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INTEGRATING A GENDER LENS INTO SOCIAL SCIENCE RESEARCH DURING THE ERA OF ARTIFICIAL INTELLIGENCE: A STRATEGIC ROADMAP FOR VIETNAM'S DIGITAL TRANSFORMATION

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ABSTRACT

In the epoch of Artificial Intelligence (AI) and accelerated digital transformation, integrating a gender lens into social science research has become imperative, yet remains critically under-theorized in academic literature. As Vietnam endeavors to reposition itself as a dynamic digital economy, institutional frameworks for gender-sensitive research reveal systemic gaps and fragmented bottlenecks, leading to a deficit in policy interventions grounded in gender-responsive empirical evidence. Employing a methodology of literature synthesis and policy analysis, this study conceptualizes an integrated theoretical framework synthesized from "gender and technology" studies, the "digital gender gap" model, and feminist epistemology. The article proposes a strategic four-pillar roadmap: (i) elevating research and digital competencies; (ii) catalyzing interdisciplinary convergence; (iii) institutionalizing sex-disaggregated data infrastructure and responsible AI applications; and (iv) amplifying international collaborative networks. This research argues that gender mainstreaming is not merely a normative ethical addendum but a fundamental prerequisite for ensuring an equitable and inclusive digital future for Vietnam.

Keywords: Gender; Artificial Intelligence (AI); Digital Transformation; Social Sciences; Vietnam; Digital Gender Gap; Feminist Epistemology; GEDSI.

1.0 INTRODUCTION

The advent of Artificial Intelligence (AI) within the context of the Fourth Industrial Revolution is not merely a digital transition; it represents a profound restructuring of global power dynamics and social relational systems. Beneath the veneer of progress lies the emergence of novel forms of inequality, where algorithmic systems inherently non-neutral—amplify deep-seated biases, constructing an "algorithmic glass ceiling" that marginalizes vulnerable groups, particularly women (Crawford, 2021; Noble, 2018). This systemic rupture is starkly evidenced by the acute gender disparity in STEM fields, where women currently constitute only 28% to 35% of the global workforce. Even within major

G20 economies, this proportion has grown only modestly from 19% in 2005 to 22% at present (UNESCO, 2023). Consequently, the underrepresentation of women's voices in technological policymaking institutions not only undermines the inclusivity of innovative solutions but also reproduces economic gaps, as women in STEM earn only 88% of their male counterparts' wages—a figure that drops to as low as 75% in numerous countries (Wajcman, 2010; UNESCO, 2023).

This reality presents a paradox for commitments to technological ethics, necessitating a decisive shift from a purely technocratic mindset toward a multidimensional perspective in which the social sciences, and gender studies in particular play a pivotal regulatory role. Within this trajectory, Vietnam is striving to assert its position as a dynamic digital entity through ambitious national strategies targeting 2030. However, viewed through an academic lens, the digital transformation process in the country is revealing systemic gender "fissures." Empirical data indicates that Vietnamese women continue to face structural barriers in accessing STEM knowledge and digital competencies, resulting in a marginalized standing within technological decision-making processes. The fragmentation of institutional frameworks, coupled with a dearth of gender-sensitive research, has created a significant knowledge gap that threatens the equity of the national development roadmap. Consequently, establishing a systematic and context-specific research roadmap exemplified by strategic models within higher education institutions specializing in gender studies in Vietnam is not merely an academic endeavor but a strategic imperative to reposition the role of women in the co-creation of Vietnam's digital future.

This article argues that achieving an inclusive digital transformation requires repositioning the role of social sciences in deconstructing AI as an object of profound social analysis rather than a mere technical tool. The article proposes a strategic framework built upon four key pillars aimed not only at identifying and mitigating the risks of algorithmic gender bias but also at proactively establishing institutions that enhance female autonomy, thereby ensuring the principle of "leaving no one behind" in Vietnam's era of AI.

2.0 LITERATURE REVIEW

2.1 International Discourse on Gender at the Intersection of Digital Transformation and Artificial Intelligence

In the contemporary academic landscape, the intersection of gender, digital transformation, and AI has transcended mere technical discourse to emerge as a vital socio-political issue. Empirical evidence robustly challenges the myth of technological "neutrality." Instead, AI is recognized as a social entity capable of reproducing and amplifying deep-seated power structures and gender inequalities (UNESCO, 2023). Warnings from UN Women (2023) and the OECD (2021) delineate a concerning trajectory where, absent structural interventions, the digitalization process will exacerbate fissures in women's access to resources and labor opportunities. Particularly in developing nations, these systemic barriers are often obscured by narratives of technical growth, rendering women doubly vulnerable to transformative waves (World Bank, 2021).

From a theoretical perspective, scholars have employed the "Gender and Technology" analytical framework and critical feminist theory to deconstruct how gender biases are "encoded" into algorithms and data systems (Gill &Orgad, 2022; Wajcman, 2004). The lack of a gender perspective among technology creators leads to an inevitable consequence that AI systems become instruments for maintaining traditional gender orders under a modernized guise (Noble, 2018). In response, strategies from the European Union and UNESCO have shifted beyond merely supplementing digital skills toward integrating gender as a core regulatory principle in interdisciplinary research and technological governance.

2.2 The Vietnamese Context and Systemic Knowledge Gaps

In Vietnam, the introduction and domestication of Gender Studies represent a journey reflecting shifts in developmental paradigms. According to Nguyen Linh Khieu (2007), this process can be categorized into three phases: from spontaneous reception and dependence on international resources (the 1990s), to a turning point of systematization and localization under State initiative (late 1990s), and finally, the endeavor to construct a Vietnam-specific theoretical framework for gender since the early 21st century. However, when confronted with the surge of AI, the domestic research system appears to exhibit a significant latency.

While efforts have been made to identify the status of women in STEM and digital competencies (Nguyen & Le, 2021; Pham, 2022), these studies largely remain at a descriptive level, lacking profound theoretical reflection and organic connection with international academic currents. The most significant current gap is the absence of a systemic strategic framework to integrate a gender lens into social science institutions during the AI era.

This gap becomes particularly evident when examining the role of higher education institutions in Vietnam entities responsible for social science training and research. These institutions face a paradox: they possess a substantial volume of academic knowledge yet lack a strategic orientation framework to operationalize integrated research on gender and technology at an institutional level. This research void represents not only a theoretical

deficiency but also a fragmentation in the nexus between social science research, professional training, and policy advisory. Therefore, establishing a strategic research framework is not only an effort to fill an academic void but also a strategic move to reposition the value of social sciences in regulating an equitable and inclusive digital transformation path for Vietnam.

3.0 INTEGRATED THEORETICAL FRAMEWORK: The Multilayered Approach to Gender and Technology

To elucidate the nature of the profound transformations that the digital era, particularly AI, exerts on gender structures, mono disciplinary or purely technical approaches have become obsolete. This article proposes an interdisciplinary integrated theoretical framework to examine the "social life" of technology through three complementary lenses: Gender and Technology Studies (GTS), the Digital Gender Gap (DGG) model, and Feminist Epistemology. This synthesis allows for an analysis that goes beyond structural inequalities to question the very process of knowledge production at a time when artificial intelligence (AI) is redefining human status.

3.1 Gender and Technology Studies (GTS)

Rooted in the perspective that technology is never a neutral entity, the GTS framework examines the dialectical relationship between gender and technical systems. According to Wajcman (2004), gender and technology are fundamentally "co-constructed," as technology does not merely emerge within pre-existing gender structures; it serves as a "sociotechnical agent" that actively restructures those power relations. In the AI era, algorithms are not simply lines of code; they carry the biases, values, and hierarchies of their creators. The application of GTS enables social science research including gender studies to move beyond surface-level

observations of AI's impact and delve into how gender assumptions are "encoded" into algorithmic design, thereby opening a space for interdisciplinary reflexivity on technological governance.

3.2 The Digital Gender Gap (DGG) Model

While GTS provides a structural conceptual foundation, the Digital Gender Gap model serves as an empirical "barometer" to measure real-world manifestations of inequality. Drawing upon the arguments of van Dijk (2020) and UN Women (2022), this model emphasizes that digital inequality is not limited to the presence of devices or connectivity infrastructure. It manifests across three complex tiers: (i) the access gap; (ii) the skills gap; and (iii) the outcomes gap. The core question is no longer merely "who has technology," but rather: "Who is represented, who holds decision-making power, and whose voice is genuinely heard n the digital space?" This analytical framework allows research in Vietnam to quantitatively identify systemic barriers, providing a basis for policy recommendations aimed at substantive inclusivity.

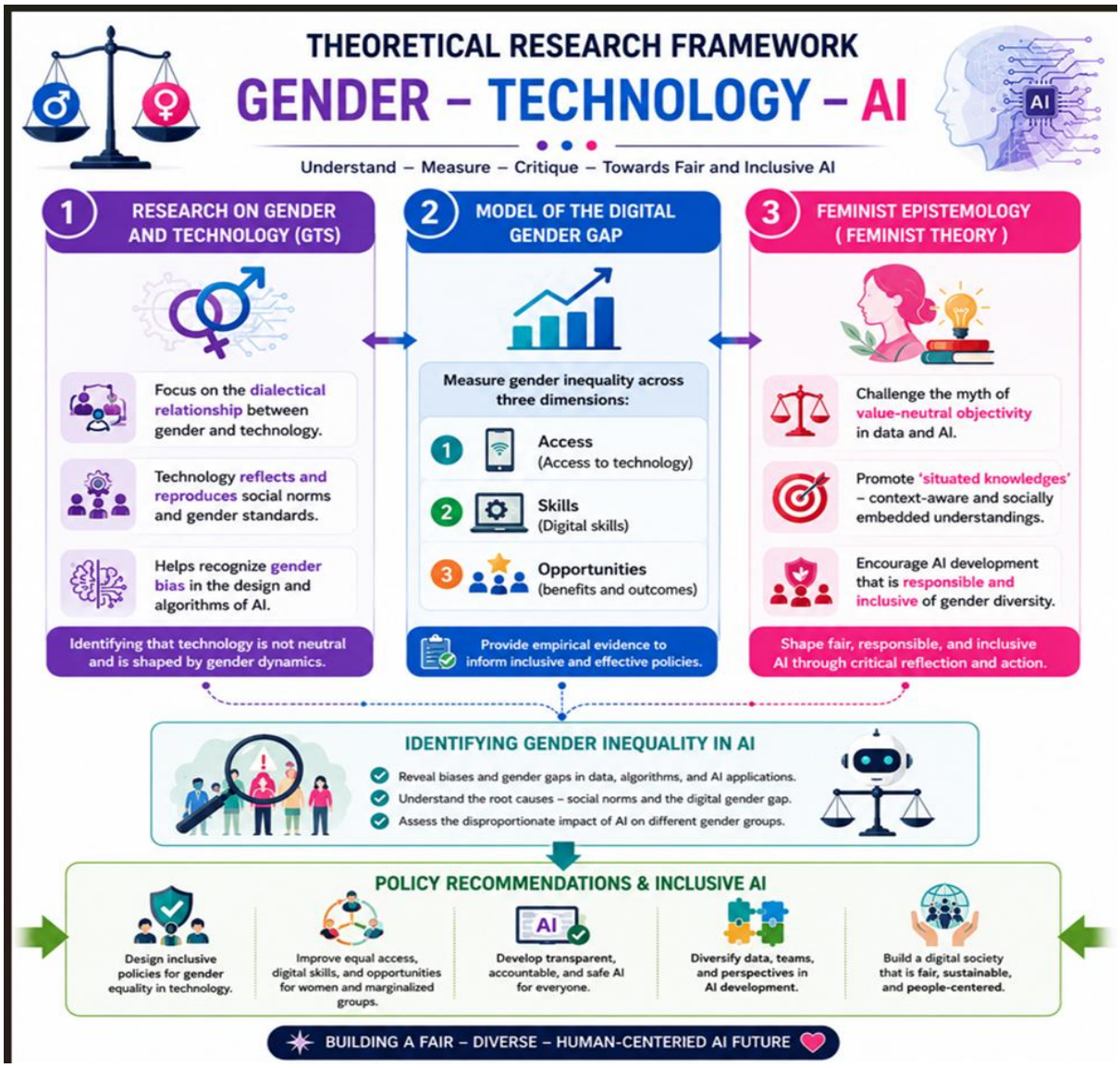

Figure 1. The Integrated Theoretical Framework for researching Gender, Technology, and AI in the Digital Transformation

3.3 Feminist Epistemology Approach

At the deepest level, Feminist Epistemology provides a critical foundation regarding the nature of knowledge in the era of Big Data. This approach poses fundamental questions: "By whom and for whose benefit is knowledge constructed?" (Harding, 1991). In a context where AI is often shrouded in the illusion of objectivity, Haraway's (1988) concept of "situated knowledge's" emerges as a powerful tool for deconstruction. It asserts that all knowledge, including the most sophisticated algorithms, bears the imprint of the social position and gender perspective of its creator. Utilizing this lens not only aids in identifying algorithmic biases but also fosters the "democratization" of technology, where women's experiences and voices are recognized as valid and essential knowledge sources for building a more humanistic digital future.

It is evident that the proposed theoretical framework is not a mere mechanical assembly of concepts, but rather a synthesis designed to address the multifaceted complexities of gender in the digital age. The nexus between these three pillars operates through a hierarchical logic that the GTS framework provides the lens to understand that technology is inherently gendered. The gender norms encoded within technology (GTS) lead to the concrete manifestations of inequality measured by the Digital Gender Gap (DGG) model. In other words, while GTS elucidates why the gap exists, the DGG quantifies the extent of that disparity. As the DGG provides empirical data regarding female disadvantage, Feminist Epistemology intervenes to question whether these datasets are truly "neutral." It enables the recognition that the digital divide is not merely a deficit of hardware or skills, but a lack of power in defining digital knowledge. Consequently, the convergence of these three pillars centers on the core objective of responsible and gender-sensitive AI. The ultimate goal is to facilitate a transition from a biased digital ecosystem toward a digital space that is both inclusive and equitable.

In summary, this integrated theoretical framework serves not only as a cornerstone for gender research in Vietnam but also as a methodological contribution to the international discourse on inclusive development. It shifts the focus from merely "integrating women into technology" toward "transforming the nature of technology through a gender lens." This provides the foundation for developing distinctive research strategies that adhere to global academic standards while profoundly reflecting the socio-cultural specificities Vietnam during its digital transformation.

4.0 FINDINGS AND DISCUSSION

4.1 International Academic Trends on Gender in the AI Era

The intersection of a gender lens and AI has transcended the scope of a mere academic concern to become a global political and social imperative. Contemporary research has reached a consensus in critiquing technological neutrality, asserting that AI is not an inert tool but a "sociotechnical assemblage" capable of reflecting, reproducing, and amplifying deep-seated gender inequalities within social structures (Crawford, 2021; UNESCO, 2023). When gender biases are "ossified" into training datasets and algorithms, the result is not only technical

skewness but also the systematic dispossession of opportunities for women and marginalized groups.

International research trends have evolved along several parallel trajectories to diagnose and intervene in this issue. First, the Technocratic and Algorithmic Fairness Model focuses on developing intrinsic technological solutions, striving to create "fair algorithms" and methods for bias mitigation in data (Mehrabi et al., 2021). This represents an effort to "repair" technology from within. Second, the Structural and Human Resource Analysis Model questions the underrepresentation of women in the STEM/AI ecosystem—where they currently constitute only about 29% of the global research workforce (UNESCO, 2024). These studies focus on the "leaky pipeline" concept and propose policies to enhance "gender digital literacy" to dismantle systemic barriers (Cheryan et al., 2022; OECD, 2023). Third, the Constructive and Emancipatory Model focuses on a pivotal shift from viewing AI as a problem to perceiving it as an agent of liberation.This trend explores the potential of technology to monitor online gender-based violence and advance the Sustainable Development Goals (SDG5) (UN Women, 2023).

Furthermore, most notable is the emergence of a critical research direction known as Feminist AI." Rooted in Feminist Epistemology, this approach argues that equality cannot be achieved merely by fixing algorithms; it requires the integration of women's lived experiences and knowledge throughout the entire technological development lifecycle. This shift has also permeated the governance sphere, where the European Union and the OECD are pioneering the establishment of "gender impact assessments" as a mandatory standard in technology policy (European Commission, 2024; Johnson, 2023).

4.2 Research Gaps on Gender and AI in the Vietnamese Context

While Vietnam has achieved commendable progress in promoting gender equality and digital transformation, an examination through the lens of integrated research on gender and AI reveals a significant "latency" in terms of institutional frameworks and strategic perspectives. The existing challenges are not merely technical deficiencies but represent systemic ruptures within the developmental structure (Nguyen & Pham, 2023; UN Women Vietnam, 2024).

Firstly, is the absence of a gender-responsive data ecosystem. Vietnam currently faces the "invisibilization" of gender data in the digital space. The lack of a comprehensive system of sex-disaggregated data is not only a statistical shortcoming but also a barrier to identifying and assessing the substantive impact of technology on different social groups (UN ESCAP, 2023). Absent empirical evidence, policy interventions are prone to being "gender-blind" or addressing only the symptoms of the problem.

Secondly, is the profound fissure in digital access and autonomy. Data from the General Statistics Office (GSO, 2024) reveals a paradox: while internet penetration rates are rising, the actual gap in digital skills between men and women persists, particularly in peripheral areas and ethnic minority communities. With a nearly 20% disparity in basic digital skills, Vietnamese women are being "marginalized" within the knowledge economy. Research by Le & Tran (2023) highlights a structural role differentiation: women are often viewed as "consumers" rather than "creators" of technology. This absence creates a cycle of vulnerability, where AI systems devoid of female input continue to reproduce gender biases against them.

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Thirdly, is the technocratic nature of policy and the risk of hereditary bias in technology. Currently, AI models in Vietnam from automated recruitment to public services face the risk of inheriting gender biases from existing training data. At the governance level, although the National Digital Transformation Strategy (2021–2030) emphasizes equity, it remains heavily influenced by technocratic thinking, lacking specific and quantitative gender indicators to monitor progress toward equality in high-tech sectors (Nguyen & Do, 2024).

Fourthly, is the fragmentation and the existence of "knowledge silos" in interdisciplinary collaboration. Another serious challenge is the lack of organic connection between social science research institutes and technological development units. Social scientists are often excluded from algorithmic design processes, while technological engineers lack the sociological perspective necessary to identify the ethical implications of their products (Tran & Vu, 2023). This rupture results in fragmented research on gender and AI in Vietnam, making it difficult to generate high-impact practical breakthroughs for policymaking.

Finally, there is the barrier of institutional perception. In Vietnam, gender equality is still frequently regarded as a supplementary social welfare issue rather than a core structural component in the design and operation of technology. While international standards affirm that gender mainstreaming is a prerequisite for sustainable development (OECD, 2023; Johnson, 2023), the delay in shifting this mindset may cause Vietnam to miss the opportunity to build a digital economy that is both humanistic and substantively equitable.

All in all, Vietnam’s challenge is not confined to technical or data issues; it lies in the absence of an interdisciplinary bridging mechanism and a sufficiently strong institutional commitment to transform technology into a tool for enforcing gender equality.

4.3 Strategic Orientation Framework for the Research Roadmap in Vietnam

To resolve the ruptures in the current research structure and anticipate the shifts of the digital age, a holistic and reflexive research strategy is an urgent requirement for higher education institutions in the social sciences in Vietnam. Based on a comparison of practical gaps in Vietnam with international standards, this article proposes a strategic orientation framework based on four key pillars to reposition the status of social science higher education institutions within the national scientific ecosystem.

Firstly, cultivating human capital and augmenting internal capacity The essence of any transformation lies primarily in the agency of the subjects and the adaptability of the institutions. This pillar focuses on developing a research cohort that is not only profoundly versed in gender and GEDSI (Gender, Equality, Disability, and Social Inclusion) but also possesses a critical lens toward digital technology. To meet international academic standards, scholars must be equipped with a diverse methodological toolkit—ranging from advanced quantitative techniques to context-sensitive qualitative anthropological methods—ensuring that gender variables and marginalized groups are integrated from the research design phase. Concurrently, establishing research governance mechanisms based on international publication performance (ISI/Scopus) will serve as a catalyst for asserting institutional prestige and enabling transnational academic dialogue.

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Secondly, fostering interdisciplinary knowledge convergence In the AI era, social science issues no longer exist in isolation but are inextricably entangled with technology and culture. Consequently, educational institutions must transcend mono disciplinary silos to cultivate an open research environment where the social sciences converge with data science and ethics. The proposal to establish a "Center for Interdisciplinary Research on GEDSI and Artificial Intelligence" is not merely an organizational assembly but an effort to create a shared dialogic space for deconstructing the social implications of algorithms. A strategic research roadmap spanning five to ten years will provide the foundation for developing Gender Impact Assessment toolkits with high policy-consultative value.

Thirdly, establishing data infrastructure and engineering socially responsible AI For the social sciences to remain central to the digitalization process, the construction of an evidence-based data infrastructure is a prerequisite. Higher education institutions specializing in the social sciences must pioneer the development of digital data systems disaggregated by GEDSI indicators, forming an open and reliable knowledge resource for domestic and international academic communities. Furthermore, the core objective is to advance models of "Responsible AI"—tools capable not only of identifying bias but also of proactively protecting women and vulnerable groups against cyber risks. Technology, in this context, ceases to be an agent of inequality and instead becomes an ally in the pursuit of social justice (UNESCO, 2023).

Fourthly, repositioning academic standing through transnational dialogue networks In a flat world of knowledge, the autonomy of a scientific institution is affirmed through its capacity for global integration and dialogue. This pillar aims to diversify forms of international cooperation, moving beyond traditional technical support frameworks toward the co-construction of knowledge. Scholar exchanges, the implementation of multilateral research projects, and the publication of joint works in prestigious academic forums will facilitate the "localization" of international standards while disseminating gender insights from the Vietnamese context to the world. This integration is the key for the Academy to contribute to the Sustainable Development Goals (SDG5) on a global scale.

In summary, these four strategic pillars are not merely technical solutions but an endeavor to build a new research paradigm within Vietnamese higher education institutions, where the social sciences serve as the "ethical compass" regulating the digital transformation process toward humanism and equality.

5.0 DISCUSSION

The analysis of literature and practice reveals that integrating a gender lens, GEDSI, and Artificial Intelligence (AI) within social science higher education institutions is not merely a mechanical technical addition; it represents a paradigmatic shift in social science research. This process necessitates a holistic theoretical framework where the convergence of technology, public policy, and gender studies creates a dialectical force capable of deconstructing deep-seated biases often obscured beneath the "neutral" veneer of algorithms.

The creation of equitable algorithms and transparent data governance constitutes an effort to restore humanism to technology, transforming AI from an instrument of dominance into a vehicle for substantive social justice.

When benchmarked against international currents, the recommendations from UNESCO and the European Union emerge not only as ethical guidelines but as new regimes of epistemic power. They emphasize that data equity and human reflexive capacity are inseparable pillars for ensuring that technology serves the collective good (UNESCO, 2023). For institutions specializing in the social sciences and gender studies, the "localization" of these models must avoid rote imitation. Instead, it is essential to establish pioneering ethical standards and gender impact assessments that align with Vietnam's cultural values and its specific digital transformation context.

However, realizing this vision faces developmental paradoxes. On one hand, Vietnam possesses strong political will regarding gender equality and digital transformation; on the other, the system exhibits structural "fissures," including the fragmentation of standardized data, a severe shortage of experts with interdisciplinary perspectives, and the persistence of implicit biases within the research community. These barriers are not merely technical issues but the consequences of a scientific governance mindset.

To resolve these challenges, a robust institutional restructuring is required. Social science higher education institutions in Vietnam must create interdisciplinary dialogic spaces where social scientists and technological engineers can find common ground through dedicated funding for gender and AI research. Gender research entities must be repositioned as a "coordination nucleus"—a strategic knowledge hub capable of connecting domestic academic networks with international institutions such as UN Women or the UNDP.

In summary, an integrated research strategy within Vietnam's social science higher education sector is not only an effort to fill knowledge gaps but an act of asserting the role of the social sciences in guiding a humanistic technological landscape, where mechanical progress is inextricably linked to the values of human dignity and gender equity.

6.0 CONCLUSION AND IMPLICATIONS

This article represents a reflexive effort to outline a constructive roadmap, positioning social science research—specifically in the fields of gender and GEDSI as in dissociable structural components within the AI ecosystem of Vietnamese higher education. The proposed four-pillar strategic framework is not merely an academic contribution to enrich the theoretical paradigm of gender in the digital age; it serves as a blueprint for praxis, aimed at bridging the rupture between social theory and technological governance. To ensure this roadmap does not remain a theoretical abstraction, its realization demands decisive political and academic commitment, manifested through the restructuring of internal research institutions, the prioritization of resources for interdisciplinary projects, and the cultivation of an environment that nurtures reflexive knowledge regarding technology. This will not only strengthen the identity and academic sovereignty of social science higher education in Vietnam but also serve as a practical step toward building an equitable digital society where technical progress does not leave human values behind.

Beyond the scope of a single institution, these findings carry profound policy implications for national development strategies. The analysis affirms that gender mainstreaming in AI is not a supplementary or decorative policy option; it must be standardized as a core sustainable development indicator within the superstructure of the national digital transformation strategy.

Following advanced global governance models, Vietnam needs to establish legal corridors and gender-sensitive critical review mechanisms to empower research institutions specializing in gender and development. This is a prerequisite for fostering an inclusive innovation ecosystem where technology is oriented toward the goals of equality and sustainable development for all sectors of society (UNESCO, 2023).

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