Regional Scoping Paper

Policy and Financing Options for Skills for Work of Marginalised Women

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AANK Advisory LLP
New Delhi, India.

May 2018

Asia South Pacific Association for Basic and Adult Education (ASPBAE)
# Table of Contents

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Particular</th>
<th>Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Abbreviations and Acronyms</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Executive Summary</td>
<td>7</td>
</tr>
<tr>
<td>I.</td>
<td>Introduction</td>
<td>14</td>
</tr>
<tr>
<td>A.</td>
<td>Background and Context of the Study</td>
<td>14</td>
</tr>
<tr>
<td>B.</td>
<td>The Research Framework</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Purpose and Scope of the Research</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Methodology and Process</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Limitations of the Research</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Structure of the Regional Scoping Paper</td>
<td>16</td>
</tr>
<tr>
<td>II.</td>
<td>Discourse on Women's Economic Empowerment</td>
<td>23</td>
</tr>
<tr>
<td>III.</td>
<td>Financing Option for Skills-Building for Work of Marginalized Women</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Part 1: Financing Option for Skills-Building for Work of Marginalized Women in the Asia Pacific Region</td>
<td>23</td>
</tr>
<tr>
<td>2.1</td>
<td>Indonesia Study</td>
<td>47</td>
</tr>
<tr>
<td>2.2</td>
<td>India Study</td>
<td>63</td>
</tr>
<tr>
<td>IV.</td>
<td>Annexures</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Annexure 1: Framework of the Research</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Annexure 2: Brief for the Regional Scoping Paper</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Annexure 3: List of Resource Materials/References</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Annexure 4: Existing Policy and Financing Models (for Empowerment Programmes), Indonesia</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>Annexure 5: Priority Areas for Skill Development for Projected Employment 2017-2022, MSDE, Government of India</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>Annexure 6: Schemes for Skill Development by Various Ministries/Departments, Government of India</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td>Annexure 7: CSR Expenditure 2015-2016, Ministry of Corporate Affairs, Government of India</td>
<td>108</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Form</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
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Executive Summary

A major platform for ASPBAE’s advocacy efforts in the coming years would be the Education 2030 and SDG Processes. ASPBAE will work to ensure that the internationally agreed goals, targets, indicators and framework of action are translated in robust education sector plans at the country level; the resources required to meet the full agenda are mobilized and judiciously applied; and that the processes and mechanisms for accountability, coordination, capacity-building and monitoring of Education 2030 are set up, with the institutionalized participation of civil society including representative organizations of learners, teachers/educators, parents and youth.1

Through these, ASPBAE will remain attentive to its long standing focus on equity including gender equality, on accelerated attention to education quality in its wider meaning and within the lifelong learning frame; and the SDG 4 targets related to youth and adult education especially non-formal education – adult literacy, skills for decent work and life.2 It is within this context that ASPBAE through its members started to develop and sharpen its knowledge base on education, skills and work from a gendered lens vide consultations and studies including this research on “Policy and Financing Options for Skills for Work of Marginalized Women”.

The research had been designed as a multi-country study to be conducted in phases. This first phase consists of a country study in India (through Azad Foundation) and in Indonesia (through the Female-Headed Household Empowerment Program or PEKKA), as well as a Regional Scoping Paper (through ASPBAE). The Regional Scoping Paper provides the broad canvas for the research and drew upon available secondary data to map out the situation of women in education and employment in the Asia-Pacific region, understand the skills development needs of marginalized women and explore financing/funding support for skills development for decent work for marginalized women.

The research at the country level employed different tools and techniques to collect both primary and secondary data to discuss the situation of marginalized women in India and in Indonesia in regard skills development and, relevant policies and funding mechanisms therefor.

Looking at the existing gaps in information on what are the existing policies and practices in different countries in the Asia-Pacific region, the need was felt to situate the research around the broader question, thus:

What are the policy, governance and financing options required to include/provide skills development and adult education for decent work and economic and social well-being to the marginalized women in the Asia Pacific region – given the perspectives of ‘no one left behind’ and social justice?

The scope of the research has been defined by the following four (4) sub-themes:

- Who are the ‘Marginalized’ women?
- What are the existing policies, provision and financing options for skill building?
- What is the gendered notion of skill

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1 ASPBAE Plans 2016.
2 ASPBAE Plans 2016.
development and adult education?

- What are the options for financing gender-just framework for skill development and decent work?

This report is divided into the introduction, discourse on women’s economic empowerment, regional study, summary of country studies and, synthesis and recommendations. Both regional and country studies are presented according to the four (4) sub-themes above-mentioned.

The Asia-Pacific is the largest region in the world with the highest diversity in terms of geography, demography, economy, development, etc.

It presents a picture of contrasts and disparities across the region as within countries. Limited section of the population are benefited by resources, opportunities and services while the rest, at various levels and occasions, are sidelined or marginalized. In many parts of the region, particularly noting the India and Indonesia situations based on the country studies, low access and quality of school education and adult literacy negatively impact skills development thus, employability, compromising access to employment, if decent work. Worst affected by the situation are the resource-poor, religious minorities, people from certain caste, ethnic communities, people from underserved localities and locations vulnerable to natural disasters, people living with HIV and AIDS, survivors of violence, people from certain professions, people affected by disabilities, migrant workers, etc especially women among them.

Universally, women as a category are marginalized in terms of access to resources, opportunities and services. Among women, the most marginalized would be those confronted by the intersection of their gender with issues of class, caste, race, ethnicity and other social categorizations. Women’s marginalization is not isolated to education, skills development and employment but is pervasive across the socio-cultural, economic and political realms. Historical notions of femininity and masculinity, dichotomies of the private-public spaces and productive-reproductive roles have limited women’s participation in all fields of endeavour.

Different countries have made varied efforts to reflect their international commitments especially the SDGs (and MDGs before the SDGs), CEDAW, etc in domestic laws, policies, national plans and programmes to promote inclusive development, social justice and gender equality but, there are still many areas that need attention and concrete action. Progress of women across contexts have been slow because development interventions tended to be compartmentalized and the interlinkages of the socio-cultural, economic and political issues have not been amply dealt with.

A number of governments in Asia and the Pacific have woken up to the critical importance of (a population of) skilled human resources in propelling economies ahead. They have recognized the need to keep up with technological advancement and the changing global economy. It has been noted that skills development via TVET and akin programmes should significantly increase employability but, in many contexts, skills development has not been regarded as necessary by many countries thus the policy and financing lacunae in this regard.

Having in place policies and budget for
skills building that focus on marginalized women would give imprimatur to providing employable skills to marginalized women as well as make a difference in the lives of individuals, families, households and the economy in general. More than laws and policies, however, action towards socio-cultural and political changes must be facilitated alongside, especially aiming for women's meaningful participation and decision-making inside and outside the home.

Indonesia's national plan incorporates its commitment to SDGs including gender equality vide gender mainstreaming and women's empowerment. It does not have specific focus on skills development for work of marginalized women in its national plan, let alone a specific policy for the purpose and, thus, no specific budget therefor. Yet, various ministries of the Government of Indonesia work with different marginalized groups including women as part of ongoing efforts towards empowerment and equality. Interventions include some form of skills training as part of rehabilitation packages for survivors of VAW/G including trafficking and those living in disaster-prone areas or as part of livelihood programmes although inputs for the latter mostly take the form of capital infusion than comprehensive skills development. Programmes for women make reference to women's empowerment but as the Indonesia Country Study has shown, skills building available for women in Indonesia reinforce women's traditional roles as homemakers, caregivers, cooks, etc and women are deemed beneficiaries rather than active participants in development processes. There are efforts by non-government organizations as shown in the Country Study to facilitate social analyses with marginalized women and imbue them with skills to assert their rights in the course of facilitating their economic participation. By and large, the women's empowerment programmes which in some cases include components on skills building by the government and the non-government organizations are not designed to challenge issues facing women, and do not underscore the linkages between the economic and the socio-political dimensions of empowerment.

India has gone much further in promoting skills development, generally. From separate training programmes and schemes for work and economic engagements across the country over the decades, India now has a specific policy and budget on skills development and entrepreneurship, and a ministry to oversee the implementation of skills development programmes across sectors. India also has a policy requiring CSR contributions to be coursed through the government’s skills development programmes and GOI has entered into partnership with WB for financing skills development efforts.

The promotion of skills development in India lies at the heart of India's present government's "skill India" campaign and linked to its other campaign, "make in India". Further, India's skills development is meant to capitalize on its demographic dividend given its predominantly young population. India's policy on skills development and entrepreneurship is replete with references to various international frameworks particularly the SDG principles of skills development for decent work, opportunities for women including in the non-traditional livelihood or employment, "reach(ing) those farthest to be reached" like the marginalized women and ensuring "no one (is) left behind", among others.
Provisions of India’s policy on skills development and entrepreneurship are inclusive and progressive but the implementation thus far has fallen short of its lofty promises. The India Country Study has shown the government’s priority sectors for skills development until 2022 involving as many ministries but majority of these sectors have been traditionally male spaces which, given the status quo, clearly do not cater to women. Besides, marginalized women are unable to access skills development training owing to lack of information, rigid application requirements (e.g. even ‘beauty and wellness’ programmes require class 8 certification) and curriculum/modules, training infrastructure and training location not being gender-sensitive, among other feedback. Meantime, the focus on entrepreneurship for women do not benefit marginalized women who are resource-poor to start with and unable to even consider setting up or running their own enterprises.

There are numerous non-government organizations including women’s groups in India engaged in providing skills development through various programmes to marginalized sectors especially marginalized women who are resource-poor women and who have not completed education. While there are skills building interventions along women's traditional work like sewing or stitching, embroidery, cooking, caregiving, etc undertaken by many organizations or the state machineries, there is a growing number of women’s groups across the country which provide training on NTL like driving, masonry, carpentry, electrical work, etc to marginalized women to facilitate decent work. The training is purposively geared towards women engaging in professions not traditionally or conventionally associated with women thus allowing them to explore new avenues of employment which gives better income and opportunity for growth. Emerging curricula and modules in this regard encompass a range of knowledge inputs, both technical and practical, as well as building the confidence and facilitating agency of the women being trained.

NTL training, however, is time- and investment-intensive and financing in this regard is hard to come by. NGOs and women's groups working on NTL in India are generally not accredited with the government’s skills development and entrepreneurship programmes thus, unable to access financing therefrom. Resources for skills building activities for marginalized women by NGOs and women's groups in India come mostly from grants by funding agencies local and international, CSR contributions or donations from individuals.

Initiatives on NTL for women is supported by a gender-just framework, e.g. a transformative perspective on women’s socio-cultural, economic and political engagements and underlined by the exercise of women’s agency. NTL for women challenges gendered roles and expectations at home, at work and in the community. NTL for women will open up spaces for more opportunities and better-paying jobs for many women. And, as more professions, industries and sectors open its doors to women, the way for gender equality will be paved in education, skills development, and employment, and in society in general.

Based on the discussions and analyses, this Regional Scoping Paper recommends that the following be undertaken by a range of stakeholders, thus:
1. In general

For Governments

- To vigorously pursue commitment to promote gender equality in all spheres of life including in education and in employment.
- To ensure adequate and accurate data on women's participation in skills development (formal, non-formal, informal) and employment (formal and informal) as also data on women NEET (not in education, employment, training).

For Governments, UN, Corporates/Private Sector, Employers, Educationists and Trainers, NGOs including Women’s Groups, Donors, IFIs and all other stakeholders

- To ensure the implementation of SDGs particularly SDG 4, SDG 5 and SDG 8 via strategic programming, adequate financing and other relevant support.
- To necessarily link intervention for women's economic empowerment with women's social and political empowerment.
- To create (or support the creation of) an ecosystem that challenges gendered roles and spaces at home, at work and in the community; eliminates and prevents all forms of discrimination against women; and promotes equal access to resources, opportunities and services by women, men and all genders especially the marginalized sectors, women among them, through gender-sensitive laws/policies, norms/practices and institutions.
- To review (or support the review of) data on women not in education, employment, or training (NEET) and reasons therefor, and identify ways to engage women NEET.
- To work in partnership to specifically support and resource gender-just skills development for marginalized women and promote women's employment especially in NTL.
- To employ GRB in planning/budgeting.

For NGOs Including Women’s Organizations

- To ensure focus on the political/transformative nature of empowerment initiatives, ensuring meaningful participation of women and equality for women in process and results.
- To strengthen networking and link efforts at skills development for decent work for women especially the most marginalized among them with efforts to demand for gender-sensitive laws/policies and gender-responsive budgets, to recognize, reduce and redistribute unpaid work, to continue to raise consciousness on gender relations, to continue to organize women and build their agency, among others.
- To develop an advocacy platform for marginalized women for the achievement of Agenda 2030 particularly under SDG 4, SDG 5, SDG 8.

For Communities

- To create a platform for discussion and for advocacy of issues as identified at the community level.
- To work collectively towards changing gendered norms and practices through a range of processes involving boys/men, girls/women and all genders, households, community leadership, etc.
- To enable girls and women to pursue
education/adult literacy-skills development and decent work by recognizing their agency and by recognizing, reducing, redistributing their unpaid work.

- To help gather data on women, men, all genders who are NEET and reasons therefor.

2. In the area of education, skills development and adult literacy/learning

For Governments, thus:
- To facilitate a specific policy with dedicated budget on skills development using a gender-just framework which include the promotion of NTL, making skills development a compulsory part of the formal education system and adult literacy/learning.
- To ensure target-focused curricula and modules on skills development that provide transformative perspective on work and gender, and provide inputs on domain/technical skills, basic literacy and numeracy, digital technology, communication and (English) language, critical understanding of the linkages of economic-social-political empowerment, human rights, gender equality as well as facilitate self-confidence, capacity to assert one's rights especially the exercise of women's agency, among others.
- To increase efforts in facilitating access by all especially by marginalized girls/women and other marginalized sectors to quality education which imparts employable skills including in areas deemed NTL for women.
- To increase efforts in facilitating access by marginalized women to skills development-adult literacy/learning and accompanying employment opportunities including in areas deemed NTL for women.

For Governments, UN, Corporates/Private Sector, Employers, Educationists and Trainers, NGOs including Women’s Groups, Donors, IFIs and other stakeholders
- To review skill areas that women choose for training, understand limitations to women's participation and adopt measures required including financing to increase participation especially of marginalized women in skills development.

For NGOs Including Women’s Organizations
- To advocate for more commitment by governments, corporates/private sector, donors, UN, IFIs and other stakeholders towards skills development policy and financing at national, regional and international levels.
- To work with communities in ensuring that girls and women especially from marginalized sectors avail of skills development in school or adult literacy/learning.
- To undertake gender-just skills development that would link to decent work for women especially from marginalized sectors.

For Communities
- To enable participation in education/skills development of girls/women especially from marginalized communities through gender equal relations at home by reducing girls’/women’s care and unpaid work, recognizing their agency, etc.
• To assert access to education including access to skills development programmes by marginalized communities especially girls/women among them.
• To advocate for policies and budget allocations for gender-just-skills development in schools and adult literacy.

For UN, Donors, Corporates/Private Sector, IFIs
• To recognize skills development as central to economic empowerment thus be made a strategic area of focus with explicit budget allocation.
• To provide resources via financing and other relevant support for skills development in the formal, non-formal and informal education.

Local/National Banks
• To ensure gender sensitive loan and repayment policy for skills development by marginalized women.
• To provide information and guidance to marginalized women on how to access loans.

3. In the area of employment or work

For Governments, thus:
• To ensure gender-sensitive work environments supported by enabling policies (and resources), infrastructure and behaviour for women's meaningful engagement in employment and the economy as a whole.
• To ensure continuing skills development at work to update or upgrade capacities of men, women and all genders across positions, resourced by the employers.

For Governments, UN, Corporates/Private Sector, Employers, Educationists and Trainers, NGOs including Women's Groups, Donors, IFIs and other stakeholders
• To continue to nuance and collate data on women's work – paid and unpaid, formal and informal – and push for decent work agenda for women especially marginalized women.

For NGOs including Women's Groups, Corporates/Private Sector
• To provide link between skills development and market, enabling those attending skills development especially marginalized women access to employment and other economic opportunities.

For the Community
• To enable women's economic participation through gender equal relations at home by reducing women's care and unpaid work, allowing women their agency, etc.
I. Introduction

A. Background and Context of the Study

Since 2012, ASPBAE has been contributing towards the post-2015 education agenda, the SDG 4 Goal to ensure inclusive and quality education for all and promote lifelong learning. ASPBAE helped in drafting the Education 2030 Framework for Action.

Policy Advocacy being a priority area for ASPBAE, a major platform for ASPBAE’s advocacy efforts in the coming years would be the Education 2030 and SDG processes. ASPBAE will work to ensure that the internationally agreed goals, targets, indicators and framework of action are translated in robust education sector plans at the country level; the resources required to meet the full agenda are mobilized and judiciously applied; and that the processes and mechanisms for accountability, coordination, capacity-building and monitoring of Education 2030 are set up, with the institutionalized participation of civil society including representative organizations of learners, teachers/educators, parents and youth.3

Through these, ASPBAE will remain attentive to its long standing focus on equity including gender equality, on accelerated attention to education quality in its wider meaning and within the lifelong learning frame; and the SDG 4 targets related to youth and adult education especially non-formal education – adult literacy, skills for decent work and life.4 It is within this context that ASPBAE through its members started to develop and sharpen its knowledge base on education, skills and work from a gendered lens. Within the education and lifelong learning agenda, one of the neglected areas has been skills for work for marginalized women in the informal sector.

With the objective to expand its knowledge base on gender, education, skills and work and accordingly prepare its advocacy agenda in the coming years, ASPBAE started its journey in 2015. ASPBAE and Azad Foundation (India) jointly organized an Asia Pacific Regional Workshop on Gender, Education, Work and Skills in New Delhi in October 2015 to deepen understanding on gender sensitive responses to skills provisioning for decent work of youth and adults. The regional workshop brought together 52 representatives from ASPBAE member organizations and strategic partners from over 17 countries from the Asia Pacific region. The workshop reviewed experiences of civil society organizations and of (groups which) publicly provided and organized skills for work programs for women in different countries in the Asia Pacific. The workshop also looked at policies on TVET and skills and how these attend to the learning needs and contexts, specifically of marginalized women. One of the recommendations of the workshop was to delve into what are the existing policies and financing for skills for work of women. To pursue this recommendation further, ASPBAE planned to undertake a research study to review financing options for skills for work of marginalized women.

In 2016, ASPBAE commissioned an exploratory study paper5 to better understand the landscape of policy and provisioning (both State and NGOs) for

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3 ASPBAE Plans 2016.
4 ASPBAE Plans 2016.
skills training for women in the informal sector in India. This paper, based on available secondary data, surfaced challenges in terms of adequate and reliable data to understand various aspects of women’s work in the informal sector in India, e.g. labour policies, provisioning for education and skills training and its intersection with access to resources, poverty and social marginalization.

A working group meeting was then organized in October, 2016 drawing upon the knowledge and expertise of members of ASPBAE who have been working on the issue of women and skill building/decent work. The working group members shared their own experiences and jointly planned a research study, its objectives, scope and coverage thus, this research on “Financing Options for Skills for Work of Marginalized Women”. The research consists of a Regional Scoping Paper and two (2) country studies. The Regional Scoping Paper provides the broad canvas for the research and the country studies discuss the situation of marginalized women in India and in Indonesia in regard skills development and, relevant policies and funding mechanisms therefor. The country studies have been undertaken by two ASPBAE members, Azad Foundation in India and PEKKA in Indonesia, with plans of extending the research study at a later time to other countries in the region, possibly in Bangladesh, Nepal, the Philippines, among others.

B. The Research Framework

Purpose and Scope of the Research

In keeping with its mission, ASPBAE, through a series of initiatives including this research, intends to expand its knowledge base on gender, education, skills and work, and accordingly prepare its advocacy agenda in the coming years. For its partners, the research aims to serve the local and national advocacy requirements of Azad Foundation and PEKKA in India and Indonesia, respectively, by reviewing policies and financing on skills development for decent work of marginalized women and documenting experiences on the ground in regard access to and financing/funding support for skills development for marginalized women.

Looking at the existing gaps in information on what are the existing policies and practices in different countries in the Asia-Pacific region, the need was felt to situate the research around the broader question, thus:

What are the policy, governance and financing options required to include/provide skills development and adult education for decent work and economic and social well-being to the marginalized women in the Asia Pacific region – given the perspectives of `no one left behind’ and social justice?

The scope of the research has been defined by the following four (4) sub-themes:

1. Who are the ‘Marginalized’ women?
2. What are the existing policies, provision and financing options for skill building?
3. What is the gendered notion of skill development and adult education?
4. What are the options for financing gender-just framework for skill development and decent work?
Methodology and Process of the Research

The research had been designed as a multi-country study to be undertaken in phases. The first phase consists of a country study in India (through Azad Foundation) and in Indonesia (through the Female-Headed Household Empowerment Program or PEKKA), as well as a Regional Scoping Paper (through ASPBAE). The second phase is planned for Philippines, Bangladesh, Nepal and/or other countries in the region.

The research at the country level employed different tools and techniques to collect both primary and secondary data at the country level. The Regional Scoping Paper drew upon available secondary data to map out the situation of women in education and employment in the Asia-Pacific region, understand the skills development needs of marginalized women and explore financing/funding support for skills development for decent work for marginalized women.

ASPBAE led the research and provided research and administrative support to Azad Foundation and PEKKA for the country studies.

Limitations of the Research

The research has been limited by the dearth of comprehensive, if accurate, data on women’s participation especially in the economy. Many women across contexts work in the informal sector and, their engagements and contributions are not duly documented.

Likewise, gender-disaggregated data on skills development programmes undertaken are not readily available both at the regional and country levels. Consequently, financing on skills development inputs by gender cannot be fully analyzed.

Furthermore, the idea of skills building and interventions for women’s empowerment tend to get conflated in most cases. This results in budgets - whether by government and non-government actors - for skills development for women generally and for specific groups of women being lumped with budget for programmes such as “women’s empowerment”, “livelihood”, “development” and other interventions thus impeding detailed analysis of financing for and actual beneficiaries of skills building and, accurate appreciation of the results of interventions.

While the Research Framework has been designed to cover broad areas of concerns, the studies were undertaken under tight timelines both at the country level (4-6 months for the country studies) and the region (2 months). Considering all limitations and circumstances, the research questions have been explored to the extent possible.

Structure of the Regional Scoping Paper

This report is divided into the introduction, discourse on women’s economic empowerment, regional study, summary of country studies and, synthesis and recommendations. Both regional and country studies are presented according to the four (4) sub-themes:
1. Who are the ‘Marginalized’ women?
2. What are the existing policies, provision and financing options for skill building?
3. What is the gendered notion of skill development and adult education?
4. 4. What are the options for financing gender-just framework for skill
development and decent work?

As the title suggests, this paper will look into “policy and financing options” for an intervention meant for a specific result for specific target group/s, e.g. “skills-building for work of marginalized women”. However, to be able to understand and identify policy and financing options for the purpose, the intervention, the result aimed for and the target group/s must be explored, if problematized.

As a subject, “skills-building for work of marginalized women” brings together the complex dimensions of “skills-building”, “work” and “marginalized women” all at once. Every dimension represents a significant area of study in itself and each one of them are continuously being debated, probed and nuanced to allow for clearer understanding of the concepts and issues, and for sharper responses via policy and programmatic interventions. Yet, there is need to situate the subject within the broader ambit of (formal) “education” (e.g. access thereto, content thereof, quality of learning, etc), “TVET”, skills development outside or beyond the formal educational system, “adult literacy/education” or “lifelong learning”/continuing education, “employability”, “employment” viz-a-viz “decent work”, the “intersectionality” of issues faced by and “marginalization” that happens at various levels of participation of certain individuals, groups or communities especially women among them.

This paper, given its limitations, will attempt to discuss the subject and the interlinkages of its various dimensions through the lens of “women's economic empowerment” and “gender equality”. It must be said outright that this paper recognizes women as a category by gender but it also recognizes women as a non-homogenous category, acknowledging that women's experiences and circumstances are varied.

Definitions of concepts and terms shall be provided in the course of the discussion.
II. Discourse on Women’s Economic Empowerment

“Socio-political development vs. economic development” has been a subject of debate since the beginning of development interventions. Claims have been going around that one is about taking the higher ground and bringing about long-term, strategic changes towards social reform, and the other being about short-term, practical gains - or, that one must come first for the other to be achieved. Women’s engagements are being looked at by the nature of projects/programmes and activities (e.g. policy/law reform or campaign against VAW vs livelihood projects, etc), and classified accordingly as either project/programme for “empowerment” or livelihood/economic participation – to a great extent, influenced by the financing policy.

Decades of efforts for women’s empowerment and gender equality have resulted in remarkable progress towards changing women’s lives – evidenced by women’s participation in the economy, by women’s participation in leadership and decision-making roles, by women’s testimonies of change in their relationships, by the changing aspirations of women in career and in life, etc. Government, non-government and private organizations as well as regional and international organizations have provided tons of reports, publications and materials attesting to achievements in their work with women.

Within the ambit of women’s empowerment, there have been enumerable projects across the world on changing laws and policies deemed discriminatory to women on the premise that change in this area would allow for institutional, if system-wide change. There have also been many efforts towards helping women generate income, participate in the productive sector, have access and control over resources. There have been training after training for women and other target groups including interventionists on themes and issues of relevance. There have been countless campaigns around the globe to raise awareness on various issues affecting women and advocate for response from different stakeholders. Many more initiatives have been tried by women's groups, community-based groups, NGOs, etc worldwide to advance women's agenda.

Change, no doubt, could be seen/felt in places but it has not truly materialized systematically thus, failing to benefit all women equally or every woman in every aspect of her life as intended. Actors/interventionists have come to realize that change in laws or policies per se are not able to bring about change in women's situation unless there is corresponding change in behaviour and attitudes by women and everyone around them. Women themselves know that income alone without decision-making/agency will take them only so far, as they also know that political participation without being economically independent would hold them back.

The growing prominence today of women's economic empowerment (WEE) as an international agenda cannot be missed – albeit, given women's economic realities across the world, the stress on women's economic empowerment currently may not be misplaced. It is particularly significant in context of Agenda 2030 as the achievement of SDGs could only materialize if women are
empowered economically as they are socially and politically. The setting-up of the High-Level Panel on Women’s Economic Empowerment by the UN in 2016 drives home this point. “The empowerment of the world’s women is a global imperative,” said (then) UN Secretary-General Ban Ki-moon. “Yet, despite important progress in promoting gender equality, there remains an urgent need to address structural barriers to women’s economic empowerment and full inclusion in economic activity. If the world is to achieve the Sustainable Development Goals, we need a quantum leap in women’s economic empowerment.”

Discourse on WEE, however, requires that it be situated within the historical, if broad understanding of women’s empowerment.

Empowerment was born out of the activism in various contexts in the 70s that challenged domination by some and mobilized the many affected to act against it. “The many origins and sources of inspiration of the notion of empowerment can be traced back to such varied domains as feminism, Freudian psychology, theology, the Black Power movement, and Gandhism”. Brazilian theorist Paulo Freire’s concept of “developing critical consciousness” proved to be a major inspiration for framing the concept of empowerment. “Critical consciousness... which ma(d)e it possible for the oppressed

to move from understanding to acting”, did not take long to appeal to American researchers and aid workers, but as also activists and non-governmental organizations (NGOs) involved in international development. Starting in the late 1960s, the dominant model that reduced development to economic growth is increasingly criticized. The failures of development policies and programs lead a growing number of researchers and non-governmental organizations to campaign for greater awareness of the social dimensions of development”.

Cornwall in an article “Women’s Empowerment, What Works?” revisits early writings on empowerment and underscores thus: “The concept of empowerment has a long history in social change work. Feminist consciousness-raising and collective action informed early applications in international development in the 1970s. Women’s empowerment came to be articulated in the 1980s and 1990s as a radical approach concerned with transforming power relations in favour of women’s rights and greater equality between women and men (Batliwala, 1993, 2007). In these writings, empowerment was cast as an unfolding process of changes in consciousness and collective power. There was an insistence that empowerment was not something that could be bestowed by others, but about recognizing inequalities in power, asserting the right to have rights and acting to press for and bring about structural change in favour of greater equality (Batliwala, 1993; Kabeer, 1994; Rowlands, 1997; Sen, 1997)”.

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Kabeer, drawing from the works of Sen and Grown (1988); Moser (1989); Batliwala (1993), herself (Kabeer, 1994), Rowlands (1997) and Agarwal (1994) in “Women’s Economic Empowerment and Inclusive Growth: Labour Markets and Enterprise Development”\textsuperscript{11}, noted the “contributions of feminist scholars to help move feminist concerns onto the gender and development agenda” thus:

- “the focus on women’s subjectivity and consciousness (‘the power within’) as a critical aspect of the processes of change.
- “the emphasis on the importance of valued resources (material, human as well as social) to women’s capacity to exercise greater control over key aspects of their lives and to participate in the wider societies (‘the power to’).
- “the significance attached to the need for women to come together collectively as women, both to acquire a shared understanding of the institutionalized (rather than individual and idiosyncratic) nature of the injustices they faced and to act collectively to tackle these injustices, a challenge beyond the capacity of uncoordinated individual action. Processes of empowerment were seen to have a strong collective dimension (‘the power with’).
- “the recognition that women did not form a homogenous group. Gender inequalities intersected with other forms of socio-economic inequality, including class, caste, race, ethnicity, location and so on, frequently exacerbating the injustices associated with them.

“The widely used distinction between women’s practical gender needs and strategic gender interests partly helped to capture some of the differences and commonalities between women within a given context (Molyneux, 1985). Women’s practical gender needs reflected the roles and responsibilities associated with their position within the socio-economic hierarchy, and hence varied considerably across context, class, race and so on. Strategic gender interests, on the other hand, were based on a deductive analysis of the structures of women’s subordination and held out the promise of a transformative feminist politics based on shared experiences of oppression.”\textsuperscript{12}

Viewed from a human rights perspective, women’s empowerment stresses on the indivisibility of social, economic and political rights. Women’s empowerment is therefore expected to translate into a holistic gain where the social, economic and political dimensions must come together for gender equality to become a reality. “While it can be seen that definitions of women’s empowerment have, from the outset, encompassed an economic dimension, this dimension has become increasingly visible within the international policy discourse in recent years” pointing to the Beijing Platform for Action and the Millennium Development Goals which both use women’s access to productive resources, paid work, etc as indicators of women’s empowerment”.\textsuperscript{13}

\textsuperscript{11} SIG Working Paper 2012/1, School of Oriental and African Studies, UK supported by the UK’s Department for International Development (DFID) and the International Development Research Centre (IDRC), 2012.

\textsuperscript{12} Kabeer, N., Women’s Economic Empowerment and Inclusive Growth: Labour Markets and Enterprise Development, SIG Working Paper 2012/1, School of Oriental and African Studies, UK supported by the UK’s Department for International Development (DFID) and the International Development Research Centre (IDRC), 2012.

\textsuperscript{13} Kabeer, N., Women’s Economic Empowerment and Inclusive Growth: Labour Markets and Enterprise Development, SIG Working Paper 2012/1, School of Oriental and African Studies, UK supported by the
Citing the World Bank’s definition of empowerment as “the expansion of assets and capabilities of poor people to participate in, negotiate with, influence, control, and hold accountable institutions that affect their lives”¹⁴, Kabeer also underlined, thus: “Given the dominance of economic thinking within the World Bank, it is not surprising it was one of the first agencies to explicitly adopt the language of women’s economic empowerment: ‘Economic empowerment is about making markets work for women (at the policy level) and empowering women to compete in markets (at the agency level)” (World Bank 2006: p.4). From the point of view of gender advocates within the Bank, this definition, with its clear focus on economic sectors (specified as land, labour, product and financial markets), had the advantage of giving gender issues more traction institutionally (p. 3).” ¹⁵

In 2001, “the UN defined women’s empowerment in terms of five components: ‘women’s sense of self-worth; their right to have and determine choices; their right to have access to opportunities and resources; their right to have the power to control their own lives, both within and outside the home; and their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.”¹⁶ UNDP, in 2008, sought to extend (this definition) “to the economic sphere where women’s economic empowerment can be achieved by targeting initiatives to expanding women’s economic opportunity; strengthen their legal status and rights; and ensure their voice, inclusion and participation in economic decision-making.”¹⁷

More and more, empowerment is now increasingly used and connected to the enhancement of the capabilities of social groups including youth, older persons, persons with disabilities, and Indigenous Peoples to fully participate in all aspects of society and promoting enabling social, economic, cultural and political conditions that can help them take control of their own development and future.”¹⁸ In a 2012 meeting on “Promoting Empowerment of People in Achieving Poverty Eradication, Social Integration and Full Employment and Decent Work for All” convened¹⁹ to

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¹⁸ Expert Group Meeting (EGM) on “Promoting Empowerment of People in Achieving Poverty Eradication, Social Integration and Full Employment and Decent Work for All” organized by the Division for Social Policy and Development (DSPD) of the United Nations Department of Economic and Social Affairs (UN-DESA), 10 to 12 September 2012, UN Headquarters, New York, NY.
help prepare the priority theme for the 51st session of the Commission for Social Development in February 2013, ... it was decided that the most appropriate definition of (e)mpowerment was as an iterative process with key components including an enabling environment that encourages popular participation in decision-making that affects the achievement of goals like poverty eradication, social integration and decent work for all as well as sustainable development.20

The concept of women’s empowerment has evolved - and become very fluid over time. It has been used in myriad ways by different organizations to frame varied approaches to addressing the range of issues affecting women and the marginalized communities. The concept of empowerment has been stretched to include interventions on women’s rights and broad development agenda - and increasingly to focus on the economic exigencies needed for sustainability. The transformative nature of women’s empowerment, and its being about the process as much as the result, tend to get sidelined.

Kabeer in her review “concludes that there is strong evidence that gender equality can promote economic growth. Women’s access to employment and education opportunities reduces the likelihood of household poverty, and resources in women’s hands have a range of positive outcomes for human capital and capabilities within the household. However, the converse relationship – that economic growth promotes gender equality – is less strong. Indeed, some of the fastest growing developing countries show the least signs of progress on basic gender equality outcomes. Formal regular waged work has the greatest transformative potential for women, but this potential has remained limited because of the lack of creation of decent jobs, and because of segmentation of labour markets”.21

UN Women’s report on the ’Progress of the World’s Women: Transforming Economies, Realizing Rights' based on 167 country reports and as many regional and global reviews of the implementation of the Beijing Platform for Action in 2014 “provides a timely, action-oriented counterpoint to the Beijing+20 findings”. According to UN Under-Secretary General and UN Women Executive Director Phumzile Mlambo-Ngcuka:

“Our analysis shows that economic and social policies can contribute to fairer and more gender-equal societies, as well as stronger and more prosperous economies, if they are designed and implemented with women’s rights at their centre. For example, to increase women’s access to decent work, the removal of formal legal barriers to their employment is important, but we also need measures that free up women’s time, such as affordable childcare options and investments in basic infrastructure. We need to enable shifts both great and small in social norms, so that men can take on care work and engage in other areas that foster and demonstrate altered attitudes of responsibility.”22


22 Foreword of UN Under-Secretary General and UN Women Executive Director Phumzile Mlambo-Ngcuka
“Change in women’s lives happens when increases in their resources, respect and agency reinforce each other in a synergistic way: when resources and life chances enable an adequate standard of living for all women, as well as the time and resources for greater agency and voice; when women can live their lives with dignity and respect; and when they are able to voice their interests and participate on equal terms with men in all decisions that affect their lives. This is the long-term goal and vision towards which public action has to move. Long-term change is enabled by both small and big initiatives that transform structures and institutions, to disrupt discriminatory norms and gender stereotypes, redistribute resources and create spaces and mechanisms for women to articulate their grievances and act collectively to claim their rights.”


III. Policy and Financing Options for Skills-Building for Work of Marginalized Women

Part 1: Options for Policy and Financing of Skills-Building for Work of Marginalized Women in the Asia Pacific Region

1. A. Regional Overview: Education, Employability and Employment in Context of Gender and Other Forms of Marginalization in Asia and the Pacific

The Asia-Pacific is the largest region in the world with the highest diversity in terms of geography, population, economy, development, etc. While six of the world’s 10 most populous countries, e.g. China, India, Indonesia, Pakistan, Bangladesh and Japan are located in the region – and, among them, China, India and Indonesia together account for about 40% of the world population today – Asia Pacific also has the smallest countries in the world, e.g. Palau, Nauru, Tuvalu, etc. While there are countries in the region with predominantly ageing populations, there are those with predominantly young populations. Although, region-wide, 68 percent of people are of working age and only 32 percent are dependents.

While Asia Pacific has developed countries like Japan, Australia, New Zealand, it also has the Least Developed Countries (LDC) such as Nepal, Afghanistan, Laos. While there has been economic growth accompanied by increased per capita income/consumption and reduced

poverty, there is rising inequalities in a number of economies. "Income and wealth inequality are growing and remain at an all-time high in the Asia-Pacific region...Economic growth has not been inclusive, leaving millions of people in a disadvantaged and precarious situation."26 There are (still) millions of people in the region living in extreme poverty, unable to meet their basic needs despite progress made in reducing poverty in the region, e.g. from 50% of the population in the region living in extreme poverty in 1990 to 15% in 2012.27

While two (2) countries in the region, e.g. New Zealand and the Philippines are listed among the top ten countries in the world according to the Gender Gap Index which looks at progress towards gender equality by looking at indicators of Economic Participation and Opportunity, Educational Attainment, Health and Survival, and Political Empowerment28, there are sub-regions with relatively bad performance in closing the gap between men and women in these areas, e.g. South Asia.29

Clearly, a picture of contrasts and disparities across levels is evident and this is as much true across the region as within countries (as the country studies in India and Indonesia will show). Limited sections of the population are benefited by resources, opportunities and services while the rest, at various levels and occasions, are sidelined or marginalized. A process of systematically denying certain individuals or groups or communities' access to resources, opportunities, services and the enjoyment of human rights, otherwise available to other individuals or groups or communities in a given context is called marginalization. Consequently, disadvantage and inequality occur in given situations.

Various reports and documents like the Global Gender Gap Report30, Human Development Report31, Statistical Yearbook for Asia and Pacific32, Progress of the World's Women33 and tons more over the years from across agencies, government and non-government, have established that women collectively are disadvantaged compared to men on multitudes of indicators. Yet, reiterating the significant point that women is not a homogenous group or category, there are disparities among women, too. And, some women are more marginalized than others, e.g. women who are resource-poor, unschooled (or those with low literacy), from religious minorities, from rural areas, non-locals or migrants, from low caste, working in the informal sector, from other genders, etc. As gender gets interconnected with other social categorizations and circumstances, such as race, ethnicity, caste, class, religion, age, profession, educational attainment or lack of it, sexuality, disability, etc., intersectionality of issues compound disadvantage and discrimination.

The world population stands at 7.6 billion34 and Asia Pacific is home to about 60% of them35. While women almost

27 Statistical Yearbook for Asia and the Pacific, UNESCAP, 2015
30 Published by the World Economic Forum.
31 Published by United Nations Development Programme (UNDP).
32 Published by the UNESCAP.
33 Published by the UN Women.
34 World Population Prospects: The 2017 Revision, UN DESA.
35 http://www.unescap.org/our-work/social-development/population-dynamics
equal men in number in the region, they lag behind men on many other counts in most countries.

**Literacy, Skills-Building/TVET and Adult Literacy/Education**

The literacy rates for the population over 15+ years of age, has increased through the years in Asia-Pacific and across the world.\(^{36}\) The experience within Asia Pacific is a mixed bag with South Asia tailing the other sub-regions. Out of 10 illiterates in the region, 6 are from Asia. And, South Asia has 390 million illiterate adults. Women have generally lower literacy rate than men with South Asia (except Maldives and Sri Lanka), Timor-Leste, Papua New Guinea, Lao PDR and Cambodia being below the world average.\(^{37}\)

While the numbers for 15-24 age-group are significantly better, there is a similar trend as the overall regional situation with the South Asia sub-region having the lowest literacy rate. This generation has been able to take advantage of the increased focus of the Asia-Pacific countries on formal education but still, about 45% of the illiterate youth belong to the South Asia sub-region\(^{38}\).

The Asia Pacific region as a whole has seen a decline in the levels of women’s illiteracy. “It is observed that Central Asia, East Asia and the Pacific have succeeded in reducing the size of the female illiterate population by 51% and 31% respectively between 2000 and 2012. Despite this progress, there were still 147 million more women who could not read or write than men in the Asia-Pacific region in 2012”\(^{39}\).

Women’s access to education has improved but gender disparity and inequality remain stark. “Progress towards gender parity is quite different among the sub-Regions. Central Asia has already achieved gender parity for adult literacy rates with a GPI of 1.00. East Asia and the Pacific had a GPI of 0.96 in 2012. In contrast, the GPI for adult literacy in South and West Asia was very low in 2012 at only 0.70 which has slightly improved to 0.76, according to 2015 estimates. This clearly shows that women continue to be significantly disadvantaged when it comes to accessing and participating in educational opportunities both as children and as adults.”\(^{40}\) although among the youth between 15-25, there is much higher parity as far as literacy is concerned, showing that there has been an upswell in the participation of younger adults in education. With its high population, even a small differential between male and female literacy rate indicates a large number of women who are illiterate in the region.

Numbers aside, the content and quality of education has been a matter of serious concern. The World Development Report 2018 on the subject of education provides a pointed, if scathing indictment on the state of education across contexts. Noting that “(s)chooling is not the same as learning” and that educational systems are unable to provide learning, the report says: “This learning crisis is a moral crisis.”

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\(^{36}\) Figure 2.1: Literacy Rate for 15+ Population in Govinda R., “Progress of Adult Learning and Education in Asia-Pacific Region: Implementing Belém Framework for Action”, 2016.


\(^{39}\) Govinda R. “Progress of Adult Learning and Education in Asia-Pacific Region: Implementing Belém Framework for Action”. 2016

\(^{40}\) Govinda R. “Progress of Adult Learning and Education in Asia-Pacific Region: Implementing Belém Framework for Action”. 2016
When delivered well, education cures a host of societal ills. For individuals, it promotes employment, earnings, health, and poverty reduction. For societies, it spurs innovation, strengthens institutions, and fosters social cohesion. But these benefits depend largely on learning. Schooling without learning is a wasted opportunity. More than that, it is a great injustice: the children whom society is failing most are the ones who most need a good education to succeed in life.\textsuperscript{41} The report highlights that “(i)ndividuals already disadvantaged in society — whether because of poverty, location, ethnicity, gender, or disability—learn the least.”\textsuperscript{42} 

In the age of fast-paced economic development and advancement of technology, there is need for educational systems to keep up with the demands beyond the school premises by enabling boys and girls/women and men with useful knowledge, tools and skills. It is important to understand that in between literacy and employment is the question of employability which refers to the individual’s ‘readiness’ to undertake and sustain employment or livelihood. This consists of basic literacy and numeracy, communication and technology skills, interpersonal skills, capacity for decision-making, knowledge of basic rights, among others. Educational systems are expected to enable employability but systems have fallen short in achieving this. Life-long education and learning has been relevant in this regard. It “denotes an overall scheme aimed both at restructuring the existing education system and at developing the entire educational potential outside the education system; creating an understanding of and respect for the diversity of customs and cultures, on both the national and the international planes; in such a scheme men and women are the agents of their own education, through continual interaction between their thoughts ‘and actions; education and learning, far from being limited to the period of attendance at school, should extend throughout life, include all skills and branches of knowledge, use all possible means, and give the opportunity to all people for full development of the personality; the educational and learning processes in which children, young people and adults of all ages are involved in the course of their lives, in whatever form, should be considered as a whole.”\textsuperscript{43} “Lifelong learning goes beyond formal education and training to include ‘skills development’. This is an umbrella term to describe the ways in which individuals continue to learn and acquire skills and competencies which influence employment and earning potential.”\textsuperscript{44} The idea of skills development which refers to the provisioning of skills set as part of the formal educational system, or parallel to the formal educational system, or in lieu of formal education towards employment or livelihood, personal development, or as part of on-the-job training for career development and mobility, or as a continuing process of learning is not new. But, their relevance and effectiveness are constant concerns. 

Technical and Vocational Education and 

\textsuperscript{43} Recommendation I(1), General Conference UNESCO, Nairobi, 1976.
\textsuperscript{44} Adams, A., The Role of Skills Development in Overcoming Social Disadvantage (Background paper prepared for the Education for All Global Monitoring Report 2012), UNESCO, 2011.
Training (TVET)\textsuperscript{45} is a common approach to skills development. TVET within the school system refers to “those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic life”\textsuperscript{46}.

TVET is provided at a much bigger scale than just being part of school-based curriculum and accessed by those who are unable to finish schooling or pursue higher/tertiary education or by those who want to continuously upgrade their knowledge and skills. “(TVET) is concerned with the acquisition of knowledge and skills for the world of work. Throughout the course of history, various terms have been used to describe elements of the field that are now conceived as comprising TVET. These include: Apprenticeship Training, Vocational Education, Technical Education, Technical-Vocational Education (TVE), Occupational Education (OE), Vocational Education and Training (VET), Professional and Vocational Education (PVE), Career and Technical Education (CTE), Workforce Education (WE), etc. Several of these terms are commonly used in specific geographic areas”\textsuperscript{47}.

In a general sense, TVET is aimed at skilling people via vocational courses, skills training, apprenticeship, etc., in order for them to acquire employable skills. Primarily, the focus of TVET programmes is to address the skills gap in a given context and prepare a highly skilled, competent and motivated human resource pool. This will provide the needed human resources for the economy to grow. Typically, TVET refers to programmes that are of a longer term duration, from 1 year extending to 4 years built upon at least elementary education. But, there are also many short-term courses designed to create narrow domain skills typically of 300 to 600 hours duration spread over 3 to 6 months.

Enrolments in TVET at the upper elementary levels for males and females show that across countries (except Pakistan and Brunei), there is a higher percentage of males who enrol for TVET courses\textsuperscript{48}. Indeed in a survey\textsuperscript{49}, 78% of National Reports in the Asia-Pacific Region note that there are more men undertaking TVET than women in their countries. Interestingly, it shows that formal technical education are (disproportionately) occupied by men in most countries of the region while women, who have lower literacy and education levels, participate relatively more in literacy and, non-formal and informal education.

\textsuperscript{45} The term ‘Technical and Vocation Education and Training’ or TVET was officiated at the World Congress on TVET in 1999 (Seoul, Republic of Korea). The congress recognised the term TVET to be broad enough to incorporate other terms that had been used to describe similar educational and training activities including Workforce Education (WE), and Technical-Vocational Education (TVE). The term TVET parallels other types of education and training, e.g. Vocational Education but is also used as an umbrella term to encompass education and training activities. UNESCO-UNEVOC, https://unevoc.unesco.org/go.php?q=What+is+TVE
\textsuperscript{47} UNESCO-UNEVOC, https://unevoc.unesco.org/go.php?q=What+is+TVE
\textsuperscript{48} Enhancing Relevance in TVET: Review of Progress in the Asia-Pacific since 2012, UNESCO.
\textsuperscript{49} GRALE III Survey, UNESCO ____.
Undeniably, TVET is gendered. TVET courses are mainly in line with professions traditionally undertaken by men. TVET courses are not in sync with women's aspirations and needs, and its usefulness to women is not considered. Timing, infrastructure and location of TVET courses pose difficulty to women. Teachers are mostly men who may be oblivious to gender issues. Overall, TVET is male-centric thus, male-dominated. So, while there are no explicit barriers for entry by women to TVET courses, their low participation in TVET cannot be isolated from their social, economic and political realities. Social constructs tend to define technical education and consequent work in the technical field as male areas thus, participation of women in TVET is not encouraged. No doubt, there are deeper issues involved, e.g. the socially constructed public-private and productive-reproductive dichotomies which have defined, albeit limited spaces, roles and expectations for men and women.

Women take to adult education

"(A)dult education" denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in the two-fold perspective of full personal development and participation in balanced and independent social, economic and cultural development; adult education, however, must not be considered as an entity in itself, it is a subdivision, and an integral part of, a global scheme for life-long education and learning.
(referred to as adult literacy in some cases) to mostly learn literacy and numeracy. As per GRALE III 52, “...there are still about 758 million adults, including 115 million people aged between 15 and 24, who cannot read or write a simple sentence. Most countries have missed the Education for All target of achieving a 50% improvement in levels of adult literacy by 2015” and that “(g)ender inequality is another major concern. The majority of those excluded from school are girls, with 9.7% of the world’s girls out of school, compared to 8.3% of boys. Likewise, the majority (63%) of adults with low literacy skills are women.” A large number of non-literate, and women among them, belong to the Asia-Pacific region with 456 million being illiterate 53. GRALE III goes on to say that there is now enough evidence from around the world that “as well as enabling people to develop new skills, education and learning lead to higher wages, promote job satisfaction and encourage employees to be more committed at work”.

GRALE III also notes that the contribution of adult learning and education (ALE) is recognised but that investment still remains low. “...In order to understand the impact of ALE on the labour market, one must look beyond ALE programmes that cater directly to the labour market. For individuals, ALE activities that meet personal, social, political or cultural needs can be a key pathway to developing their employability and productivity in the labour market.” This is especially true for people from the marginalized sections of society, women among them, who have to face multiple barriers for accessing training as well as finding work.

Development programmes focused on literacy for marginalized girls and women could only provide functional tools. In practice, “adult education programmes, while providing inputs on life skills and information relating to women’s life contexts, do not necessarily provide employable skills. Being able to communicate (or speak English) help women in their work but by themselves do not provide opportunity for economic growth. Modules on life skills must thus be integrated in adult education programmes if they have to adequately facilitate women’s empowerment.” 54

**Women’s Work**

Women’s participation in the workforce is generally characterized by low workforce participation rate, informal employment and low pay. The rate of women’s formal employment is lower compared to the rate of their informal employment. Beyond the formal and informal economy, women’s work also includes unpaid work which comprises of all productive activities outside the official labour market done by individuals for their own households or for others. These activities are productive in the sense that they use scarce resources to satisfy human wants 55 but they are un-monetized.

In many contexts across Asia-Pacific, women have been traditionally relegated

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to the private sphere doing unpaid work in the form of reproductive and care work, e.g. child-rearing, household management, care for the sick and the elderly, etc. Many women are unable to participate in the workforce altogether or in phases of their lives owing to reproductive and care work. Women in employment or business or professional practice undertake unpaid work, too, besides paid work. The range of work that women do in the care economy remains invisible and unaccounted for, although national statistics are slowly making attempts to quantify women’s work in the care economy. “Efforts to measure the contribution of care work to national economies have produced estimates ranging from 20% to 60% of GDP”.

Globally, while there is an improvement in the labour force participation rate of women between 1990 and 2013, the Asia-Pacific region show a decline. East Asia and the Pacific have a high rate of labour force participation by women but South Asia levels have low labour force participation by women. The female workforce participation rate in some countries in South Asia and the Pacific Islands are much below the world average.

Within the workforce, “women are overrepresented in vulnerable and low-paying jobs typified by low status, low-skilled work and limited social protection. Women are more likely to be employed in position that reflects traditional gender roles in what have been labelled the “5Cs jobs”: caring, cashiering, cleaning, catering and clerical work.”

“Informal employment is more than half of non-agricultural employment in most developing regions ... In South Asia (and) urban China, informal employment is a greater source of non-agricultural employment for women than for men. In East and Southeast Asia (excluding China) the percentage is roughly the same... However because there are more men in employment than women, men generally comprise a greater share of informal non-agricultural employment than women.”

“Informal employment is a large and heterogeneous category. Many different types of employment belong under the broad umbrella “informal”. This includes employment in informal enterprises as well as outside informal enterprises—in households or in formal enterprises. It also includes the self-employed and the wage employed and within these broad categories, the sub-categories according to status in employment. It also includes a range of different occupations: for

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56 Refers to “(c)are work ...found in a variety of settings and across formal and informal economies. Some of this care is provided by the health services sector, most of which is formal and public. ...” www.ilo.org


58 Asia-Pacific Human Development Report, UNDP 2016


60 Asia-Pacific Human Development Report, UNDP 2016

61 “Vulnerable employment is defined as the sum of the employment status groups of own-account workers and contributing family workers. They are less likely to have formal work arrangements, and are therefore more likely to lack decent working conditions, adequate social security and ‘voice’ through effective representation by trade unions and similar organizations. Vulnerable employment is often characterized by inadequate earnings, low productivity and difficult conditions of work that undermine workers' fundamental rights”. http://www.ilo.org/global/about-the-ilo/newsroom/features/WCMS_120470/lang--en/index.htm

62 Statistical Yearbook Asia and Pacific 2015, UNESCAP.

63 Statistical Picture, WIEGO in http://www.wiego.org
example, domestic workers, home-based workers, street vendors and waste pickers. As a sector, “… informal sector refers to employment and production that takes place in small and/or unregistered enterprises. It includes self-employment in informal enterprises (small and unregistered enterprises) and wage employment in informal jobs (unregulated and unprotected jobs) for informal enterprises, formal enterprises, households or for no fixed employer.”

While data pertaining to informal employment is limited given the nature of the transactions in the sector, the following table attempts to show where women are in the informal employment, thus:

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Table 1: Data on Informal Employment in South Asia, East and Southeast Asia (excluding China) and Urban China

<table>
<thead>
<tr>
<th>Nature/Area of Work</th>
<th>South Asia</th>
<th>East and Southeast Asia (excluding China)</th>
<th>Urban China</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total (%)</td>
<td>Women (%)</td>
<td>Men (%)</td>
</tr>
<tr>
<td>Informal employment as per cent of total non-agricultural employment 2004-2010</td>
<td>82*</td>
<td>83</td>
<td>82</td>
</tr>
<tr>
<td>Informal employment inside and outside the informal sector as per cent of total non-agricultural employment 2004-2010***</td>
<td>69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal employment inside the informal sector as per cent of total non-agricultural employment 2004-2010</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Informal employment outside the informal sector as per cent of total non-agricultural employment 2004-2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal wage employment as per cent of non-agricultural informal employment 2004-2010</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal self employment as per cent of non-agricultural informal employment 2004-2010****</td>
<td>53</td>
<td>58</td>
<td>51</td>
</tr>
<tr>
<td>Informal self-employment as per cent of non-agricultural informal employment 2004-2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal own account workers as per cent of informal employment 2004-2010</td>
<td>38</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Contributing family workers as per cent of informal employment 2004-2010</td>
<td>26</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

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Excerpted and collated from Statistical Picture, WIEGO in http://www.wiego.org
Low pay is an issue in informal employment especially for women and gender pay gap is a persistent issue in many contexts. Wage earnings across the region show that over 80% of the wage earners in South Asia earn less than or equal to $2 per day\textsuperscript{67}. This may relate to women as many of them are in wage employment. While regional data on gender pay differential is not available, data in some countries like Indonesia and India (in the country studies later in this report) show that women earn less than men.

At another level, economic disparities among countries in the region – compounded by hostilities, conflicts and violence in certain contexts, has occasioned significant outbound migration for work of people from resource-poor countries to more industrialized, affluent economies for decades now. Feminization of migration has been witnessed with women from resource-poor, low education, low skill backgrounds moving across borders (within-country and across countries) to take up employment as domestic help, care-giver, sales assistant, among other jobs. Issues relative to the workplace, living conditions, work and immigration documentations, discrimination, violence, access to health, legal and other services, etc. are not uncommon especially for women. In countries of destination, migrant workers are marginalized on various grounds as they would have been at some level or another in their countries of origin.

\textbf{Linkages: Literacy, Skills, Work}

While there has been significant progress in education for both boys and girls, the challenge of employability and decent work is still a large concern for ensuring equal opportunities and participation for women. The Global Gender Gap Report (GGGR) 2017 states that: “Given the continued widening of the economic

\[\text{Asia-Pacific Human Development Report, UNDP 2016.}\]
gender gap, it will now not be closed for another 217 years. However, the education-specific gender gap could be reduced to parity within the next 13 years.68

A combination of low levels of literacy and education, lack of employability, gendered roles and expectations, lack of agency, competing unpaid work, lack of information, etc has kept a large number of women deprived of paid work, if decent work which "... 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".69 For the economy, “the .... cost of women’s low labour force participation is high. For Asia-Pacific as a region, it drains somewhere between $42 and $46 billion from GDP annually.70

While recognizing that higher female labour force participation (FLFP) can enable faster economic growth, a recent ADB technical paper covering studies on FLFP rates in Pakistan, Republic of Korea, Indonesia and China and a companion macro-economic study of an average Asian economy “... provide four key insights into FLFP: (1) there is significant within-country variation in FLFP by geography, age, type of job, sector, and level of education; (2) many women not in the labor force are interested in work, and many of them are highly educated; (3) FLFP does not increase linearly with economic growth or education; and (4) social norms and attitudes limit women’s mobility and occupation options.71"

The Asia-Pacific region faces the challenge of harnessing the potential of its enormous population, including the demographic potential in countries like India, to create a competent, well-educated and highly skilled pool of human resources. The productivity of workers and their effective engagement with the economy beg to be promoted with strong education and proper skilling. Putting measures in place to overcome social barriers in women's participation in the economy and other fields, and bringing in more and more women with proper education and skills set which can lead to better economic and social outcomes is overdue but remains to be a huge challenge for many countries.

There are varied responses to the situation of women in education, TVET/skills development and employment. Responsive interventions, as will be discussed in the country studies, consider the existing material and socio-political contexts of women and challenge the barriers to women's participation. They open up and/or create spaces for women to break new grounds to transcend their own limitations, if marginalization. Responsive interventions enable and empower women to redefine and change their situation. While this paper is not meant to map out initiatives on such responsive interventions on women's education, TVET/skills development and employment, the Indonesia and India country studies include inspiring examples

of skills development in non-traditional livelihoods (India) and entrepreneurship (Indonesia), among others.

1.B. Policies, Provisioning and Financing Options for Skill-Building of Marginalised Women in the Asia Pacific Region

The Universal Declaration of Human Rights (UDHR)\(^72\) comprehensively guarantees every human being the right to life, liberty and equality. UDHR outlines all rights called human rights pertaining to every person by the mere fact of being human regardless of nationality, race, sex, religion, etc. Human rights are inherent, universal and indivisible. Governments are mandated to ensure the enjoyment of human rights by all without distinction.

Human rights include the right to education and the right to work:

The right to education is guaranteed in the International Covenant on Economic, Social and Cultural Rights (ICESCR) and other international conventions. It mandates for "free, compulsory primary education for all, accessible secondary education for all and equitable access to higher education for all". The right to education guarantees access to education without discrimination, deliver quality education and provide basic education for those who cannot complete primary education.

ICESCR sees the right to work as a right to decent work which is defined as "... work that respects the fundamental rights of the human person as well as the rights of workers in terms of conditions of work safety and remuneration. It also provides an income allowing workers to support themselves and their families as highlighted in article 7 of the Covenant (International Covenant on Economic, Social and Cultural Rights). These fundamental rights also include respect for the physical and mental integrity of the worker in the exercise of his/her employment"\(^73\).

Decent work includes "... just and favourable conditions of work which ensure, in particular:

(a) Remuneration which provides all workers, as a minimum, with:

(i) Fair wages and equal remuneration for work of equal value without distinction of any kind, in particular women being guaranteed conditions of work not inferior to those enjoyed by men, with equal pay for equal work; (ii) A decent living for themselves and their families in accordance with the provisions of the present Covenant; (b) Safe and healthy working conditions; (c) Equal opportunity for everyone to be promoted in his employment to an appropriate higher level, subject to no considerations other than those of seniority and competence; (d) Rest, leisure and reasonable limitation of working hours and periodic holidays with pay, as well as remuneration for public holidays"\(^74\).

Decent work assumes the dignity of the human being and "... sums up the aspirations of people in their working lives"\(^75\). Employment that violates the

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72 Adopted 1948.
73 Art 6, ICESCR adopted as definition of “decent work” vide UN Committee on Economic, Social and Cultural Rights (CESCR), General Comment No. 18: The Right to Work (Art. 6 of the Covenant), 6 February 2006, E/C.12/GC/18
74 Article 7, ICESCR UN General Assembly, International Covenant on Economic, Social and Cultural Rights, 16 December 1966
75 ILO, http://www.ilo.org/global/topics/decent-
principle of decent work violates human dignity.

Domestic laws and policy measures in countries around the world must reflect international commitments on human rights. In many cases, the laws and policies are in place but their implementation is problematic. There have been many instances of human rights violations across the world especially with regards to women. Women's activism has spanned decades to ensure women's full enjoyment of their human rights, highlighting at every international convention issues facing women. In 1979, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) was adopted in a bid to eliminate discrimination against women and girls. CEDAW, known as the Women's Bill of Rights, underscores non-discrimination of women and the responsibility of the State to proactively take measure, e.g. affirmative actions to prevent discrimination of women.

Taking from CEDAW and other international normative frameworks like the Convention on the Rights of the Child (CRC), Vienna Declaration, ILO Conventions, etc, the Beijing Platform for Action (BPA) provided 12 strategic objectives including those on women's education/training and on employment/livelihood which governments and various stakeholders must achieve – and almost 23 years on, much remains to be done as far as the BPA is concerned.

In 2015, a “universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity” was sounded off. One-hundred ninety-three countries committed to the Sustainable Development Goals (SDGs), otherwise known as Global Goals, to sustain, if build upon the earlier gains from the Millennium Development Goals (MDGs). The SDGs consist of 17 interlinked goals which presuppose parallel efforts on various fronts to achieve success on each of the goals. Poverty eradication is central to the SDGs and ensuring that “no one is left behind” in the process of achieving the SDGs in 2030 is critical. The participation of all cannot be more urgent than ever - and, women's genuine engagement in all spheres of life has to be prioritized if the SDGs are to be achieved! SDG 4 on education is a goal in itself but, it is intricately linked to all other SDGs. Nationally or internationally, the implementation of every SDG is focused upon by specific institution/s and there are parallel mechanisms for every SDG to ensure various work relating to programming, coordination, monitoring, etc. Given the interconnectedness of the SDGs, inter-agency coordination and partnerships would be crucial.

Skills-building for decent work of marginalized women is about education (SDG 4) but it is also about employment (SDG 8) and gender equality (SDG 5), eradicating poverty (SDG 1) and reduced inequalities (SDG 10). Accordingly, it would require several institutions working together to ensure that education translates into decent work, and marginalized women are particularly targeted and benefited by quality

work/lang—en/index.htm
Adopted 1989.
Fourth World Conference on Women, Beijing, China, 1995.

In September 2015.
education and lifelong learning and enabled to access economic opportunities.

Policies (and financing) on skills-building are laid out differently in different countries. “The purpose of TVET is to provide knowledge and skills required in the world of work. Given the diversity of Asia and the Pacific, TVET systems tend to vary from country to country and reflect specific national socio-economic situations. Effective TVET policy must therefore be embedded in the socio-economic context, encompass various policy areas and be sufficiently flexible to ensure graduates’ successful transition from school to work.”

In some countries, skills-building is deemed part and parcel of school curriculum thus financed through education budget. In countries which undertake development work (supported by development aid or assistance), skills-building are built into development interventions vide livelihood, poverty alleviation, economic empowerment, etc provided to myriad groups, e.g. women, people with disability, youth, etc. In countries with robust economies, skills-building is a must both in formal education and employment settings as a way to ensure the readiness and competency (of students’ and of employees’, respectively) to meet the ever-changing economic scenarios and the advancement of technology.

National policies and plans contain sections for different areas of interventions which must be budgeted for by the governments. In many countries, skills development, would be one of a number of areas being managed by an office looking into technology or science or vocational training. Skills development for women in many countries gets subsumed under government programmes for women’s empowerment as reflected in the Indonesia and in India. It is very rare to find a specific policy that focuses on skills-building alone; most often, skills building feature as a component of education or livelihood or workforce participation. The case of India having a dedicated Ministry of Skill Development and Entrepreneurship (MSDE), a specific policy to govern the mandate and programmes of the ministry and specific budget to carry out its mission stands out but, as the India Country Study highlights, the access by marginalized women to programmes and financing by MSDE remains to be negligible.

Limited data shows traditional sources of funds for skills development for women primarily coming out of the budgets of the national governments. Given multiple programmes for women being run by various government departments and bodies across countries, there are also different schemes through which financing can happen. For instance, skills development for women in India is currently financed through the Ministry of Skills Development and Entrepreneurship, Ministry of Rural Development, Ministry of Minorities Affairs, among others.

Supply-driven vocational training courses financed through the national budget is one approach that has been criticised by the private sector/industry as ineffective in providing workers in sufficient numbers who possess practical experience and have a skill set matching the job requirement. A demand-driven model that is industry-led has resulted in better
allocation of courses and placement of workers.

Levy-based financing by the employers, whereby financing is typically resourced through a small cess on the payroll of employers which either goes to the general budget of the government or to a specific skills development fund of the government, is a model that has been in place for a number of years. “In 62 countries across the world, payroll training levies are the principal sources of financing for training funds. There are 17 countries in Latin America (including Brazil), 17 countries in Sub-Saharan Africa (including South Africa), 14 in Europe, 7 in Middle East and North Africa, and 7 in Asia that have such funds.” An analysis by the World Bank shows that various countries employ levy-based financing to fund training, sharing the experience of 60 countries around the world. However, the WB paper underscores the need for detailed analysis before designing such a fund while highlighting the imperative for addressing governance aspects, allocation of funds, administrative capacity, creating competition among training providers and providing support for small enterprises.

Another source of financing for skills development is the Corporate Social Responsibility (CSR) funds from the private sector/industry. CSR money either goes to the government for development projects which may include skills training or to non-government agencies like NGOs. Many private companies in various contexts have set up their organizations, e.g. trust, charity, foundation, NGO, etc – through which they channel their CSR money to undertake projects including skills development. CSR projects handled by the companies themselves get criticized for using CSR funds for their own gain by undertaking skill-building for their own employees (or prospective employees) who they must provide training to, in any case. Or, they undertake projects to benefit families of their employees or communities in and around areas where they conduct their production or business to whom they have a responsibility to provide for, in any case.

The international aid agencies have traditionally played a major role in supporting education - either through direct support to government or by running independent project, often in collaboration with local/international NGOs. But, the private sector has been a major direct stakeholder in the pre-employment training and skilling for a fee. Marginalized women have limited access, if any, to fee-paying opportunities.

1. C. Gender-Just Skills-Building for Marginalized Women in Asia Pacific
Skills development is deemed as a means to empower women economically and wholly - that is, personally and professionally. Women’s economic empowerment is integral in overall women’s empowerment and women’s empowerment is necessary for gender equality to materialize.

Skills development, to be gender-just, must be a means for women’s economic and overall empowerment. It must acknowledge, at the first instance, gender issues that stereotypes skills and work for women which limit their opportunities. It must deal with gendered norms and expectations, if prejudices reflected in

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policies, and with infrastructures and work set-up that cater only to certain gender. Consequently, gender-just skills development opens up choices and spaces equally for women, men, other genders and allow them to acquire knowledge and skills that will translate into jobs of their choosing and aspirations. “Gender equality in the economy refers to the full and equal enjoyment by women and men of their economic rights and entitlements facilitated by enabling policy and institutional environments and economic empowerment”84.

Women, especially the most marginalized women, lack access to information generally and this is true with skills development. To encourage their participation, it is critical to reach out to them (and their families, given the role of the latter in allowing women or not to participate outside the home). Venue/location of training, e.g. distance from home, timings and length of training, methodology and working language of training, infrastructures at training venue, etc all form part of considerations for women’s participation. Preparatory work must be undertaken to facilitate the participation of women especially marginalized women in skills development.

Content of skills development training should not be confined to technical know-how but must include all necessary inputs for participants to acquire confidence, knowledge, skills, capacities to engage fully in the economy and society. Skills development specifically for marginalized women who may not have had or completed their education would require inputs on basic literacy and numeracy aside from training on digital technology, communication skills and language and domain/technical skills (for the chosen profession by women-trainees). Alongside, women must learn to exercise their agency and be independent – thus, to manage their own finances, make their own decisions and negotiate own terms and conditions, to be mobile, to reclaim public space, to chart a better future for themselves (and their children, families), to actively participate in the community and the larger society, etc. Indeed, a gender-just skills development must be able to help women land a decent job and create avenues for change and progress in one’s midst.

A new perspective on work and life ensues from a gender-just skills development. “The empowerment of women and girls concerns their gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. This implies that to be empowered they must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), but they must also have the agency to use these rights, capabilities, resources and opportunities to make strategic choices and decisions (such as is provided through leadership opportunities and participation in political institutions)”85.

84 UN Women; ICRW (2011) Understanding and measuring women’s economic empowerment.

To reiterate, empowerment of women and girls consist of “five (5) components: women’s sense of self-worth; their right to have and to determine choices; their right to have access to opportunities and resources; their right to have the power to control their own lives, both within and outside the home; and their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally”\textsuperscript{86}. And the role of economic empowerment in women’s empowerment and gender equality is vital. “Economic empowerment is a cornerstone of gender equality that refers both to the ability to succeed and advance economically and to the power to make and act on economic decisions. Empowering women economically is a right that is essential for both realizing gender equality and achieving broader development goals such as economic growth, poverty reduction, and improvements in health, education and social well-being”\textsuperscript{87}.

1. D. Financing Options for Skills-Building for Marginalized Women in Asia Pacific

In October 23, 2017, ESCAP in collaboration with the Republic of Korea’s Science and Technology Policy Institute (STEPPI), a policy think tank in the field of science, technology and innovation (STI) launched a report on ‘Innovative Financing for Development in Asia and the Pacific: Government policies on impact investment and public finance for innovation.’ The report “examines experiences in the Asia-Pacific region on innovative financing mechanisms” and covers 5 areas replete with “case studies... to help policy-makers evaluate the potential of different initiatives”, viz:

- strategic leadership models that promote impact investing;
- policies that unlock corporate investment for development;
- private sector financing products for development;
- innovative public financing models for science, technology and innovation; and
- systemic approaches to finance and innovation for development”.\textsuperscript{88}

The report suggests for “governments to adopt innovative financing models “to advance SDGs”. More critically, ESCAP Executive Secretary Shamshad Akhtar urges, implementing innovations that divert private capital towards development objectives to “help bridge the SDG financing gap” which is estimated to be an annual US$2.5 trillion”.

"The case studies highlighted in the report include:

“India’s Impact Investment Council, a self-regulatory body to develop government policies, regulations and standards on impact investing, which will contribute to SDG 1 (no poverty), SDG 8 (decent work and economic growth) and SDG 17 (partnerships for the Goals);

- “Singapore’s Women’s Livelihood Bond, which aims to raise capital in support of women’s livelihoods and will help advance SDG 5 (gender equality), SDG 8 and SDG 17;
- “the Social Outcomes Fund in Malaysia, which directs public funding

\textsuperscript{86} (Guidelines on Women’s Empowerment for the UN Resident Coordinator System, UN Population Information Network (POPIN), UN Population Division, Department of Economic and Social Affairs with support from the UN Population Fund (UNFPA), http://www.un.org/popin/unfpa/taskforce/guide/iattwemp.gdl.html)

\textsuperscript{87} UN Women; ICRW (2011) Understanding and measuring women’s economic empowerment.

for innovation towards social enterprises in marginalized communities, and will contribute to SDG 3 (good health and well-being), SDG 4 (quality education) and SDG 8; and

- “the Seoul metropolitan government’s implementation of innovative ‘social economy’ policies and financing mechanisms, which will contribute to SDG 8, SDG 9 (industry, innovation and infrastructure), SDG 10 (reduced inequality), SDG 11 (sustainable cities and communities) and SDG 17.

“Other case studies, all of which contribute to various SDGs, include: a corporate social responsibility law in India; the Singapore Green Labeling Scheme; unclaimed property legislation in Japan; a National Insurance Trust Fund in Sri Lanka; research and development policy in the Republic of Korea; an initiative that aims to provide every person in India with a bank account, a unique identification number and mobile connectivity; and a Thai Social Investment Taskforce.

“The report recommends that governments: develop an impact investing roadmap to guide development of an innovative financing movement to promote SDG strategies; provide private sector incentives to move towards impact investments that generate social, environmental and financial returns; leverage knowledge networks on innovative financing; and adopt a regulatory framework that supports innovative financing to achieve the SDGs”.

Section 1.B above outlined sources of funds which are being used for directly or indirectly financing skills building activities. As discussed, specific/direct financing for skills development tend to be limited in many countries currently except in cases like India's which has a specific policy, budget and ministry to look after skills building as shown in the India Country Study. Mostly, financing for skills development come indirectly as part of other interventions like “rehabilitation” programmes for those affected by disasters or for survivors of violence, or as part of empowerment initiatives especially economic empowerment activities as shown in the Indonesia Country Study or other programmes.

Given the situation in many of Asia Pacific's countries where there is markedly a lack of employable skills even for those who have completed school, and where there is poverty and marginalization of many especially women who are unable to access or complete education and pursue training, the urgency to respond to issues now cannot be overemphasized. The region and its peoples have to move along with the evolving global technological scenario to be economically engaged, and to be able to achieve the 2030 Agenda. The thrust for skills building for marginalized women string together actions under SDG 1 (no poverty), SDG 4 (inclusive, quality education), SDG 5 (gender equality), SDG 8 (decent work and economic growth), SDG 10 (reduce inequality), among others. Direct and parallel but cohesive interventions are needed. Ad-hoc decisions by office bearers (among donors, corporates, NGOs, GOs) to allocate financing for skills building from a corpus or unallocated funds, or from funds for unspecified activities for women, marginalized sector, etc are unreliable and ineffective. Skills building especially targeted for
marginalized women - and adequately budgeted for, must be clearly articulated by each of the various stakeholders, and must be implemented, keeping in mind gender-just framework for skills development and work. Commitment by way of policy supported by funds must be explicitly made for skills development towards decent work of marginalized women.

Financing for gender-just skills-building for work of marginalized women could come from a range of sources, traditional and innovative, but need not be limited to the following, thus:

- National governments
- Consumers
- Local/national banks
- Corporates
- UN agencies (e.g. UN Women, ILO, UNESCO, IOM, etc)
- Regional inter-governmental associations
- Donor countries
- International financing institutions
- Philanthropic institutions and individuals
- Donor or aid agencies

As duty bearers, the national governments are mandated to ensure the enjoyment of the right to education and the right to decent work, among other rights, by all its citizens particularly by marginalized groups like women. These rights are human rights and duly recognized by international human rights laws and recognized by the international community. Countries/Member States of the United Nations are bound to respect these rights and facilitate domestic implementation of their international commitments.

Domestically, these rights are deemed guaranteed by the Constitution and supported by enabling laws and mechanisms for implementation within the country. Governments set up regular structures (e.g. ministries, departments, sections, units) and come up with budgets to look after specific functions and services (e.g. education, employment/labour, gender equality and social inclusion, finance, etc) pursuant to set priorities and plans. In cases, governments set up special agencies/commissions to focus on priority concerns.

Governments get money mainly from taxation/cess/levies within their respective boundaries, but also from official development assistance (ODA) as government-to-government funding or from special partnerships with other governments, from the UN, from donor or aid agencies, from CSR or employers' contributions of companies within their respective boundaries, or from loans from international financing institutions (IFI) to fund their interventions. Financing for skills development for work of marginalized women through respective government may be allotted in the national budget and disbursed vide programmes of various government ministries or offices, or entrusted to private companies or non-government development organizations, among others.

Governments may require consumers, banks, corporates to provide financing for gender-just skills-building for work of marginalized women at the national level. All consumers may contribute to financing through cess or tax earmarked for a particular purpose, for example the education-cess in India. This is imposed in addition to the regular taxes paid for income, etc by national taxpayers.
Governments may decide to impose cess for a priority programme thus may consider cess for gender-just skills-building for work of marginalized women.

Local banks provide financing for a range of purposes via loans, e.g. education, capital for enterprise, etc and loans for gender-just skills-building for work of marginalized women may well be made a priority area for the banks. Providing loans to marginalized women for the purpose of skills development may be mandated by law with due considerations of the social, economic and political realities of women especially from the marginalized sectors, and gender-sensitive bank policies in terms of access to and repayment of loans, e.g. relaxing policy on collateral for women, long-term repayment period, etc.

Corporates may voluntarily or as required by law, make available a percentage of its income for development financing through CSR. Contributions from CSR are generally routed through the government or non-government organizations working with communities on development programmes although many companies undertake development programmes directly with their CSR money. Financing by CSR gets channeled to a broad spectrum of programmes and projects and this may also be earmarked for gender-just skills-building for work of marginalized women. Aside from CSR funds, employers’ contribution for skills training of its staff at various points of employment may also be mandated by way of levy-financing as discussed earlier.

Aside from national governments and country-based entities, there are international stakeholders and mechanisms through which financing for various development activities may be facilitated. The UN generates funds mainly through the contributions of its Member States and other sources. Through its offices under the UN System, it supports interventions on a range of issues by way of grants and technical support to governments and NGOs including women’s groups.

Across the world, the UN System is mandated to support the implementation of international commitments including the SDGs by Member States of the UN. Through its various offices especially UNESCO, ILO, IOM, ESCAP and UN Women, among others, it ensures that Member States deliver on their commitments on the right to education, the right to decent work, the right to equality, and that “no one is left behind”. It has its presence at the country, regional and global levels, supporting various countries/Member States through technical and funding support and works in partnership with international agencies as well as local groups.

The UN Women is the UN agency with dedicated programmes and budget for women, mostly for marginalized women which includes the resource-poor, victims of trafficking, survivors of gender-based violence, among many. One of UN Women’s focus areas is women’s economic empowerment alongside gender-responsive budgeting, women’s political participation, policy and law reform initiatives, among others. UN Women, as other UN agencies, however, must earmark financing for gender-just skills-building for work of marginalized women although they may have components on skills-building for particular target groups as part of a comprehensive programme.

There are regional inter-governmental
associations like SAARC\textsuperscript{90} and ASEAN\textsuperscript{91} set up for mutual support and cooperation, and the promotion of culture, education, trade and peace, among others. While they support efforts at improving literacy and reducing poverty, and while they recognize the need for skilled human resources, they have yet to systematically pursue and finance skills development especially for marginalized sectors including marginalized women in the respective sub-regions or in specific member countries.

ASEAN “... underline(s) the complementarity of the United Nations 2030 Agenda for Sustainable Development with ASEAN community building efforts to uplift the standards of living of (its) peoples. (It envisions) a resilient, inclusive, people-oriented and people-centred community that engenders equitable development and inclusive growth; a community with enhanced micro, small and medium enterprise development policies and cooperation to narrow the development gaps; and a community with effective business and stakeholder engagement, sub-regional development cooperation and projects, and greater economic opportunities that support poverty eradication; and (pledges) ... to realise a rules-based, people-oriented, people-centred ASEAN of “One Vision, One Identity, One Community”\textsuperscript{92}.

ASEAN has been supporting scholarships for individuals and activities along culture, literature, science, etc, it talks of support for employment of (already) skilled labour, and it refers to skills development in the transport sector, e.g. (e)nhance capacity and skills development to further progress regional transport facilitation cooperation as well as transport facilitation beyond ASEAN”\textsuperscript{93}. In 2017, the ASEAN Secretariat together with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) – on behalf of the German Government, co-hosted the 5th Regional Policy Dialogue on Technical and Vocational Education and Training (TVET)\textsuperscript{94} to highlight “Current Trends and Initiatives to Advance TVET in ASEAN”.

“Regional cooperation in TVET has been gaining attention from various stakeholders in Southeast Asia. In 2016, the Ministers of Education and the Ministers of Labour of the ten ASEAN Member States adopted the ASEAN Work Plan on Education 2016-2020 and the Work Plan of the ASEAN Senior Labour Officials Meeting (SLOM) respectively, which marked important milestones for TVET development at both regional and national level. In close collaboration with ASEAN Secretariat, GIZ, on behalf of the German Federal Ministry for Economic Cooperation and Development, has been supporting regional harmonization and quality improvement in TVET.

\textsuperscript{90} The South Asian Association for Regional Cooperation (SAARC) was established with the signing of the SAARC Charter in Dhaka on 8 December 1985. SAARC comprises of eight Member States: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka. The Secretariat of the Association was set up in Kathmandu on 17 January 1987.

\textsuperscript{91} The Association of Southeast Asian Nations, or ASEAN, was established on 8 August 1967 in Bangkok, Thailand, with the signing of the ASEAN Declaration (Bangkok Declaration) by the Founding Fathers of ASEAN, namely Indonesia, Malaysia, Philippines, Singapore and Thailand. Brunei Darussalam then joined on 7 January 1984, Viet Nam on 28 July 1995, Lao PDR and Myanmar on 23 July 1997, and Cambodia on 30 April 1999, making up what is today the ten Member States of ASEAN.


\textsuperscript{93} http://asean.org/asean-economic-community/

\textsuperscript{94} March 29-30, 2017 at Hotel Gran Mahakam, Jakarta.
through the RECOTVET programme since 2014” via regional policy dialogues.95

SAARC cooperates on education, security, tourism, economy, trade, finance, regional economic integration, among others. “SAARC principles have recognized the literacy is a fundamental human right and the foundation for lifelong learning which adopt through education. It is fully essential to social and human development in its ability to transform lives. For individuals, families, and societies alike, it is an instrument of empowerment to improve one’s health, one’s income, and one’s relationship with the world”. Improving the quality of education is thus an agenda that has featured in every SAARC Summit since its beginning in 1987, noting that “(i)literacy was a major impediment to economic development and social emancipation”. The year 1996 was observed as the "SAARC Year of Literacy" and, in 1997, “to enhance the literacy level in the region, recognizing the resource, manpower and infrastructural constraints to the promotion of vocational and higher education in the region, (it was) agreed that new and innovative methods like Open Learning and Distance Education can play an effective role in meeting regional needs in a cost effective and flexible manner. Accordingly, the leaders agreed that the institutional facilities in such education available in the region should be utilized on a regional scale. The possibility of the creation of a Consortium of Open Universities in the region should also be explored”96.

In 2002, SAARC “recognized that access to quality education was an important element for the empowerment of all segments of society, and undertook to develop or strengthen national strategies and action plans to ensure that all children particularly the girl child have access to quality primary education by 2015; and to improve levels of adult literacy by fifty percent by eliminating gender disparities in access to education as envisaged in the Dakar Framework for Action on Education for All adopted by the World Education Forum held at Dakar in April 2000”. In 2014, SAARC “expressed ... resolve to eliminating illiteracy from the region in line with the global goal of education for all and ensuring quality education in all institutions by reforming curricula, teaching methods and evaluation systems adequately supported by physical, technical and other facilities. The leaders agreed to promote regional cooperation in the field of vocational education and training. The leaders directed their Education Ministers to develop a Regional Strategy for Enhancing the Quality of Education in order to raise the standards of South Asian educational institutions in order to better serve the youth in the region”.97

Financing arrangements between and among various stakeholders can be fluid, e.g. UN to government, UN to NGOs, government-to-government, government to non-government organizations, corporates to government, corporates to NGOs and communities, etc – stakeholders providing funds could be recipient of financing as well. Financing through various stakeholders and mechanisms are underlined by partnerships which are generally based on mutual understanding and commitment over specific strategic intent and objectives.

95 http://asean.org/asean-to-advance-vocational-education-and-training/
96 http://saarc-sec.org
Government-to-government funding has reflected strategic partnerships between and among countries. In the Asia Pacific region, many countries receive ODA but there are a number of countries who give ODA to other governments, too, e.g. Japan, South Korea, Singapore, China, New Zealand, Australia are considered donor countries with India being both a receiving and a giving country. Donor countries also enter into partnerships and support initiatives of other stakeholders like the UN, WB, ADB, non-government donor agencies, etc.

Among other trade and financing institutions, the WB and ADB support economic projects in Asia and the Pacific through loans or grants to the government or private entities. The World Bank promotes long-term economic development and poverty reduction by providing technical and financial support to help countries reform certain sectors or implement specific projects such as building schools and health centers, providing water and electricity, fighting disease, and protecting the environment. World Bank assistance is generally long term and is funded both by member country contributions and through bond issuance. The WB supports skills-building initiatives by government such as the SANKALP Project in India for skilling development. The exact budgetary allocation for use in skills development of marginalized women must be categorically provided, however.

The ADB facilitates projects that provide economic impact and help reduce poverty in member countries. It is a multilateral development finance institution which provides loans, technical assistance and grants to its members. ADB financing necessarily requires gender mainstreaming. Focus on gender-just skills-building for work of marginalized women may possibly be indicated as a requirement for financing.

There are also partnerships entered into by UN agencies with countries, individually or collectively, or with institutions. As a case in point, ILO has formal partnerships with member States of the region (e.g. with Korea, with Singapore, with Australia, with Japan) as well as multilateral organizations and financing institutions (e.g. ADB and the World Bank Group including the International Finance Corporation and the International Bank for Reconstruction and Development, and other parts of the UN System) that support its work in Asia and the Pacific. "One result of these arrangements is a growing portfolio of technical cooperation projects that make possible additional work in areas where more impact is required, at regional, national or local level. These cover a wide range of work and workplace related issues, including labour law governance, migration, green jobs, youth employment, gender, enterprise development, social dialogue, skills and vocational training”.

The Global Partnership for Education (GPE) which is the longest standing partnership-based global education financing mechanism “... is a multi-stakeholder partnership and funding platform that aims to strengthen education systems in developing countries in order to dramatically increase the number of children who are in school and learning”.

The Global Partnership for Education (GPE) which is the longest standing partnership-based global education financing mechanism “… is a multi-stakeholder partnership and funding platform that aims to strengthen education systems in developing countries in order to dramatically increase the number of children who are in school and learning”. GPE is a global fund and a partnership focused entirely on education in developing countries. The partnership

100 https://www.globalpartnership.org
has a unique role: facilitating standards for education planning and policy-making and mobilizing development financing from public and private donors around the world to support and monitor the implementation of those plans.

GPE’s strategic plan for 2016-2020 – the GPE 2020\(^{101}\) is aligned with the SDGs “recogniz(ing) the essential role that education plays in achieving all other Global Goals\(^{102}\). It has 3 strategic goals and 5 objectives which include “(i)increased equity, gender equality and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity and conflict or fragility”\(^{102}\). While there is no explicit articulation on TVET and skills-building for youth and adults, GPE 2020 aims to achieve “(e)ffective and efficient education systems delivering equitable, quality educational services for all”\(^{103}\) leaving room for advocacy for inclusion of skills-building in the school curricula and the promotion of adult learning and continuing skills development.

There are other sources through which financing may be generated. Donations from philanthropic institutions and individuals may be earmarked to finance gender-just skills-building for work of marginalized women. Both the recipients of donations, who are also the implementors of programmes, and philanthropic institutions and individuals must commit to the agenda of the SDGs and within it, gender-just skills-building for work of marginalized women.

Huge source of financing are donor or aid agencies. These are non-government organizations which may be registered as non-profit company, as charity, as trust, as foundation, etc. (much like the non-government organizations they are supporting). They are governed by their own by-laws and Constitution according to relevant laws of the place of registration. They operate in different places in partnership with local organizations, in keeping with legal requirements of various contexts.

Donor or aid agencies generate funds from various sources such as governments, UN, companies, private contributions, etc and, in turn, provide grants through governments and to NGOs including women’s organizations in places requiring support. They respond to issues of local and global importance through a range of interventions by stakeholders at the grassroots, national, regional and international levels. Activities being supported range from research, capacity-building through training, law reform, poverty alleviation through economic projects, literacy, etc. Guided by their respective theories of change, donors and recipients take cognizance of issues within a given context and put their resources where it matters. Financing gender-just skills-building for work of marginalized women must be made a priority area in many countries in Asia Pacific.

Traditional sources through which funds are generated represented by the range of stakeholders above engage in various issues including the rights to education, decent work and/or inclusion of marginalized sectors although not necessarily focusing on gender-just skills development for work of marginalized women. There are creative approaches to sourcing funds which may also be employed such as fund-sourcing online,
appeals for specific projects both online and offline, fund-raising events (dinner, stage plays and performances, movie screening, etc), sponsorships, among others. These may help resource initiatives on skills building for work of marginalized women but may not, however, provide for substantive and long-term financing. Development financing have yet to look closely into the links between education-skills building-employment and women’s marginalization and gender-just skill-building for work of marginalized women could benefit from gender-responsive budgeting (GRB) by all stakeholders, government, non-government and private. This will allow for the effective use of resources through the process of identifying issues and analyzing how issues impact men, women and other genders differently. Accordingly, stakeholders can engage with the situation more responsively and put in measures and resources including financing where the issues are, to be able to genuinely facilitate gender equality.

Part 2: Summary of the Country Studies


Indonesia has shown an overall improvement in its situation over the years in regard education, health and the economy105. There has been improvement in women's health and education106 as well as increased participation of women in the economy and decision-making107. The role of women in the economic sector is of undeniable importance, be it in

104 Conducted by PEKKA in partnership with ASPBAE from September 2017 to February 2018 by collecting qualitative and quantitative data through primary and secondary research. Qualitative data was generated via primary research engaging 8 participants (5 female, 3 male) from 6 ministries at the national level of the Government of Indonesia and 38 participants (18 female, 20 male) from 15 government agencies at the district level, 3 participants (1 female, 2 male) from 2 private sector companies, and 5 participants (3 female, 2 male) from 4 NGOs. PEKKA members (59 female) from three areas, namely Sukabumi - West Java, Batang in Central Java and West Lombok Regency in West Nusa Tenggara participated in FGDs.

105 Human Development Report, 2015
Human Development Index (HDI) which is a composite index measuring the basic capabilities of the human capital in the health (life expectancy), education (average years of schooling and literacy rate), and economic sectors (Gross Domestic Product/GDP per capita calculated based on purchasing parity).

106 Human Development Report, 2015
Gender Development Index (GDI) which is designed to measure gender equality; HDI adjusted for gender disparities.

107 Human Development Report, 2015
Gender Empowerment Measure (GEM) which is an indicator for assessing women’s role in the economic and political spheres, and decision-making forums. It is a composite index that is computed based on women’s representation in parliament and the labor force, women as professionals, high-ranking public officials and managers, as well as women workers’ wages in the non-agricultural sector.
fulfilling household needs or developing the national and local economies. Data from the Ministry of Cooperatives and Small- and Medium-Scale Enterprises in 2015 showed that 60% of 52 million SME owners across Indonesia are women. Most micro-businesses run by women are mainly in conventional economic sectors such as trade, food processing and services. Indonesia’s micro-enterprises contributed 30.25% to the Gross Domestic Product (GDP) and, based on 2015 data, women’s income contribution to the economy grew to 36.03%. Data from the same year also revealed that 46.03% of women work as professionals, technicians and in leadership positions.

In spite women’s improved participation in the social, political and economic spheres, gender inequality persists in Indonesia with women lagging behind their male counterparts. Indonesia is among the three ASEAN countries with a Gender Inequality Index (GII) that remains high amidst efforts to empower women and foster gender equality. Various indicators, including education, employment and political participation reveal disparities between girls/women and boys/men.

Data show more girls in school during early years but girls’ enrolment drops from age 13.109 The illiteracy rate among women aged 15 above is higher at 8.97% compared to men at 3.95%.110 (although, the gender gap in literacy rates for those aged 15 above has narrowed from 5.13% in 2010 to 5.02% in 2013 as a result of a higher literacy rate among females from 90.52% to 91.03%). The school enrolment ratio for boys aged 16-18 is higher than girls at 36.84% and 36.18%, respectively.111

Women’s labour force participation is lower than men. Data from the National Labor Force Survey112 show that there is a total of 45.8 million workers/employees in 17 employment sectors, from which 29.3 million are men (64%) and 16.4 million are women (36%). Men’s labor force participation reached 84% of the working age population compared to women at only 51%.

Based on a Bappenas study, women’s low participation rate is due to lack of information, (women being homemakers) and gender discrimination.113 Cultural constructs of gender leads to differential treatment of women in the workplace, e.g. lower salaries for women. Male workers on average are paid IDR 2.95 million/month), which is more than what female workers earn at IDR 2.27 million/month.114 Available statistical data in Indonesia reveal that 30.83% of women are unpaid workers, mainly as housewives or unpaid helpers of business owners.115 Women’s income contribution to the non-agricultural sector is less than men and this contribution gap continues to widen.116

Women seek employment for various reasons and there are those with economic imperatives like women

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Gender Inequality Index (GII) is an index for measurement of gender disparity.

109 The school enrolment ratio for boys aged 7-12 and 13-15 is lower than girls. Data in 2013 showed that 1.84% of boys and 1.42% of girls aged 7-12 are out of school. For the 13-15 age group, the proportion reached 10.31% for boys and 8.28% for girls.
BPS RI, Susenas 2009-2015

110 BPS RI, Susenas 2009-2017

111 BPS RI, Susenas 2009-2017

112 BPS RI, Sakernas, 2016.

113 Jurnal Perempuan, 2015.

114 According to the head of BPS, Kecuk Suhariyanto in Detik Finance, 2017.

115 BPS RI, Sakernas 2017

household heads. The number of resource poor households headed by women (PHHW) has increased by 1.09%, whereas resource poor households headed by men (PHHM) decreased by 1.09% in 2006-2012. TNP2K (or National Team for the Acceleration of Poverty Reduction) found that the depth and severity of poverty is worse for PHHW than PHHM. The depth of poverty among PHHW has fallen by a mere 19% compared to PHHM at 25%. Various social protection and poverty eradication programmes including those targeting women as beneficiaries have been implemented yet PHHW’s access to these programmes remain limited. With low education and low skills, they are likely to work in the informal sector.

A proportion of women would choose to find work overseas as migrant workers with the expectation to earn a higher salary. Due to their limited skills, most of these women work as domestic helpers in foreign countries, making them vulnerable to various forms of violence and harassment.

Women account for 17.32% of legislators and an increasing number of them in executive bodies at the upper to lower echelons of the government, albeit still disproportionately underrepresented compared to men.

2.1.A. Who are the ‘Marginalized’ Women?
The Indonesia Country Study has identified the following sub-categories of marginalized women in the country:

1. Women identified by the Ministry of Social Affairs as Socially and Economically Vulnerable Women (PRSE, Perempuan Rawan Sosial Ekonomi)

Women who are part of the following fall under the category of “socially and economically vulnerable women”, thus:

- women with disabilities
- elderly women
- former prisoners
- Women household heads
- Communities living in disaster-prone areas
- victims of trafficking
- former commercial sex workers
- transgender people
- people living with HIV/AIDS.

The categories consists of women from different circumstances but are commonly considered economically and socially vulnerable by the government. They are (and likely to be) discriminated against because of their profession (e.g. sex work), health (e.g. living with HIV and AIDS), age (e.g. elderly), disability, sexuality (e.g. transgender), prior status (e.g. prisoner, victim of trafficking). Due to discrimination, their access to resources, services and opportunities would be hampered.

The economic need of women household heads to provide for oneself and the family is duly acknowledged as also the situation of those living on the shorelines (especially) during natural calamities by adding them under this category to ensure their access to resources, services and opportunities.

2. Women who are economically categorized as poor.

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117 BPS RI, Sakernas 2017
This is consistent with the results of a community-based welfare monitoring survey conducted by PEKKA in 111 villages across 17 provinces in Indonesia in 2013, which showed that more than half of families in the first and second quintiles (very poor) are headed by women.
119 per 2014 elections which is lower than the 2009 results.
People living in poverty are those subsisting below the poverty line according to the standards set by the government. As of September 2016, BPS has set Indonesia's poverty line at IDR 361,990 per capita per month. Women from both urban and rural areas below poverty line come under this category.

3. Women who are engaged in certain economic activities or 'businesses' (as identified by the government)

Women get marginalized by the size of their businesses, e.g. women in the home industry sector thus, the need to support their access to resources, services and opportunities. This category includes participants in capacity building programmes for women working in home industries launched by the Ministry of Women’s Empowerment and Child Protection (KPPPA). These programs are meant for women running micro- and small-sized businesses with limited capital, which include poor women without jobs or businesses, or unemployed women.

4. Women working in the formal and informal sectors who are paid below the regional minimum wage.

The definition of marginalized formal and informal workers is based on the extent to which they earn a decent salary as mandated by Law No. 13/2003 on Manpower; they earn below the Regional Minimum Wage. Women who fall under this category include female factory workers and homeworkers.

Female formal workers in the garment and textile industry are the most vulnerable. According to the Director of Trade Union Rights Center (TURC)\textsuperscript{120}, these women are at risk of discrimination, are lowly paid, with no (social) protection and vulnerable to gender-based harassment or violence.

Homeworkers produce goods/services upon the instruction of a third party. The work location can either be determined by the worker herself or the employer. Not all production materials are supplied by the manufacturer. The homeworker must bring her own work tools such as scissors, needle and thread. Homeworkers like these are vulnerable to receiving low wages, denied their rights and can easily lose their jobs. To meet targets and earn more, homeworkers would typically hire minors.

2.1.B. Existing Policies, Provisioning and Financing for Skill-Building

In Indonesia, government policies can decisively determine programmes to be implemented by stakeholders. The program area of focus depends highly on the applicable policies which then determine activities to be conducted. The overarching document for the implementation of development programmes in Indonesia is the National Medium-Term Development Plan (RPJMN) 2015-2019. RPJMN provides the basis upon which all stakeholders, especially government bodies, develop their programs, activities and budget allocations.

RPJMN 2015-2019 focuses on four (4) areas:
1) Scaling up efforts to ensure sustainable economic development by bolstering economic growth and income levels (per capita), whilst reducing inequalities, opening up employment opportunities, lowering poverty rates, strengthening food and energy resilience, improving social

\textsuperscript{120} A non-government organization in Indonesia working on labour rights and welfare of workers including women.
mobility and promoting sustainable production and consumption patterns.

2) Increasing efforts to ensure sustainable social development that encompasses wider coverage and access of public services, gender equality in all aspects of life, ending violence against women and children, implementation of democracy (democracy index) and security.

3) Enhancing efforts to ensure sustainable environmental development that cover improvements to the quality of water, air and soil, reducing greenhouse gas emissions, protecting biodiversity, reducing pollution in the seas, coastal areas, rivers and lakes, and conserving water sources.

4) Promoting the transparent, participatory and inclusive governance of development, and improving the minimum standard of service in all sectors and regions to support sustainable development in various fields.

To facilitate economic development, the government focuses on two (2) key areas, thus:

1) the creation of decent jobs by expanding employment opportunities in the industrial sector through investments in labor-intensive industries; increasing employment and business opportunities for the underprivileged; allowing micro and small-scale businesses wider access to opportunities for skills development, aid, business capital and technological development; making high-quality supporting facilities and infrastructure available for economic activities; developing education and health facilities and infrastructure, and inclusive economic activities, especially for persons with disabilities and senior citizens; and broadening social protection coverage for the less fortunate.

2) facilitating sustainable livelihood development that focuses on facilitating as many poor households as possible in accessing the Sustainable Livelihood Development program; establishing local facilitating institutions as a medium for building the capacity and skills of the poor; fostering partnerships between the government at the national and sub-national level with the private sector/national and local public enterprises for capacity building programs; developing the skills of poor people for accessing job opportunities and developing entrepreneurial skills; establishing financial institutions that provide poor communities with access to capital and asset ownership; developing productive communities in poverty-stricken sub-districts to help them lead better lives; developing a mechanism for developing the skills of poor communities, labor placements and entrepreneurial development; and formulating plans for developing local potentials and livelihoods of poor communities by the provincial, district/city and sub-district government.

Gender mainstreaming by the government focuses on three (3) key aspects:

1) improving the quality of life and strengthening the role of women in development;

2) increasing protection for women against all forms of violence, including the trafficking of persons;

3) building institutional capacity for gender mainstreaming and the protection of women from all forms of violence.
Policies on women’s empowerment are in place pursuant to the RPJMN 2014 -2019 which reflects the SDGs. In context of women’s empowerment, policies have been issued by several ministries such as the following:

1. The Ministry of Social Affairs has at least 4 Permensos (Social Affairs Ministerial Regulation) concerning KUBE (Joint Business Groups) and PKH (Family of Hope Program):
   - Permensos No. 25/2015 on Joint Business Groups
   - Permensos No. 25/2016 on Development Aid for Facilities through the E-Warung Store for the KUBE and PKH Programs
   - Permensos No. 10/2017 on the Family of Hope Program
   - Government Regulation No. 33/2014 on the Implementers of PKH

2. The Ministry for Women’s Empowerment and Child Protection (KPPPA) has issued Permen KPPPA (KPPPA Ministerial Regulation) No. 2/2016 on General Guidelines for the Development of Home Industries

3. The Ministry of Maritime and Fisheries has issued several policies on empowering fisherwomen, such as the following:
   - Technical assistance and development aid for business diversification for fisherwomen;
   - Aid for fish floss production equipment for fisherwomen
   - Practical training on fish processing for fisherwomen;
   - Technical assistance for business diversification for fisherwomen, widening access to capital specifically for women in coastal areas through the Grameen Bank;
   - Strengthening young entrepreneurs in coastal areas among fisherwomen;
   - Coastal community empowerment and business development (regeneration of the fishing community).

Relevant laws on economic empowerment of marginalized groups are provided in the following, thus:
   - Law No. 17/2013 on the Implementation of Law No. 20/2008 on Micro-, Small- and Medium-Sized Enterprises
   - Law No. 8/2016 on Persons with Disabilities
   - Law No. 19/2011 on Protection for Persons with Disabilities
   - Law No. 11/2009 on Social Welfare that regulates on the handling of persons with social welfare issues

Provisioning for Skill-Building

Efforts to empower women in Indonesia, economically and otherwise, begun since 1975 with the establishment of the Ministry for Women’s Affairs. The name of the ministry underwent several changes, and is now known as the Ministry for Women’s Empowerment and Child Protection (KPPPA). The government of Indonesia formed the ministry for the purpose of strengthening women’s roles and improving their welfare. KPPPA coordinates women’s empowerment programs in other ministries. Until 2016, KPPPA has no downward hierarchical structure as program implementer thus women’s empowerment programs are technically implemented by other ministries. Beginning 2017, KPPPA has established local offices at the district level. Given the structural changes, KPPPA is now positioned to implement women’s empowerment programs, including the coordination of activities across local
offices to facilitate support to home-industry owners.

Work with women in the home industry sector is in continuance of an earlier program for improving women’s economic productivity (PPEP) implemented since 2004. The home industry program is intended to promote women’s economic independence in order to allow them to make their own decisions in life. The program also helps create new job opportunities, absorb the labor force, prevent the economically productive population from migrating abroad in search of work and prevent the trafficking of women. The home industry program is expected to support efforts aimed at achieving the following KPPPA three areas of focus known as the 3 ENDS:

- Ending violence against women and children
- Ending the trafficking of persons
- Ending economic disparities between men and women

Programmes designed to protect marginalized women under the Integrated Service Centers for Women’s Empowerment and Child Protection (P2TP2A) managed by district-level women’s empowerment and family planning offices. P2TP2A is a community-based government body that serves members of the public, especially women and children who are victims of violence, by providing a reporting mechanism, and making various services available such as healthcare, social rehabilitation, legal aid and law enforcement, return and social reintegration, referrals and consultations including economic empowerment programs in a view to prepare women victims reintegrate into society. P2TP2A provides skills, facilitation and social counselling, as well as the capacity to develop productive enterprises that includes skills training and start-up capital in the form of cash and production equipment. Economic empowerment programs are implemented by various local government agencies such as the local industrial affairs office, local trade office, local social affairs office and local manpower office.

The Ministry of Social Affairs is one of the state ministries running development programs targeting marginalized women in particular including migrant workers facing social issues, women living with HIV/AIDS, elderly women, former prisoners, former sex workers, victims of trafficking, and victims of violence. It provides programs which cover life skills, social counselling and skills training to help them build productive enterprises as part of a comprehensive package towards rehabilitation. Programme activities are aimed at meeting material needs such as to improve business skills, increase income and family welfare, and provide capital assistance by developing cooperatives and offering production equipment. Some programs come complete with facilitators specifically recruited to intensively assist business owners in regards to business consultation, provision of information, access to production equipment, promotion and marketing.

The Ministry of Maritime and Fisheries works with communities living in disaster-prone areas, such as along shorelines which are at risk of coastal erosion. Coastal areas and lesser islands are included in the disaster-prone category where 700 villages are vulnerable to tsunamis and 2,000 seaside villages are exposed to tidal floods.\textsuperscript{121}

\textsuperscript{121} Antara, 2012.
Financing for Skill-Building

The first two years of the 2015-2019 RPJMN focuses on infrastructure development but funding for some empowerment programs have been cut so ministry-programme implementers had shifted focus to infrastructure development, e.g. Ministry of Maritime and Fisheries providing free vessels for fishing communities, erecting coastal defences against abrasion by constructing sea dikes or creating mangrove forests. Ministries could develop policies on empowerment programs which can be financed by donors through loans, e.g. Coastal Community Development Program (CCDP) by the Ministry of Maritime and Fisheries but the CCDP ended in 2017 and discontinued as the ministerial policy was to cut down on loans.

The same situation also applied to the Ministry of Social Affairs where ministerial regulations impacted the sustainability of economic empowerment programs for women including those for marginalized women. Implementation of programmes were contracted out, e.g. economic empowerment program for women victims of trafficking carried out by Social Welfare Institute (LKS) on annual contract basis. But, once the contract expires, the program had to be discontinued.

Local government policies and fiscal ability also affect programs. An example is the economic empowerment program for home industry owners under KPPPA that targets women running micro-businesses with limited capital and capacity. The program was initially financed by the national government and gradually by the district-level government with the target of shifting the financial burden entirely to the district government after the fourth year of program implementation.

The home industry program was piloted in several selected regions. In the first three years, the program was rolled out in 21 districts from which 2 villages and 1 sub-district each are selected. In the long run, local governments are expected to adopt the program with financing sourced from their own APBD. The program has now entered its third year where the national government’s share of program funding continues to shrink, currently at a ratio of 20:80 for national and local financing, respectively. As local governments have varying levels of financing ability, the sustainability of the program is not assured. If locally-generated revenue is limited, the program will most likely be terminated. In several sub-districts, less funding for the facilitators of home industry owners has resulted in their withdrawal from the program.
The budget allocation of state ministries and agencies for Women’s Empowerment in 2017 is presented in Table 2 below:

Table 2: Budget Allocation of State Ministries and Agencies for Women’s Empowerment (2017) 123

123 Presented in a Meeting on the Coordination, Synchronization and Control of Women's Economic Empowerment Programs for Women's Capacity Building by the Deputy for Coordination of the Protection of Women and Children, Ministry of Human Development and Culture, Jakarta, February 2018.

<table>
<thead>
<tr>
<th>Ministry / Agency</th>
<th>Allocation (rp)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KEMENDIKBUD (Ministry Of Education And Culture)</td>
<td>11,680,000,000</td>
</tr>
<tr>
<td>KPDPDIT (Ministry Of Village, Disadvantage Regions, And Transmigration)</td>
<td>12,092,760,000</td>
</tr>
<tr>
<td>KPPPA (Ministry Of Women’s Empowerment And Child Protection)</td>
<td>63,245,000,000</td>
</tr>
<tr>
<td>KPPN/ BAPPENAS (Ministry Of National Development Planning)</td>
<td>600,000,000</td>
</tr>
<tr>
<td>KEMENAKER (Ministry Of Manpower)</td>
<td>1,380,590,000</td>
</tr>
<tr>
<td>KEMSOC (Ministry Of Social Affairs)</td>
<td>3,925,427,000</td>
</tr>
<tr>
<td>BNP2TKI (National Board for the Placement and Protection of Indonesian Overseas Workers)</td>
<td>25,138,040,000</td>
</tr>
<tr>
<td>BKKBN (Board of National Family Planning Coordination)</td>
<td>1,147,149,000</td>
</tr>
<tr>
<td>KUKM (Ministry of Cooperative and Small Enterprises)</td>
<td>963,000,000</td>
</tr>
<tr>
<td>KKP (Ministry of Maritime and Fishery)</td>
<td>97,086,520</td>
</tr>
<tr>
<td>KMTAN (Ministry Of Agriculture)</td>
<td>58,660,000,000</td>
</tr>
<tr>
<td>KEMENDAGRI (Ministry Of Home Affairs)</td>
<td>7,963,665,000</td>
</tr>
<tr>
<td>KEMENKO PEREKONOMIAN (Ministry Of Economic)</td>
<td>400,000,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>186,692,717,520</strong></td>
</tr>
</tbody>
</table>

It can be seen from Table 2 above that the state budget allocated to KPPPA is the highest among other ministries. The substantial amount of funds earmarked for KPPPA as coordinator of women-oriented program reflects the government’s growing attention to women’s empowerment. Data on the budget allocation, however, is not supported with further details on the use of funds, thus no analysis can be made on the type of activities financed by the funds, although, KPPPA has allocated substantial funds to facilitate home industries. 124

124 KPPPA, 2016

2.1.C. Gendered Notions of Skill Development and Adult Education

Women’s economic roles are duly recognized not only by the government but also by other stakeholders including the private sector, NGOs and other community organizations. A fairly wide range of women’s economic empowerment initiatives and programs have been developed. Nevertheless, their impact on women’s economic situation remains insignificant.

It is therefore important to probe deeper into whether economic empowerment programs implemented thus far have effectively addressed the economic
challenges facing women.

Do existing policies, regulations and funding schemes afford women with the opportunities to develop their skills and capacities in securing decent work? Are there specific policies for marginalized groups such as women household heads?

Are gender issues included in various women’s economic empowerment programs?

How is Indonesia’s medium-term development mission and direction translated by relevant ministries and institutions into programmes implemented on the ground?

In skills development and adult education programmes in Indonesia, women are considered key beneficiaries. Economic empowerment programs generally aimed at improving business skills, income and family welfare pay special attention to women including those living in extreme poverty, the elderly, former prisoners, former sex workers, women living with HIV/AIDS and socially vulnerable women. Programme activities, however, are specifically associated with women’s traditional skills set such as making embroidery, knitting and sewing, making various traditional cakes such as crispy tempeh chips, vegetable chips, onde-onde ketawa pastry snack and dodol toffee, making ginger herbal drink, baking cakes and making brooches.

Apart from providing women with skills, programmes also focus on business development and product promotion. Local government agencies involved in these activities are the local manpower and transmigration office, local women’s empowerment and family planning office, local industrial affairs office, local trade and cooperatives office, and local village community empowerment office through the PKK program.

Economic empowerment programmes in Indonesia as they stand are not accompanied with social empowerment thus, women remains to be in a weak position without strong bargaining power in the family and society. Women’s empowerment efforts should help women see their own potentialities and the importance of exercising their rights, enabling them to think critically and articulate their needs and aspirations.

From interviews with respondents representing various stakeholders, it is found that women’s empowerment programmes place more emphasis on economic empowerment in relation to business skills development. This is reflected in the following goals by the government’s empowerment programmes:

- Increased skills: enhance the skills and capabilities of migrant workers facing social issues; the entrepreneurial skills of job seekers, former prisoners, former sex workers, women living with HIV/AIDS and socially vulnerable women; build MSMEs; facilitate product promotion; develop superior products.
- Increased income and welfare: build businesses, family income, independence of businesses and entrepreneurship; eradicate poverty; improve living standards and the welfare of poor households; and enhance the well-being of the elderly and deliver services accessible to them.

The above-mentioned goals are then translated into activities that are focused
more on building business skills by providing training on the following areas:

- Business skills: producing detergent, sewing, embroidery
- Food processing: making fish crackers, fish-based snacks
- Fruit processing: making candied mango, mango toffee, snake-skin/fruit/banana chips
- Beauty makeup
- Entrepreneurship: undertake business feasibility, marketing, packaging, bookkeeping

Women’s empowerment requires a comprehensive approach beyond just improving business skills and economic conditions. It calls for efforts to also empower them socially in order to help them pursue loftier ambitions and build their knowledge, critical awareness and capabilities. For marginalized women in particular who have been excluded or probably subjected to violence and pressures from the family or society, empowering them by building their confidence and abilities is of utmost importance.

The programmes being undertaken by TURC and PEKKA combine economic empowerment with social empowerment:

1) TURC interventions: TURC envisions to increase the welfare of workers (including women workers) in a fair and equitable manner that upholds the principles of democracy and diversity. TURC facilitate economic empowerment by developing worker cooperatives under trade unions through training on cooperative management. However, TURC not only helps communities become economically empowered but also promotes social empowerment by providing information related to workers’ rights, labor policies and worker-company labor agreement systems, and intensive facilitation through routine group meetings and training on occupational health and safety, trade unions, women’s leadership, social security, pension systems, cooperatives development to address business capital requirements and pressing needs, research support on labor, and approach local stakeholders in advocating workers’ rights. It links workers with stakeholders and advocates for the fulfilment of workers’ rights.

2) PEKKA interventions: In line with efforts to support women-headed families, PEKKA’s economic empowerment activities are conducted in parallel with its social empowerment initiatives. Economic empowerment seeks to help poor women heads of family meet their practical needs, while social empowerment refers to the efforts in elevating and strengthening the position of women heads of family. PEKKA adopts a two-pronged empowerment approach in its work through its “4 pillars of community organizing” and the “5-point framework of women’s empowerment”.

PEKKA’s fours pillar of community organizing cover visioning, capacity building, organizational and network strengthening, and advocacy for change:

1) Visioning: Under the first pillar, women headed family empowerment is regarded as fundamental in which the initial step is to build the vision of the women household heads. This process
encompasses the hopes, aspirations and life’s ambitions that each and every one of them wishes to achieve, individually and collectively. Their hopes and dreams are embodied in the long-term vision that in general entails the need to improve their socio-economic condition.

2) Capacity building: Grounded on an articulated vision, women heads of family are supported to develop strategies and plan activities. In order to effectively implement the strategies and activities, capacities of these women are built by providing them with the necessary skills, including business, managerial, leadership and facilitation skills.

3) Organizational and network strengthening: The third pillar is to develop an organization known as the PEKKA Association (Serikat Pekka) from the village to the provincial level and, subsequently, from the PEKKA Association Federation at the national level. Organizational strengthening is part of an effort to help communities in galvanizing socio-cultural movements and building organized collective strengths.

Organizations are strengthened through various training on areas such as community organizing, leadership development and organizational and multi-stakeholder network management, while fostering strategic alliances with various stakeholders, including the government and other informal leaders. Through organizations and networks, women head of family can more easily access information, resources, markets and promotional media, and build the required capacity.

4) Advocacy for change: The fourth pillar is advocating for change in respect to values and policies. In regards the economic empowerment of women, society still form gender stereotypes of the type of business and sector which they perceive to be appropriate for women. Cattle rearing, for example is a type of business customarily reserved for men, while poultry raising is considered women’s work. By building awareness and influencing the government, women head of family (PEKKA members) in West Java, Central Java, Aceh and South Sumatra have managed to access breeding stock for sheep and cows, and later proving their ability to become large animal breeders.

PEKKA’s second approach is the 5-point women’s empowerment framework that is based on the Caroline Moser framework (1993): 1) increase welfare; 2) increase access to resources; 3) build critical awareness; 4) increase participation; 5) increase control towards decision-making.

To improve well-being, PEKKA supports women head of family in building their business development capacity through training, assistance and linking them up with the supply chain. This is then followed by opening their access to sources of livelihoods including credit unions as a financial institution that can help them access business loans and control the management of collective financial resources. In addition, PEKKA also helps women head of family connect with other stakeholders such as the industry to access skills training and local trade offices or NGOs to develop product design and marketing. In regards marketing, the PEKKA Foundation has
formed a special unit to assist women head of family to market their products. Critical awareness is heightened through group discussions at the village level on the potential of natural resources around them and on economic issues facing poor communities in order to set the course of economic development. Women head of family are trained to critically observe and respond to social, political and cultural issues, conditions and phenomena that confront them in their daily lives. Meanwhile, Serikat Pekka leaders, cadres and members are taught to conduct simple social analyses.

Apart from skills training, women are provided business equipment or access thereto, or in-kind assistance based on needs in some programmes.

Furthermore, to ensure the active engagement of women head of family in their social, economic and cultural life and, in development and decision-making processes, PEKKA provides intensive facilitation and training for PEKKA leaders and cadres especially relating to effective communication. PEKKA assists women head of family to effectively utilize available space and opportunities for participation as guaranteed by the law through musdes (village consultative forum), musrenbang (development planning consultative forum) on the development of village-owned enterprises (BUMDes), and becoming the administrators of PEKKA cooperatives and village cooperatives. Through full engagement, women head of family can influence and control decisions that directly and indirectly affect their lives.

PEKKA notes the important role of facilitators post-training in helping motivate and guide women beyond the training period and provision of equipment or capital. Facilitators help women who are unaccustomed to dealing with formal institutions such as banks, markets, goods suppliers, sellers and decision-making mechanisms liaise with various stakeholders to ensure access to information and resources. This Country Study has noted at least five (5) combinations of economic empowerment typology applied by various stakeholders, thus:

i. Training
ii. Training + practical work
iii. Training + practical work + equipment + capital:
iv. Training + practical work + capital + facilitation
v. Training + practical work + capital + facilitation + marketing

The components of typologies directly correlates to the training process and duration, e.g. typology 1 only requires a short duration of 1-2 days, such as for building awareness on a programme, or providing a brief introduction of materials that are theoretical in nature; typology 2 lasts for 3-7 days. Training for specialized skills such as sewing, can even carry on for 1-3 months.

Training that runs for a longer duration is normally conducted by job training centers (BLK) under the Ministry of Manpower. BLK is jointly managed by the Ministry at the national level with funds derived from APBN, and the local government with funds sourced from APBD. Only a few local governments are willing to manage BLK as it depends on the availability of funding.

Most empowerment programs have facilitators. An example of a program that provides such facilitation is KPPPA’s home industry program. Home industry owners
are not only trained in business development but also on gender issues. One of the tasks of a home industry program facilitator is to support female owners by building their gender awareness, facilitating the resolution of cases on gender-based violence including domestic violence and dealing with high-level maternal mortality rates, malnourished children and others.

Women head of family expressed how the skills training provided have been helpful to them, thus:
A PEKKA Association (Serikat Pekka) member from Batang District, Rohati, for example, said, “Changes that I have felt after training from the government are that my skills have increased and I now earn additional income. I earn around IDR 200,000 every week, and in a month I can get IDR 500,000 to IDR 1,000,000”.

Tri Zaenah also from Batang District expressed similar sentiments, “After finishing training, I received business capital from zakat (alms) funds worth IDR 200,000 for selling snacks. The capital money has since then increased. I earn an average daily income of IDR 15,000. I feel happy because I can make my own money to meet daily needs and other social needs, and not depend on my children”.

2.1.D. Financing Gender-Just Framework For Skills Development And Decent Work

There are currently three models (see Annexure 4 for details) of development programming and implementation in Indonesia, thus:

i. Model-1: government programs where program development policies are determined at the national or ministerial level, and implementation at the district level.

ii. Model-2: corporate and donor agency programs where program development policies are determined by corporations, and implementation carried out jointly with non-governmental organizations.

iii. Model-3: policies for program implementation are formulated by non-governmental organizations such as TURC, AISIYIYAH, Bina Swadaya, PEKERTI, and PEKKA.

Target groups for existing programmes in Indonesia are divided into three categories:

- Public in general: target group consists of men and women, such as farmers and coastal fisher folk. Government agencies targeting the public at large are the Ministry of Agriculture, Ministry of Manpower, Ministry of Social Affairs, and Ministry of Maritime and Fisheries. The private sector is represented by Unilever, and NGOs include Dompet Dhuafa, Bina Swadaya and Pekerti. Programs are designed for the general public and implemented by the local government under the coordination of the relevant ministry.

- Women: women in general with no specific criteria. Stakeholders running such programs include the Local Social Affairs Office with its protection schemes for women and children. Another example is Bapermasdes (Village Community Empowerment Agency) with its PKK (Family Welfare Program) initiative, and Aisyiyah with its BUEKA program. Aisyiyah is a mass organization for Muslim women with membership dispersed across Indonesia.

- Marginalized women: groups as identified by the government and
discussed earlier.

The following are the sources of current programme funding for development and empowerment programmes including women’s economic empowerment:

- National Budget (APBN)
- Regional Budget (APBD)
- Combined APBN and APBD
- Donor
- Public (fees, donations)
- Private (CSR, corporations)

Program funding from the government is sourced from APBN and APBD at the provincial and district level, or a combination of the two. APBN-funded programs are typically those with nationwide coverage, such as the PKH program under the Ministry of Social Affairs.

PKH focuses on poor communities from which 8% belong to the lowest quintile in Indonesia.

Programs financed by APBN and APBD include the home industry program under KPPPA, which is a pilot project initiated by the national government and implemented by district-level authorities. The first year of program implementation is fully financed by the national government. In the second year, 80% of funding comes from the national government and 20% from the local government. In the third year, the national government provides 60% of funding, while the remaining 40% are derived from the local government, and so forth until after the fourth year where the program will be entirely financed by the local government.

Funding sourced from foreign donors is provided for a project for a specified period. Programs implemented by NGOs such as TURC, Bina Swadaya and PEKKA are mostly financed by donors.

Organizations such as Aisyiyah which is a membership-based, Islamic organization obtain financial support from membership fees and donations. Meanwhile, entities such as Unilever obtain their funds from the Unilever group’s CSR program.

On the whole, the existing financing system has yet to support the sustainability of women’s empowerment initiatives in general, much less the focused skills development inputs for marginalized women. The findings of the country study show that skills development is only part and parcel of other interventions under various ministries, e.g. rehabilitation programmes, livelihood programmes like home industry, among others. And, marginalized women is a fraction of the total programme participants, albeit mainly as beneficiaries. Although the programs run by various government agencies may have, to an extent, reach the poorest of the poor like poor women head of family. As earlier noted, most economic empowerment initiatives for women come in the form of training programs for developing business skills in traditionally female industry sectors according to socially-constructed gender roles. Practically none of the businesses being developed break away from the traditional sectors typically dominated by women.

Economic empowerment programs introduced by ministries are restricted in terms of duration and geographical coverage thus, they do not necessarily lead to the economic self-reliance of beneficiaries and sustainability of the programme. Interview with stakeholders revealed many challenges in utilizing the funds for women’s empowerment. Each
institution has different financing abilities and areas of focus that correspond with their respective duties and functions.

New financing framework drawn from the experiences of various stakeholders for an effective and sustainable skills building for decent work for marginalized women must be considered. And, a serious intervention is needed with the socio-cultural system that limits the exercise of women’s agency and restricts their access to resources, opportunities and services.

2.1.E. Recommendations

The following recommendations are being made for various stakeholder.

1. For the Government to consider, thus:
   - In every program document and government project, it is necessary to make sure that marginalized women are explicitly written down as the program or project beneficiary.
   - All economic empowerment programs for women must be accompanied with social empowerment and women’s leadership development, including efforts to boost self-confidence, enhance negotiation skills and the ability to make the right business decisions including (knowledge) on the use of gains or profits.
   - Every program and project should include more in-depth training on business management, making sure that women (have adequate) understanding and are capable of applying their knowledge.
   - Apart from skills training, facilitation is essential in the economic empowerment of women to ensure that women have the necessary assistance in better managing their businesses.
   - (Ensure) the sustainabil(ity of) programs and financing for women’s economic empowerment.

2. For the Private Sector to consider, thus:
   - Through CSR programs, the private sector can facilitate (capacity-building) and strengthen the leadership of marginalized women.
   - The type of training and education provided must be tailored to local needs and context, (considering) ... (local) resources.
   - The private sector can link marginalized women up with the market, providing them with access to business and employment opportunities.

3. For Organizations Including Women’s Organizations to consider, thus:
   - The need for community organizations, especially women’s groups, to keep track of government policies and program financing mechanisms to ensure maximum benefit for marginalized women.
   - Women’s organizations can advocate for more budget allocations for the education of marginalized women.
   - Women’s organizations need to work alongside the private sector and community groups to develop programs that generate benefit for marginal groups.
   - Women’s organizations need to develop an advocacy platform for marginalized women by adopting the SDGs framework as its basis.

4. For Donors to consider, thus:
   - Donor countries and agencies should give priority to the economic empowerment of marginalized women by allocating grant/aid in a sustainable manner.
   - The need to support women’s
organizations in developing an advocacy platform and agenda for capacity building and widening access to economic resources for marginalized women.

- The need to ensure the implementation of SDGs with adequate, sustainable financial support.

5. For the Community to consider, thus:

- Members of the community need to organize themselves in order to explore various accessible resources for expanding their economic potential.
- Members of the community need to organize themselves to advocate for policies and budget allocations needed to strengthen the capacity of marginalized women.
- The need to gather field data and facts for advocacy material.


2.2.A. Understanding the Marginalization of Women in Education and Work in India

India has the second largest population in the world currently at 1.32 billion people 126 spread across urban (33%) and rural (67%) areas 127. It has 48.2% female population 128, more than 30% of whom live in cities 129.

India is home to a vast numbers of people living in poverty affecting 29.5% of its population, the largest population of the poor living in any country. Women form a major part of this population and they do not only face the burden of resourcelessness but also gender-based discrimination, social exclusion and other forms of marginalization. Women generally trail men in education, employability, employment, among other indicators but, it must be underscored that women from certain sections of society fare worse than the rest of women.

India has a large number of men, women and other genders in the age group 15-30. This puts India in a situation of comparative advantage where its median

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125 Conducted by Azad Foundation, Delhi. See www.azadfoundation.com
127 https://data.worldbank.org/indicator/SP.URB.TO.TL.IN.ZS
128 https://data.worldbank.org/indicator/SP.POP.TO.TL.FE.ZS
129 https://data.worldbank.org/indicator/SP.POP.TO.TL.FE.ZS
population is relatively younger than the other major economies of the world, with a high proportion of the population in the productive working age and relatively low dependency ratio. India can potentially capitalize on its young population coming into the labour force thus the so-called “demographic dividend”. This potential, however, comes with a set of challenges for India such as educating the young, ensuring their employability and actually placing them in jobs.

There has been rapid improvement with India’s overall literacy rate which is 72.98% (female literacy rate at 64.63% and male literacy rate at 80.9%). There has been a steady increase in literacy rate in the last decade\(^{130}\) with females from rural areas registering the highest improvement in literacy rate in 2011 over 2001 at 24% compared to their urban counterparts which improved by 8% increase in literacy rate in 2011 over 2001\(^{131}\).

Currently, most in India have at best attained upper primary level of education. Data shows that the general population in the age group above 15 years has lower literacy rate at 71% (80% males and 62% females)\(^{132}\) compared to those in the age group above 7 years with 76% literacy rate (83% males and 68% females). Certain social groups have a worse literacy rate - the overall literacy rate for SC is 69% (78% males and 60% females), for ST is 67% (75% male and 57% female) and OBC is 75% (84% male and 66% female)\(^{133}\).

The NSSO data on literacy rates along major religions followed in India reveals that the literacy levels among the Muslims (both men and women across urban and rural areas) are the lowest compared to those from other religious communities\(^{134}\). Women from ST/SC and Muslims communities have higher incidence of illiteracy compared to the rest of the population.

India has a large number of people who have only gone through basic school education and ceased to study further due to various reasons. Financial constraints have played a critical part in alienating both girls and boys from education. But, gender issues negatively impact girls’ literacy. For one, a major reason for not ever enrolling in school among females is engagement in domestic activities in both rural and urban areas; the same reason is the cause for their dropping out of school or discontinuing their education\(^{135}\). Data presented thus far show that access to and ability to sustain an education becomes limited with the intersection of gender, poverty, caste, ethnicity, religion, geographical location, etc. “The reality of marginalization means that children from certain section(s) of society are unable to get education, if good education”\(^{136}\).

Aside from access to education, the quality of education is also a concern in India as it is in most of the world. – the number of years in school do not necessarily attest to learning. And, this proves to have domino effect on many other aspects of life. “Learning outcomes in basic education are so low, in so many contexts, that the developing world is facing a learning crisis... The learning crisis

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\(^{130}\) 20% increase in overall female literacy rate in 2011 over 2001 and 7% increase in overall male literacy rate in India for the same period. In Women and Men in India 2016.

\(^{131}\) Women and Men in India 2016.

\(^{132}\) Table Statement 3.1, NSSO Round 71, 2014.

\(^{133}\) NSSO Round 71.

\(^{134}\) Statement 3.10, NSSO Round 68, 2011-12.

\(^{135}\) Women and Men In India Chapter 3 Table 3.10 and Table 3.12 based on NSSO Round 71, 2014

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.” 137

The Fourth Annual Employment-Unemployment Survey conducted by the Labour Bureau during the period January 2014 to July 2014 has shown that the Labour Force Participation Rate (LFPR) is 52.5% for all persons. 138 Women account only for 23.7% overall (26.7% in rural areas and 16.2% in urban area) 139. There is a relatively higher participation of women from the SC/ST categories in the labour force with the highest LFPR being among the ST women in rural areas (36.3%) and among SC women in the urban areas (20.8%) 140 although there is higher illiteracy (and generally lower educational achievements) for these categories. Data as per NSSO 68th Round shows that LFPR among Muslim women is lower than the average (253 in rural and 155 in urban India) and that there is a relatively high number of non-literates among Muslim women in the population group above 15 years of age in both the urban and rural areas.

Women’s LFPR has been low (and falling) over the last two decades in India and ILO underscores “…the key long-run issue (being) the lack of employment opportunities for India’s women, owing to factors such as occupational segregation”, noting social norms and other akin factors 141. Indeed, there are multiple issues faced by women in India which include the 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.

The structure of the Indian economy is such that most of the employment is generally in the informal sector with 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 unorganised sector of the economy. Wage/salary earners, contract workers, casual workers and self-employed workers form part of the labour force and a vast number of people are not salary/wage earners. About 80% of the women workers are either self employed or engaged in casual work 142 with minimal income, and without social protection and job security. Entrepreneurship and self-employment is being promoted by the government but data shows 143 that most people in the self-employment category have very low earning and are primarily underemployed own-account workers.

“At the all India level, a majority 67.5 per cent of the self employed workers had average monthly earnings up to Rs 7,500. Only 0.1 per cent of the self employed were estimated to have earnings above Rs

1 lakh\textsuperscript{144}/month... Similarly, 57.2 per cent, which is more than half of the regular wage/salaried workers, had monthly average earnings of up to Rs 10,000. At the all India level, 38.5\% of the contract workers and 59.3\% of the casual workers have monthly earnings of up to Rs 5,000.\textsuperscript{145} 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, e.g. the average wage/salary received per day by regular wage/salaried employees of age 15-59 years for females (rural: Rs. 201.56, urban: Rs. 366.15) is lower than that of males (rural: Rs. 322.28, urban: Rs. 469.87) in both rural and urban areas and the gap is more in rural areas.\textsuperscript{146}

Women, men and other genders in India have been confronted by limited employment opportunities. The fact is that there is a low level of relevant skills for the types of jobs that are available in the country with only about 5.4\% of the labour force being skilled, and the number among women being even lower at 3.4\%.\textsuperscript{147} This should provide an insight into the state of skills development in the country. People in wage/salary employment have opportunities for formal skills/vocational training in India. And, a large number of self-employed people may have gone through a skills/vocational training, formal or informal, to be able to continue their occupation. But, mostly, skilling in India is informal or on-the-job. The majority of contractual and casual workers, who are part of the informal economy, do not have any training\textsuperscript{148} (or training opportunities).

With a vast majority of the population not having been educated beyond the upper primary level, especially the women among them, and skills development not readily available to many, participation in the productive sector is dented. But, India is also faced with the unique situation of increasing literacy and declining employment especially among women. With increasing education at the school level, there has been a fall in the percentage of people employed among those who have attained secondary and higher secondary education in the country, with more than 50\% of them not even being in the labour force\textsuperscript{149}. This trend must be studied further whether this is generally an issue of the educational system being unable to prepare the population for productive engagement, aspirations of the educated not being satisfied by available jobs and job conditions, lack of motivation to work, etc. As the (then) Minister of the MSDE noted: “(India) presently faces a dual challenge of paucity of highly trained workforce as well as non-employability of large sections of the conventionally educated youth who possess little or no job skills\textsuperscript{150}.”

India today is dealing with challenges in educating, skilling and employing its people particularly in regard the following deemed marginalized sectors, among others:

- the large majority of people dropping out of formal education, particularly

\textsuperscript{144} 1 lakh=One Hundred Thousand
\textsuperscript{145} Report of 5\textsuperscript{th} Annual Unemployment-Employment Survey 2015-16, MLE, GOI, 2016.
\textsuperscript{146} As per NSSO 2011-12 in Women and Men in India 2016.
\textsuperscript{147} Report of 5\textsuperscript{th} Annual Unemployment-Employment Survey 2015-16, MLE, GOI, 2016.
\textsuperscript{148} Report of 5\textsuperscript{th} Annual Unemployment-Employment Survey 2015-16, MLE, GOI, 2016.
\textsuperscript{149} Report of 5\textsuperscript{th} Annual Unemployment-Employment Survey 2015-16, MLE, GOI, 2016.
\textsuperscript{150} National Policy for Skill Development and Entrepreneurship 2015, MSDE, GOI https://www.nsdcdna.org/New/sites/default/files/files/National-Policy-on-Skill-Development.pdf
girls, at a fairly early stage and how to engage this population in productive employment, or facilitate their reintegration into the formal schooling system or vocational training. A proportion of this group would pertain to the population so-called “not in, education, employment or training” or NEET (which needs to be specifically studied further separately);

- women who are resource-poor, coming from religious minorities, ethnic minorities, scheduled castes and scheduled tribes, located in rural or remote or underserved areas and for other reasons are marginalized, unable to attend/finish school, acquire employable skills, undertake employment or persuade their families to let them pursue education, training or productive employment owing to socio-cultural barriers imposed on women for being women and their lack of agency;
- women generally who are unable to work uninterruptedly or altogether because of unpaid care work;
- Women especially in vulnerable employment facing discrimination at the workplace including hostile work environment and violence;
- Women being unable to exercise their agency and fully realize their potential as persons, as professionals, as citizens.

### 2.2.B. Existing Policies, Provisioning and Financing Options for Skills Building

India is a member of the United Nations since 1944\(^{151}\) and signatory to the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)\(^{152}\), Convention on the Rights of the Child (CRC), the Beijing Platform for Action (BPA) and numerous ILO conventions and, likewise, endorsed the SDGs. Domestic laws and policy measures have been enacted in view of all its international commitments.

“The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles. The Constitution of India not only grants equality to women but also empowers the State to adopt measures of positive discrimination in favour of women. Fundamental Rights, among others, ensure equality before the law and equal protection of law; prohibits discrimination against any citizen on grounds of religion, race, caste, sex or place of birth, and guarantee equality of opportunity to all citizens in matters relating to employment... Within the framework of a democratic polity, (India's) laws, development policies, plans and programmes have aimed at women's advancement in different spheres\(^{153}\).

While India’s Constitution guarantees equality and non-discrimination\(^{154}\) against

\(^{151}\) Among the original members that signed the Declaration by the United Nations at Washington, D.C. on October 1944.
\(^{152}\) With declarations - Articles 5 and 16, and reservation - Article 29.
\(^{153}\) Women and Men in India 2016.
\(^{154}\) Relevant Constitutional provisions, thus:
(i) Equality before law for women (Article 14)
(ii) The State not to discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them (Article 15 (i))
(iv) Equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State (Article 16)
(v) The State to direct its policy towards securing for men and women equally the right to an adequate means of livelihood (Article 39(a)); and equal pay for equal work for both men and women (Article 39(d));
(vii) The State to make provision for securing just and humane conditions of work and for maternity relief (Article 42)
(viii) The State to promote with special care the educational and economic interests of the
women and marginalized groups, various laws have been put in place to uphold these Constitutional guarantees. “To uphold the Constitutional mandate, the State has enacted various legislative measures intended to ensure equal rights, to counter social discrimination and various forms of violence and atrocities and to provide support services especially to working women”\textsuperscript{155}. At work, there are special laws that protect workers, e.g. among others, the Maternity Benefit Act, 1961 (Amended in 1995), Contract Labour (Regulation and Abolition) Act, 1976 and the Equal Remuneration Act, 1976. Under the Indian Penal Code, India protects women against Sexual Harassment, both at the workplace as well as in public\textsuperscript{156}. India has also adopted special initiatives for the development and participation of women and girls and measures to safeguard their interests\textsuperscript{157}, among them:

(1) National Commission for Women: In January 1992, the Government set-up this statutory body with a specific mandate to study and monitor all matters relating to the constitutional and legal safeguards provided for women, review the existing legislation to suggest amendments wherever necessary, etc.

(2) The National Plan of Action for the Girl Child (1991-2000): The plan of Action is to ensure survival, protection and development of the girl child with the ultimate objective of building up a better future for the girl child. National Policy for Children-2013 was adopted by the Government of India on 26\textsuperscript{th} April 2013. National Plan of Action for Children 2016 is in Draft Format.

(3) National Policy for the Empowerment of Women, 2001: The Department of Women & Child Development in the Ministry of Human Resource Development has prepared a "National Policy for the Empowerment of Women" in the year 2001. The goal of this policy is to bring about the advancement, development and empowerment of women. National Policy for the Empowerment of Women, 2016 is under draft stage.

In acknowledging the role of education in development, India enacted the Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) on 4 August 2009\textsuperscript{158}. “The Act makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. It requires all private schools to reserve 25% of seats to children (to be reimbursed by the state as part of the public-private partnership plan). Kids are admitted in to private schools based on economic status or caste based reservations. It also prohibits all unrecognised schools from practice, and makes provisions for no donation or capitation fees and no interview of the child or parent for admission. The Act also provides that no child shall be held back, expelled, or required to pass a board examination until the completion of elementary education. There is also a provision for special training of school drop-outs to bring them up to par with students of the same age. The RTE Act requires surveys that will monitor all neighbourhoods, identify children requiring education, and set up facilities for providing it”\textsuperscript{159}.

\begin{footnotesize}
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\item weaker sections of the people and to protect them from social injustice and all forms of exploitation (Article 46)
\item Women and Men in India 2016.
\item Sec. 509, IPC.
\item Women and Men in India 2016.
\item Came into force on 1 April 2010.
\item http://righttoeducation.in
\end{itemize}
\end{footnotesize}
“The Right to Education of persons with disabilities until 18 years of age is laid down under a separate legislation - the Persons with Disabilities Act. A number of other provisions regarding improvement of school infrastructure, teacher-student ratio and faculty are made in the Act.”\(^{160}\) With free education, “(t)he RTE Act is a critical movement towards inclusion for girls, children with disabilities and children from other marginalized groups”\(^{161}\).

The “(i)mportant facets of quality education in the context of RTE (are):

- “Schools as inclusive spaces: A key RTE mandate is for schools to become child friendly, inclusive spaces where all children from diverse backgrounds are welcomed, treated kindly, and encouraged to actively participate in learning through child-centred activities.
- “Teachers as key change agents: Another important RTE goal is to empower teachers as key change agents in schools, ensuring their competence as professionals able to reflect on and improve their own practice. Beyond ensuring an acceptable Pupil-Teacher Ratio, RTE mandates that all teachers are professionally trained and supported to continuously assess and improve children’s learning.
- “Role of the community: Another key mandate of RTE is empowering communities to take ownership in the effective running of schools through School Management Committees.
- “Strengthened institutions and governance: While there are one-time investments that will make a significant difference in achieving targets in such areas as ensuring a library or a functional toilet in every school, much of the pedagogic transformation mandated by the RTE will necessitate substantial structural reform.”\(^{162}\)

Sakshar Bharat was initiated in 2009 as a follow up to the National Literacy Mission started in 1988 to achieve 80% literacy at the national level with a focus on adult education for women and reduce the gender gap in literacy to less than 10%.

“The principal target of the programme is to impart functional literacy to 70 million non-literate adults in the age group of 15 years and beyond. This includes coverage of 14 million Scheduled Castes (SCs), 8 million Scheduled Tribes (STs), 12 million minorities & 36 million others. The overall coverage of women is aimed at 60 million. Four hundred and ten (410) districts belonging to 27 States/UTs of the country were identified to be covered under Sakshar Bharat.”\(^{163}\)

Basic Literacy, Post Literacy and Continuing Education were to be continuing programmes under Sakshar Bharat and the campaign model was supplemented with Jan Shiksha Kendras (Adult Education Centres). Adding to functional literacy, it was designed to help neo-literates to continue their literacy and have an equivalence with the formal education system. Skills development programmes were added to the objectives of the scheme with a target of 1.5 million women getting skills training\(^{164}\).

India also acknowledges the need for skills development in enabling people to get decent job. The same year the RTE Act

\(^{160}\) http://righttoeducation.in
\(^{161}\) https://www.fawco.org
\(^{162}\) https://www.fawco.org
\(^{163}\) http://mhrd.gov.in/saakshar_bharat
was passed and the Sakshar Bharat initiated, the National Skills Development Policy was framed - later superseded by the National Policy for Skills Development and Entrepreneurship 2015, setting out the skills development initiatives of India which targets to skill 400 million people by year 2022. It may not be amiss to note, however, that the twin campaigns "Skill India” and “Make In India” launched by GOI in 2015 and 2014, respectively, is at the heart of skills development initiatives in the country.

The National Skill Development and Entrepreneurship Policy, 2015 (NSDEP) has tried to incorporate the intent of the SDGs, recognizing the need for women to participate. The policy does recognize the role of women in economic development, the need for women to have viable incomes and women’s right to decent work (Section 4.11.1, NSDEP). It also articulated the need for special efforts to be made to involve women in skills development and for creating women-specific vocational education and trainings (Section 4.11.2, NSDEP). The policy goes further to recognize that there needs to be attitudinal change in the promotion of women’s involvement in non-traditional livelihoods (Section 4.11.3, NSDEP), that conducive facilities for learning for women be made available, and women-related issues inform the guidelines for skills development (Section 4.11.4, NSDEP). The policy also explores the possibility to create a platform for placement and employment for women (Section 4.11.5, NSDEP).

For the promotion of entrepreneurship among women, the policy encourages public procurement from women-owned businesses (Section 5.6.2, NSDEP). “It will also be ensured that gender-neutral incubation/accelerator, network of mentors, industry, resource centres and credit institutes are developed to facilitate women entrepreneurs” (emphasis in italics added) and the policy encourages access to credit for women at relaxed credit terms (Section 5.6.3, NSDEP).

While the policy does recognize issues of women and has separate sections for the 'Skills Development' and 'Entrepreneurship' yet, it does not go deep enough in breaking down the need for a different approach when it comes to skilling men, women and other gender.

The rationale of the policy, therefore, is not supported by gender-sensitive mechanisms to provide impetus for women's active participation and to ensure real benefits for women from the policy/programmes.

Towards supporting the policy, the Government of India (GOI) created the Ministry of Skill Development and Entrepreneurship in 2014, absorbing existing institutions with related functions, with the mandate to co-ordinate the skills development work across the various ministries and government institutions. “The Ministry is mandated for coordinating all skill development efforts across the country; aligning demand and supply of skilled manpower; building the

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165 Launched on July 15, 2015 by the Government of India meant “to train over 40 crore (400 million) people in India in different skills by 2022”. See https://www.narendramodi.in/pm-s-remarks-at-the-launch-of-skill-india--206106

166 Launched on September 25, 2014 by the Government of India meant to “facilitate investment, foster innovation, enhance skill development, protect intellectual property and build best-in-class manufacturing infrastructure”. See http://www.makeinindia.com

167 Mudge, JA Gender Equity Note on the National Policy for Skills Development and Entrepreneurship, 2015 India EU Skills Development Project 2016
framework for vocational and technical education to facilitate skill up-gradation, building of new skills, and innovative thinking for existing as well as new jobs to be created.\textsuperscript{168}

There are as many as 40 Skill Development Programmes run by 18 Ministries or Departments of the GOI with minimal engagement from the Ministry of Women and Child Development. All activities for skills development in the country are to be co-ordinated through the MSDE and there is a process of streamlining various Skill Development Programmes being brought under the Ministry or adhering to the Common Norms that serves as a guideline for the design and implementation of any Skill Development Programme. There are a number of programmes and schemes administered by the following and coordinated through the MSDE:

- The National Skill Development Agency (NSDA) is a quality assurance and policy research body of MSDE in the skilling ecosystem.
- The National Skill Development Fund (NSDF) was set up in 2009 by the Government of India for raising funds from Government and Non-Government sectors for skills development in the country. The Fund is contributed by various Government sources and other donors/contributors to enhance, stimulate and develop the skills of Indians. A public Trust set up by the Government of India, NDSF is the custodian of the Fund.
- The National Skill Development Corporation (NSDC) is Public Private Partnership that aims to promote skills development by catalyzing creation of large, quality, for-profit vocational institutions.
- The National Skill Development Mission (NSDM) was set up in 2015 to create convergence across sectors and States in terms of skills training activities and expedite decision making across sectors to achieve skilling at scale with speed and standards through a co-ordination mechanism.

Currently, 24 priority areas for skills development have been identified by GOI keeping in mind the need of the growth path of various industries (see Annexure 5). The overall shortfall of skilled people (by 2022) is estimated to be 103.4 million with more than half being in 4 sectors {Building Construction and Real Estate-30.6 million, Retail-10.7 million, Logistics, Transportation and Warehousing-8.2 million and Beauty and Wellness-8.2 million.}\textsuperscript{169}

Technical and Vocational Education and Training (TVET) has been part of the Indian education system since the 1945 with the establishment of the Directorate General of Resettlement & Employment (DGR&E), renamed Directorate General of Employment & Training (DGE&T), to support de-mobilised soldiers from the Army after World War II and subsequently engaged in supporting partition-impacted migrants in 1947\textsuperscript{170}. It continued supporting all vocational training activities in the country till the Craftsman Training Scheme (CTS) and the Apprentice Training Scheme (ATC) were transferred to the newly formed Ministry of Skill Development and Entrepreneurship in 2014.

\textsuperscript{168} Report Of The Sub-Group Of Chief Ministers On Skill Development, Niti Aayog, GOI, 2015.

\textsuperscript{169} Annual Report 2016-17 Ministry of Skill Development and Entrepreneurship, GOI.

\textsuperscript{170} referenced from Report Of The Committee For Rationalization & Optimization Of The Functioning Of The Sector Skill Councils MSDE, GOI, 2016.
The Directorate General of Employment and Training currently administers the ATS in which 30,165 establishments conduct training of 2.3 lakh trade apprentices out of which 36,000 apprentices are engaged in Central Public Sector Undertakings/Central Government and 1.94 lakh in the State Public Sector 12 Undertaking/State Government Departments and Private Sector where 70% to 90% of minimum wage is provided to the apprentices. A specific one year Training of Graduates, Technicians and Technicians (Vocational) Apprentices in 126 special subject fields is undertaken by the MHRD covering about 83,000 people/year. The rates of stipend for graduates, technicians and technicians (vocational) apprentices are Rs.4,984/- per month, Rs.3,542/- per month and Rs.2,758/- per month respectively with effect from 23 December, 2014. Expenditure on stipend for these categories is shared equally between the Employers and the Central Government.

National Apprenticeship Promotion Scheme (NAPS) has been introduced in 2015 to give impetus to the Apprenticeship “to promote apprenticeship training and to increase the engagement of apprentices from present 2.3 lakh to 50 lakh cumulatively by 2020”

Skill Development Initiative Scheme (SDIS): To focus on youth and prepare them for the service industry, this Scheme was started in 2007 for early school leavers and released child workers. The objective was to impart skills to youth so that they can enter into the job market and after sometime, they may acquire higher skills through advanced modules. “It was also provided that skills of existing workers, particularly, those working in the unorganised sector will be certified through recognition of prior learning (RPL). However, it was not a substitute for

The Craftsman Training Scheme (CTS) coordinates ITIs (set up in 1950) that impart vocational skills programmes to prepare workers for industries through course spanning 1 to 2 years of duration with most courses requiring Class Xth or XIIth qualification, except for 11 courses where Class VIIIth qualification is sufficient. While there is a common curriculum, ITIs are run through the government support as well as privately funded. There is an evolving model of a PPP system whereby industry is setting up ITIs and developing curriculum as per industry need. A total 12,412 ITIs (2,051 government run and 10,361 privately run) had been set up by 2015-16 with 25,51,330 seats by 2015-16.

Apart from ITIs which reserve 30% of the seats for women, the National Vocational Training Institute and Regional Vocational Training Institutes (15) were set up specifically to impart training for women in 1977. Over the past 40 years, they have trained over 1.30,000 women with around 7,000 seats currently available each year. Besides this, an Advanced Vocational Training Scheme is provided to upskill the serving industrial workers - 6 Advanced Training Institutes and 15 ITIs run the 1 to 6 week courses for the same.

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The section has been referenced from Report Of The Committee For Rationalization & Optimization Of The Functioning Of The Sector Skill Councils MSDE, GOI, 2016.
long term craftsmen training scheme courses run through the network of Industrial Training Institutes in the country. It was also felt necessary to run these courses as not many of the ITIs run courses under the services sector."

Craftsman Instructor Training Scheme (CITS): This was started to create trainers for vocational courses “to train instructors in the techniques of transferring hands-on-skills, in order to train semi-skilled/skilled manpower for industry... with training being provided for 29 Engineering trades”. DGE&T training institutes have 3,808 seats, and Institutes for Training of Trainers (ITOT) has been set up since 2010 through the private sector with 16 ITOT providing 3,240 seats. The NVTI and the RVTI for women are also involved in this training of trainers with 1,500 seats in 12 trades.

PMKVY: This scheme was launched in 2015 with an aim to impart skills to 2.4 million people (1.4 million new and 1 million through upgradation of skills through the Recognition of Prior Learning). The focus was on providing skills development through qualification packs subject to the NSQF developed by the SSC undertaken through private training institutes in a PPP mode. The training has been provided through 8,749 centres across 375 job roles. The Scheme has subsequently been revised and expanded in scope. The PMKVY (2016) has an outlay of Rs 12,0 billion to impart skills training to ten million people over the next four years (2016-2020) with 25% of the funds being allocated to the State Governments with the balance to be utilized through the NSDC in partnership with various SSC. There are three broad components of the scheme:

1) Short term training: Focusing on drop-outs from school and colleges (with a minimum of elementary education), training through private training centres will be done on the basis of NSQF and also soft skills, Entrepreneurship, Financial and Digital Literacy. The current focus is on NSQF level 4 and 5 unlike the earlier version of the PMKvy. Training Centres have the additional responsibility of finding placement of the learners.

2) Recognition of Prior Learning: People already engaged in work will be provided re-training and skill enhancement based on the NSQF through camps, at employers premises or through designated centres.

3) Special Projects: The Special Projects component of PMKvy provisions trainings in special job roles not defined under the available Qualification Packs (Qps)/National Occupational Standards (NOSs). These projects may require some deviation from the terms and conditions of Short Term Training under PMKvy for any stakeholder are designed to create the required flexibility and responsiveness.

Generating adequate data about the number of people being trained in short term vocational courses in the country is currently a problem. The MDSE is consolidating the database currently through the LMIS. The NSDC has recently added a live update on its website but a breakup is only available as per State and not according to gender. The current status is shown in Graph 2 below.  

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172 NSDC website accessed 21 Dec 2017- see https://www.nsdcindia.org/New/pmkvy-overview
The same detail is available on the PMKVY website\textsuperscript{173} along with the following

1. Sector and Job Role Wise Details of candidates registered, enrolled, trained, assessed and certified in RPL under PMKVY 2016-20
2. Sector and Job Role Wise Details of candidates registered, enrolled, trained, assessed and certified in STT under PMKVY 2016-20

Both the consolidated lists do not have gender dis-aggregated data available. As a response to a question raised in the Lok Sabha about skills training for women\textsuperscript{174}, the then Minister of Skill Development and Entrepreneurship responded that:

“Under long term skill programme, the Women’s Training Division, Directorate General of Employment and Training under the Ministry of Skill Development & Entrepreneurship, conducts Vocational Training Programmes through a network of One National and 15 Regional Vocational Training Institutes (NVTI/RVTIs) exclusively for women. In various vocational courses being conducted at NVTI/RVTIs, 7003 women are undergoing training during the current session, i.e. 2016-17. Since inception, NVTI/RVTIs have trained around 1,30,103 women till January, 2017”.

\textsuperscript{173} http://pmkvyofficial.org/Index.aspx accessed 21 Dec 2017
\textsuperscript{174} Lok Sabha Starred question 182 Skill Development for Women raised by Shri Harinarayan Rajbhar responded by the Minister MSDE on 15\textsuperscript{th} March 2017.
“The Training is being provided through Craftsman Training Scheme (CTS) and Crafts Instructor Training Scheme (CITS) under Semester System. Under State Sector, vocational training to women under Craftsman Training Scheme (CTS) is provided through 1,408 Women Industrial Training Institutes (WITIs) / Women Wings with about 83,270 seats. In addition, 30% seats in General ITIs are reserved for women trainees. Around 1,35,459 women are trained in ITIs (both government & private) every year.

“Under Support to Training and Employment Programme for Women (STEP) implemented by Ministry of Women and Child Development, the Government of India aims to provide competencies and skills that enable women to become self-employed/entrepreneurs. Under STEP scheme, the number of beneficiaries covered is 15,133 during 2015-16.

“The flagship programme of MSDE, the PMKVY, is for all sections of the society including the women. Further, there are certain incentives under PMKVY to encourage women participation in the skills training. All women trainees under PMKVY is provided with travelling allowance of Rs. 1,000/1,500 per trainee per month depending upon whether TC is within district of domicile of candidate or outside. Similarly, post placement support of Rs. 1,450 per month per trainee is applicable for special group including women for 2 or 3 months post training depending on placement within or outside the district of the domicile of the candidate. Under PMKVY 2015-16, out of 19.8 lakhs candidates, about 8.64 lakhs trained (i.e. 44% approx.) were women. Under PMKVY 2016-20, launched on 2nd October 2016, there are 97,040 women candidates (more than 40% of total enrolled) so far out of which 4,019 have been assessed and another 85,099 women are undergoing training till now.

“Under Deen Dayal Upadhayaya Grameen Kaushal Yojana (DDUGKY) implemented by the Ministry of Rural Development, Government of India, placement linked skill development is imparted to rural youths including women. A total of 53,180 women have been skilled under the scheme during the FY 2016-17.”

The MSDE Minister's statement clearly demonstrates that the total number of women going through the longer duration programmes (ITIs, N/RVTIs etc) are about 2,25,000 annually. The other skills development programmes administered through other Ministries (in this case coming to about 68,000) and the short term vocational training through the PMKVY is 0.864 million. This points out to about 1.2 million women trained across the country annually.

India's TVET has primarily been a supply-driven model with the government being the chief determinant of the type and duration of vocational skills provided for instance through the ITIs and the RVTIs over the years. This approach has been associated with the development model used by the Indian state where the State was a major employer of trained skilled human resources until the end of 1980s. However, there was no significant change in the approach to TVET till another 20 years and it is only in the last decade that there is growing recognition to address the need of the trainees and the markets.

With the emerging role of the private sector, and considering the aspirations of the young people coming into the labour
market, it has clearly emerged that the TVET system is not being able to produce sufficient number of skilled workers, the skills set of trainees do not match the requirements of the industry, and the quality of training is poor that it requires re-training at the shop floor. This mismatch has resulted in the graduates not being able to find work.

Without a doubt, India has made efforts to align its laws and policies according to international normative framework but, more work remains to be done. India’s draft National Policy for Women 2016 notes as much, thus: "Nearly a decade and a half has passed since the National Policy for the Empowerment of Women (NPEW), 2001 was formulated, which laid down a comprehensive progressive policy for the advancement, development and empowerment of women with appropriate policy prescriptions and strategies... (But), (t)here is need therefore to formulate a new policy that can guide the transformative shift required for making gender rights a reality, addressing women's issues in all its facets, capturing emerging challenges and ultimately positioning women as equal partners of sustained development progress that the country is experiencing presently... The re-scripting of women's empowerment has been envisaged as a socially inclusive rights-based approach while reinforcing the rights and entitlements provided under the Constitution of India. The policy will enable sustainable socio economic, political empowerment of women to claim their rights and entitlements, control over resources and formulation of strategic choices in realisation of the principles of gender equality and justice".

2.2.C. Gendered Notions of Skills Development and Adult Education

Review of secondary data has shown limited access to resources, opportunities and services by women especially the most marginalized women. And, drawing from the analysis of issues and programmatic experiences of the government, industry bodies, NGOs, donors, etc, purposive approaches must be employed to reach the most marginalized individual, groups or communities if ‘no one is (to be) left behind’.

While the SSC\textsuperscript{175} validate that “beauty and wellness” and domestic work (among the government’s identified skills training priority areas) are predominantly attended by women, there is a growing movement in the development sector that is facilitating women’s engagement in the so-called non-traditional livelihood or NTL through multi-module skills development programme. Breaking into an entirely new path, this requires serious change of mindset from women and their families through relevant processes before, during and after the training, and investment from both women and the organization providing training in terms of time and resources.

As a way to transcend limitations of job opportunities for women, groups working on 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\textsuperscript{176} and auto\textsuperscript{177} driving,

\textsuperscript{175} Sector Skill Council on Beauty and Wellness, Gurgaon, India.

\textsuperscript{176} Intervention by Azad Foundation, Delhi and also by Janvikas (Ahmedabad, Gujarat), Samaan (Indore, Madhya Pradesh), Archana Women’s Center, Kerala adopting the model of Azad Foundation, Delhi.

\textsuperscript{177} Intervention by Humsafar (Lucknow, Uttar Pradesh) inspired by the model of Azad Foundation.
masonry, carpentry, hollow blocks making, LED bulb making, electrical installation and management, etc. This allows women to earn 3-4 times more income than they would have got in jobs traditionally assigned to women, e.g. domestic service, care-giving, etc. This challenges the status quo with women taking to public spaces and men sharing care and reproductive work. This challenges the idea of work and gender, and blurs the gender divide at work. However, since women’s participation in NTL is new and employers are yet to accept women in a workforce dominated by men (e.g. taxi and auto companies, construction firms, etc), and the work environment in places traditionally employing only men lack infrastructures for women, e.g. rest area, toilets, changing rooms, etc, the organizations providing skills development in NTL for women also facilitate their employment by linking them to employers, organizing them to undertake project collectively, providing infrastructure for them to undertake work.

Skills otherwise deemed traditionally associated with women like cooking, stitching, embroidery remains useful for women especially the marginalized women and used as stepping stone to elevate their engagement by coming together and pursuing their own business like catering service and opening/operating a restaurant. Women get training in managing their business and provided other relevant inputs with the aim that women would have control over their trade and income. New skills will be added to what they (traditionally) know and open up avenues for more lucrative work.

In line with continuing education, skills development to train young women (and men) from marginalized sectors who have completed school (10th or 12th class) is provided on 'generic' skills – meaning, skills that they can use in any job or profession anywhere - to increase their employability into decent jobs. The trainees are provided inputs on English language, communication, digital technology, personality development, how to present oneself for job application, etc. They are linked to prospective employers in various areas of employment. Adult literacy is also provided to marginalized young women who may have dropped out of school early on or unable to go to school at all and marginalized working women. This provides inputs on basic numeracy and literacy, discussion on social issues in relation to their context to foster critical awareness, women’s rights, etc but falls short of skills-building for now.

The India Country Study provides a number of case studies on empowering approaches to skills development. The case of Azad Foundation (Delhi) is highlighted here for its innovative and transformative approach. Azad’s model has been replicated by organizations in places in India and outside India.

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178 Foundation, Delhi. Intervention by Archana Women’s Center, Kerala.
179 Intervention by Archana Women’s Center, Kerala.
180 Intervention by Archana Women’s Center, Kerala.
181 Intervention by Archana Women’s Center, Kerala.
182 Home electrical installation, Intervention by Archana Women's Center, Kerala.
183 Intervention by Maharashtra State Electricity Distribution Co. Ltd. (MSEDCL) which trains and employs women electricians.
184 Intervention by Archana Women's Center, Kerala.
185 Intervention by Magic Bus, Noida, Uttar Pradesh.
186 Intervention by Nirantar, Delhi.
Azad Foundation (or Azad), a Trust set up in 2008, "is driven by the vision of a world where all women, in particular women from underprivileged backgrounds, enjoy full citizenship, earn a livelihood with dignity and generate wealth and value for all. (Its) mission is to equip resource-poor women with knowledge and skills so that they excel as professionals and entrepreneurs, and earn a "livelihood with dignity" in jobs and markets that had traditionally been closed to them. (It) aims to level the employment field for disadvantaged women by providing bold livelihoods options that enhance women’ economic status, dignity, and decision-making within their families."187

Azad specifically trains women to become drivers through its flagship programme “Women on Wheels” (WOW) and through partnerships with other NGOs across India. Azad targets women from resource-poor households across religions, caste and ethnicity. Ninety-two (92) per cent of WOW trainees survive below INR 4000 per month.189

From its inception in 2008, Azad Foundation has achieved the following, thus:

- “Enabling more than 1,000 women to become employable by acquiring professional qualifications as a chauffeur in cities where there were previously almost no professional drivers,

- “More than 400 women trained by Azad Foundation that we know of are currently practicing as professional drivers across the cities where we work, with their aggregate wealth generated annually being in the range of INR 4,80,000,00,

- “Azad Foundation and our partner Sakha Wings Consulting Ltd have placed the first ever women bus driver with Delhi Transport Corporation (DTC), and we’re in talks with the DTC to enable many more women to become bus drivers,

- “22 drivers trained by Azad have been employed by Delhi Commission for Women’s Helpline to drive to the rescue of victims of violence who dial 181,

- “More than 1800 women have benefitted from training in - women’s rights; self-defence; sexual and reproductive health; English speaking; effective communications; first aid; grooming and map reading and learning key roads and routes. The content and pedagogy have helped them to empower themselves and achieve personal transformation”191.

Critical to Azad’s intervention is the mobilization and outreach in urban settlement colonies which they undertake directly and in partnership with groups already working on the ground. This process primarily “aims to break gender stereotypes in the communities, raise awareness on women’s rights and encourage women to join WOW”192. More importantly, it initiates conversation with men and women alike on gender equality, and introduce to the communities the value of women’s equal

187 See <azadfoundation.com>
188 As of 2016-2017, out of 422 women who enrolled in the WOW programme, 84% are Hindu, 13% are Muslim, 2% are Christian and 1% Sikh.
189 As of 2016-2017, out of 422 women who enrolled in the WOW programme, 39% are from general category, 35% are from Scheduled Caste, 19% from backward castes and 7% from Scheduled Tribe.
191 In <azadfoundation.com>
participation outside the home and in the economy. Given stereotyped notions of work and women’s roles, the participation of women in the programme is predicated on thorough gender sensitization at the micro-level. Beyond mobilization and outreach in the areas, many participants learn about Azad and its programme by word of mouth, by media and by actually seeing and getting inspired by a woman driving a Sakha Cab.

Azad has been implementing its WOW programme in Delhi since 2008, Jaipur since 2013 and Kolkata since 2015. It has partnered with Samaan in Indore (from 2015), Janvikas in Ahmedabad (from 2016) and Neeva Foundation in Bangalore (from 2016). Azad has been running the WOW Residential Academy in Jaipur since 2015. The training design for the WOW Programme consists of modules on car driving and maintenance, English language, financial literacy, computer literacy and ICT, road familiarity, first-aid/emergency response, self-defence, gender equality, personality development. Azad’s skills development programme is meant to facilitate both economic empowerment and social empowerment.

The training is designed as a 6-month course but it can extend up to a year depending on the pace of each trainee. In some cases, trainees take a 'break' in the course of the training. Noting the demands on the trainees from home and from the intensive training, Azad makes provision for the trainees to rejoin the course as soon as they are able. Azad provides all the necessary support to the trainees such as counselling and close interface by the organization with the family of the trainees. While the training is free of cost, each participant gives commitment fee upon joining the training – which defrays costs for driver’s license and related costs – and takes care of own conveyance to and from the training venue. Owing to financial difficulties of the trainees, Azad provides loan to help with the trainees day-to-day financial requirement, to be repaid when they start earning once training is completed.

Azad supports the women to get citizenship and identity documents when they apply for the training. Likewise, Azad extends all help to the women through the various stages of licensing and prepare them for qualification examinations. Thereafter, Azad facilitates their employment through its sister company, Sakha Consulting Wings Pvt. Ltd. (or Sakha), a social enterprise that provide safe transport solutions for women by women in selected cities of India. Sakha runs transport solutions for women by women through Chauffeur Placement Services, Cab Hire Services and Chauffeur on Call Services. Women who are not employed with Sakha would have moved on to become DTC bus driver, hotel limousine service chauffeurs, commercial cab drivers, or own-business driver-manager.

Azad runs parallel programmes to facilitate “social change in the communities from which trainees come, increasing and sustaining the mobilization efforts for WOW and challenging the patriarchal mindset that limits women’s choices”, namely: Feminist Leadership

193 FGD with Sakha Drivers, New Delhi, October 11, 2017 and Jaipur/Rajasthan, October 15, 2017.
194 See <azadfoundation.com>
195 http://sakhaconsultingwings.com/about-us/company/
A gender-just skills building and adult education presupposes a holistic intervention which places gender equality and women’s human rights at its core. It aims to transform a woman’s perspective of oneself, the home, and the world, as also her material and socio-political context. Specifically, it aims to enable women especially the marginalized women acquire skills for work, find decent work, foster their economic independence and improve their quality of life while exercising their agency.

A gender-just skills development intervention provides not only technical skills or skills required to undertake specific task, job or profession but also equips one with a range of knowledge and skills that will enable a person to adapt to changing situations or contexts.

A knowledge of basic literacy and numeracy as may be required (e.g. with women especially from marginalized sectors who may not have or may have had limited number of years of formal education), English language, communication skills, creativity, digital technology are handy under any circumstances and necessary inputs for skills development. Confidence-building and critical awareness about issues relating to one’s reality must be made part of any training for women to facilitate their empowerment.

Knowledge and awareness of one’s rights, and capacity for decision-making are needed for women to be able to meaningfully engage at home, at the workplace and in society.

Knowledge on how to manage own finances and resources and ability to do so would help with women’s economic independence and empowerment.

2.2.D. Financing Gender-just Framework for Skills Development and Decent Work

Financing for skills development generally are available in India given the government’s priority under the “Skill India” campaign. But financing specifically for skills development, that would translate to decent work for marginalized women needs to be advocated for.

There are policies in place and some mechanisms through which financing for skills development for women, especially for marginalized women, may be derived – from government allocation, from CSR funds, from development funding. However, to the extent that allocations for skills development for women are lumped, albeit hidden with budget for other activities for women under the umbrella of women’s empowerment, allocation of funds for skills development for marginalized women becomes arbitrary. No doubt, between policies and implementation are considerations affected by gendered mindsets of implementers thus, the need for marginalized women and supportive stakeholders to make representations.

And, while skilling is a means to make women employable and get into the workforce, building an ecosystem of

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197 Provided to young women in underserved communities.
198 Broad campaigns in partnership with other groups like the One Billion Rising, etc
199 An initiative with women in 9th-12th classes in select schools in Delhi.
200 Programme focused on men to facilitate understanding on men and masculinity, and of men’s role towards the realization of gender equality.
gender sensitive policies, practices, workplace infrastructure, resources including financing, among others, would enable more women to engage in the productive sector. Skills development programmes must take cognizance of this reality and include the facilitation of this ecosystem into skills development framework.

Currently, the following are the sources for financing skills development in India, thus:

1. Government-supported training:
   1.1. Most skills development training in India is financed through the government tax revenue. The resources are deployed for training through the various schemes of multiple Ministries (see Annexure 6). The largest section currently vests with MSDE through the DGT support to public ITIs and through the NSDC support to Training Partners under PMKVY. For 2017-18, the Government of India has allocated Rs 30.16 billion for the MSDE. All other schemes are financed through respective Ministries like Vocationalization of Education Scheme through the MHRD. There is also an allocation of Rs 4.5 billion for the Deen Dayal Antodaya Yojana (previously called NRLM) coordinated by the MORD.

   1.2. The Government has also incentivized certain skills development activities by giving a tax break of 150% of the expenditure to the company or organization providing training, subject to limitation. Part of the resource mobilization by the government also happens through international loans and grants like the MOU with the MSDE-World Bank which is supporting MSDE’s two new schemes, e.g. SANKALP and STRIVE. Skills development run/sponsored by the government focus on technical/domain skills and ‘soft skills’ related to particular technical/domain skills.

2. Employer-based training: Employer-based training has been increasing over time with 36% of the firms as of 2014 having in-house skills trainings for their employees and apprentices. These are job specific trainings based on specific requirements of the firm and may not translate beyond the current work engagement of the workers. Moreover, given the size of the organised sector, the number of people who can be trained through this is limited.

   The SME sector has not significantly engaged in this type of training. As with government run/sponsored trainings, skills development run/sponsored by employers focus on technical/domain skills and ‘soft skills’ related to particular technical/domain skills.

3. CSR funding for skills development: CSR funding is required of all companies in India. Per the CSR Rules, the provision of CSR funds is not only applicable to Indian companies, but also applicable to branch and project offices of a foreign company in India. “Section 135 of the Companies Act provides the threshold limit for applicability of the CSR to a Company, e.g. (a) net worth of the company to be Rs 500 crore or more; (b) turnover of the company to be Rs 1,000 crore or more; (c) net profit of the company to be Rs 5 crore or more.

Every qualifying company requires spending of at least 2% of its average net profit for the immediately preceding 3

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201 USD 1 = Rs. 67 as of end May 2018.

202 referenced from Report Of The Committee For Rationalization & Optimization Of The Functioning Of The Sector Skill Councils MSDE, GOI, 2016.

203 1 crore = 10 million Indian Rupees.
financial years on CSR activities. Further, the qualifying company will be required to constitute a committee (CSR Committee) of the Board of Directors (Board) consisting of 3 or more directors. The CSR Committee shall formulate and recommend to the Board a policy (e.g. CSR Policy) which shall indicate the activities to be undertaken; recommend the amount of expenditure to be incurred on the activities referred to and monitor the CSR Policy of the company. The Board shall take into account the recommendations made by the CSR Committee and approve the CSR Policy of the company.  

The government is now actively seeking the participation of the corporate sector in financing of skills through contributions to the NSDF to finance skills development programmes in India. Thus, with the approval of skills development as an option for CSR support, the possibility of financing of skills development through this route has now opened.

The recently launched SANKALP scheme of the MSDE provisions a setting up of a CSR Skills Fund “to educate, inform, engage, and build capacity to implement effective skills programs”. The estimated anticipated contribution of the corporate sector to the CSR Fund is US$36.875 million. The data available on the Ministry of Corporate Affairs website for 2015-16 shows that it might be possible for the MSDE to persuade the industry to contribute to the CSR Fund of around Rs 2.40 billion proposed under SANKALP over the next 4 years.

Meantime, the SSCs were envisaged as industry-led, multi-stakeholder forum to promote the interest and identify the skilling needs of the sector. There has been financial participation of the sector in the running of SSCs but it is overwhelmingly still financed by the Government. The overall contribution of private funding in the SSCs is merely 20%. The same is the case with the large corporate bodies being able to absorb trained human resources coming out of India’s premium educational institutions without making any significant investment in return.

On the demand side, there is information gap about the types of requirements of the industry. This information gap, due to a lack of a formal communication system that can inform the potential trainees about the types of skills in short supply in the local area, is often compounded by the fear of training fees that they expect to pay for the same or associated costs of travel, lodge and boarding, if not of the cost of giving up a low paying job to undergo skills training. This becomes a more acute problem for women desirous of availing skills training. While no specific scheme is currently run by the MSDE for women specifically, the new SANKALP


SSC Report Vol 2 Financing of SSCs by the NSDC and their contribution
scheme has in-built targets to increase the participation of women, SC, ST and PWDs in short-term vocational training.

4. Development aid: Development funding from official development assistance and private organizations and foundations coursed through the government and development programmes being undertaken by non-government partners provide resources for a range of initiatives on the ground.

Generally, funding comes under broad heads such as “community development”, “education”, “empowerment of girls (or women or the poor or the marginalized groups, etc)”, “poverty alleviation”, “social change”, etc or under specific budgetary lines to respond to issues such as trafficking, VAW/G, child marriage, migration, etc. There are also individual donors and philanthropists who give for specific programmes or communities.

Funding for skills development per se is not readily available; support for adult literacy even within financing for education is minimal. For the most part, skills development is not separately articulated in development strategies of most funding organizations. They are deemed to get subsumed under broad programme categories such as economic empowerment or livelihoods. Accordingly, resource requirements for skills development especially for marginalized women, becomes difficult to meet. And, this gets more difficult where skills development framework requires coverage beyond domain or technical skills, to also ensure agency building and empowerment. While ideal, said holistic and gender-sensitive framework is not feasible with small funding organizations as articulated by stakeholders interviewed for this study. Besides, funding organizations are bound by their respective theory of change which, in any case, evolve constantly just like individual donors and philanthropists define their preference on how the money would be used. They deem skills development training (and adult education) as not sufficient interventions by themselves unless the participants actually get jobs owing to the training.

Skills development and adult literacy programmes for marginalized women are time and resource intensive processes. This does not work with many funders who generally require visible and measurable outcomes within set timelines. Yet, there are funders who recognize the need to change gender narratives thus, the respect and interest gaining ground on resourcing skills development for marginalized women, especially in NTL. It is deemed crucial to make the link between social, economic and political issues and build an ecosystem to get women into the workspace.

Funding organizations interviewed for this Study believe that skills development programmes for marginalized women must be self-sustaining – or, they must be connected to government-funded initiatives. Otherwise, skills development programmes must be integrated into secondary education to ensure that the youth are employable after school.

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209 Informed in part by KII with funding organizations.
210 As per the OECD, ODA for India is $3.16 billion in 2015. Foreign aid received by NGOs/Associations for 2015-16 is Rs. 17,208 crores while the Government received ODA support for Rs 2144.77 crores for 2015-16. Ref - Lok Sabha UNSTARRED QUESTION NO:3245
V. Annexures

Annexure 1: Research Framework: Financing Options for Skills for Work of Marginalised Women

I. CONTEXT
The year 2015 and onwards has been an important period for education and development with the advent of the Sustainable Development Goals. The international community forged agreement on a new agenda in 2015 to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The 17 goals are interlinked and yet have distinct targets within each goal to be accomplished by all UN member countries by 2030.

For a regional network like ASPBAE, this has been a busy and engaging period. ASPBAE has been on the forefront since 2012, contributing towards the post 2015 education agenda, the SDG 4 Goal to ensure inclusive and quality education for all and promote lifelong learning and in drafting the Education 2030 Framework for Action.

Policy Advocacy being a priority area for ASPBAE, a major platform for ASPBAE’s advocacy efforts in the coming years would be the Education 2030 and SDG processes. ASPBAE will work to ensure that the internationally agreed goals, targets, indicators and framework of action are translated in robust education sector plans at the country level; the resources required to meet the full agenda are mobilized and judiciously applied; and that the processes and mechanisms for accountability, coordination, capacity-building and monitoring of Education 2030 are set up, with the institutionalized participation of civil society including representative organizations of learners, teachers/educators, parents and youth.211

Through these, ASPBAE will remain attentive to its long standing focus on equity including gender equality, on accelerated attention to education quality in its wider meaning and within the lifelong learning frame; and the SDG 4 targets related to youth and adult education especially non formal education – adult literacy, skills for decent work and life.212 It is within this context that ASPBAE through its members started to develop and sharpen its knowledge base on education, skills and work from a gendered lens. Within the education and lifelong learning agenda, one of the neglected areas has been skills for work for marginalized women in the informal sector.

With the objective to expand its knowledge base on gender, education, skills and work and accordingly prepare its advocacy agenda in the coming years, ASPBAE started its journey in 2015. ASPBAE and Azad Foundation jointly organized an Asia Pacific Regional Workshop on Gender, Education, Work and Skills in October 2015, to deepen understanding on gender sensitive responses to skills provisioning for decent work of youth and adults. The regional workshop brought together 52 representatives from ASPBAE member organizations and strategic partners from over 17 countries from the Asia Pacific region. The workshop reviewed experiences of civil society organizations and of ... publicly provided and organized skills for work programmes for women in different countries in the Asia Pacific. The

211 ASPBAE Plans 2016.
212 ASPBAE Plans 2016.
workshop also looked at policies on TVET and skills and how these attend to the learning needs and contexts, specifically of marginalized women. One of the recommendations of the workshop was to delve into what are the existing policies and financing for skills for work of women. To pursue this recommendation further, ASPBAE planned to undertake a research study to Review financing options for skills for work of marginalized women.

In 2016, ASPBAE commissioned an exploratory study paper to better understand the landscape of policy and provisioning (both State and NGOs) for skills training for women in the informal sector in India. This paper based on available secondary data surfaced challenges in terms of adequate and reliable data to understand various aspects of women’s work in the informal sector in India, viz. labour policies, provisioning for education and skills training and its intersection with access to resources, poverty and social marginalization.

A working group meeting was then organized in October, 2016 with few members of ASPBAE who had been working on the issue of women and skill building/decent work. The working group members shared their own experiences and jointly planned the research study, its objectives, scope and coverage. This research framework is derived from the discussions of the working group meeting and other inputs from ASPBAE members.

II. RATIONALE

The working group which met in October 2016 to discuss the research framework to understand financing options for skills for work for marginalized women, deliberated on the current scenario and emerging policies and practices in the business of skills building. Looking at the existing gaps in information on what are the existing policies and practices in different countries in the Asia-Pacific region, the need was felt to situate the research around the broader question as below:

What are the policy, governance and financing options required to include/provide skills development and adult education for decent work and economic and social well-being to the marginalized women in the Asia Pacific region – given the perspectives of ‘no one left behind’ and social justice?

The research question as proposed by the working group suggests a deeper analysis of different issues that are interlinked and important to understand the world of women and work from an empowerment framework. There are gaps in available information as observed by the practitioners and also suggested by the exploratory study paper that was commissioned by ASPBAE in lead to this research.

Looking at the case of India, the exploratory paper that was commissioned by ASPBAE as a lead up to this study scanned various reports and studies and government policies on skill building in the informal sector. The hypothesis for the paper was that the most marginalized women are in the informal sector. In India, more than 90% of the workforce and about 50% of the national product are accounted for by the informal sector. In most of the developing countries the scenario is similar where the informal economy constitutes a large section of the workforce.213

The informal sector includes those workers who work in informal employment and work for unincorporated or unregistered enterprises and not covered by social protection and job security. There are also those workers who work in the formal enterprises but are not covered by the social protection and job security and are employed for a short duration. Within the informal sector there are types of workers, some instances being wage workers in the organized sector, self employed, unprotected wage workers in the unorganized sector, regular unorganized workers and home workers.

Focusing on women in the informal sector in India, 91% of its women workers are part of the informal economy. This is a huge population especially for a country like India. Due to the nature of the informal economy that is constantly changing and is fluid in nature, it is not easy to obtain accurate data on the informal sector. However research studies have attempted to collate data on what kind of occupations do women involve themselves in the informal sector. The research by WEIGO indicates the following categories of women workers in the informal sector: domestic workers, home-based workers, street vendors, waste pickers, construction workers, small holder farmers and transport workers.

The above categories of occupations do not fall in the category of ‘skilled’ labour and hence the wages for such workers are less compared to what the skilled workers are paid. Even in the construction sector which employs both the skilled and unskilled workers, women are rarely found in the skilled occupations like carpentry, masonry, plumbing and electrical wiring. This brings the spotlight on skill development which is a buzz word all over and especially in the Asia-Pacific region. In India, the present government has put a lot of thrust on skill building for youth and adults. The intention of the current government in the present times is to have a skilled India. The challenges of skill development in a country like India are huge, given its population, the level of skills that exist, its unemployment problem as well as its level of development in the context of the global market. Media reports estimate a population of 500 million people that need to be skilled in the next 7 years. The current capacity of skill development programmes in India is 3.1 million annually. While the policies and provisions that the government can make are crucial, that may not be enough to skill all the workers as envisioned. Hence there is a need to also look at the role played by the industrial institutions, corporate sector and the civil society organizations and how they are contributing to skill building.

In the current scenario where there is a wide gap between people to be skilled and the opportunities available, the questions that arise are - Who are the people that have more access to skill building initiatives and who are left behind? Where are the women in this initiative? What kind of skills do women acquire or what opportunities are they offered? Are women encouraged to stay in occupations that traditionally have welcomed them more (e.g., healthcare, beauty and wellness, education etc.)? Do the policies on skill building adequately lay out a map to reach out to everyone and are committed to ‘no one left behind’. How are the finances allocated for the same?

214 Mahopatra, ibid, 2012.
The National Policy for Skill Development and Entrepreneurship 2015 of the Ministry of Skill Development and Entrepreneurship of the Government of India needs a detailed analysis. The policy talks about ensuring 'inclusivity', irrespective of gender, location, caste, sector, etc. The policy also outlines the need for strengthening and certifying skills of the unorganized sector. There is also a section on promoting skilling among women. While the policy is a comprehensive document which details out the need for skills at different levels and the mode to fulfill the same, a deeper analysis is required from the lens of women – how this impacts their ability to get decent work, how empowering are the skills building programs and are these programs accessible. The analysis needs to be substantiated with stories of marginalized women and how they view the government's programs and have they been benefitted or left out.

There is also a need to look at the role of the corporate sector and how much funds of the corporate social responsibility initiative are being used in skill building. It would be interesting to study if the corporate sector is following the government's mandate on skill building or are they bringing any innovations. Similarly, the role being played by the civil society and how their skill building initiatives are designed needs to be studied.

In the Philippines, the situation is similar to India when we look at women in the informal sector. The most vulnerable and marginalized population are part of the informal sector. Women in large numbers are in the informal sector and many have dropped from the formal sector due to family requirements. There are Acts in place to support women's effective inclusion in the economy as well as Gender and Development plans. A deeper analysis is required on how the most marginalized women in Philippines are impacted by the present Acts and policies.

The situation is similar in Indonesia as well as observed by civil society organizations working in Indonesia. There is no exploratory paper prepared for Indonesia to describe the rationale of this study. However the issues remain the same and hence the need to review the existing policy, governance and financing options for the most marginalized women.

### III. SPECIFIC OBJECTIVES

The core research question as agreed by the working group is:

What are the policy, governance and financing options required to include/provide skills development and adult education for decent work and economic and social wellbeing to the marginalized women in the Asia Pacific region – given the perspectives of 'no one left behind' and social justice.

The research would study the following aspects in detail through generation of primary data and review of secondary data.

**A. Who are the `Marginalized' women?**

Identify and define who Marginalized' women are and what defines their marginalization. This section will look at the term `marginalized' and what are the socio-political-cultural-education and economic criteria that define marginalization. The term may differ in different contexts and countries. It is critical for the research to answer who are the `marginalized' women to further...
understand financing options for skills and livelihood generation. For any skill development program to address the requirements of marginalized women and bring an effective change in their lives, it’s important to define and address the areas of deprivation and subjugation in their lives.

Some specific questions that can be part of this section of the research are:
- Who are the marginalized women?
- What are the forms and extent of marginalization?
- Where are they in the world of work and skill building?
- What are their aspirations?
- How do women choose the skill they want to be trained in?

### B. Existing policies, provision and financing options for skill building?

This section will study the existing policy, governance and financing options for skill development and adult education. Skill building and TVET are high on agenda amongst many countries’ development agenda in the Asia-Pacific region. In a region that has been driven by factors such as changing labour market structures, demographic changes, political instability and environmental degradation among others, governments are increasingly looking at education and training as an enabler for economic growth and social well-being. Technical and vocational education and training (TVET) is being viewed as the key for equal access to opportunities and a decent life and work for all. With an aim that high, it is important to review what are the existing practices and how are they being implemented.

Some specific questions that can be part of this section of the research are:
- What is the current situation regarding access to and impact of skills development model/programs on lives and livelihood of women?
- What exists and what are the gaps in policy, governance and financing option for skill development and adult education?
- What are the budget allocations for skill building for the informal sector and the spending pattern?
- What are the global and national policies that directly or indirectly impact skill development and education of marginalized women in Asia Pacific?\(^{217}\)
- What is the global and national financial mechanism that directly or indirectly impacts the provisioning of skills for work?\(^{218}\)

### C. Gendered notion of skill development and adult education

This section will study the existing policies and practices from a gendered lens. The marginalized women who have a history of subjugation and deprivation may also be suffering from lack of mobility, issues of violence and lack of control over resources. In such a context, are there any additional measures taken for marginalized women to be skilled not only for employability but to get decent work, economic and social well-being. It is also important to investigate if any skill building program aims at empowering the marginalized women or only focuses on imparting technical education. Organizations like Azad Foundation who work with women and help build their skills, observe that many marginalized women take time to learn, not only because of their socialization from

\(^{217}\) Only national to be investigated for this phase of research.
\(^{218}\) Only national to be investigated for this phase of research.
childhood but also because of persistent problems such as violence, health and economic crisis. Do the existing adult education and skill building programs recognize and address these barriers?

Some specific questions that can be part of this section of the research are:

What are the gendered notions of skill development and adult education that are critical to ensuring decent work, economic and social well being? (need to unpack the discourse on entrepreneurship/micro enterprise/employment),

Within the perspective of ‘no one is left behind’ and ‘social justice’, how do we understand women’s economic empowerment. What constitutes a life of dignity and well being for marginalized women?

What is a gender-just framework for skill development and adult education for decent work?

D. Financing gender-just framework for skill development and decent work

This section will analyze on what more needs to be done for a gender-just framework to skill the marginalized women. The additional financial and human resources required to understand the way women learn, and build their capacities to help them access decent work and not merely leave them at being 'employable'. There is a need to understand the loss that a state suffers when a huge population is under-employed or unemployed. Also, the benefits that a state enjoys when its entire population is productive – socially, politically and economically.

Some specific questions that can be part of this section of the research are:

How we define and measure Return of Investment (ROI) for financing skills development for decent work in the context of marginalized women?219

What are the financing implication for advancing a gender-just framework for skill development and adult education for decent work?

What are the perspectives and contributions of civil society organizations and the corporate sector (Corporate Social Responsibility) and how does that contribute to skill building and adult education?

The above 4 sub themes will define the scope of the research. In addition it is suggested that the study also captures case studies based on the work of Azad Foundation (India) and PEKKA (Indonesia) who are already involved in skill building for marginalized women.

IV. METHODOLOGY

The research will be multi country study and two countries will be involved in the study in the first phase. These countries are India and Indonesia. Philippines will be studied in the next phase.

The methodology for data collection will involve different set of techniques for data collection. Both primary and secondary data will be collected and analyzed. A brief description of the methodology to be used is described here. A detailed plan for each sub theme of the research question is explained in Annexure A.

A. Secondary data – An analysis of available secondary data will be collected and analyzed. The secondary data will include past research studies on similar topics, white papers and publications by UN organizations, World Bank, universities

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219 Not to be considered for this phase of the research, given its technical complexity.
and individual researchers. Attempts will be made to access government data on policies, allocated budgets and reports on skill building. Data on the interventions by the corporate sector through their Corporate Social Responsibility initiatives will be sourced from bodies like IICA, FICCI, CII, Assocham in case of India and similar organizations in the Philippines and Indonesia. ASPBAE has also collated reports and publications which can be sourced from the link below: https://drive.google.com/open?id=0B3TkCwljBNzvVXVVjBtbkVNZGc

## B. Primary Data – Quantitative and qualitative data will be collected for this research. It is proposed that a geographical unit be considered for data collection. For instance in India, the state of Delhi can be considered where data can be sourced from women in the export promotion zones, the informal sector, government functionaries, state run skill building centers and private training centers.

i. Qualitative data – data will be gathered through one on one interview with select respondents and through focus group discussions. Open ended interview guide will be used for the one on one interview. Responses from interviewees are what will form the data and the same will be analyzed through software designed for qualitative data analysis. A code tree will be developed to ensure uniformity in understanding of the codes amongst researchers.

ii. Quantitative data – will also be collected primarily from women respondents. The quantitative data questionnaire will be administered with the women respondents post the in-depth interview. The quantitative data questionnaire will help to collect information on the profile of women and gather information regarding their family, economic status, age, marital status etc.

For primary data collection all research ethics will be adhered to – informed consent from the respondents, the responses will be kept confidential, no details that will identify them would be used in the report of disseminated and the respondents will be given the option not to respond or stop the interview at any point.

## V. RESEARCH TEAM

The research will be a multi country study. It is proposed that the study includes at least 3 countries. Based on the experience and interest demonstrated by members of ASPBAE working on this issue, it is proposed that the in the first phase the research is carried out in India and Indonesia. Philippines can be considered in the second phase, based upon the availability of funds generated by ASPBAE and its members.

The research team in the first phase would comprise of the following organizations:

**Azad Foundation** – member of ASPBAE and actively working on the issue of women and livelihood. Azad Foundation is headquartered in New Delhi, India with operating centers in five other cities. Its aim is to work towards a world where all women, in particular women from resource poor backgrounds, enjoy full citizenship, earn a livelihood with dignity and generate wealth and value for all. Through its “Women on Wheels” programme, Azad has helped women enter the transport sector which has been and continues to be very male dominated. It has succeeded in creating a pool of active women drivers in the community. Apart from creating opportunities for
remunerative and sustainable livelihoods for women in which they have the chance to make a career, Azad Foundation’s training and learning process helps women redefine their identity and become catalysts of change, not just in their own lives but also of those around them. More information on Azad Foundation is available on their website – www.azadfoundation.com

Azad Foundation will steer the research in India.

PEKKA – member of ASPBAE, The Female-Headed Household Empowerment Program (PEKKA) is a non-governmental organization based in Jakarta, Indonesia that aims to strengthens grassroots women leaders and organizations to engage in decision-making at all levels from the home to local government. PEKKA operates in 20 provinces in Indonesia. Focusing on single, divorced and widowed women who are extremely marginalized, PEKKA’s internationally recognized strategy of combining feminist popular education and organizing women through economic cooperatives and combining human rights and political education, has built a network of over 1,300 grass root women organizations in Indonesia. While the women benefit from much-needed access to cash, the ultimate goal of PEKKA is more ambitious: to build a grassroots movement of women-led economic cooperatives that empower women individually and collectively to transform their lives and their communities, and challenge the structures and belief systems that breed discrimination and poverty. More information on PEKKA is available on their website – http://www.pekka.or.id/index.php/en/

PEKKA will steer the research in Indonesia.

ASPBAE - The Asia South Pacific Association for Basic and Adult Education (ASPBAE) is a regional association of more than 200 organizations and individuals. It works towards promoting quality education for all and transformative and liberating, life-long adult education and learning. It strives to strengthen an Asia-Pacific movement to support community and people’s organizations, national education coalitions, teachers unions, campaign networks, and other civil society groups and institutions in holding governments and the international donor community accountable in meeting education targets and commitments. Members of ASPBAE comprise of NGOs, community organizations, government organizations, universities, trade unions, indigenous people, and women’s organizations, individuals involved in formal and non-formal adult education and other institutions of civil society across the Asia-Pacific.

ASPBAE will lead the research and provide research and administrative support to Azad Foundation and PEKKA. From ASPBAE, Maria Khan (Secretary General), Anita Borkar (Regional Coordinator – Training for Transformation Program) and Cecilia V Soriano (Programmes and Operations Coordinator) will take the lead in coordinating this research study.

VI. RESEARCH OUTPUT

Country level
Two country reports viz. from India and Indonesia, detailing the findings and recommendations will be the distinct outputs of this research study.

Regional
Another output of this research study is the regional report which would include the regional scan of the areas pertaining
to the financial options for work of marginalised women and also synthesise the findings and recommendations from the two country reports.

VII. USES OF THE RESEARCH

The research study on Financing Options for Skills for Work of Marginalised Women will serve the local and national advocacy measures of Azad Foundation and PEKKA in their respective countries and also serve ASPBAE for its own work on advocacy on education for women and work.

This research will highlight the paucity of the national level aggregated data and disaggregated data in terms of gender and incomes. It will also attempt to generate data from hard to reach and policy context-specific experiences of grassroots work of CSOs. Even though vast tracks of the country will not be covered, the value-added of CSO’s work will facilitate the understanding of the context for advocacy purposes on the issues of skills training and education for marginalized women’s work at the local, national and regional level.

The research will also attempt to recommend on the partnerships that need to be identified and explored for the findings from this study to be effectively used at the national and regional level. Currently there is no platform at the regional level (whether UNESCO, ASEAN, APMED, APRCEM) to present the findings of this study. However, this study will definitely prove helpful to explore, state and indicate the critical areas where the findings can be posed, and bring them to arenas which are not only education related, but are related to work and skills for empowerment, and highlight education therein.

The year 2019 is a good opportunity as the SDG 4 and SDG 8 will be reviewed then. Approaching 2019, APMED will also identify themes around this, so that is a good arena for linking our events to this space to generate interest and attention on this issue. A forum on (practice and policy) with PEKKA and Azad Foundation can be planned at APMED. Similarly, explorations with UIL can be initiated regarding a space for preparation in 2018-2019 towards CONFINTEA in 2021. Thematic events on women and skills and work, economic empowerment and role of education can be proposed. Also, identification and connections/reconnections with groups engaged in work and skills at the regional level can be initiated to link to these processes to deepen the analysis from our work.
## Research Framework - Annexure 1

Proposed Methodological Approach for Data Collection

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<tr>
<th>S. NO</th>
<th>Sub theme and Specific Question</th>
<th>Methodology</th>
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<tr>
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<td><strong>Sub Theme A</strong></td>
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|       | **Who are `Marginalized' women?** | • Literature review  
|       | i. Who are the marginalized women? | • In-depth interviews with women workers in low paying or temporary jobs in the formal and informal sector; women who are undergoing skill building course and civil society organizations working on the issue of women and skill building.  
|       | ii. What are the forms and extent of marginalization? | • Quantitative data generation from women respondents |
|       | iii. Where are they in the world of work and skill building? |             |
|       | iv. What are their aspirations? |             |
|       | vi. How do women choose the skill they want to be trained in? |             |
|       | **Sub Theme B**                 |             |
|       | **Existing policies, provision and financing options for skill building?** | • Literature review  
|       | i. What is the current situation regarding access to and impact of skills development model/ programs on lives and livelihood of women? | • In-depth interviews with government officials, CSR heads, skill councils (example from India – National Skill Development Council) and CSOs  
|       | ii. What exists and what are the gaps on policy, governance and financing option for skill development and adult education? | • Case studies of good practices from skill building programs run by government, corporate sector and CSOs.  
|       | iii. What are the budget allocations for skill building for the informal sector and the spending pattern? | • Budget tracking |
|       | iv. What are the global and national policies that directly or indirectly impact skill development and education of marginalized women in Asia Pacific?10 |             |
|       | v. What is the global and national financial mechanism that directly or indirectly impacts the provisioning of skills for work?11 |             |
|       | **Sub Theme C**                 |             |
|       | **Gendered notion of skill development and adult education** | • Literature review  
|       | i. What are the gendered notions of skill development and adult education that are critical to ensuring decent work, economic and social well being? (unpack the | • In-depth interviews – CSOs, ASPBae members working on this issue, feminist organizations  
|       |                                           | • Focus group discussions (face to |
Annexure 2:

Brief for the Regional Scoping Paper - Regional Paper on Financing Options for Skills for Work of Marginalised Women

ASPBAE has been on the forefront since 2012, contributing towards the post 2015 education agenda, the SDG 4 Goal to ensure inclusive and quality education for all and promote lifelong learning and in drafting the Education 2030 Framework for Action. Policy Advocacy being a priority area for ASPBAE, a major platform for ASPBAE’s advocacy efforts in the coming years would be the Education 2030 and SDG processes. ASPBAE will work to ensure that the internationally agreed goals, targets, indicators and framework of action are translated in robust education sector plans at the country level; the resources required to meet the full agenda are mobilized and judiciously applied; and that the processes and mechanisms for accountability, coordination, capacity-building and monitoring of Education 2030 are set up, with the institutionalized participation of civil society including representative organizations of learners, teachers/educators, parents and youth.

Through these, ASPBAE will remain attentive to its long standing focus on equity including gender equality, on accelerated attention to education quality in its wider meaning and within the lifelong learning frame; and the SDG 4 targets related to youth and adult education especially non formal education - adult literacy, skills for decent work and life. It is within this context that ASPBAE through its members started to develop and sharpen its knowledge base on education, skills and work from a gendered lens. Within the education and lifelong learning agenda, one of the neglected areas has been skills for work for marginalized women in the informal sector.

With the objective to expand its knowledge base on gender, education, skills and work and accordingly prepare its advocacy agenda in the coming years, ASPBAE started its journey in 2015. ASPBAE and Azad Foundation jointly organized an Asia Pacific Regional Workshop on Gender, Education, Work and Skills in October 2015, to deepen understanding on gender sensitive responses to skills provisioning for decent work of youth and adults. The regional workshop brought together 52 representatives from ASPBAE member organizations and strategic partners from over 17 countries from the Asia Pacific region. The workshop reviewed experiences of civil society organizations and of (groups which) publicly provided and organized skills for work programs for women in different countries in the Asia Pacific. The workshop also looked at policies on TVET and skills and how these attend to the learning needs and contexts, specifically of marginalized women. One of the recommendations of the workshop was to delve into what are the existing policies and financing for skills for work of women. To pursue this recommendation further, ASPBAE planned to undertake a research study to review financing options for skills for work of marginalized women.

In 2016, ASPBAE commissioned an exploratory study paper to better understand the landscape of policy and provisioning (both State and NGOs) for skills training for women in the informal sector in India. This paper based on available secondary data surfaced challenges in terms of adequate and reliable data to understand various aspects of women’s

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220 ASPBAE Plans 2016.
221 ASPBAE Plans 2016.
work in the informal sector in India, viz. labour policies, provisioning for education and skills training and its intersection with access to resources, poverty and social marginalization.

A working group meeting was then organized in October, 2016 with few members of ASPBAE who had been working on the issue of women and skill building/decent work. The working group members shared their own experiences and jointly planned a research study, its objectives, scope and coverage. The research study on - Financing options for skills for work of marginalized women is currently being undertaken at the country level by two ASPBAE members – Azad Foundation in India and PEKKA in Indonesia, with plans of extending the research study to other countries in the region, possibly Bangladesh, Nepal, the Philippines among others.

A Regional Scoping Paper is envisaged as part of this research. The proposed Regional Scoping Paper is expected to have two sections:

a. The first section is envisaged to cover the following: outlining and indicating the current status of the options for financing of skills building for work for marginalized women in the Asia Pacific region, including

• Regional context: overview of marginalized women in the Asia Pacific region – Who are they and what defines their marginalization? The extent of marginalization of women in the region, specifically in the world of work, to include an overview of the world of work globally and in the region. What are skill-building opportunities open to marginalized women in the Asia Pacific region – an overview?

• Policies, provisioning and financing options for skill building of marginalised women in the Asia Pacific region to cover:
  o An enumeration and analysis of key international commitments and covenants that guarantee the right to decent work for all; the right to livelihoods, and economic empowerment of women and the right to education of women
  o How regional and global multilateral bodies, notably ILO, UNESCO, UN WOMEN, ESCAP address the right to education for decent work of marginalized women – what initiatives are in place to advance this, possibly in the context of the SDGs and beyond (Beijing plus processes for example)
  o Aid policy and financing of the Asian Development Bank on education related to skills building of marginalised women to indicate the level of aid that goes to this sector and the quality of that aid
  o Aid policy and financing of bilateral donors in the region, notably Australia and Japan, on education related to skills building of marginalised women to indicate the level of aid that goes to this sector and the quality of that aid
  o Trends in government spending for education related to skills building of marginalised women in the Asia Pacific region

• The global and regional civil society/women’s movement discourse on this: how is women’s economic empowerment understood? What constitutes a life of dignity and well being for marginalized women? What is a gender-just framework for skill development and adult education for decent work?

b. The second section stating the summary of the findings and recommendations of the two country studies, viz. India and Indonesia, The areas for synthesis will be around the main
research areas as outlined in the Research Framework to include addressing the following aspects:
- How can skills development programs enable marginalized women to transform their economic realities from impoverishment to empowerment?
- What are available financing mechanisms — whether government or non-State actors, for education and skills for work of marginalized women?
- How can financing be improved to enable the implementation of quality, far-reaching and responsive education and skills for work for marginalized women?

Annexure 3:
List of Resource Materials/References

Documents


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http://www.imf.org
http://www.makeinindia.com
http://www.mca.gov.in
http://www.saarc-sec.org
http://www.skilldevelopment.gov.in
http://www.unescap.org
http://www.ungei.org
http://www.un.org
http://www.unwomen.org
http://www.wiego.org
http://www.worldbank.org
https://www.bangkok.unesco.org
https://www.unevoc.unesco.org
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### Annexure 4:
Existing Policy and Financing Models (for Empowerment Programmes), Indonesia

<table>
<thead>
<tr>
<th>No.</th>
<th>Program Name and Activity Type</th>
<th>Policy-maker</th>
<th>Policy Implementer</th>
<th>Beneficiary</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Model 1 – Government</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Home industry development program</td>
<td>Ministry for Women’s Empowerment and Child Protection</td>
<td>Local Women’s Empowerment and Child Protection Office at the district level</td>
<td>Home industry owners</td>
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<tr>
<td></td>
<td>Mapping of the owners Facilitation Training, technical assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>P2WKSS (Strengthening Women’s Role towards Healthy, Prosperous Families) Facilitation Business aid in the form of equipment and materials, capital</td>
<td>Ministry for Women’s Empowerment and Child Protection</td>
<td>Local Women’s Empowerment and Child Protection Office at the district level</td>
<td>Poor women aged 15 – 64</td>
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</tr>
<tr>
<td>3</td>
<td>Joint Business Group (KUBE) Group formation Business training Facilitation, business capital</td>
<td>Ministry of Social Affairs</td>
<td>Local Social Affairs Office at the district level</td>
<td>Poor people aged 15 – 55</td>
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</tr>
<tr>
<td>4</td>
<td>Aid for persons with disabilities Aid worth IDR 20 million to develop businesses</td>
<td>Ministry of Social Affairs</td>
<td>Local Social Affairs Office at the district level</td>
<td>Poor people with disabilities</td>
</tr>
<tr>
<td></td>
<td>Social rehabilitation through independent businesses Business training, capital in cash or in-kind</td>
<td></td>
<td></td>
<td>Homeless persons and beggars, sex workers, people living with HIV/AIDS, former prisoners, victims of trafficking and violence</td>
</tr>
<tr>
<td>5</td>
<td>Aid for women’s cooperatives Business training Facilitation, capital worth IDR 50 million</td>
<td>Ministry of Cooperatives and Micro- and Small-Scale Enterprises</td>
<td>Local cooperatives office</td>
<td>Individuals who have joined the cooperatives where 70% of beneficiaries are women</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>Independent women Training</td>
<td>Ministry of Manpower</td>
<td>Local manpower office and job</td>
<td>Potential migrant workers</td>
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<tr>
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<td>Program Name and Activity Type</td>
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<td>Policy Implementer</td>
<td>Beneficiary</td>
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<tr>
<td></td>
<td>Facilitation</td>
<td></td>
<td>training centers</td>
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<td></td>
<td>Production and marketing facilities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>B</td>
<td>Model 2 – Corporations</td>
<td></td>
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<tr>
<td>1</td>
<td>Sarasvati Women in 17 districts/cities in 12 provinces Motivation, management and business skills training Formation</td>
<td>Unilever</td>
<td>In cooperation with partners (NGO)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Economic development for poor communities but not specifically for women Training on farming and animal husbandry Agriculture demonstration plot Packaging Formation of GAPOKTAN Research Marketing through supermarkets, online sale, stores owned by Dompet Dhuafa</td>
<td>Dompet Dhuafa</td>
<td>In cooperation with partners</td>
<td>Poor communities</td>
</tr>
<tr>
<td>C</td>
<td>Model 3 – Non-Governmental Organizations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Empowerment of formal workers (in factories) and homeworkers Formation of cooperatives Training, facilitation</td>
<td>TURC</td>
<td>TURC</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>BUEKA (Aisyiyah Family Business Development) Formation of groups and cooperatives Product marketing Brand development of the “Melin” brand name for detergents Facilitation Training (product processing techniques, management, branding) Training for preparing childminders to work for</td>
<td>Aisyiyah</td>
<td>Aisyiyah</td>
<td>Aisyiyah members</td>
</tr>
<tr>
<td>No.</td>
<td>Program Name and Activity Type</td>
<td>Policy-maker</td>
<td>Policy Implementer</td>
<td>Beneficiary</td>
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<td>3</td>
<td>Micro-finance development program</td>
<td>Bina Swadaya</td>
<td></td>
<td>Not specifically for women, and over the course of time women have shown more progress, and are better trained</td>
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<tr>
<td></td>
<td>Routine meetings</td>
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<tr>
<td></td>
<td>Building the capacity of administrators through training and executive meetings</td>
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<td></td>
<td>Basic training on running an organization, bookkeeping, gender issues, household financial management</td>
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<td></td>
<td>Building the capacity of cadres through coaching</td>
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<tr>
<td></td>
<td>Savings and loan</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Fair trade</td>
<td>PEKERTI</td>
<td>PEKERTI</td>
<td>Craftswomen account for 20%</td>
</tr>
<tr>
<td></td>
<td>Revolving funds or access to capital</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management and technical training</td>
<td></td>
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<tr>
<td></td>
<td>Usage of safe materials for production</td>
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<tr>
<td></td>
<td>Scholarship for producers</td>
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<td></td>
<td>Health insurance for craftsmen and producers</td>
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<tr>
<td>5</td>
<td>Emergency response program</td>
<td>PEKERTI</td>
<td>PEKERTI</td>
<td>Women embroiderers and pandan leaf craftswomen in West Sumatra and Aceh</td>
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<tr>
<td></td>
<td>Business facilitation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Training</td>
<td></td>
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<tr>
<td></td>
<td>Facilitating marketing activities through store openings</td>
<td></td>
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<tr>
<td></td>
<td>Developing cooperatives</td>
<td></td>
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<tr>
<td></td>
<td>Sources of funds</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>Women Household Head Empowerment</td>
<td>PEKKA Empowerment</td>
<td>PEKKA Empowerment</td>
<td>Poor women become household heads for reasons such as:</td>
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<td></td>
<td>Organizing women into groups at the village level and unions at the district level</td>
<td>Foundation</td>
<td>Foundation</td>
<td>Husband’s death</td>
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<td></td>
<td>Facilitating groups and individuals</td>
<td></td>
<td></td>
<td>Husband left</td>
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<td></td>
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<td></td>
<td></td>
<td>Divorced</td>
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<td>Husband</td>
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<td>No.</td>
<td>Program Name and Activity Type</td>
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<td>Policy Implementer</td>
<td>Beneficiary</td>
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</tr>
</tbody>
</table>
|     | Motivation, management and business training  
Savings and loan activities  
Access to capital through revolving funds  
Product marketing through cooperatives, exhibitions  
Budget advocacy for business development, directed at the government |                                                                              |                    | chronically ill Single                    |

Annexure 5:  
Priority Areas for Skill Development for Projected Employment 2017-2022, MSDE, Government of India

<table>
<thead>
<tr>
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<td>215.5</td>
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<td>Building Construction &amp; Real Estate</td>
<td>60.4</td>
<td>91</td>
<td>30.6</td>
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<td>3</td>
<td>Retail</td>
<td>45.3</td>
<td>56</td>
<td>10.7</td>
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<td>4</td>
<td>Logistics, Transportation &amp; Warehousing</td>
<td>23</td>
<td>31.2</td>
<td>8.2</td>
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<td>5</td>
<td>Textile &amp; Clothing</td>
<td>18.3</td>
<td>2.5</td>
<td>6.7</td>
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<td>6</td>
<td>Education &amp; Skill Development</td>
<td>14.8</td>
<td>18.1</td>
<td>3.3</td>
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<tr>
<td>7</td>
<td>Handloom &amp; Handicraft</td>
<td>14.1</td>
<td>18.8</td>
<td>4.7</td>
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<tr>
<td>8</td>
<td>Auto &amp; Auto Components</td>
<td>12.8</td>
<td>15</td>
<td>2.2</td>
</tr>
<tr>
<td>9</td>
<td>Construction Material &amp; Building Hardware</td>
<td>9.7</td>
<td>12.4</td>
<td>2.7</td>
</tr>
<tr>
<td>10</td>
<td>Private Security Services</td>
<td>8.9</td>
<td>12</td>
<td>3.1</td>
</tr>
<tr>
<td>11</td>
<td>Food Processing</td>
<td>8.8</td>
<td>11.6</td>
<td>2.8</td>
</tr>
<tr>
<td>12</td>
<td>Tourism, Hospitality &amp; Travel</td>
<td>9.7</td>
<td>14.6</td>
<td>4.9</td>
</tr>
<tr>
<td>13</td>
<td>Domestic Help</td>
<td>7.8</td>
<td>11.1</td>
<td>3.3</td>
</tr>
<tr>
<td>14</td>
<td>Gems &amp; Jewellery</td>
<td>6.1</td>
<td>9.4</td>
<td>3.3</td>
</tr>
<tr>
<td>15</td>
<td>Electronics &amp; IT Hardware</td>
<td>6.2</td>
<td>9.6</td>
<td>3.4</td>
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<tr>
<td>16</td>
<td>Beauty and Wellness</td>
<td>7.4</td>
<td>15.6</td>
<td>8.2</td>
</tr>
<tr>
<td>17</td>
<td>Furniture &amp; Furnishing</td>
<td>6.5</td>
<td>12.2</td>
<td>5.7</td>
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<td>18</td>
<td>Healthcare</td>
<td>4.6</td>
<td>7.4</td>
<td>2.8</td>
</tr>
<tr>
<td>19</td>
<td>Leather &amp; Leather Goods</td>
<td>4.4</td>
<td>7.1</td>
<td>2.7</td>
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<td>20</td>
<td>IT &amp; ITes</td>
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<td>5.3</td>
<td>1.5</td>
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<tr>
<td>21</td>
<td>Banking, Financial Services &amp; Insurance</td>
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<td>4.4</td>
<td>1.2</td>
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<td>Telecommunication</td>
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<td>5.7</td>
<td>2.8</td>
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<td>23</td>
<td>Pharmaceuticals</td>
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<td>4</td>
<td>1.4</td>
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<td>24</td>
<td>Media and Entertainment</td>
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<td>1.3</td>
<td>0.6</td>
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<td><strong>Total</strong></td>
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<td><strong>510.8</strong></td>
<td><strong>614.2</strong></td>
<td><strong>103.4</strong></td>
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</tbody>
</table>

Source: Environment Scan Report, 2016 (NSDC)
### Annexure 6:
Schemes for Skill Development by Various Ministries/Departments,
Government of India

<table>
<thead>
<tr>
<th>S.N o</th>
<th>Name of Ministries/Department</th>
<th>Name of the Scheme</th>
</tr>
</thead>
</table>
| 1.    | Ministry of (M/o) Skill      | Pradhan Mantri Kaushal Vikas Yojana (PMKVY)  
Apprenticeship Training Scheme (ATS)  
Craftsmen Training Scheme  
Craftsmen Instructor Training Scheme |
| 2.    | M/o Rural Development        | Skill Development Initiative Scheme (SDIS)  
Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY)  
Rural Self-Employment Training Institutes (RSETIS) |
| 3.    | M/o Housing and Urban Poverty Alleviation | National Urban Livelihoods Mission (NULM) |
| 4.    | M/o Textiles                 | Integrated Skill Development Scheme (ISDS) |
| 5.    | M/o Agriculture and Farmers  | National Food Security Mission – Farmers Field School  
Agri-Clinic and Agri-Business Centres Scheme  
Extension Reforms - Farm School |
| 6.    | M/o Micro, Small and Medium  | Krishi Vigyan Kendras (KVKS)  
Skill training to Agri-graduates  
Promotion of farmer to farmer extension  
Entrepreneurship Development Programmes (EDPS)  
Entrepreneurship Skill Development Programmes (ESDPS)  
Management Development Programmes (MDPS)  
Assistance to Training Institutions |
| 7.    | M/o Tourism and Culture      | Scheme of Capacity Building for Service Providers  
Hunar se Rozgar tak Initiative |
| 8.    | M/o Human Resource           | Vocationalization of School Education  
Scheme of Community Development through Polytechnics  
National Institute of Open Schooling Distance  
Vocational Education Programmes (Practical Learning through Accredited Vocational Institutes (AVI)  
National Apprenticeship Training (NAT) Scheme  
Jan Shikshan Sansthan |

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MSDE Annual Report 2016-17.
<table>
<thead>
<tr>
<th>S. No</th>
<th>Name of Ministries/Department</th>
<th>Name of the Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>M/o Electronics and Information Technology</td>
<td>Scheme for Financial Assistance to States for Skill Development in Electronic System Design and Manufacturing (ESDM) Sector</td>
</tr>
<tr>
<td>10.</td>
<td>M/o Tribal Affairs</td>
<td>Skill Development in ESDM for Digital India Vocational Training for Tribal Youth</td>
</tr>
<tr>
<td>11.</td>
<td>M/o of Women and Child Development</td>
<td>Support to Training and Employment Programme for Women (STEP)</td>
</tr>
<tr>
<td>12.</td>
<td>M/o Commerce and Industry</td>
<td>Indian Leather Development Programme</td>
</tr>
<tr>
<td>13.</td>
<td>M/o Development of North Eastern Region</td>
<td>Capacity Building and Technical Assistance</td>
</tr>
<tr>
<td>14.</td>
<td>M/o Home Affairs</td>
<td>UDAAN</td>
</tr>
<tr>
<td>15.</td>
<td>M/o Minority Affairs</td>
<td>Seekho Aur Kamao</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National Safai Karachais Finance and Development Corporation (NSKFCDC) National Backward Class Finance and Development Corporation (NBCFDC)</td>
</tr>
<tr>
<td>17.</td>
<td>M/o Food Processing Industries (MFPI)</td>
<td>Skill Development Programmes under NIFTEM and IICPT</td>
</tr>
<tr>
<td>18.</td>
<td>D/o Chemicals and Petrochemicals (DCPC)</td>
<td>Central Institute of Plastics Engineering and Technology (CIPET)</td>
</tr>
<tr>
<td>19.</td>
<td>D/o Industrial Promotion and Policy (DIPP)</td>
<td>Indian Leather Development Program (implemented by Footwear Design and Development Institute)</td>
</tr>
<tr>
<td>20.</td>
<td>D/o Youth Affairs (DYAS)</td>
<td>Skill up gradation Training Programme (SUTP) implemented by Nehru Yuva Kendras Sangathan Skill Development Training Programme under NCVT Scheme Skill Development training for Nation Service Scheme volunteers</td>
</tr>
</tbody>
</table>
Annexure 7:

CSR Expenditure 2015-2016, Ministry of Corporate Affairs, Government of India\textsuperscript{223}.

\textsuperscript{223} http://www.mca.gov.in/MinistryV2/csrdatasummary.html accessed 21 Dec 2017

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Development Sector Wise CSR expenditure for 2015-16 Sectors</th>
<th>2015-16 (in millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Health/ Eradicating Hunger/ Poverty and Malnutrition/ Safe Drinking Water/ Sanitation</td>
<td>31170</td>
</tr>
<tr>
<td>2</td>
<td>Education/ Differently-Abled/ Livelihood</td>
<td>30730</td>
</tr>
<tr>
<td>3</td>
<td>Rural Development</td>
<td>10510</td>
</tr>
<tr>
<td>4</td>
<td>Environment/ Animal Welfare/ Conservation of Resources</td>
<td>9230</td>
</tr>
<tr>
<td>5</td>
<td>Swachh Bharat Kosh</td>
<td>3550</td>
</tr>
<tr>
<td>6</td>
<td>Any Other Fund</td>
<td>2620</td>
</tr>
<tr>
<td>7</td>
<td>Gender Equality / Women Empowerment / Old Age Homes / Reducing Inequalities</td>
<td>2130</td>
</tr>
<tr>
<td>8</td>
<td>Prime Minister's National Relief Fund</td>
<td>1360</td>
</tr>
<tr>
<td>9</td>
<td>Encouraging Sports</td>
<td>950</td>
</tr>
<tr>
<td>10</td>
<td>Heritage Art and Culture</td>
<td>900</td>
</tr>
<tr>
<td>11</td>
<td>Slum Area Development</td>
<td>90</td>
</tr>
<tr>
<td>12</td>
<td>Clean Ganga Fund</td>
<td>30</td>
</tr>
<tr>
<td>13</td>
<td>Other Sectors (Technology incubator and benefits to armed forces and administrative overheads and others\textsuperscript{*})</td>
<td>4970</td>
</tr>
<tr>
<td></td>
<td><strong>Total Amount</strong></td>
<td>98220</td>
</tr>
<tr>
<td></td>
<td><strong>Number of Companies from which data has been compiled</strong></td>
<td>50970</td>
</tr>
</tbody>
</table>

\textsuperscript{*} not specified
About ASPBAE

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