

# The impact of women literacy education on the empowerment of women:

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## ABSTRACT

*Women's literacy education is essential to their empowerment and to the revolutionary changes in society that result from it. This paper investigates how literacy affects women's economic autonomy, social inclusion, political engagement, and well-being. Women who are literate are better able to support their families, fight gender inequality, take part in decision-making, and assert their rights. Education can empower women on a larger scale by promoting equality and sustainable development, which has an impact on entire societies. The difficulties and barriers that women encounter when trying to obtain an education are also discussed in this paper, along with how getting past these barriers can help women feel more empowered. The objectives of this study are to investigate the ways in which literacy instruction empowers women to challenge conventional gender norms and take charge of their personal and societal circumstances. This paper emphasizes the transformative power of education in ending cycles of poverty and subjugation by evaluating various literacy programs across diverse socio-economic and cultural contexts. The purpose of this paper is to emphasize the value of literacy as a potent tool for social change as well as an educational goal. It aims to give legislators, educators, and gender advocates a better understanding of how raising the standard of literacy can support the larger agendas of empowering women, advancing sustainable development, decreasing inequality, and boosting democratic participation. Through analysis, the paper shows that literacy is not only an essential human right but also a driving force behind revolutionary social and personal change. However, this study seeks to highlight the transformative potential of literacy instruction in promoting women's empowerment. With the goal of advancing gender equity and sustainable development, in discussions about social development, the empowerment of women has been a central theme, and education is often cited as the key to this process. As the cornerstone of education, literacy plays a crucial role in elevating women's status. Due to political, economic, and gender norms that impede their ability to obtain an education, many women in these societies are illiterate. On the other hand, when women have access to education, particularly literacy, they acquire vital skills that improve their social, economic, and personal well-being. The main findings show that literacy instruction greatly increases women's economic participation by giving them the tools they need to manage their finances, enter the workforce, and improve their homes and communities. Additionally, literacy promotes political empowerment by giving women the tools they need to participate more successfully in civic life, such as voting, holding positions of leadership, and advocating for rights. Significantly, the study also identifies obstacles to women's literacy, including societal norms, financial constraints, and inadequate educational resources, and it makes policy recommendations to overcome these difficulties.*

### Keywords:

*Women, education, literacy, empowerment, politics, health, challenges, and gender*

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## The impact of women literacy education on the empowerment of women:

### Introduction:

"For the citizens of every country, education is regarded as both a basic necessity and a fundamental right. Given that it can help people become independent, it is an effective tool for decreasing inequality." Women are especially in need of this because they experience discrimination in a variety of contexts. Women's political rights are a global issue, and discussions about them are at the forefront of numerous official and unofficial campaigns all over the world. At the 1985 international women's conference held at NAROIBI, the idea of women's empowerment was first presented. Because it empowers women to take on obstacles, challenge their traditional roles, and transform their lives, education is seen as a crucial step toward women's empowerment. The most effective way for women to alter their social status is through education. A significant portion of our nation's female population remains uneducated, archaic, frail, and exploited. Additionally, education lowers inequality and raises a person's standing within the family. Women have an opportunity to obtain useful knowledge and skills for bettering their lives through empowerment and capacity building (Singh Khushboo 2016 pp. 39-48).

In discussions about social development, the empowerment of women has been a central theme, and education is often cited as the key to this process. As the cornerstone of education, literacy plays a crucial role in elevating women's status. Due to political, economic, and gender norms that impede their ability to obtain an education, many women in these societies are illiterate. On the other hand, when women have access to education, particularly literacy, they acquire vital skills that improve their social, economic, and personal well-being. This paper aims to investigate how literacy affects women's empowerment both directly and indirectly. Considering a range of societal factors, including social inclusion, political engagement, health, and economic independence, the present discourse aims to investigate the ways in which literacy enables women to surpass conventional roles and make significant contributions to their families, communities, and countries. The Economic Empowerment of Women and Their Literacy Women's literacy has a major influence on economic empowerment, among other things. Women who possess literacy become more literate and have access to opportunities and information that they might not otherwise have. The ability to establish enterprises, get official employment, and handle money are just a few of the ways that this empowerment manifests (BROWN, MOLONEY 2019).

In every society, women are the most significant component. "Despite the fact that everyone is aware of this fact, nobody is prepared to embrace it." Consequently, women's status and worth are diminishing in today's society compared to earlier times. The increasing undervaluation of women, which includes depriving them of their fundamental rights and placing them in a subordinate role in society, made it necessary to empower women. Thus, the focus of women's education should be on preparing them for their many roles as mothers, citizens, housewives, earners of the family, and creators of the nation and new society. Examining this from a global perspective, we find that equal treatment for women is a major factor in developed nations meeting their targets faster. In reality, a historical summary reveals that women have always been viewed as second-class members of society, even though the differences between men and women that nature has created are only natural. We come to understand this truth through education (Mittal Ashish 2021).

There is strong evidence that education can alter cognitive function, which is crucial for women's ability to think critically, question, and act on their life circumstances as well as to acquire new information, knowledge, and ideas that will support these efforts (Jejeebhoy 1995). Additionally, educated women seem to be less likely to experience domestic violence. "According to a Sen study conducted in West Bengal, educated women were better equipped to handle violent husbands" "access to secondary stages of education may have an important contributory role in enhancing women's capacity to exercise control in their lives, through a combination of literacy and numeracy skills, and enhanced self-esteem" (Sen 1999 p. 12; (Kabeer, N. 2005 p. 16).

Shah (2011) contends in a study centred on a national girls' education program in India that empowerment and education are inextricably linked in developing nations and that schools can function as a space that is specifically designed to support the concept of empowerment for both teachers and students (Carvalho, S., & Cameron, E. 2023).

The Indian government's Empowered Committee,<sup>5</sup> In the wake of the 1975–1985 World Plan of Action resolution passed by the United Nations General Assembly, efforts were made to improve women's education. These included the establishment of schools that were easily accessible by foot, the closing of single-teacher schools and the hiring of female teachers in all schools, the provision of midday meals, free uniforms, scholarships, and enrolment awards, as well as the elimination of single-teacher schools and the abolition of single-teacher schools. India's government created a National Plan of Action for Women in 1977.<sup>6</sup> The Plan was explained. the following objectives for women's education:

a) "To prepare women for full participation in socially productive work and full awareness of family planning needs in order to achieve their full integration with the nation's democratic and developmental efforts.

b) To educate women about the provisions, rights, and privileges that they have access to on a legal, social, and economic level as well as how to best utilize them to further their own interests.

c) Most importantly, to allow her to fully express her talent, ability, and personality; to do this, help her develop a critical mindset that will allow her to break free from the constraints of superstition and obscurantism (Pande, B. 1985 p. 4).

Only a small but significant portion of the bigger picture is the empowerment of women via literacy learning. Women are partially empowered when they receive support in learning about, probing, comprehending, and opposing the suppression they endure. Expanding one's economic and political horizons to support communities, families, and countries is another way to promote empowerment. Fundamentally, it's about relationships with community and authority leaders, as well as with brothers, husbands, and fathers. Existing structures, authorities, laws, and policies need to be reevaluated and changed if women's empowerment is to result in greater equality. However, Education is a key component of women's empowerment because it gives them the tools to face obstacles, challenge their traditional roles, and transform their lives (Thingbaijam Sharmila 2021 pp. 72-79). LLITERACY is typically regarded as a significant barrier to one's ability to comprehend their environment and to secure a positive position within it. Everyone agrees that literacy plays a crucial role in preparing people to learn other skills and cultivate more reasonable attitudes. The written word now dominates complex communication in today's rapidly developing technological society, and people who cannot read and write will be relegated to the lowest social roles (Stromquist, N. P. 1992). The benefits of literacy programmes on women's empowerment are as follow:

- Access to employment: Women who are literate have greater access to formal employment opportunities. Since it is frequently a requirement for employment in many sectors, literacy opens doors to higher-paying jobs. Reading and writing skills also make women more employable because they are more likely to pursue higher education or vocational training. Additionally, literacy boosts women's self-assurance in negotiating pays and working conditions, which promotes economic independence (Litner, Rossiter, Taylor 1992).
- Entrepreneurship and Business Management: Women who are literate are also better equipped to pursue entrepreneurial endeavors. Women who are literate are better equipped to run small businesses, maintain financial records, and obtain formal institution credit in many developing nations. As an extension of basic literacy, financial literacy helps women manage risks, comprehend market trends, and make well-informed decisions about savings and investments (Loomes et al., 2017).
- Household financial management: Women can better contribute to family financial management in households when they are literate. Having the ability to read and manage financial records, budgets, and contracts allows literate women to take a more active part in house decisions. This enhances the family's financial security and gives women in their homes a higher status, which helps to further empower them (Ghai 2022).

#### **The Empowerment of Women through Literacy:**

Women who are literate are better equipped to challenge gender norms and actively engage in society. This leads to social empowerment. Women can use it to take up causes that support their rights, obtain information, and confront discriminatory practice (Mohit, Pillai, Rungta: 2006).

The key point is that empowerment is a concept that applies more broadly to those who are powerless, which can include both male and female individuals as well as groups, classes, or castes. Therefore, the idea of empowerment itself does not apply only to women. However, women's empowerment—or lack thereof—is distinct in that it transcends all forms of caste and class oppression and, in contrast, manifests itself in homes and families (Carter, J., Byrne, S., Schrader, K., Kabir, H., Uraguchi, Z. B., Pandit, B., Manandhar, B., Barileva, M., Pijls, N., & Fendrich, P. 2014).

Gender is not only a person's biological sex; it also refers to the various roles, rights, and responsibilities that are placed on people who are born with male or female sex traits by society. In every aspect of human functioning—domestic, communal, labour market, religious, and so on—sex differentiated roles, rights, and obligations exist, albeit they differ according to class and lifecycle stage. Gender becomes an essential component of social stratification as a result. Furthermore, these roles, rights, and obligations that are specific to a given sex are not only different but often unfair. Women are defined by their roles, which are defined for men, in almost every aspect of human functioning. Women also face more restrictive obligations than men do, and fewer or less emancipating battles than men do (Kishor, S., & Kamla Gupta 2004 p.694; (Cornwall, A., & Rivas, A.-M. 2015).



The instrumentalist interpretations of women's empowerment may be meaningless in conflict situations, completely ignoring women's self-selected actions to engage in combat, join guerrilla groups, or assist men in resistance movements. Additionally, it ignores the front-line efforts of women who are actively engaged in non-formal conflict resolution, transformation, and peacebuilding in ways that are challenging or impossible to quantify (Porter 2013 p. 5). Having said that, in the modern day, when concerns about people's control over their lives and surroundings are coming up more frequently than not, "According to Jupp and Ali (2010), the term "context-based experience of empowerment" refers to a process whereby groups define their own metrics of empowerment and development as a result of their own analysis of change." This approach is more useful in understanding what is needed to escape the conditions of poverty and underprivileged people, particularly for women (see Sen & Grown, 1987).

We contend that the inherent dynamic, complex, and culturally diverse nature of community-specific issues needs to be sufficiently contextualized and articulated within international discourses on women's empowerment in order to combat poverty and promote development. This is in addition to the rights to property, good health, education, dignity, self-esteem, and gender relations. For these women, the reasons why their communities suffer from poverty are not limited to the lack of market resources, opportunities, or adequate social solutions in the areas of the state where they reside; a large part of the ostensibly progressive Indian democratic society is also deeply patriarchal and paternalist in the way that it governs community and households (Rather, T. A., & Bhat, Mohd. A. 2017 p. 193-194).

Women's education is primarily seen by many development economists as a means of slowing down population growth. They contend that women who have higher levels of education choose to have fewer children because it increases the opportunity cost of their time away from the paid labour market. Because of the favourable impact that the accumulation of human capital has on economic growth, it is also acknowledged as being advantageous to development. According to feminist economists, women's education is essential to raising women's socioeconomic status, empowering them, and advancing social progress. The feminist perspective places greater emphasis on women's education as a means of enhancing women's lives, which also has the added advantage of promoting socioeconomic development (Julie H. Gallaway, & Alexandra Bernasek. 2004).

- Access to information: The ability to read and write opens up a world of information for women, from health and safety to legal rights. In their homes and communities, literate women are better able to comprehend and defend their rights. When it comes to seeking assistance or taking legal action when needed, women who are literate are, for instance, more likely to be aware of the laws protecting them from domestic abuse (Dudley 1999; (Kamat, A. R. 1976).
- Gender norms and stereotypes: Women with higher levels of education are more inclined to challenge and oppose traditional gender norms. Being literate inspires them to pursue their own goals by helping them realize their potential outside of the home. Literate women frequently go on to become role models in their communities, encouraging other women and girls to value education and pursue career and personal development Mehrotra 2004 p. 5640; (Malhotra et al 2002; (Sahni, U. 2019; (Rao, N., & Sweetman, C. 2014).
- Social mobility: Women can move up the social scale and acquire respect and acknowledgement from peers and the general public by pursuing education. Women who are literate are better able to engage with members of the broader public, including those in positions of authority, which increases their ability to influence decisions that impact both their own and other people's lives (Mehrotra, 2004; (Bangura, Priscilla & Mambo, Alice. 2023).

#### **Literacy and Political Empowerment:**

Women's literacy has a significant influence on political participation, which is another important area. Women's political agency is increased by literacy because it gives them the means to participate in political processes, such as voting and running for office.

Women's political empowerment is the process of giving them more ability, which results in increased autonomy, choice, and involvement in public decision-making. Therefore, choice is associated with the human rights discourse, which implies women's ability and freedom, in order to empower women politically (see Kerr 1993). Human rights encompass freedom of expression, association, and assembly, freedom of movement, freedom of religion, freedom to vote for political leaders, and freedom from physical integrity violations (Cingranelli and Richards 2010). In the human rights literature, formal legal frameworks are usually taken into consideration (see Landman and Carvalho 2009). Being in a political position entail having authority. However, not all decisions are made in socially elite circles. People in positions of formal or informal political power can enact laws governing specific practices and exert influence over other social institutions like the family and the educational system (Martin 2004). Decisions made by political elites can be enforced, sometimes with the use of force. As a result, examining the composition of those holding official positions of authority and significant roles in civil society reveals who has the authority to decide on matters affecting the entire community. However, customary rights

violations for women—which are frequently ingrained in informal cultural norms as opposed to formal legal frameworks—should also be taken into account. These are most likely to be found in women's domestic or local lives: "in a way that is not true for other disadvantaged groups, women's disempowerment is primarily located in household and interfamilial relations" (Manuh 2006, p. 4). Therefore, in order to define the dimension of choice in women's political empowerment, we must evaluate needs and interests that are "self-evident, emerging out of the routine practices of everyday life" (Kabeer 1999, p. 441). Like men, women need to be able to "express any political opinions in any media and the freedom to form or to participate in any political group (Bollen 1986 p. 568; (TY JOUR AU Sundström, Aksel AU Paxton, Pamela AU Wang, Yi-ting AU - Lindberg, Staffan PY 2017).

One important route to women's empowerment is political engagement, and women's empowerment in the truest sense of the word will result from increased decision-making authority or participation in the decision-making process. Put differently, having more decision-making authority allows us to have a bigger say in issues that impact our lives, our communities, and society as a whole. Broadly speaking, political engagement extends well beyond electoral politics, which includes voting and winning public office. Within legislative bodies, women are a clear minority when it comes to ministerial or decision-making positions. In fact, their participation in public life is restricted to voting in elections. Opportunities to engage in the decision-making process are denied to them. Even when the choices have an impact on their welfare, they are merely spectators. A study on women's status in India, commissioned by the UN development agencies with offices in India, found that women have little to no influence over decisions made at all societal levels. From the family onward, women are excluded from all levels of decision-making. Initiating the democratic process would be challenging as long as women are excluded from the decision-making process. female and male decision-making participation in balance. In terms of women's political empowerment, we have made significant progress. Although they are not yet making enough of an impact, women are making some headway in politics and government. Women's political empowerment at the federal and state levels has just been a non-starter (Devi, D. S., & Lakshmi, G. 2005).

- **Awareness of Political Rights:** Women who possess literacy skills are better equipped to recognize their political rights and the significance of being involved in governance. Reading-capable women are more likely to be knowledgeable about political procedures, how governments operate, and their civic rights. Literate women are therefore more likely to participate in other aspects of civic life, such as voting.
- **Advocacy and Leadership:** Moreover, literacy strengthens women's capacity to speak out for their communities and push for legislative reform. In local governments, non-governmental organizations, and community groups, literate women are more likely to assume leadership positions. Using these platforms, they have the ability to shape choices and laws that impact social welfare, women's rights, and health.
- **Political Representation:** Women's literacy and representation in politics are directly correlated. Women who read and write are more likely to be employed in positions of authority and to run for office. Women's perspectives are taken into account when formulating policies thanks to their presence in these roles, which promotes inclusive and equitable governance.

#### **Women's Literacy and Health Empowerment:**

Health empowerment and women's literacy are related areas that represent the larger social, economic, and political empowerment of women in society. Literacy gives women the necessary abilities, information, and self-assurance to participate more successfully in health-related decision-making processes, improving their general well-being and that of their families. Literacy enables women to better navigate healthcare systems, comprehend medical instructions, and obtain vital information about health services. Because literacy empowers people, it has a profound impact on both individual lives and entire communities, changing social norms and public health (Sandiford, P., Cassel, J., Montenegro, M., & Sanchez, G. 1995).

Another important advantage of women's literacy is health empowerment. Women who possess literacy skills are more adept at obtaining, comprehending, and applying health information, which can result in better health outcomes for themselves and their families (Kennen, E. M., Martin, L., & Davis, T. C. 2004).

Literacy improves women's access to health information, which is essential for them to make well-informed decisions regarding their own and their families' health. Women who are literate are more likely to comprehend the significance of immunizations, nutrition, hygiene practices, and prenatal and postnatal care—all of which are critical in lowering rates of maternal and infant mortality. Literacy turns into a survival skill in many developing nations, where resources are limited and healthcare systems may be lackluster. The ability to seek information from a range of sources, including digital platforms, public health campaigns, and pamphlets, empowers women with literacy skills to take preventative health measures and effectively respond to medical emergencies (Sawhny, A. 1994).

Additionally, women can question customs and beliefs that may be harmful to their health through to literacy. In patriarchal cultures, women's responsibilities are frequently limited to the home, where they also have less access

to healthcare and education. However, women who acquire literacy are better equipped to challenge and oppose harmful practices like female genital mutilation, early marriages, and the stigmatization of specific medical conditions. They gain more control over their bodies and lives as a result of becoming advocates for their own rights, including the right to procreate. As empowered women make healthier decisions for coming generations, this change can have a big impact on a community's overall health outcomes (Khanna, M. 2009).

Addressing gender disparities in healthcare also requires health empowerment through literacy. Due to institutional or cultural biases, women's health issues are often not given the attention they deserve. However, women who are literate are more likely to seek treatment for conditions like breast and cervical cancer, demand equal access to healthcare services, and raise awareness about taboo topics like menstrual health. In addition, they are more likely to use preventive health services and take part in health screenings, which helps identify and treat diseases that disproportionately affect women early (Kar, Snehenhu & Pascual, Catherine & Chickering, Kirstin & Hazelton, Tracy. 2013).

- **Maternal and Child Health:** Improving maternal and child health is closely associated with literacy. Readiness for childbearing, hospital delivery, and prenatal care are associated with higher rates of literacy among women. Healthier families result from their increased awareness of family planning, nutrition, and hygiene. If a mother is literate, her children are 50% more likely than an illiterate mother to survive until they turn five, according to the UN.
- **Access to Healthcare:** It is easier for women to navigate the healthcare system if they can read and write. They are able to comprehend medication labels, read medical instructions, and interact with healthcare professionals in an efficient manner. Women will receive the right care for themselves and their families as a result, decreasing the possibility of medical errors.
- **HIV/AIDS and Reproductive Health:** Education about reproductive health is also greatly aided by literacy. It is more likely for literate women to know about safe sex practices, contraception, and HIV/AIDS prevention. Women must be empowered to make educated decisions regarding their reproductive health and to stop the spread of STDs when they possess this knowledge.

#### **Challenges and Barriers to Women's Literacy Education:**

Despite the indisputable advantages of literacy for women, many still face significant obstacles that keep them from pursuing higher education. Cultural norms, financial limitations, unstable political environments, and inadequate educational infrastructure are some of these barriers (Begum, A. 2015).

The situation in the United States is even more remarkable; here, women's high levels of formal education have not compromised men's control over the political system, and the percentage of women in the US Congress is still 14%. The political system is a male-only club that employs a gatekeeping mechanism to keep women out, which is the primary reason why women's higher levels of formal education have no bearing on their level of political representation. For as long as it seems like a good reason, women's lack of education will be used to justify this gatekeeping. However, other requirements for gatekeeping become more significant when women attain high levels of education. Women are excluded, for instance, because it is believed that they are too busy with household responsibilities, that their husbands control them, that they lack the aggression required for political office, and so forth. In addition, patriarchal gatekeeping employs a variety of "dirty tricks" to keep women from being accepted as contenders for public office. Taking a more comprehensive approach, however, will women's greater education help them identify and resolve gender-related issues more effectively and support other women in their struggle? Will educated women start their own independent women's movements to oppose the male elite that runs the political system and upholds (Sara Hlupekile Longwe. 1998 p. 4-6).

There are many obstacles in the way of women becoming literate, especially in developing nations where gender inequality is pervasive. Due to these obstacles, women are unable to obtain an education and reach their full potential, which affects not only their own personal development but also the socioeconomic advancement of their communities. Developing effective strategies to increase women's literacy and, consequently, their empowerment—particularly in the areas of economic independence and health—requires an understanding of these obstacles. Additionally, women and girls in many low-income areas frequently receive subpar education. Women may encounter overcrowded classrooms, a shortage of qualified teachers, or subpar instructional materials even in cases where they are able to attend schools. These systemic problems not only make education less effective, but they also make it less likely that girls will finish their education. Even for many women who are able to go to school, the absence of gender-responsive, culturally sensitive, and pertinent curricula can cause a gap between what they learn and the abilities they need to deal with the social and economic realities of their lives (Emerson, A. F. 1982).

Adult women who were denied the chance to receive an education as children encounter additional obstacles. Adult literacy programs frequently face social stigma because older women may feel embarrassed or ashamed to



enroll in them. Additionally, if they have internalized cultural messages that minimize women's education, they might struggle with a lack of confidence in their capacity to learn. They may have fewer options for improving their literacy later in life due to the limited availability of adult education programs, particularly in rural areas (Miller, M. 2003).

- **Cultural Norms and Gender Bias:** Access to education for women is limited in many societies due to traditional gender roles. Girls may be expected by cultural norms to put marriage or childrearing ahead of going to school. Given that educated women are perceived as posing a threat to long-standing patriarchal structures, some areas actively discourage women from pursuing higher education (Mazumdar, V., & Kumud Sharma. (1979).
- **Economic Barriers:** Education for women is significantly impeded by poverty. Girls are often kept at home to help with household chores, while boys are prioritized for schooling in low-income families. Moreover, many families may find the expense of schooling—which includes books, uniforms, and fees—to be unaffordable.
- **Political Instability and Conflict:** Education systems are frequently disrupted in areas affected by political unrest and conflict, with women and girls being especially vulnerable. It's possible for schools to be destroyed, for teachers to escape, and for girls to experience higher rates of violence on their way to school. It is even more difficult to guarantee women's access to education in such settings.

## CONCLUSIONS

Education for women's literacy is a potent instrument for empowering women and changing society. It improves women's health, social standing, political engagement, and economic independence. Women with higher levels of education are more likely to question unfair practices that support gender inequality and to engage in community development. Women's literacy is further hampered by a lack of educational opportunities, instructors, and learning resources. Girls may not be able to access education in remote or underprivileged areas due to the lack of nearby schools. Girls may be discouraged from attending even when schools are available because they may not have gender-sensitive curricula or female teachers. But many women still face significant obstacles when it comes to getting an education in literacy, especially in developing nations. Governments, NGOs, and local communities must work together to address these issues and establish inclusive and encouraging learning environments for women. Not only does literacy empower women, but it also has a positive ripple effect on society as a whole, promoting political stability, economic expansion, and better health. In this sense, women's literacy is essential to everyone's sustainable development and goes beyond being a personal development issue (Oyitso, Mabel & Olomukoro, C. 2012).

The objective of eradicating female illiteracy must receive more attention in development initiatives. Though more work remains to be done, progress has already been made toward the goal of educating girls. However, in order to improve the lives of women and children in developing nations, we must gain a better understanding of how to give women access to literacy training that will significantly benefit them. There are two steps in that process. The first step is to highlight the connection between women's labour market outcomes and literacy, and the second is to carefully examine effective programs and determine how best to apply them in various settings (Julie H. Gallaway, & Alexandra Bernasek. 2004).

Women's literacy education is hampered by a number of factors, including cultural, financial, and physical limitations. Women must receive focused interventions that address the social and practical barriers they encounter in order to overcome these challenges. Enhancing the accessibility and security of educational facilities, fostering gender equality in education, funding girls' education, and creating high-quality, gender-sensitive curricula are all part of this. Literacy is crucial for women's empowerment, both personally and for the advancement of society and the economy as a whole (M. D. Usha Devi. 1992).

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