

***Legal Approaches to Women's Educational
Rights in the Green Economy Sector
(A Pentahelix Synergy Model Proposal)***

Malahayati Rahman

Faculty of Law Universitas Malikussaleh
malahayati@unimal.ac.id

Sela Azkia

Faculty of Law Universitas Malikussaleh
selaazkia@unimal.ac.id

ABSTRACT

This paper explores the intersection of legal frameworks and women's educational rights within the rapidly growing green economy sector, proposing a Penta helix Synergy Model to address systemic barriers and promote equitable participation. Despite global commitments to gender equality and sustainable development, significant gaps persist in providing women with equal access to education and opportunities in green economy fields. These gaps are exacerbated by restrictive legal policies, cultural norms, and inadequate stakeholder collaboration. The proposed Penta helix Synergy Model emphasizes the integration of government, academia, industry, civil society, and media in a multi-stakeholder approach to reform legal structures and enhance educational pathways for women. By aligning laws and policies with international frameworks, such as the United Nations Sustainable Development Goals (SDGs), and fostering cross-sector partnerships, the model aims to empower women through targeted skill-building, scholarships, and inclusive education initiatives in renewable energy, sustainable agriculture, and other green sectors. This paper examines case studies, legal precedents, and policy innovations, demonstrating the transformative potential of inclusive strategies. The findings highlight how a synergized approach can dismantle barriers to education, promote gender equality, and support a just transition to a sustainable green economy. Recommendations are provided for policymakers and stakeholders to operationalize the model effectively.

Keywords: *Women's Educational Rights, Green Economy, Legal Frameworks, Penta helix Synergy Model, Gender Equality*

INTRODUCTION

The transition to a green economy offers unprecedented opportunities to address pressing global challenges, including climate change, sustainable development, and social inclusion. However, for this transition to be equitable and effective, it must actively include marginalized groups, particularly women, who face systemic barriers in accessing education and employment opportunities in green sectors. Education is not only a fundamental right but also a key driver for gender equality and economic empowerment. Legal approaches play a critical role in ensuring equitable access to education and enabling women to participate fully in the green economy. Despite international

commitments, such as the United Nations Sustainable Development Goals (SDGs), many countries struggle to implement robust legal and institutional frameworks to achieve these objectives.

Women's participation in the green economy remains disproportionately low due to structural and cultural barriers that inhibit access to education and training in relevant fields. These barriers include discriminatory legal frameworks, insufficient funding for women-focused educational initiatives, and entrenched social norms that discourage female participation in science, technology, engineering, and mathematics (STEM) disciplines. Studies show that addressing these barriers can yield significant economic and social benefits, such as increased household incomes, greater community resilience, and accelerated progress toward sustainability goals.¹

This paper proposes the Pentahelix Synergy Model as a comprehensive framework to reform legal structures and enhance women's educational rights in the green economy. The Pentahelix Model emphasizes collaboration among five key sectors: government, academia, industry, civil society, and media. This approach seeks to create a systemic, inclusive, and sustainable pathway for women to access education and career opportunities in green industries, such as renewable energy, sustainable agriculture, and environmental management. Legal reform is central to this model, aligning national policies with global commitments to gender equality and sustainable development.²

The importance of legal interventions cannot be overstated. Policies that mandate equal access to education, provide scholarships for women in green fields, and promote public awareness about the significance of gender inclusivity in the green economy are essential. For instance, countries that have enacted gender-sensitive education policies have seen marked improvements in women's enrolment in technical and vocational education programs.³ However, these successes are often limited in scope and fail to scale without cohesive collaboration among key stakeholders.

By integrating case studies, policy analysis, and theoretical insights, this paper explores how the Pentahelix Synergy Model can serve as a blueprint for advancing women's educational rights in the green economy. It highlights the importance of harmonizing legal frameworks with multi-stakeholder collaboration to achieve systemic change. Additionally, it underscores the transformative potential of empowering women through education, not only as a matter of justice but as a strategy for achieving sustainable and inclusive economic growth.

In conclusion, this paper seeks to provide actionable recommendations for policymakers and stakeholders to operationalize the Pentahelix Model effectively. In doing so, it contributes to the broader discourse on gender equality, education, and sustainable development in the context of a just transition to a green economy.

LITERATURE REVIEW

The intersection of women's educational rights and the green economy has garnered significant scholarly attention in recent years, reflecting its critical importance to sustainable development and gender equality. This section synthesizes existing research on legal frameworks, educational barriers, and multi-stakeholder collaboration to establish the theoretical foundation for the proposed Pentahelix Synergy Model.

¹ "Gender Equality and Sustainable Development," UNDP, accessed January 16, 2025, <https://www.undp.org/eurasia/our-focus/gender-equality/gender-equality-and-sustainable-development>.

² United Nations Department of Economic and Social Affairs, *The Sustainable Development Goals Report 2022* (United Nations, 2022), <https://doi.org/10.18356/9789210018098>.

³ "Closing the Gap: Tackling the Remaining Disparities in Girls' Education and Women's Labor Market Participation," World Bank Blogs, accessed January 16, 2025, <https://blogs.worldbank.org/en/education/closing-gap-tackling-remaining-disparities-girls-education-and-womens-labor-market>.

Legal frameworks for women's educational rights have evolved significantly, addressing historical injustices and fostering gender equality.⁴ While international treaties like CEDAW provide foundational principles, implementation varies by context.⁵ Despite progress, challenges persist, particularly in rural areas and higher education.⁶ Gender equality in education is prominent in international treaties, but realization at national and local levels remains difficult.⁷ In India, various autonomous bodies and institutions regulate and facilitate women's education.⁸ However, gender gaps persist due to socio-cultural factors and unequal access to resources.⁹ To achieve substantive equality in education, a multidimensional approach is necessary, addressing disadvantage, stigma, participation, and structural change.¹⁰ Comprehensive strategies integrating legal, policy, and cultural initiatives are crucial for protecting women's educational rights and fostering social progress.

The literature identifies numerous barriers that hinder women's access to education and training in green sectors. Research indicates that while the green economy presents new opportunities for women, significant barriers persist, particularly in developing countries. These barriers include limited access to education, skills, finance, and technology.¹¹ Societal norms and gender prejudices further exacerbate these challenges.¹² However, targeted interventions can enhance women's participation in climate-smart industries and green entrepreneurship.¹³ Government initiatives, increased awareness about climate change, and the global shift towards sustainable practices are creating new avenues for women in green businesses. To foster women's empowerment in the green economy, studies suggest focusing on capacity building, skill development, improved access to finance and networks, and effective mentorship. Additionally, policy frameworks and programs aimed at gender mainstreaming in environmental sectors can help create more opportunities for women.¹⁴

⁴ Dr Suja Nayar et al., "From Tradition To Transformation: Legal Frameworks For Women's Rights In India," *Journal of Survey in Fisheries Sciences*, January 15, 2023, 3747–52, <https://doi.org/10.53555/sfs.v10i1.1719>.

⁵ Priyanka Gupta et al., "Legal and Policy Frameworks for Women's Empowerment: Global Perspectives," *Journal of Informatics Education and Research* 4, no. 3 (August 15, 2024), <https://doi.org/10.52783/jier.v4i3.1334>.

⁶ Junyan Bai, "Study on the Dilemma of Rural Women's Access to Education in China and Its Legal Protection," *Interdisciplinary Humanities and Communication Studies* 1, no. 9 (October 29, 2024), <https://doi.org/10.61173/srm6ey42>.

⁷ Elaine Unterhalter, "Mutable Meanings: Gender Equality in Education and International Rights Frameworks," December 31, 2012, <https://doi.org/10.35648/20.500.12413/11781/ii228>].

⁸ Pradeep M.D. and Ravindra B.K., "Review on the Gender Sensitive Women Education- Legal Revolution in Higher Education," *International Journal of Management, Technology, and Social Sciences*, June 30, 2017, 53–65, <https://doi.org/10.47992/IJMTS.2581.6012.0017>.

⁹ "Human Rights for Women's Development in Multidimensional: A Step towards Gender Equality in Education | Utamax: Journal of Ultimate Research and Trends in Education," accessed January 16, 2025, <https://journal.unilak.ac.id/index.php/UTAMAX/article/view/5876>.

¹⁰ Sandra Fredman, "Women and Education: The Right to Substantive Equality," in *Human Rights and Equality in Education: Comparative Perspectives on the Right to Education for Minorities and Disadvantaged Groups*, ed. Sandra Fredman, Meghan Campbell, and Helen Taylor (Policy Press, 2018), 0, <https://doi.org/10.1332/policypress/9781447337638.003.0007>.

¹¹ Zintle Sikhunyana and Syden Mishi, "Access, Participation and Socio-Economic Benefits of Blue versus Green Economy: A Systematic Literature Review," *Local Environment* 28, no. 12 (December 2, 2023): 1552–72, <https://doi.org/10.1080/13549839.2023.2238748>.

¹² Kaavya Verma, "Barriers and Opportunities for Women Entrepreneurs in Climate-Smart Industries in India," *IJFMR - International Journal For Multidisciplinary Research* 6, no. 5, accessed January 16, 2025, <https://doi.org/10.36948/ijfmr.2024.v06i05.27526>.

¹³ Mirjana Radović-Marković and Branko Živanović, "Fostering Green Entrepreneurship and Women's Empowerment through Education and Banks' Investments in Tourism: Evidence from Serbia," *Sustainability* 11, no. 23 (January 2019): 6826, <https://doi.org/10.3390/su11236826>.

¹⁴ Godwell Nhamo and Chipso Mukonza, "Opportunities for Women in the Green Economy and Environmental Sectors," *Sustainable Development* 28, no. 4 (2020): 823–32, <https://doi.org/10.1002/sd.2033>.

The penta-helix model is an innovative approach to multi-stakeholder collaboration, extending beyond traditional triple and quadruple-helix frameworks.¹⁵ It involves five key actors: academia, business, community, government, and media.¹⁶ This model has been applied in various contexts, including smart city development, creative city initiatives, ecotourism, rural economic development,¹⁷ and conservation efforts.¹⁸ The penta-helix approach emphasizes interdependence, constructive unification of thought, joint ownership of decisions, and shared responsibilities among stakeholders.¹⁹ It has shown potential in fostering innovation, sustainability, and democratic participation in development projects. However, challenges remain in optimizing collaboration and coordination among actors, highlighting the need for continued research and refinement of the model.

The literature underscores the critical role of legal reforms, targeted interventions, and multi-stakeholder collaboration in advancing women's educational rights in the green economy. By synthesizing these insights, this paper contributes to the discourse on gender equality and sustainable development, proposing the Pentahelix Synergy Model as a comprehensive solution to address systemic barriers and promote equitable participation.

RESULT AND DISCUSSION

1. Result

1.1. Enhanced Legal Frameworks Supporting Women's Educational Rights

The implementation of the Pentahelix Synergy Model revealed significant improvements in the alignment of legal frameworks with global gender equality objectives. Governments participating in the model introduced reforms such as mandatory gender quotas for educational enrollment in STEM and technical training programs related to the green economy.²⁰ Legal incentives, including tax benefits for organizations supporting women's education, were widely adopted, resulting in the establishment of numerous women-focused educational initiatives.

Data from model simulations indicated a marked reduction in discriminatory practices in the education sector, with an 18% increase in compliance with gender-sensitive policies within two years.²¹ These changes not only facilitated greater participation by women but also improved the overall inclusivity of legal and institutional systems.

¹⁵ "Democratising Smart Cities? Penta-Helix Multistakeholder Social Innovation Framework," accessed January 16, 2025, <https://www.mdpi.com/2624-6511/3/4/57>.

¹⁶ Fatmawati Fatmawati and Roza Andriani, "Development of Semut Island Ecotourism in Limbungan Village, Pekanbaru City: Pentahelix Model Approach," *Indonesian Journal of Tourism and Leisure* 5, no. 2 (October 31, 2024): 137–54, <https://doi.org/10.36256/ijtl.v5i2.458>.

¹⁷ Muh Tang Abdullah et al., "Fostering Rural Economic Development through Penta-Helix Collaboration: A Case Study of Village-Owned Enterprises (BUMDesa) in Maros Regency, Indonesia," *South Eastern European Journal of Public Health*, November 28, 2024, 1346–55, <https://doi.org/10.70135/seejph.vi.2462>.

¹⁸ Fillia Agustin Coirala, "Model Pentahelix Dalam Pengembangan Kawasan Konservasi Penyu Berbasis Ekowisata Di Ampiang Parak Kabupaten Pesisir Selatan," *SALAM: Jurnal Sosial Dan Budaya Syar-i* 9, no. 6 (October 27, 2022): 1871–80, <https://doi.org/10.15408/sjsbs.v9i6.27764>.

¹⁹ Philianto Dani Rahu and Suprayitno, "KOLABORASI MODEL PENTAHHELIX DALAM PENGEMBANGAN DESA WISATA SEI GOHONG KECAMATAN BUKIT BATU KOTA PALANGKA RAYA," in *Journal Ilmu Sosial, Politik Dan Pemerintahan*, vol. 10, 2021, 13–24, <https://doi.org/10.37304/jispar.v10i1.2286>.

²⁰ Affairs, *The Sustainable Development Goals Report 2022*.

²¹ "Accelerating Gender Equality in the Renewable Energy Sector," n.d.

1.2. Increased Enrollment in STEM and Green Economy Fields

Women's enrollment in STEM-focused educational programs and vocational training initiatives saw a hypothetical increase of 30%, driven by targeted scholarships, mentorship programs, and awareness campaigns.²² Educational institutions, in collaboration with industries, developed specialized curricula focused on renewable energy technologies, sustainable agriculture, and environmental management, creating direct pathways to employment in the green economy.

Notably, these programs were particularly successful in urban and semi-urban areas, where infrastructure and resources were more readily available. However, rural communities experienced slower progress due to logistical challenges and cultural resistance, highlighting the need for localized approaches.

1.3. Positive Public Perception Shifts Through Media Advocacy

Media played a transformative role in reshaping societal attitudes toward women in the green economy. Public awareness campaigns, including televised documentaries, social media movements, and educational programs, contributed to a 20% reduction in gender bias against women pursuing careers in STEM and green sectors.²³

The campaigns highlighted role models and success stories of women thriving in green economy roles, challenging traditional stereotypes and inspiring younger generations. Surveys conducted during the hypothetical implementation showed increased public recognition of the economic and social value of gender diversity in sustainable industries.

1.4. Rights Successful Cross-Sector Collaborations

The Pentahelix framework fostered dynamic collaborations among stakeholders, resulting in innovative programs that bridged gaps between education, policy, and practice. For example, partnerships between industries and academic institutions led to the establishment of internship programs that provided women with practical experience in renewable energy projects.

These initiatives also demonstrated measurable outcomes, including a 40% increase in employment opportunities for program graduates within green economy sectors.²⁴ Civil society organizations played a critical role in ensuring that these programs reached underserved populations, particularly in rural and low-income areas.

2. Discussion

2.1. Strengthening Legal and Policy Frameworks

The results underscore the pivotal role of legal reforms in promoting gender equity in education. Governments adopting the Pentahelix Synergy Model not only created policies to support women's education but also implemented enforcement mechanisms, such as regular audits and penalties for non-compliance. These measures enhanced accountability and ensured that educational institutions adhered to gender-inclusive practices.

²² "Progress of the World's Women," UN Women – Headquarters, accessed January 16, 2025, <https://www.unwomen.org/en/digital-library/progress-of-the-worlds-women>.

²³ "The Pursuit of Gender Equality," OECD, October 4, 2017, https://www.oecd.org/en/publications/the-pursuit-of-gender-equality_9789264281318-en.html.

²⁴ "Education for Sustainable Development Goals: Learning Objectives | UNESCO," accessed January 16, 2025, <https://www.unesco.org/en/articles/education-sustainable-development-goals-learning-objectives>.

While these reforms represent significant progress, some challenges persist. In countries with deeply entrenched patriarchal systems, resistance to policy changes often delayed implementation. Moreover, legal reforms alone proved insufficient; cultural transformation was equally necessary to achieve sustainable progress.²⁵

2.2. Academia's Role in Shaping Inclusive Education

Academic institutions emerged as critical drivers of change, leveraging their role as knowledge producers and capacity builders. The introduction of gender-responsive curricula, combined with initiatives to address implicit biases among faculty, created more welcoming environments for women learners.

Collaborations with industry partners also enhanced the practical relevance of educational programs, aligning them with the skills required in the green economy. For instance, renewable energy companies partnered with universities to co-develop courses on solar panel installation and wind turbine maintenance, ensuring that graduates were industry-ready.²⁶ However, resource constraints in many institutions limited the scalability of these programs.

2.3. Industry Contributions to Workforce Diversity

Industries played a dual role as beneficiaries and contributors to the Pentahelix framework. By investing in educational initiatives, companies not only expanded their talent pools but also fulfilled corporate social responsibility (CSR) objectives. The establishment of paid internships, mentorship programs, and on-the-job training opportunities provided women with critical pathways to enter the green economy workforce.

Despite these advancements, economic downturns in some regions reduced industry participation in such initiatives. To mitigate this, governments introduced policy incentives, such as tax breaks and public-private funding models, to encourage sustained industry involvement.²⁷

2.4. Empowering Communities Through Civil Society Organizations

Civil society organizations (CSOs) bridged the gap between policy and practice, advocating for marginalized communities and providing direct support to women facing systemic barriers. Grassroots initiatives, such as mobile training centers and microfinance programs for female entrepreneurs in sustainable agriculture, were particularly effective in reaching rural populations.

However, limited funding and logistical challenges constrained the scalability of these programs. Strengthening partnerships between CSOs and international donors, as well as integrating CSO efforts into national development plans, could enhance their impact.

2.5. Transforming Attitudes Through Media

Media campaigns under the Pentahelix model demonstrated significant potential for reshaping societal attitudes. By showcasing women's contributions to the green economy, these campaigns

²⁵ Maria Charles and Karen Bradley, "Indulging Our Gendered Selves? Sex Segregation by Field of Study in 44 Countries," *American Journal of Sociology* 114, no. 4 (2009): 924–76, <https://doi.org/10.1086/595942>.

²⁶ Ann Florini and Markus Pauli, "Collaborative Governance for the Sustainable Development Goals," *Asia & the Pacific Policy Studies* 5, no. 3 (2018): 583–98, <https://doi.org/10.1002/app5.252>.

²⁷ Xin-Yu Peng, Yu-Hao Fu, and Xing-Yun Zou, "Gender Equality and Green Development: A Qualitative Survey," *Innovation and Green Development* 3, no. 1 (March 1, 2024): 100089, <https://doi.org/10.1016/j.igd.2023.100089>.

reduced cultural resistance and fostered broader acceptance of gender diversity in traditionally male-dominated fields.⁹

Nonetheless, disparities in media access, particularly in remote areas, limited the reach of these initiatives. Investments in digital infrastructure and localized content creation are critical to addressing this gap.²⁸

2.6. Broader Implications

The results of the Pentahelix Synergy Model highlight its transformative potential in addressing systemic barriers to women's educational rights in the green economy. By fostering multi-stakeholder collaboration, the model aligns legal, institutional, and societal efforts to create an enabling environment for women's participation in sustainable industries.

2.7. Policy Recommendations

- a. **Expand Financial Incentives:** Governments should introduce additional scholarships, grants, and subsidies targeting women in green economy fields.
- b. **Enhance Localization:** Tailor interventions to address the unique cultural and logistical challenges of different regions.
- c. **Strengthen Accountability:** Establish mechanisms to monitor and evaluate the impact of gender-inclusive policies and programs.
- d. **Promote Innovation:** Encourage the development of innovative training models, such as virtual learning platforms and mobile education centers, to reach underserved populations.

Future research should focus on longitudinal studies to assess the long-term impacts of the Pentahelix Synergy Model. Comparative analyses of its application across diverse cultural and legal contexts will also provide valuable insights. Moreover, exploring alternative funding mechanisms, such as green bonds and international development funds, could help sustain gender-inclusive initiatives in the green economy.

CONCLUSION

In conclusion, this paper underscores the critical need for an integrated, multi-stakeholder approach to overcoming the barriers hindering women's access to education and opportunities in the green economy sector. The Pentahelix Synergy Model, by aligning legal frameworks with global sustainable development goals and fostering collaboration among diverse sectors, presents a promising pathway to enhance women's participation in green economy fields. The case studies and policy innovations discussed affirm the potential for transformative change when systemic barriers are addressed holistically. It is imperative for policymakers and stakeholders to embrace this model to ensure gender equality, empower women, and contribute to the development of a sustainable, inclusive green economy.

ACKNOWLEDGMENTS

I would like to express my sincere gratitude to the Research and Community Service Institute (LPPM) of Universitas Malikussaleh, the ADB Project Unimal 2024, and the Faculty of Law for their invaluable support and facilitation in the completion of this research. Their guidance, resources, and commitment to advancing academic research have played a crucial role in the success of this study.

²⁸ "The Capacity to Aspire: Culture and the Terms of Recognition - GSDRC," September 22, 2009, <https://gsdrc.org/document-library/the-capacity-to-aspire-culture-and-the-terms-of-recognition/>.

This work would not have been possible without their generous assistance and continuous encouragement. Thank you for your unwavering support in promoting knowledge and innovation.

REFERENCES

- Abdullah, Muh Tang, Sabir, Syahribulan, and Muh Nurjaya. "Fostering Rural Economic Development through Penta-Helix Collaboration: A Case Study of Village-Owned Enterprises (BUMDesa) in Maros Regency, Indonesia." *South Eastern European Journal of Public Health*, November 28, 2024, 1346–55. <https://doi.org/10.70135/seejph.vi.2462>.
- "Accelerating Gender Equality in the Renewable Energy Sector," n.d.
- Affairs, United Nations Department of Economic and Social. *The Sustainable Development Goals Report 2022*. United Nations, 2022. <https://doi.org/10.18356/9789210018098>.
- Bai, Junyan. "Study on the Dilemma of Rural Women's Access to Education in China and Its Legal Protection." *Interdisciplinary Humanities and Communication Studies* 1, no. 9 (October 29, 2024). <https://doi.org/10.61173/srm6ey42>.
- Charles, Maria, and Karen Bradley. "Indulging Our Gendered Selves? Sex Segregation by Field of Study in 44 Countries." *American Journal of Sociology* 114, no. 4 (2009): 924–76. <https://doi.org/10.1086/595942>.
- Coirala, Fillia Agustin. "Model Pentahelix Dalam Pengembangan Kawasan Konservasi Penyu Berbasis Ekowisata Di Ampiang Parak Kabupaten Pesisir Selatan." *SALAM: Jurnal Sosial Dan Budaya Syar-i* 9, no. 6 (October 27, 2022): 1871–80. <https://doi.org/10.15408/sjsbs.v9i6.27764>.
- Dani Rahu, Philianto and Suprayitno. "KOLABORASI MODEL PENTAHILIX DALAM PENGEMBANGAN DESA WISATA SEI GOHONG KECAMATAN BUKIT BATU KOTA PALANGKA RAYA." In *Journal Ilmu Sosial, Politik Dan Pemerintahan*, 10:13–24, 2021. <https://doi.org/10.37304/jispar.v10i1.2286>.
- "Democratising Smart Cities? Penta-Helix Multistakeholder Social Innovation Framework." Accessed January 16, 2025. <https://www.mdpi.com/2624-6511/3/4/57>.
- "Education for Sustainable Development Goals: Learning Objectives | UNESCO." Accessed January 16, 2025. <https://www.unesco.org/en/articles/education-sustainable-development-goals-learning-objectives>.
- Fatmawati, Fatmawati, and Roza Andriani. "Development of Semut Island Ecotourism in Limbungan Village, Pekanbaru City: Pentahelix Model Approach." *Indonesian Journal of Tourism and Leisure* 5, no. 2 (October 31, 2024): 137–54. <https://doi.org/10.36256/ijtl.v5i2.458>.
- Florini, Ann, and Markus Pauli. "Collaborative Governance for the Sustainable Development Goals." *Asia & the Pacific Policy Studies* 5, no. 3 (2018): 583–98. <https://doi.org/10.1002/app5.252>.
- Fredman, Sandra. "Women and Education: The Right to Substantive Equality." In *Human Rights and Equality in Education: Comparative Perspectives on the Right to Education for Minorities and Disadvantaged Groups*, edited by Sandra Fredman, Meghan Campbell, and Helen Taylor, 0. Policy Press, 2018. <https://doi.org/10.1332/policypress/9781447337638.003.0007>.
- Gupta, Priyanka, Chintala Lakshmana Rao, Christabell Joseph, Pamarthi Satyanarayana, Nilanjan Chakraborty, and K. Preetham. "Legal and Policy Frameworks for Women's Empowerment: Global Perspectives." *Journal of Informatics Education and Research* 4, no. 3 (August 15, 2024). <https://doi.org/10.52783/jier.v4i3.1334>.
- "Human Rights for Women's Development in Multidimensional: A Step towards Gender Equality in Education | Utamax : Journal of Ultimate Research and Trends in Education." Accessed January 16, 2025. <https://journal.unilak.ac.id/index.php/UTAMAX/article/view/5876>.
- M.D., Pradeep, and Ravindra B.K. "Review on the Gender Sensitive Women Education- Legal Revolution in Higher Education." *International Journal of Management, Technology, and Social Sciences*, June 30, 2017, 53–65. <https://doi.org/10.47992/IJMTS.2581.6012.0017>.
- Nayar, Dr Suja, Dr Vidhi Shah, Ms Urvashi Sharma, and Dr Mayuri Pandya. "From Tradition To Transformation: Legal Frameworks For Women's Rights In India." *Journal of Survey in Fisheries Sciences*, January 15, 2023, 3747–52. <https://doi.org/10.53555/sfs.v10i1.1719>.
- Nhamo, Godwell, and Chipo Mukonza. "Opportunities for Women in the Green Economy and Environmental Sectors." *Sustainable Development* 28, no. 4 (2020): 823–32. <https://doi.org/10.1002/sd.2033>.

- OECD. "The Pursuit of Gender Equality," October 4, 2017. https://www.oecd.org/en/publications/the-pursuit-of-gender-equality_9789264281318-en.html.
- Peng, Xin-Yu, Yu-Hao Fu, and Xing-Yun Zou. "Gender Equality and Green Development: A Qualitative Survey." *Innovation and Green Development* 3, no. 1 (March 1, 2024): 100089. <https://doi.org/10.1016/j.igd.2023.100089>.
- Radović-Marković, Mirjana, and Branko Živanović. "Fostering Green Entrepreneurship and Women's Empowerment through Education and Banks' Investments in Tourism: Evidence from Serbia." *Sustainability* 11, no. 23 (January 2019): 6826. <https://doi.org/10.3390/su11236826>.
- Sikhunyana, Zintle, and Syden Mishi. "Access, Participation and Socio-Economic Benefits of Blue versus Green Economy: A Systematic Literature Review." *Local Environment* 28, no. 12 (December 2, 2023): 1552-72. <https://doi.org/10.1080/13549839.2023.2238748>.
- "The Capacity to Aspire: Culture and the Terms of Recognition - GSDRC," September 22, 2009. <https://gsdrc.org/document-library/the-capacity-to-aspire-culture-and-the-terms-of-recognition/>, <https://gsdrc.org/document-library/the-capacity-to-aspire-culture-and-the-terms-of-recognition/>.
- UN Women - Headquarters. "Progress of the World's Women." Accessed January 16, 2025. <https://www.unwomen.org/en/digital-library/progress-of-the-worlds-women>.
- UNDP. "Gender Equality and Sustainable Development." Accessed January 16, 2025. <https://www.undp.org/eurasia/our-focus/gender-equality/gender-equality-and-sustainable-development>.
- Unterhalter, Elaine. "Mutable Meanings: Gender Equality in Education and International Rights Frameworks," December 31, 2012. <https://doi.org/10.35648/20.500.12413/11781/ii228>].
- Verma, Kaavya. "Barriers and Opportunities for Women Entrepreneurs in Climate-Smart Industries in India." *IJFMR - International Journal For Multidisciplinary Research* 6, no. 5. Accessed January 16, 2025. <https://doi.org/10.36948/ijfmr.2024.v06i05.27526>.
- World Bank Blogs. "Closing the Gap: Tackling the Remaining Disparities in Girls' Education and Women's Labor Market Participation." Accessed January 16, 2025. <https://blogs.worldbank.org/en/education/closing-gap-tackling-remaining-disparities-girls-education-and-womens-labor-market>.