



Special Issue Call For Papers

Gender in vocational education and training: pathways, process and practice

Guest Editors:

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Despite over 30 years of gender studies, and numerous initiatives to address gender inequalities, gender segregation persists in vocational education and training (VET) as well as in the labour market. Indeed, previous studies have shown that VET itself can contribute to the formation of highly gendered identities, roles and practices, thus reproducing inequalities between men and women. These inequalities may be further compounded by distinctions of class and race.

This special issue welcomes papers which focus on the ongoing importance of gender in relation to VET, within the context of the changing conditions of the labour market and the broader societal division of labour. Articles are welcome from all countries and regions. They may focus on different aspects and stages of VET, including, for example: initial and continuing VET, career guidance, apprenticeship, workplace learning, vocational institutions, or labour market segmentation. They may also focus on any aspect of gender relevant to VET. Some of the themes of particular contemporary concern include:

- The ways in which gender differences are affected by new forms of work organisation, and globalised labour markets, as well as qualifications and learning practices.
- Visible and invisible concepts of masculinity which are built in and reproduced by VET
- The ways in which VET providers in different countries respond to the changing nature of labour markets and the demand (or lack of it) for female workers, and the extent to which they are responding to the 'feminisation' of work.
- The impact of the global financial crisis on women or men in the developing world. How is gender addressed by VET in rapidly industrialising countries such as India and China? As new rounds of primitive accumulation of capital in the Third World dispossess women of traditional work - such as handcrafts or farming - what response is offered by way of VET? And do these responses reduce or reinforce gender inequalities?

Interested authors should submit a 500-word abstract to the editors by May 3rd 2013.

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