966; the International Covenant on Economic, Social and Cultural Rights in 1966 also set out the principles of non-discrimination and equality in access to human rights (Baumann & Rehbein, 2020). With the tireless efforts of the international community and United Nations agencies, the issue of gender equality continues to be promoted with the United Nations General Assembly adopting the convention on the elimination of all forms of discrimination against women in 1979 and gender equality being one of the eight global millennium development goals (Belingheri, Chiarello, Fronzetti Colladon, & Rovelli, 2021).

In Vietnam, the government has always paid attention to promoting gender equality and empowering women and girls. Resolution No. 11-NQ/TW dated April 27, 2007 of the Politburo on women's work in the period of accelerating industrialization and modernization of the country affirmed that women's work is the responsibility of the entire political system, the whole society and each family (Blumberg, 2008). The 13th national party congress continued to affirm, "*Promoting the tradition, potential, strengths and spirit of mastery, the aspiration to rise of women*

*of all classes; building Vietnamese women of the new era; improving the quality of female human resources, meeting the requirements of sustainable development and international integration" (Durkheim, 2023). This consistent policy is concretized by legal frameworks and policies of the state such as the constitutions of Vietnam; the Law on Gender Equality of 2006; Strategies and Action Programs of the Government and the Prime Minister to promote gender equality; Decision No. 101/QD-TTg dated January 25, 2024 of the Prime Minister approving the National Action Program on Women, Peace and Security for the 2024-2030 period. Gender equality is one of the basic rights and obligations of Vietnamese citizens specifically stipulated in legal documents and in international conventions to which Vietnam has signed. In 2006, the National Assembly passed the Law on Gender Equality, bringing gender equality into all areas of social and family life. Gender equality is a goal for sustainable development of society, one of the important criteria for assessing the development of each country (Ibourk & El Aynaoui, 2024). Over the years, the Vietnamese government has made many breakthroughs in awareness and action, from the legal, policy to practical aspects, and achieved important achievements in gender equality (은지용, 2021). Vietnam is considered one of the countries that has eliminated the gender gap fastest in the past 20 years (Zhou, 2023). A highlight in ensuring gender rights in Vietnam is the completion of the legal framework and policies on gender equality (Tran, Hao, Thanh, & Nguyen, 2024; Van Dung, 2022b). Article 26 of the 2013 Constitution stipulates that *male and female citizens are equal in all aspects (Kakozi, 2022). That the State has policies to ensure gender equality rights and opportunities; the State, society and family create conditions for women to develop comprehensively and promote their role in society; Gender discrimination is strictly prohibited"* (DeJaeghere, Dao, & Nguyen, 2024; Lawless, Cohen, Mangubhai, Kleiber, & Morrison, 2021). Based on the provisions of the Constitution, women's basic rights have been specified in many legal documents such as: *Law on Gender Equality 2006, Law on Domestic Violence Prevention and Control 2007, Labor Code 2012, Law on Marriage and Family 2014, Law on Social Insurance 2014, Civil Code 2015, etc (Leal Filho et al., 2023).**

In the field of education, Article 14 of the 2006 Law on Gender Equality affirms: Men and women are equal in terms of age for schooling, training and education; Men and women are equal in choosing their majors and occupations; Men and women are equal in accessing and enjoying policies on education, training and professional development; Female cadres, civil servants and public employees who bring children under thirty-six months of age when participating in training and education are supported according to Government regulations. To promote gender equality in this field, Article 13 of the 2019 Law on Education stipulates that *learning is the right and obligation of citizens* (Dang, 2024; Marsena & Angjaya, 2022). And that *all citizens, regardless of ethnicity, religion, belief, gender, personal characteristics, family background, social status, and economic circumstances, are equal in learning opportunities* (Peltokorpi, Cieply, & Froese, 2024). Accordingly, the school age for all levels of education, from preschool to general education, is equal for both men and women, without distinction (Xushnozabonu & Tohirjon, 2024). Men and women are supported and given all conditions to complete universal education as well as choose their majors and training (Malapit et al., 2023). Clause 7, Article 6 of the 2014 Law on Vocational Education also stipulates: “...implementing gender equality in vocational education”, accordingly, men and women have the right to freely choose their majors (Quisumbing et al., 2021). To clarify this issue, the author will clarify the strengths, weaknesses, opportunities and challenges of education in promoting gender equality in Vietnam, thereby suggesting further research directions (Dung, 2024; Sohel et al., 2024).

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(Van Dung, 2022a; V. H. Van, 2024). All citizens, regardless of ethnicity, religion, belief, gender, personal characteristics, family background, social status, and economic circumstances, are equal in learning opportunities" (D. V. Van, 2023). Accordingly, the school age for all levels of education, from preschool to general education, is equal for both men and women, without distinction. Men and women are supported and given all conditions to complete universal education as well as choose their majors and training. Clause 7, Article 6 of the 2014 Law on Vocational Education also stipulates: "...implementing gender equality in vocational education", accordingly, men and women have the right to freely choose their majors (Ho, 2024; William & William, 2010; Woods et al., 2024). To clarify this issue, the author will clarify the strengths, weaknesses, opportunities and challenges of education in promoting gender equality in Vietnam, thereby suggesting further research directions.

Research Method and Theoretical Basis

Research methods

The present research method was library and using articles from databases PubMed, Embase, Scopus, Medline, Web of using keywords education, education quality, gender equality, education in Vietnam. To conduct in-depth research on the topic of gender equality in education in Vietnam, the author uses a multifaceted approach. This method combines with other methods such as: participant observation method; secondary data analysis method; comparative method; document analysis method.

The participant method is used by the author to participate in educational activities to observe gender equality implemented in practical activities such as: teaching and learning activities; resource allocation; extracurricular activities. Using the participant method allows the author to directly participate and observe the educational environment in practice. Thereby, it is possible to clearly understand how gender equality is implemented, the daily interactions between teachers and students, as well as how gender-related policies and regulations are implemented in practice. By participating in educational activities, the author can identify factors

that negatively affect the implementation of gender equality, such as discrimination, gender stereotypes, or lack of support from the school environment. In addition, this method also helps to recognize positive factors and opportunities to promote gender equality. Participating in the educational environment allows the author to collect data from the perspective of those directly involved.

The secondary data analysis method is used to analyze available data from reports and statistics of the Ministry of Education and Training, and non-governmental organizations related to gender equality in education in Vietnam. This method allows the author to use data sources that have been collected and published before, saving time and costs for research. Sources of documents from statistical reports; previous studies; data provided by government and non-governmental organizations will be a rich source of data for the author to comprehensively assess and analyze the status of gender equality in education.

The comparative method is used to compare changes in the status of gender equality in education in Vietnam over different periods.

The author uses **the document analysis method** to analyze documents, policies, and legal regulations related to gender equality in education to better understand the legal framework and strategic orientation of Vietnam. Combining the above methods will help the author have a comprehensive view of the current situation of gender equality in the field of education in Vietnam, thereby making recommendations on appropriate policies and solutions.

Theoretical basis

The study of the role of education in promoting gender equality in Vietnam has deep roots in the interdisciplinary fields of educational law, political law, and economic law. The premise of this study lies in understanding gender equality through institutions, education, and politics to grasp the issues of strengths, weaknesses, opportunities, and challenges of the role of education in promoting gender equality.

Gender equality theory focuses on ensuring fairness in rights, opportunities, and obligations between men and women in all areas of life, including education

(Kakozi, 2022; William & William, 2010; Zhou, 2023). Gender equality is not only about the balance of quantity but also about the quality and development opportunities for both genders (Belingheri et al., 2021; Carli, 2020; Lawless et al., 2021). In the field of education, this theory emphasizes the provision of a gender-neutral learning and teaching environment to ensure equal access and promotion opportunities for both men and women (Ibourk & El Aynaoui, 2024). Through research, the author finds that creating an equal environment is extremely necessary, but we should not equate equality with "leveling out" (Peltokorpi et al., 2024). If we equate them in concept, it will be the cause of inequality at a higher level (Zhou, 2023).

Social inequality theory argues that the division of social labor is the main cause affecting gender equality (William & William, 2010). This division of labor has led to some jobs that are only done by men (Durkheim, 2023; Kakozi, 2022; Marsena & Angjaya, 2022; William & William, 2010; 은지용, 2021). From this perspective, the authors argue that it is the division of labor by gender that has made women less likely to access education, leading to fewer opportunities for advancement than men. However, from another perspective (Vo Van Dung, & Luu Mai Hoa. 2023; Dung, V.V. 2022) it is argued that the first division of labor of mankind is the division of labor by gender. The work also shows that this division is completely progressive and has great significance for today (Quisumbing et al., 2021; Sohel et al., 2024; Stanziani et al., 2024). The author agrees with this view, because the division of labor is the source to promote gender equality (Van Dung, 2022a). We need to clearly see that some jobs will be suitable for this gender but very difficult for the other gender (Xushnozabonu & Tohirjon, 2024). That difficulty needs to be accepted to promote social specialization.

Gender role theory argues that each historical period has different regulations on gender. Researchers such as have pointed out that gender roles are often reinforced through educational means and public opinion. According to the author, these approaches are completely correct because the concept of social norms and the division of labor are completely different (Marsena & Angjaya, 2022; Peltokorpi et al., 2024; Van Dung, 2022a; D. V. Van, 2023; Xushnozabonu & Tohirjon,

2024; Zhou, 2023; 은지용, 2021). There are many reasons for this difference, but according to the author, the main reason is still the will of the authorities. In the work, it is also emphasized that, depending on different perspectives, thinkers have different views on gender equality (Sohel et al., 2024; Stanziani et al., 2024). This difference on the one hand creates diversity, but on the other hand, it also makes it difficult for society to unify views. Therefore, each different society, each different historical milestone will create different values of equality (Marsena & Angjaya, 2022).

In the most general aspect, the United Nations also emphasizes sustainable development, focusing on "*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*" (Ngo, Nguyen, & Smith, 2024; 은지용, 2021). Goals 5 "*Achieve gender equality and empower all women and girls*". Researchers apply it to a specific case (Leal Filho et al., 2023; Quisumbing et al., 2021). They believe that promoting gender equality in all countries is the same, and to do so it must be reflected in the institutions of the state and in education (Van Dung, 2022b). The author believes that gender equality is a progressive concept that needs to be supported. However, gender equality does not mean gender equality (Baumann & Rehbein, 2020; Van Thanh & Tri, 2024). If we set a common criterion for all countries, it will be difficult to implement (Blumberg, 2008; Phan, 2024). Because there are currently differences between countries in the world, there is no theory that is correct for all, but it needs to be adjusted to suit each historical condition. In Vietnam, the theoretical framework of the United Nations has provided an international standard basis for assessing and measuring Vietnam's progress, achieving gender equality in education, as well as helping to shape policy recommendations (Durkheim, 2023; T. M. A. Nguyen, 2024; Trang, 2024).

Research on educational opportunities of genders suggests that factors such as social status, economy and culture have had a strong impact on the opportunities of genders in accessing education (Baumann & Rehbein, 2020; Belingheri et al., 2021; Blumberg, 2008; Durkheim, 2023; Nghiem et al., 2024). Based on the approach of the impact of political institutions, culture affects women's learning opportunities. The author believes that this concept has not yet been the most

comprehensive assessment of inequality. Inequality may occur on the outside, but in reality, it is the opposite (Van Dung, 2022a; D. V. Van, 2023). For example, in Vietnam, if viewed from the outside, women often have a lower status than men. However, in reality, in the family, women are the ones who control the entire economy (Zhou, 2023). The husband who makes money will give it all to his wife to keep, and when he wants to use it, he must ask his wife's opinion (Holm, 2024; William & William, 2010). Children's education is also skillfully oriented by women. Obviously, gender educational opportunities must be studied comprehensively, not just stopping at studying the form while ignoring its inner content (Pham-Nguyen & McDonald, 2024; Xushnozabonu & Tohirjon, 2024). Using comprehensiveness in gender equality research will allow the author to analyze educational opportunities between genders, thereby assessing the impact of barriers to gender equality in education (Ibourk & El Aynaoui, 2024; Kakozi, 2022).

From studying previous research theories and making comments on the strengths and weaknesses of each theory (N. D. Nguyen, 2024; Van Dung, 2022a). These theories not only provide a solid foundation but also help the author orient the research design, data collection and analysis of results to draw accurate and scientifically based conclusions about the current state of gender equality in education in Vietnam.

Research questions

To fully understand the current state of gender equality in education in Vietnam, this study raises the following questions:

1. How does the gender gap in access to education in Vietnam currently occur?

The purpose of this question is to identify gender differences in access to education at different levels (primary, secondary, high school, university, etc.) in Vietnam through analyzing statistics, data on enrollment rates, graduation rates, and dropout rates of students at all levels. In addition, it also clarifies the factors leading to gender gaps in access to education.

2. How have current education policies and programs in Vietnam impacted the promotion of gender equality in education?

The purpose of this question is to determine the effectiveness of existing policies and programs in improving or maintaining gender equality in education in Vietnam. The question clarifies the strengths of the policies, as well as identifies the limitations, shortcomings or barriers that prevent the policies from achieving the expected results. Based on the impact assessment, the question is the basis for proposing how to improve or adjust the existing policies and programs to increase the effectiveness in promoting gender equality in education.

3. What are the challenges to implementing gender equality in education in Vietnam?

The main purpose of the question is to explore and understand the current challenges in implementing gender equality in education, thereby promoting the search for solutions and strategies to overcome and improve the situation.

These research questions are designed to guide the investigation into the current status of gender equality in education in Vietnam. Explore factors such as culture, ideology, and institutions that affect gender equality. By addressing the questions raised, this study aims to suggest possible solutions to narrow the gender gap in education, thereby promoting gender equality and sustainable development.

Results

Research content

It can be affirmed that in Vietnam, the national strategy on gender equality for the period 2011 - 2020 has set out the goals. The quality of female human resources, gradually ensuring equal participation between men and women in the field of education and training. In which, the three targets for implementing gender equality in education are: According to the report of the Department of Continuing Education, in the period 2021-2023, the whole country has 79,280 people studying to eliminate illiteracy, of which 44,087 are ethnic minorities. As of October 2023, the rate of people meeting the literacy standard level 1 is 98.55% and the rate of people meeting the literacy standard level 2 for people aged 15-60 nationwide is 96.70% respectively. According to the Department of Continuing Education, currently,

Vietnam has 48/63 provinces that meet the standards and conditions for level 2 literacy, but only 21 provinces have been inspected and recognized by the Ministry of Education and Training as meeting the standards for level 2 literacy. There are 27 provinces that meet the standards and conditions for level 2 literacy but have not yet requested the Ministry of Education and Training to inspect and recognize. According to statistics from the Department of Continuing Education, there are still over 734,000 people who have not met the standards for level 1 literacy, accounting for 1.15% and over 1,731,000 people who have not met the standards for level 2 literacy, accounting for 2.71% (people who meet the standards for level 1 literacy: completed the Phase 1 Literacy Program; people who meet the standards for level 2 literacy: completed the Phase 2 Literacy Program). The literacy rate of men and women aged 15-40 in remote, ethnic minority and extremely disadvantaged areas will reach 90% in 2015 and 95% in 2020; The rate of female masters will reach 40% in 2015 and 50% in 2020; The rate of female doctors will reach 20% in 2015 and 25% in 2020.

With the responsibility of state management, the Ministry of Education and Training has integrated gender into the general education textbook program and conducted a review of gender equality violations in current textbooks. In recent times, the work of propagating and raising awareness of gender equality for officials, teachers and workers in the education sector has also achieved remarkable results.

Thus, it can be said that implementing gender equality in the field of education is always of interest because it is extremely important, helping to increase the quality of the average human resources of society. If we assume that boys and girls have the same innate ability and that more capable children will receive more education and training, then the bias towards boys means that boys with lower potential than girls will receive more education, thus, the quality of human resources in the economy will be lower than the achievable level and hinder the potential for economic growth. Gender equality in education has a positive impact on the quality of human resources of the future. As the level of gender inequality in education changes, that is, at each level of education, the ratio of women to men increases, and as the level and awareness of women in the family improve, the

quantity and quality of investment in education for children will be improved directly through the mother's education as well as the mother's ability to persuade or the mother's power to invest more in education for her children. In addition, when the mother's level is higher, playing a decisive role in the care and nutrition of children, in the long run, these impacts will improve the quality of human resources and raise the average labor productivity of the whole society.

In implementing gender equality in the field of education over the years, women and girls have always been given equal conditions with men in improving their cultural and educational levels. The ratio of women to men among literate people has increased significantly. The gap in the ratio of male and female students in all levels of education has narrowed. According to statistics from the Ministry of Education, the literacy rate of women (aged 15 and over) has increased from 2002 to present. The proportion of female students participating in general education has been stable. At the primary and secondary levels, female students account for 47 - 48%, however, at the high school level, the proportion of female students increased by about 3% from 2002 to 2022 (from 49.26% to 53.54%).

According to statistics from the Ministry of Education and Training, in 2019, the literacy rate of women aged 15-60 reached 97.33% compared to 97.98% for men. The literacy rate of ethnic minorities aged 15-60 reached 93.6%, of which the literacy rate of ethnic minority women reached 92.58%. The rate of female students participating in national and international competitions in recent times has also increased significantly, many female students have won prizes in national and international competitions. In 2015, the rate of female masters reached 59%, and that of doctors reached 36%; in 2019, the rate of female masters reached 54.25%, and that of doctors reached 30.8%². In particular, the number of female scientists is high and has increased over time. Many female scientists have been honored and received awards at home and abroad. However, in addition to the achievements, the implementation of gender equality in the field of education still has some shortcomings such as: Although the literacy rate of women tends to increase over time, it is always lower than that of men. Practice also shows that gender inequality is still evident at all levels of training in the field of education. Some specific fields of

study attract mainly female learners such as universities, colleges of education, especially those training teachers for preschool, primary and high school levels, where students are mainly female. However, the proportion of female lecturers in the school is more modest than that of male lecturers. In particular, female lecturers have much lower academic titles and degrees than male lecturers. Of the total 24,083 lecturers teaching at university and college levels nationwide, only 8,708 are female, accounting for 0.36% of the total number of lecturers. In addition, the gender gap at the postgraduate level is quite large. Although the proportion of women with postgraduate degrees in Vietnam is over 30%, it is still only 50% compared to men. The higher the level of education, the larger the gap, especially for doctorates, science doctors, and professors and associate professors. Currently, in universities, female professors account for only 7%; female associate professors account for 11.4% and female doctors account for 21.6%. Educational opportunities for girls and women in remote, isolated and ethnic minority areas are still limited. The proportion of girls in mountainous provinces going to school is still low, in some places only about 10-15%. The main reason is that they have to stay home to help their families, and on the other hand, boarding schools are often too far from home, along with the practice of early marriage in some areas.

The rate of untrained female workers nationwide is still high at 87.1%, of which 92.8% is in rural areas and 71.2% is in urban areas. In addition, the proportion of female population aged 15 and over without technical expertise is quite high (88.9%), while the number of women with university degrees or higher accounts for only a very small portion (3.7%). Gender bias in educational materials and textbooks still exists despite initial efforts to integrate gender into curricula, textbooks and extracurricular activities. Teachers at all levels have not been properly trained and educated on gender equality. Women are still considered to have lower learning abilities than men and are not as good as men in natural sciences. In families, investment in girls' education is still lower than investment in boys due to the concept of male superiority and female inferiority that still exists.

The role of state management agencies in the field of education and training in implementing gender equality, specifically in issuing policies and organizing the

implementation of gender mainstreaming, is still limited. Propaganda, education and communication work, raising awareness of gender equality has not really been focused on and has not achieved high efficiency. Many women themselves have not escaped the mentality of inferiority, acceptance, not striving, not studying hard to improve their qualifications, not fully aware of their role and have not changed their perspective on themselves.

Promoting gender equality in the field of education needs to be focused on. Strengthen the implementation of legal regulations and national action programs on gender equality, including gender equality in the field of education. For example, Clause 4, Article 14 of the Law on Gender Equality stipulates support for female cadres, civil servants and public employees when participating in training and fostering with children under 36 months old, but this content has not yet had specific instructions for implementation in practice. Therefore, specific instructions are needed to implement this content. Integrate gender equality into draft legal documents in the field of education and training that are determined to have content related to gender equality or have issues of gender inequality and gender discrimination. Integrate gender equality in the development and implementation of programs and action plans of the education sector, in the development and implementation of strategies, planning and plans for education development of localities. Strengthen inspection and assessment of the implementation of gender equality plans. Strengthen appropriate compensation policies specifically for women in each group such as female cadres, civil servants, public employees, rural women, and female workers.

Focus on building an inter-sectoral coordination mechanism to effectively implement gender equality in education such as: exchanging information on population and female workers in the process of implementing policies and laws; building a system of criteria and unified statistical requirements between the General Statistics Office and sectors and fields interested in gender issues; requesting the General Statistics Office to supplement the content on population by school age group, by male - female, ethnicity and by province/city in the annual Statistical Yearbook to serve as a basis for calculating education and training

indicators, as well as research related to gender issues, as a basis for assessing the current situation and proposing more realistic gender policies.

It is necessary to seriously assess the current situation and schooling needs of girls and boys in some key localities. Review the school dropout situation of high school students, focusing on girls in ethnic minority areas and girls in especially vulnerable circumstances. In particular, pay attention to implementing support programs for female students in the transition period from primary to secondary school; from secondary school to high school, vocational training, professional secondary school or university. Propaganda, mobilize the community, implement communication campaigns to raise awareness and share information aimed at families and schools to encourage and mobilize children to go to school, creating conditions for integration for girls in special circumstances (Sohel et al., 2024; Stanziani et al., 2024; Van Dung, 2022a; D. V. Van, 2023; William & William, 2010).

Review, assess the current situation and determine the need to eliminate illiteracy of boys and girls aged 15 and over. Investigate, update and compile annual illiteracy data with gender disaggregation according to the software for managing universal education and illiteracy eradication of the Ministry of Education and Training. Provide training and capacity building for staff and teachers participating in literacy classes for ethnic minority women. Promote guidance and consultation programs for teachers working with ethnic minority girls and girls in particularly vulnerable circumstances (Van Dung, 2022a; D. V. Van, 2023; William & William, 2010; Woods et al., 2024; Xushnozabonu & Tohirjon, 2024). Develop, disseminate and organize training on the use of guidelines on gender mainstreaming in programs and textbooks, along with gender-related revision templates for textbooks, to the compilation and appraisal boards of general education programs and textbooks. Encourage the organization of information dissemination activities, guide publishers in compiling textbooks as well as disseminate appropriate information to parents, teachers and students on the selection of textbooks with content that ensures gender mainstreaming (Baumann & Rehbein, 2020; Belingheri et al., 2021; Blumberg, 2008; Carli, 2020; Durkheim, 2023; Lien & Dat, 2024).

Develop projects and plans on gender teaching methods and gender equality in teacher training institutions (Van Dung, 2022a; D. V. Van, 2023; William & William, 2010; Woods et al., 2024). Develop guidance documents, reference documents, source guides, disseminate and train teachers on methods to integrate teaching about gender, sex, reproductive health and gender equality into natural and social subjects (Xushnozabonu & Tohirjon, 2024). Ensure the balance of men and women in training courses at all levels in the national education system (Stanziani et al., 2024; D. V. Van, 2023). Mobilize and effectively use financial resources for gender equality. Strengthen research on gender equality in the field of education (Baumann & Rehbein, 2020; Belingheri et al., 2021). Promote multilateral and bilateral international cooperation on gender equality in education (Baumann & Rehbein, 2020; Belingheri et al., 2021; Carli, 2020; Durkheim, 2023). In addition, each woman must be self-reliant, strive to improve herself and train herself according to the following criteria: having health, knowledge, professional skills, being dynamic and creative, having a cultural lifestyle to assert herself and contribute to the country as well as her family.

Discussion

Gender equality in education is an important factor to ensure the comprehensive development of society. Although Vietnam has made a lot of progress in this area, there are still many challenges that need to be addressed. Policies and programs need to continue to be improved to ensure that everyone has equal access to education and self-development opportunities. Discussions on gender equality in education do not stop at figures or rates, but also about creating a fair educational environment. To have a multi-dimensional view of gender equality, this work has shown that gender equality in each country has its own characteristics, so there cannot be a common criterion for all.

Many studies have shown that gender equality in education is providing equal opportunities in education (Kuteesa, K. N., Akpuokwe, C. U., & Udeh, C. A. 2024; Blumberg, R. L. 2008). However, in this work, the author has argued that it is

necessary to distinguish between providing opportunities and creating opportunities. If providing opportunities is a necessary condition to ensure fairness, then creating opportunities is synonymous with equalization. Therefore, creating opportunities not only fails to achieve gender equality but also makes the gender gap wider and wider. To provide opportunities for genders, this work mentions creating a legal corridor but also emphasizes changing thinking. Changing thinking, especially thinking about gender within women themselves, is a necessary task.

The work shows that the ratio of female and male students is balanced, but the uneven distribution between fields of study is still a problem. Engineering and technology fields tend to have a male predominance, while social sciences, health, and education fields have a higher proportion of female students. This reflects the gender stereotypes and social trends that still exist, influencing students' choices. Gender inequality in education leads to differences in career opportunities and earnings after graduation. Men tend to choose higher-paying occupations, while women concentrate on lower-paying occupations, creating a gender pay gap. Sex education programs need to be integrated into the education system at all levels to raise awareness among students.

Conclusion

In Vietnam today, continuing to promote gender equality activities for the advancement of women is one of the important tasks of the government to promote women's potential in all areas of social life. This issue has been clearly demonstrated in the 2006 Law on Gender Equality; the 2019 Law on Education and the 2019 Labor Code. From the data, it can be seen that Vietnam has made a lot of progress in promoting gender equality, especially in general education, thanks to national policies and strong commitment of the government. However, there are still gender inadequacies in education, and timely solutions need to be proposed to overcome them, such as: improving the gender gap in participation in learning at all levels; ensuring the right to study and improving the qualifications of female workers. In the process of improving the quality of vocational training for female workers in

rural areas, the curriculum needs to closely follow the needs of society and be suitable to the characteristics of female workers.

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