

Teaching beliefs and practices toward equality in Vietnam

Joan DeJaeghere

deja0003@umn.edu

Making Gender Equality Matter in School (MGEMS)

10 May, 2024



UNIVERSITY OF MINNESOTA

Driven to Discover®

Introduction

- Since 2005, conducted research with Vietnamese colleagues on gender inequities, minoritized ethnic groups, and educational practices and outcomes
- Most recent 6-year project (RISE) examined education systems change
- Related research on gender responsive equality agricultural and tourism (project with women and men from 7 minority groups)



With acknowledgement of co-researchers: Hang Duong, Vu Dao, Phuong Luong and
VNIES Research Team members

Presentation Outline and Key Arguments

- How teacher (and societal) beliefs and practices perpetuate or disrupt inequities in/through education
- How teachers can make sense of new beliefs and practices
- Fostering cultural change in the system
- Teachers' beliefs and practices are influenced by societal discourses about equality
- To transform inequities, a larger societal change is needed – in discourse, policy, and practices
- These discourses and practices are not only about gender equality but about equality and equity more broadly

Educational Data on Gender and Ethnic Groups

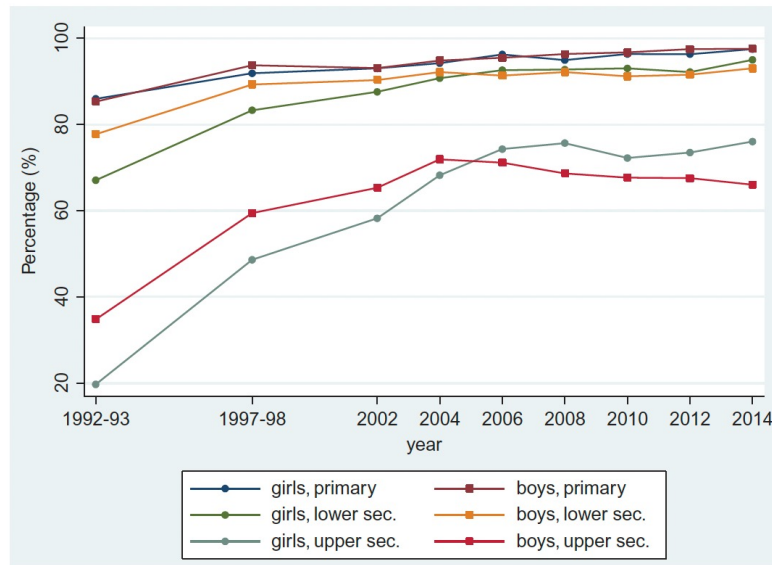


Figure 4. Net enrolment rate by school level and gender, Vietnam 1992–2014 (percentage).
Source: VHLSS.

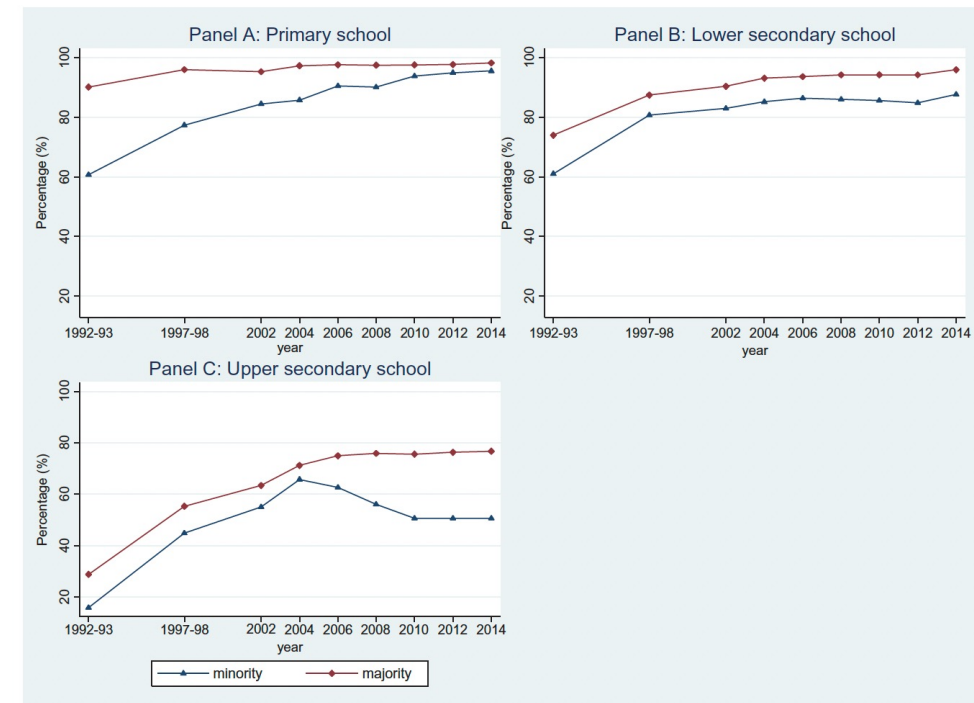
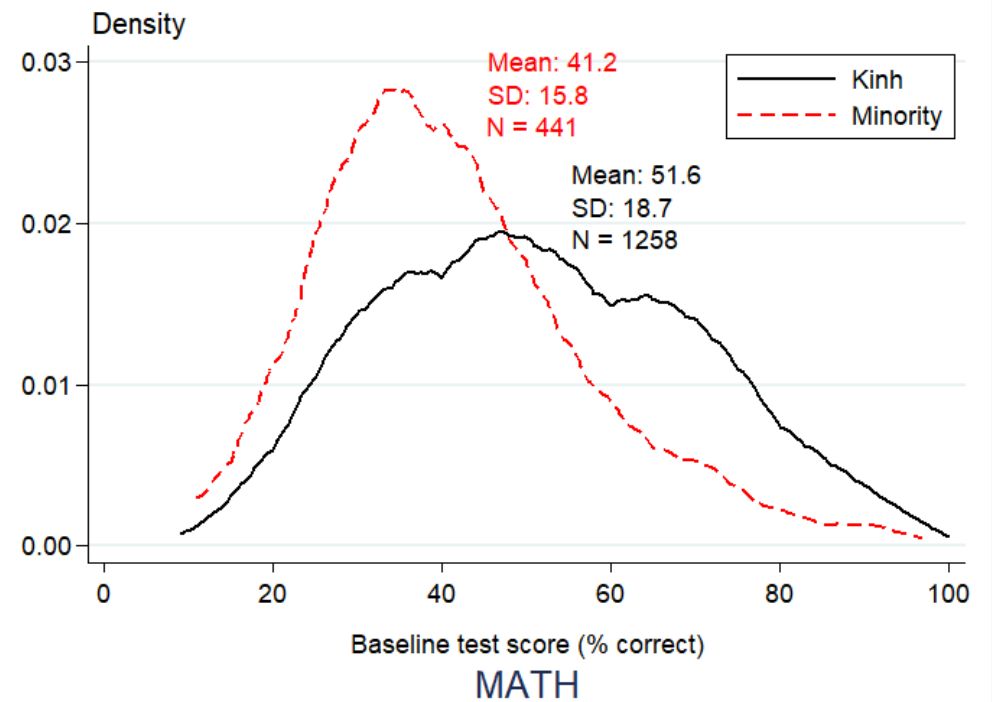
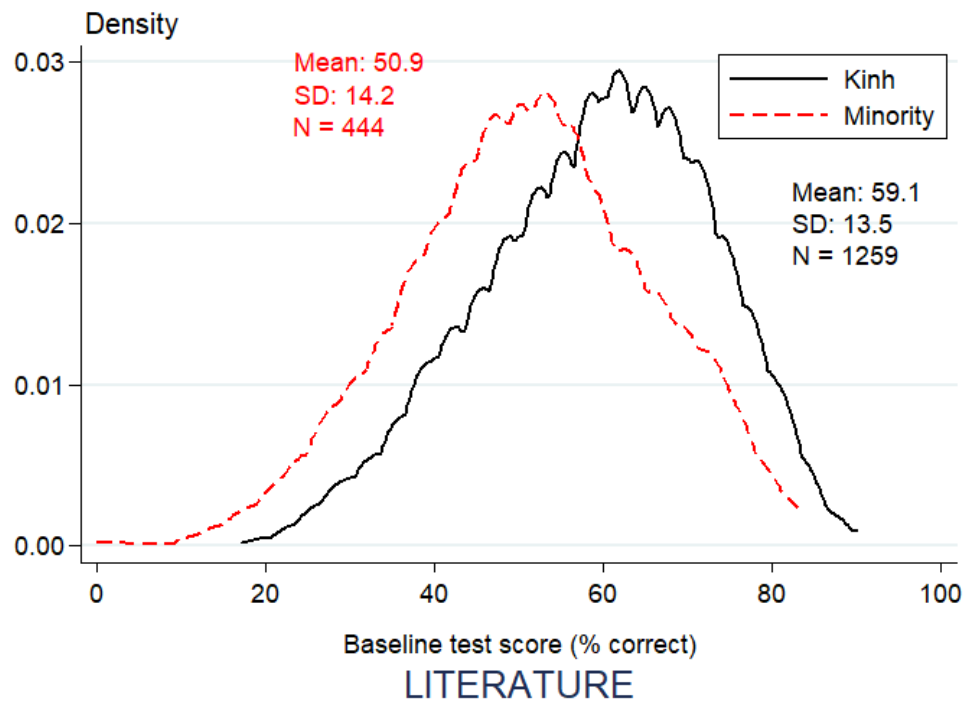


Figure 5. Net enrolment rate by school level and ethnicity, Vietnam 1992–2014 (percentage).
Source: VHLSS.

Grade 7 (2017) – Kinh and Minority Group Mean/Distribution differences



But these data only capture part of the story

Need to examine the interactions of ethnicity and gender

And how teachers teach and students learn in different schools/classrooms;
and how the system can change toward great equality

Beliefs

Systems of thought, attitudes, inner logics; they shape individual actions

They are representational (of events, ideas); they are shared and contested

They are temporally situated – reflecting past, present and future; therefore they can change

Constructed by and construct public discourses

Practices

Practices are imbued with beliefs, power (agency) and action

Occur in different spheres of society (institutions, communities, and individuals)

Teachers' practices enact individual and societal beliefs;

Teachers also make sense and are agentic in changing beliefs and harmful practices

Teachers and Education System Beliefs



About being proficient in
Vietnamese



About being a good and
independent students



About being able to do higher
order thinking

Teaching beliefs and practices differentiating minoritized and Kinh students

Teaching practices for EM students	Teaching practices for Kinh students
<p>“...because they [EM students] are weak so we usually, with the time we have, we usually use 70-80% to teach using the <u>traditional method</u> [lecture]”</p>	<p>“Thai and Kinh students have better cognitive ability, so I can use questions with <u>logical thinking</u> characteristics, harder questions...”</p>
<p>“I will give them <u>more detailed instruction</u>” “... repeat answers, new concepts in order <u>to carve into EM students’ memory</u>“</p>	<p>...With students in classroom A , I primarily develop their <u>self-study</u> much more than with ones in Classroom C. For example, for the same exercise, students will go to blackboard to solve it and draw the figure. However, EM students cannot do the same assignment.</p>

Practices – making sense and new meanings

Using ‘hybrid’ teaching methods

“ ... adopting visual teaching and learning aids (ICT, pictures, objects, etc.) to help students to acquire the learnt concepts.”

“ ... organizing mixed groups of students, in which good EM students helps poorly performed ones...”

Developing communication and cognitive learning over time

“ . . in order to develop competences for ethnic minority students, one or two teaching periods are not sufficient. So this is a process of students’ learning and teachers’ teaching... For example, at Grade 6, H’mong students in the mountainous regions usually play within their ethnic group and rarely communicate with those from other ethnic ones. But at Grade 7, they start to play with those from other ethnic groups, and at Grade 8, they **become more integrated and active in social exchange with others**. And at Grade 9, **they can naturally communicate like others...**”

Creating epistemologically pluralistic spaces

Allowing for multiple languages; using culturally relevant material, games and resources

Critical role of dialogue for changing beliefs, practices and making sense of equity

- What does socially inclusive pedagogy look like? (teachers and principals, as well as parents)
- How can students' funds of knowledge be leveraged? And how can the necessary/required knowledge and skills be taught, while also creating space for non-dominant perspectives and ways of knowing? (teachers and principals, parents, curriculum designers)
- How can the system foster epistemological pluralism? (policymakers, curriculum designers, assessment, and future employers, HEI)
- How can systems (education and other) recognize and value the identities and perspectives of diverse people?

References

- DeJaeghere, J., & Miske, S., (2009). Constructing the limits and possibilities of equality: Analyzing discourse and practices of gendered relations, ethnic traditions and poverty among non-majority ethnic girls in Vietnam. In David Baker and Alexander Wiseman (Eds). *Gender, equality, and education from international and comparative perspectives*, pp. 145-184. London: Emerald Publishing.
- DeJaeghere, J. Dao, V. Duong, B-H, & Luong, P. (2021): Learning inequities in Vietnam: teachers' beliefs about and classroom practices for ethnic minorities, *Compare: A Journal of Comparative and International Education*, DOI: 10.1080/03057925.2021.1924621
- Duong, B. H., Dao, V., & DeJaeghere, J. (2023). Complexities in teaching competencies: a longitudinal analysis of Vietnamese teachers' sensemaking and practices. *Pedagogy, Culture & Society*, 1-23.
- DeJaeghere, J., Dao, V., & Nguyen, T. (2024). Education systems change: cultural beliefs and practices that support and inhibit deep learning in Vietnam. *Journal of Educational Change*, 1-23.