

Chapter 7

Gender Perspectives in TEL and Vocational Education

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ABSTRACT

Gender equality in education is still a problem around the world, especially in the fields of TEL and TVET. These differences are often caused by social and cultural norms, digital barriers, and biases in institutions. This chapter looks at how gender perspectives affect participation and opportunity in TEL and vocational education. It looks at problems including not having enough access to technology, not having enough representation in STEM professions, and systemic bias. The conversation brings together global policy efforts, best practices, and gender-responsive curriculum techniques that are meant to provide women and other groups who are often left out more power. In the conclusion, the chapter makes it clear that politicians,

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educators, and technology developers need to work together to make sure that TEL and vocational education are fair for everyone. This will help close skill gaps and promote long-term social and economic growth.

1. INTRODUCTION

It is important to comprehend the evolution of TEL in within the context of sustainable education because technology advancements frequently outpace the reasoning behind longitudinal research. Finding out what stakeholders think about the potential of ICT and the difficulties of promoting TEL outcomes that support new innovation is important for promoting sustainable development and making the required changes in the current transformation process. It is commonly believed that TEL is something that everyone enjoys and unconsciously requires because it opens up new possibilities (Bagale, 2020). The article's writers feel the same way; they think technology presents opportunities that have been wasted thus far. Making good use of these opportunities requires familiarity with the present state of affairs as well as an understanding of the internal perspective in order to determine the stakeholders' evaluations of TEL in higher education and to establish avenues for future research. In order to help students with TEL, professors with their work, and educational pathways be adjusted to ensure sustainable HE for sustainable development, it is necessary to look past the technological bubble and determine how TEL is currently structured in HE. Only then can it know which emerging aspects should be considered and which directions should be taken.

1.1 TEL for Educational Sustainability

The educational process revolves around the role of instructors who are ready, dedicated, and willing to utilise various technologies to support student learning. Digitalising education is a primary goal of collaborations among countries working within the Bologna Process framework, as recently agreed upon. Similarly, they emphasised the importance of pedagogical innovation in order to back measures that meet the requirement of high-quality education. They have also addressed the question of how to foster synergies between students and teachers (Silverman, 2023). There is a lively discussion about transformative learning going on in the same setting. The latter is said to be the bedrock of long-term education, or education in which educators play a central role, by encouraging students to be open to new ideas and challenging the epistemological assumptions that underpin their own teaching and institutional leadership. When examining the relationship between TEL and sustainability, this model is thought to be the best fit for defining the function of

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