Outcomes of the ASPBAE Research

- India has a population of 1.32 billion people spread across urban (33%) and rural (67%) areas. It has 48.2% female population, more than 30% of whom live in cities.
- India, has a large number of men, women and other genders in the age group 15-30 and it can potentially capitalize on its young population coming into the labour force than the so-called "demographic dividend".
- Educating the young, ensuring their employability and actually placing them in jobs in a challenge.
- Women from ST/SC and Muslims communities have higher incidence of illiteracy compared to the rest of the population.
- Access to and ability to sustain an education becomes limited with the intersection of gender, poverty, caste, ethnicity, religion, geographical location, etc.
- The learning crisis disproportionately affects children from poor households; they are far more likely to leave school without acquiring basic skills like literacy or numeracy.
- Ultimately, the learning crisis translates into severe shortcomings in the skills of the workforce.

Objectives

- Share the outcomes of the ASPBAE research on 'Financing and policy options for education for skills for work of marginalised women.'
- Provide a forum for exchange and joint reflection among women's activist, NGOs, academicians, adult educators, policy advocates and researchers on education and skills building for decent work for marginalised women validating, interacting with, building on the analysis and findings arising from the ASPBAE research.
- Enhance capacities in advancing gendered notions of education for decent work for marginalised women and
- Offer a space for ASPBAE and participants to share future plans regarding work in this field towards exploring areas for ongoing engagement, specifically cognisant of the fact that the next SDG High-level Political Forum (HLPF) in 2019 will focus on SDG 4 (education) and SDG 8 (Work).

Cont...

- Lack of employment opportunities for India's women, owing to factors such as occupational segregation, noting social norms and other akin factors.
- Primary, if sole responsibility for care and reproductive work being placed on women, gender stereotyping of occupations and spaces.
- Prevalent socio-cultural norms restricting women's mobility, limitations based on caste, among others.
- 93% of the workforce working in either the unorganized sector or in contractual segments of the organized sector with more or less the same work insecurities as the unorganized sector of the economy.

Cont...

- Wage/salary earners, contract workers, casual workers and self-employed workers form part of the labour force.
- A vast number of people are not salary-wage earners.
- About 80% of women workers are either self-employed or engaged in casual work with minimal income.
- Without social protection and job security.
- Entrepreneurship and self-employment are being promoted by the government.
- Very low earning in the self-employment and are primarily underemployed own-account workers.
- Irrespective of education level and residence (rural, urban), the average per day wage/salary earned by a female is less than that of a male in both rural and urban areas and the gap is more in rural areas.
- 5.4% of the labour force being skilled, and the number among women being even lower at 3.4%.

Cont...

- Mostly, skill in India is informal or on-the-job.
- Contractual and casual workers, who are part of the informal economy.
- Do not have any training or training opportunities.
- Upper primary level education, especially the women among them.
- Skills development not readily available to many.
- Participation in the productive sector is dented.
Cont...

- Resourcing Skills Development and/or Adult Education for Marginalized Women in India
- "beauty and wellness" and domestic work (2 sectors among the government's identified skills training priority areas for women
- Facilitate jobs for women with higher pay and room for professional growth
- NTL are opening up spaces to expand women's productive engagement by training women in jobs and professions traditionally 'reserved'/undertaken by men, e.g. taxi and auto driving, masonry, carpentry, hollow blocks making, LED bulb making, electrical installation and management etc

Women defined as....

Marginalised women

- Poor women – women in plantation
- Dalit women – Trans women trafficked
- Distressed / forced migrant women
- Women with disability
- Women in conflict zones/disasters
- Single woman headed household
- Women forced in sex work
- Elderly women / adolescent girls / female foetus
- Widows
- Women from remote areas
- Tribal women
- Women facing violence (domestic /private, workplace / public)
- Women inmates
- Women in informal / unorganized sector
- Illiterate women
- Muslim, Bidiya, Lambata, Devdasi
- Transgender women
- Women in conflict zones/civil war situation

Re-define ‘Women’s work’

- How do we count women's domestic work in cash? Biological to social responsibility
- Dignity in household work
- 'Decent work'? Unpacking decent work and economic empowerment for women
- Women are working in her house, producing for international value chain, she did not know and could not receive the proper wages
- Informal women’s work - scattered and fragmented works with no social security, leave, pension etc.
- Women are concentrated in certain crafts like embroidery, weaving, cane bamboo and grass products, costume Jewellery, Pottery, coir products etc.
- 117 Convention recognized home based work in 1996
- 189 countries recognized Decent work for Domestic Workers, 2011
- SDG- 8, 1, 5 and 10 relates to decent work

Decent work

- According to ILO, 'Decent work' involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men.
- SDG- 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- Small minority in the organised sector come up in the decent work. But the unrecognized work of women is not coming up under decent work.
- Need Education for Skills for work for Marginalised women in Gender Just Education Framework
- Education fulfills our potential, move out poverty, eliminate the discrimination and create self dependency.

Financing and Policy Options for Education for Skills for work of Marginalised Women

- National Policy for Skills education and Financing
- SDG
- Government
- Donor agencies/ INGO
- UN Agencies
- Banks
- Financial institutions
- Micro-finance
- Cooperative society
- Safety net program
- SME
- Corporate