

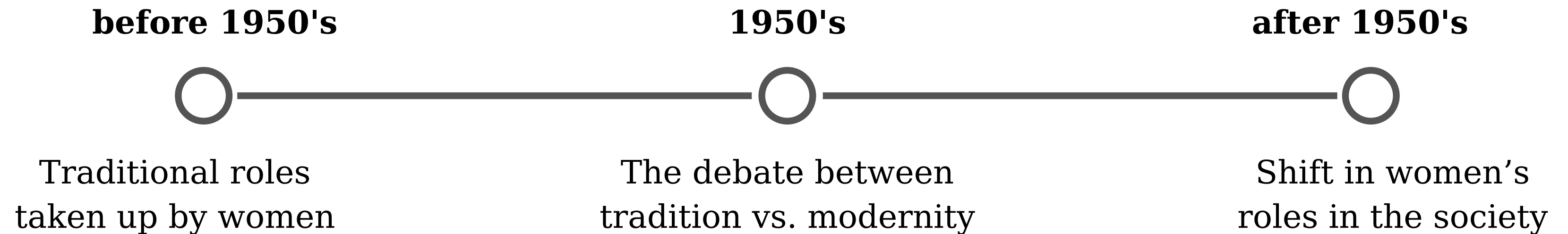
The Paradox of Empowerment

Unveiling the Impact of National Education Policies on Achieving Sustainable and Decent Work for Women in India

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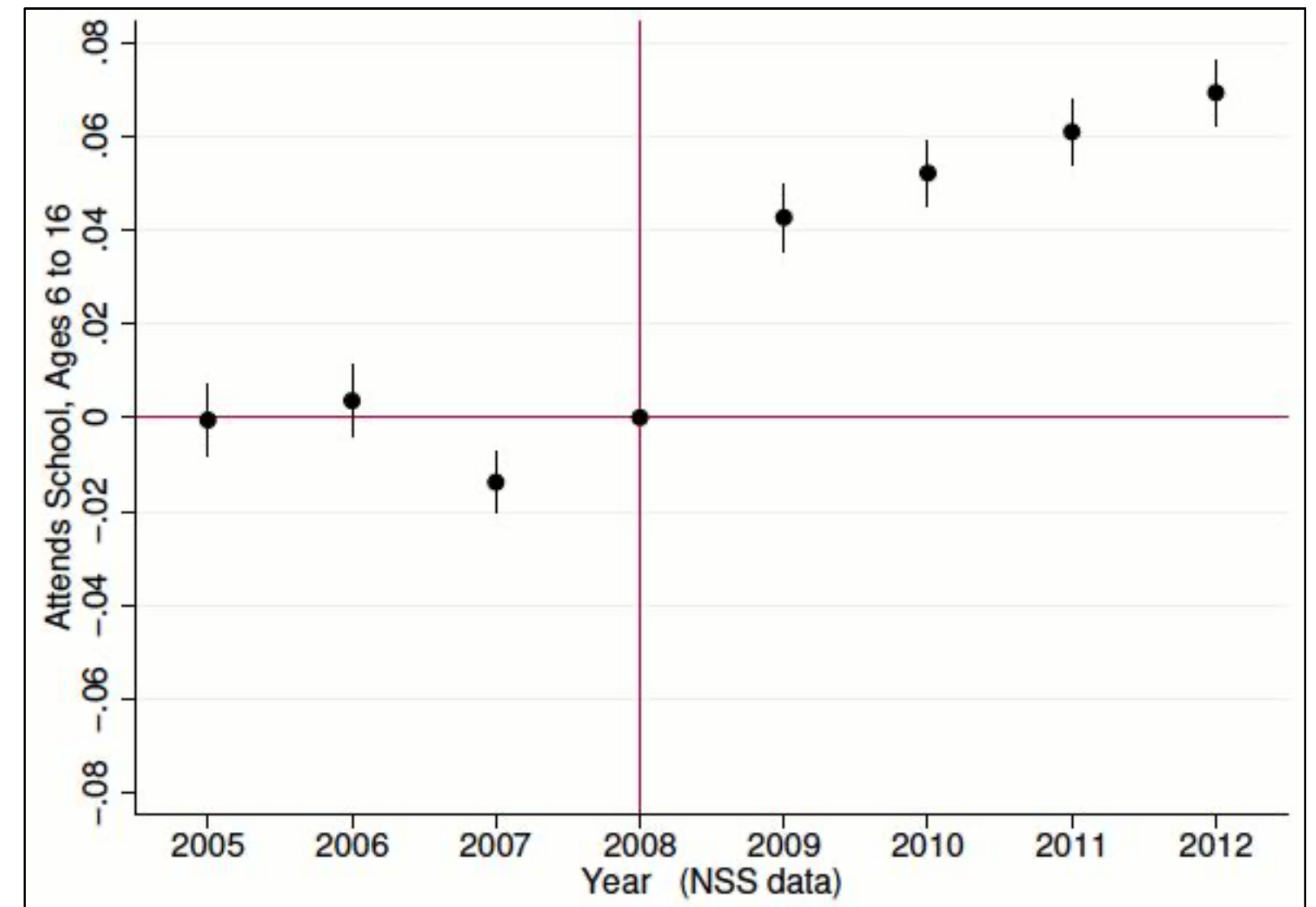


What is the Context?



Right of Children to Free and Compulsory Education Act

- Enacted in 2009, RTE act aimed to provide free and compulsory education for children aged 6-14 in India. It made significant strides in addressing educational disparities and providing access to education.
- Despite uniformity in policy, women face financial barriers accessing higher education after benefiting from free primary and secondary education.
- Regressive mindsets and socio-cultural norms exacerbate the challenges, particularly in rural areas, limiting women's educational and career opportunities.



RTE and enrolment: A snapshot from three datasets

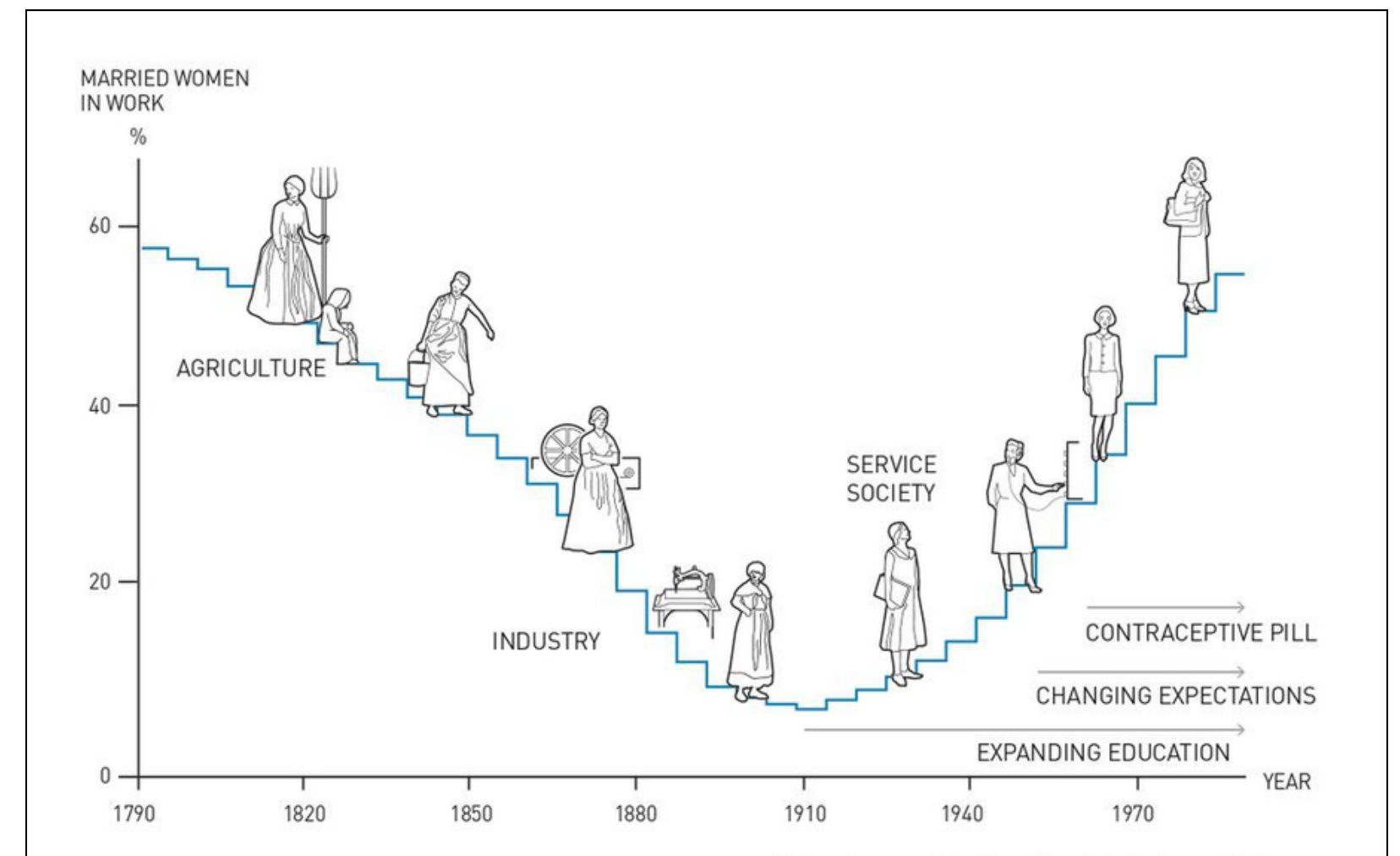


Challenges in Female Employment

- Majority of jobs in the informal sector held by women due to limited opportunities and low absorption capacity of the formal sector.
- Socially ascribed gender roles influence sector choice, pushing women towards informal work.
- Informal sector characterized by long hours, low wages, and lack of social security along with non-monetary factors like work conditions and societal expectations play a significant role in women's sector choice.
- Concentration of women in the informal sector exacerbates gender inequalities, perpetuates poverty, hinders economic development, and leads to exploitation due to lack of social security and union support, impeding overall development efforts.

Factors Influencing Sector Choice

- Goldin's "U" hypothesis suggests a greater demand for labor in the informal sector during initial stages of development, impacting women's sector choice.
- Socio-economic and cultural factors heavily influence women's decision-making regarding employment sectors.
- Implications for educational policies and economic opportunities highlight the need for tailored approaches to address gender disparities and promote inclusive growth.



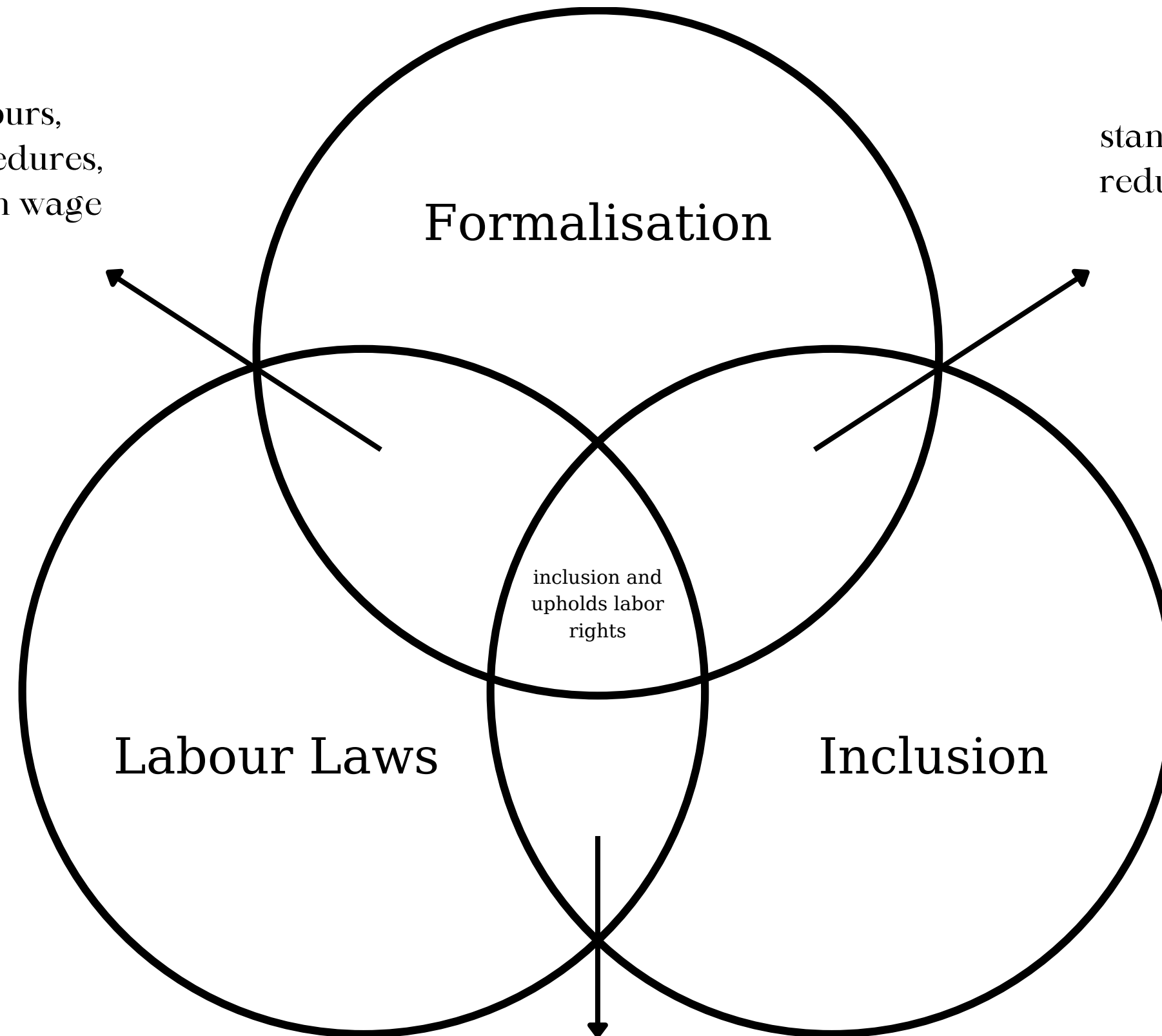
Goldin's "U" Hypothesis



Aligning with Sustainable Development Goals

- **Discussion on SDG sub-goals related to formalization of work and employment:**
 - **SDG 8.3:** Emphasizes the formalization of work institutions to establish safe and decent work for all.
 - Focuses on legal recognition, adherence to labor laws, and provision of social security and healthcare benefits.
- **Importance of addressing barriers to women's participation in the formal workforce:**
 - **SDG 8.5:** Highlights the need for achieving full and productive employment for all, including women.
 - Stresses the significance of access to quality education, vocational training, and initiatives to overcome gender stereotypes.
- **Upholding labor rights and safety standards:**
 - **SDG 8.8:** Emphasizes the protection of labor rights for all workers.
 - Focuses on preventing workplace discrimination, harassment, violence, and exploitation, while ensuring occupational health and safety standards are maintained.

documented work hours,
clear disciplinary procedures,
or formalized minimum wage
structures.



Formalisation

standardized hiring practices to
reduce bias or diversity training
programs.

Labour Laws

Inclusion

inclusion and
upholds labor
rights

equires applying those principles beyond just following the bare minimum legal
requirements. It ensures a fair and accessible workplace for everyone throughout the
hiring, working, and advancement process.

Conclusions

Education as a catalyst for empowerment:

Education empowers women, providing them with the tools to challenge norms and pursue their goals.

Prioritising women's agency in policy:

Policies should actively involve women in decision-making, reflecting their perspectives and needs.

Nurturing education for independence and impact:

Education enables economic independence and societal contribution, breaking cycles of dependence and driving progress.

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Thank You