

Gender in Vocational Education

Isti Sri Rahayu*, Tutin Aryanti

Technical and Vocational Education
Universitas Pendidikan Indonesia
Bandung, Indonesia

*Rahayuisti072@gmail.com, tutin@upi.edu

Abstract—Gender equality is one of the main goals of Sustainable Development Goals (SDGs) because gender equality is a fundamental human rights and it is imperative factor in educational sector. Gender issue is important in vocational education and there is access and participation from female students to continue education but there is a gender inequality and hidden discrimination. This article gives a sight towards gender issue from several literatures about vocational educations an includes issues and gender equality hindrance in vocational education, issue discussion, potency, and opportunity and challenge in vocational education, thus one can obtain review materials for a deeper understanding to support the learning strategy that is more responsive to gender issue.

Keywords—gender equality, vocational education, gender responsiveness

I. INTRODUCTION

Gender equality is one of the main goal of Sustainable Development Goals (SDGs) because it is a fundamental human rights and is needed in educational sector [1]. Technical and Vocational Education and Training (TVET) has widely approved as a supportive power for social-economy growth and technological development. In its process, there are several challenges to achieve TVET program. A good quality TVET program can provide labour market with skilful, productive, and competitive human resources [2,3]. An inequality gender is an issue that must be concerned in the process of education. TVET, especially in vocational school may serve as a vehicle where male and female students can develop their potential without hindrance of gender bias [1,4].

Gender mainstreaming is a public policy concept of assessing the different implications for people of different genders of any planned policy action, including legislation and programs, in all areas and levels national wide, this programs puts priority in experiences, aspirations, needs and problems that are faced both by male and female in every aspect of planning, implementation, monitoring, and evaluation of all policy and programs in every sector of life and development in is written in Inpres RI.No.9 year of 2000.

In its practice, gender mainstreaming has not yet been applied effectively in vocational schools, only a fraction of main components from gender mainstreaming program that has

been established in vocational schools. Those who are interested in politics and the politics leadership, policy structure, and gender statistics, while four from seven gender mainstreaming which are structure and mechanism, resources, infrastructure, and civil society have not been well implemented. To overcome this problem, a related institution must continue to push and publish an implementation guidance documents of gender mainstreaming in vocational school [1,5].

That challenge that is faced nowadays is to make TVET becomes more effective and based on need, more dynamic, inclusive, and responsive toward the change that happen in the world of labour. Vocational Education and Training (VET) contributes in inclusion will gives more benefit for developing countries because it supports fundamental values in society such as equality, justice, and social responsibility [6]. Educational program in one country is designed and implemented mostly to fulfil culture and economy sections that includes an aspiration of society in that country. TVET, which its goal is to prepare teenagers and adults as well in one country to be a part of labour world and for the whole education program [3].

From that discussion it is obtained the problems of research that is concluded as: what is an issue, potency, chance, challenge in vocational education that is gender responsive?

II. LITERATURE

A. Vocational Education

Vocational education is put emphasize in skill mastering and skill in a specific field of work [7]. With that, the education that is obtained will be more of practical portion than theoretical portion. Vocational education is an education model that has several advantages such as 70% of it is practical portion and 30% of it is theoretical portion. This advantage is hoped to become one of the solutions in preparing fresh graduates from universities with applied skills that is needed by labour market [8].

B. Gender

Gender is built in the representation of narration and practice. Sex type maybe refers to male or female or femininity and masculinity. On perspective, several experts put focus on

the relationship between male and female or between femininity and masculinity, and others have opinions gender is related to sexuality. Gender intersects with race, class, ethnics, modality, sexuality, and regional from identity that is built discursively [9]. Oakley says that gender is not a right from God because it is not a sex in biological term. While Caplan asserts that mostly gender is formed from the social and cultural process that comes from a different behaviour of male and female, besides their biological structures.

According to Woman Participation Ministry in Nasution, sex type is a part of biological form of someone, that includes the differences in chemicals and hormones in body, physical anatomy, reproduction, and other biological characteristics. While gender refers to social, psychological, and other non-biological parts. In biosocial term, gender is different from sex type. Gender refers to psychological characteristics, social, culture, and behaviour that is related with becoming female or male with it. Sex type is genetic factor, female is identified with two sets of chromosomes, those are X-chromosome and Y-chromosomes. Other than that, sex type usually is determined from primary and secondary sexual characteristics [10].

C. Gender in Vocational Education

Education has an important role in the development of someone and country. The process of learning of male and female can increase their status of economy, and thus widens their chances and choices in the future [11]. In economy sector, the gender equality in education has positive correlation with economic growth [12]. Education and technical training and vocational school aim to equip students with skills and knowledge that are needed to be involved in professional career and lifetime learning. The main task of TVET is not only to prepare students for professional career, but also to prepare a lifetime learning; that is the reason why someone needs a same chance to TVET [13].

Technical and Vocational Education and Training (TVET) has widely recognized as an important support for the growth of social and economic sectors and for technological growth of a nation. In its implementation, there are challenges to increase the achievement of quality in conducting TVET program to provide labour market with skilful human resources, productive, and competitive [2,3,13]. Gender in its learning implementation in Technical and Vocational Education and Training (TVET) program must be put in consideration so it can dig all its potencies without any gender bias [1,4].

Technical and Vocational Education and Training (TVET) institution plays important role in developing the human resources that is needed to change developing countries to developed countries. Technical skills that the students get is supported by industrial needs. But technical course is very popular among male students and rarely be seen in female students and only a small fraction of female students applies to TVET institution. Thus there is gender inequality challenge in TVET education [14]. In TVET graduates there are chance to

choose career because there is no gender bias in choosing works and all have the same chance to work [15].

This gap is related to gender bias in curriculum, class pedagogy, and the failure of children educational system to offer a support for developing self-value, self-esteem, and female student aspiration in formative stage (Johnsen & Kendrick, 2005 cited in Watermeyer, and Stevenson, nd). Thus, the lack of female representative in TVET becomes a problem in developed and developing countries, that includes Kenya. Although the development has been achieved for years, there are still gap, challenge, and an inequality [16]. Teacher needs to have a gender responsive approach in every stage of education. In the strategical policy, a gender strategic responsiveness such as to ask a female students to be approved and supported to follow technical-based subjects every years is several intervention that can help to protect this prone to exclusion in educational sector of TVET [16].

III. METHODS

In the process of learning the literature, it includes the following steps based on Francis and Baldesari in 2006:

- Formulating the review question
- Conducting a systematic literature search
- Screening and selecting appropriate research articles
- Analysing and synthesizing qualitative findings
- Maintaining quality control
- Presenting finding.

In the process of reviewing related literatures to gender discussion in vocational education it is chosen the published articles from 2015 to 2020. Relevant articles are collected with Publish application or Perish 7 with google scholar query. The use of PoP with google scholar query is conducted by filling the key words: year of publishing and journal. The used keywords are "Gender in vocational education", "Gender in TVET", and "Gender mainstreaming in TVET".

IV. RESULTS AND DISCUSSION

From the search of Publish application or Perish 7 is obtained more than a thousand articles from 2015 to 2020. Articles that are included in the keyword search of "Gender in vocational education" are 993, "Gender in TVET" are 440 and "Gender Mainstreaming in TVET" are 430 and is selected to find relevant articles that match in gender discussion in vocational education. Based on this selection it is obtained 30 articles that match the criterion which is gender discussion in vocational education.

These selected articles then are rearranged as main findings in a logbook that contains the writers, year of publication, the objectives of research, methods, and results. These findings are grouped into categories. These categories then are synthesized

into the themes (and are in accordance with the arranged frame of concept).

A. Issue

Gender issue is important in vocational education. There is an access and participation from female students to continue education but there is still a gender inequality and hidden discrimination in classroom so it is imperative to design an education and skill training for the teachers so they can implement gender equality [4,17-20]. In TVET sector, there is a gender stereotype and hidden discrimination [21]. One of the reasons is low participation of female students and their experience in agricultural program in one of universities in Africa, because there are socio-culture norms and gender perception [22].

Gender mainstreaming is a strategy that can be implemented national wide and systematically to reach a gender equality and justice. Gender mainstreaming in Vocational Education has a continuing role in facilitating female as human resource, and contributes to the effective developing strategy to achieve a better gender equality [23,24]. Gender mainstreaming has a good regulation nationally or in regional but in reality gender mainstreaming in education is still badly implemented [1,25,26].

B. Potency and Possibility

Vocational education contributes to the process of gender segregation so it needs a regulation about gender in regional sector and the vocational school and gender differentiation in education [27]. Female as a human resource has potency to achieve the same level with male in education [28,29]. Empowerment of female to achieve justice and gender equality needs a special handling and accurate steps [30]. Female empowerment with transformative learning can achieve the goal of VET and makes this program easy to be accessed and this program becomes an inclusive program [31].

C. Challenge

Female empowerment needs a special and structured handling to achieve a gender equality, to build an understanding about gender and to implement gender mainstreaming. This empowerment is the right choice to create gender responsiveness in education [32]. In its implementation, the gender integration either in research or teaching program, needs resources, design, law protection and gender concept. It becomes an important part and needs to be supported by institution commitment so as the consciousness and interest toward gender or gender competency can reach gender justice and gender equality [33,34].

Teacher must have a gender responsive approach in every level of education. In every level of policy, gender responsive strategy that asks female students to be accepted and supported to follow technical based subjects every year is an intervention that can help protect a prone group from inclusiveness of TVET [16]. The budget of gender responsive program can help

to achieve gender equality. Supportive action to the female empowerment will support the continuing of development but there is limitation in digging the potency, so it needs further research in public sector and higher education institution [34].

V. CONCLUSION

Gender equality is one of the main goals of Sustainable Development Goals (SDGs). Gender issue is important in vocational education because it gives access to and a form of a good participation of female students to continue education but there are several gender inequality and hidden discrimination. Gender mainstreaming is a strategy that is implemented in national scale and systematically implemented to reach gender equality and justice. But in its implementation, gender mainstreaming has not yet fully conducted and needs resources, strategy, law protection and gender concept must be supported by institutional commitments so gender consciousness and response to gender or gender competency can be achieved. To improve the potencies that are owned by one person we need continuing research on sector public policy and higher education institution so as gender issues, challenge and chances of this issue can be used as strategy and can be used as a method that is gender responsive.

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