A REVIEW ON EMPOWERING WOMEN VIA WOMEN NETWORK EDUCATION

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ABSTRACT

Advanced education aims to foster networking, learning, or, as a result, the exchange of ideas about shared interests amongst teachers, students, and others. Because learning fires psychosocial information processes by linking observer cognition, network learning strengthens the structure, content, and types of information processing across groups and cohorts. When women connect with learning groups, hidden possibilities emerge to break down obstacles to development. Learning became a collaborative activity as a result of virtual research settings, cloud computing, social networking sites, including blogs. Piaget's constructivist cognitive learning, Jean Lava's Situated learning, as well as Salomon and Perkins' Transfer of learning all support the network instructional approach paradigm. This study attempts to demonstrate the value of girl's network learning in enhancing schooling. Women's network learning improves education quality, progress, and hope in the near future. In our overprotective social organization, the experts' research efforts supplement the knowledge to form and elevate the ladies network learning as "quality stroke to education.

KEYWORDS: *Community, Education, Empowering, Network Learning, Women Learning.*

1. INTRODUCTION

Women Networking Learning (WNL) is a global initiative that adds value to women's education. In the social network age, productive connections among female's communities enhance learning practice in learning, a possibility that has not been completely utilized. Women have traditionally been seen as followers of patriarchal social norms, rather as official instructors and learners, in societies. Women's movements have gained worldwide prominence in recent decades, and a technological revolution has accelerated the women's network's ability to promote change via education. With the aim of creating a network learning women's community, not only will the battle against social evil be strengthened, but it will also be eradicated collectively via the greatest educational effort possible. Furthermore, the value of WNL education, in addition to addressing problems that afflict the weaker part, attempts to eliminate them via a collaborative method linked by a digital network. Collaborative learning methods play an essential part in society's fight against evil[1].

The links in network learning disseminate information and knowledge across the community. Because the structure of human connections is enormously vast, information flows rapidly

via the internet. The learning approach improves the structure of data production, distribution, and consumption in the community. Furthermore, "learning via networks" relates to an interaction society in which individuals may communicate and engage "anytime, anywhere" by concentrating on various data flows or information science. People's knowledge, in a sense, awakens the issues. WNL is defined in this article as a therapy for women's communities that uses the network effects in educational innovation to bring about social change. As a result, the value of education liberates society's issues by combating evils. As a result, "networked learning provides educational institutions with greater operational efficiency, lowering costs for employers or taxpayers[2]."

This article proposes that women should network in education due to the obvious empowering framework for our education and, as a result, for society's benefit. To put it another way, the study looks at how women's network learning contributes to the online learning community for women in education and, in turn, to the social construction of gender toward societal empowerment. How may educational methods be used to bring about change for the betterment of the educational field? The meta-analysis technique was used to review sources from government repositories as well as academic journals that evaluate the findings of collaborative and connective studying in digital society to improve the status of girls in society, liberate control frameworks, and achieve growth and prosperity in structured social hierarchy paradigms[3].

1.1. Women Network Learning:

The best way to characterize our civilization is as a network society. In-depth research shows how social networks are changing our everyday lives and how organizations are adapting to the digital age. Technology has far-reaching consequences for the social construction of gender and also the greatest quantity of information as a business in our daily lives. The literature on WNL as a learning, construction, as well as reworking function, in particular, was referred to, recognized, and evaluated for worthy social groupings. the relationship between girls' network learning and online learning, as well as gender social construction and future social paradigms.

1.2. WNL as a Women's Online Learning Community:

Women have been learning to control the destinations of male domination from the beginning of their schooling by rearranging the traditional gender power equations in the social sphere. "Network social support satisfies some advantages for the women which is assistance for women future," says a woman who is part of a women's network that boosts social support and transforms the idea of girls. Women's education has always been handled unequally in cultures; but, in the digital age, women are learning to act in connections as much as they do in groups and classes. "The studies show that women have bigger networks and get support from various sources, while males prefer to trust their wives exclusively," according to research on diabetes patients. Similarly, women benefit from collaborative online learning because "online collaborative learning has been that anybody may engage completely and equally regardless of what their accessibility problems are, as long as they're provided an acceptable way of entering the conversations[4].

In fact, "today's college students are characterized as preferring digital, linked, immersive, instantaneous, and social learning experiences." They seem to have no fear of technology or connecting with individuals they haven't met face to face" since they are always connected. Furthermore, "in advancing educational environments, but perhaps they're best viewed as supplements to direct interaction or engagement with face-to-face teachers, especially considering the specifications of struggling students with anything less than ideal educational qualifications," computer and Internet-based interactions have useful roles to play. As a result, "there may be a medium-level connection between online learners' feeling of community and their views of team development process success." Learning communities are

defined as "a family of programs that intentionally create community to achieve specific learning objectives, increase collaboration and interaction with peers and school both in and out of the classroom, and just use active learning techniques to specialize in multi or interdisciplinary concerns". Community members "report an enhanced feeling of duty to engage in the learning experience and an understanding of their responsibility for both their own learning and, as a result, the learning of others," according to the study. The synthesized collection demonstrates unanimity in defending the WNL as a future learning community for women. Because "even one voice becomes strong when the whole world remains quiet[5].

1.3.WNL as an Online Gender Social Construction:

Women's empowerment begins with social construction of gender, and online learning aids in the development of gender ideas among the users of the girl's community. Because "issues of gender shouldn't be addressed in isolation from other variables like learning styles, educational backgrounds, and skills," social construction of gender is linked with numerous elements. Gender certainly affects online behavior, as "more females than men prefer to build their online social identities using pictures, particularly with symbolic interpretations," according to the study. Furthermore, among females, online social networks show "creation and reconstruction of identity," "impression management," and the use of "dominant heterosexual cultural norms and values." Patriarchal dominance continues to exist in cultures, despite the self-regulated online learning environment. As a result, network learning creates a new social order for women. Higher education is improved through social innovation; women's empowerment breaks new ground, whereas social media improves network linkages in the pursuit of gender parity[6].

1.4.Women's Empowerment Through Financial Awareness or Education:

Gender disparities in financial literacy may have far-reaching consequences. The results of a review of the research on gender disparities in financial literacy are presented in this article, with the goal of better understanding their origins and implications, as well as potential policy solutions. It serves as a starting point for gathering more data, doing analytical work and case studies, and identifying areas that need additional study, setting the way for future work by the OECD and the INFE.

Gender disparities in financial literacy occur in a variety of nations and across many dimensions, according to a large body of empirical research. Women, on average, score less than males on financial knowledge exams and have lower confidence in their financial abilities. However, policymakers are often unaware of the presence and significance of these disparities.

Disparities in abilities, attitudes, or opportunities are among the many possibly complimentary hypotheses cited in the (although small) literature on what causes such gender differences. In this context, the potential contribution of enhanced and targeted financial education programs focused at better meeting the needs of women is promising and worth investigating further.

1.5.Using the Internet to Empower Women:

The Internet or mobile phones, among many other digital technologies, are critical for attaining the Sustainability Objectives by 2030. The International Development Research Centre's Networked Economies initiative has funded research that has shown that, given the proper circumstances, digital technologies may help achieve the SDG goals by encouraging economic development, strengthening governance, and improving educational and health results. At the same time, the beneficial benefits of digital innovation may be overshadowed by technology's involvement in exacerbating economic and social disparities. Women and girls in poor countries, for example, often lack the ability to utilize digital technologies and do not have equal access to them. This not only perpetuates the substantial pay disparities that

currently exist, but it also implies that when more occupations migrate online, women will struggle to take advantage of 21st-century work possibilities. A larger issue is that women who do get online skills and access are often harassed, becoming targets for online "trolls" who attempt to humiliate, insult, and marginalize female voices. The fact that women are underrepresented in areas like computer science and engineering, which influence technology design, adds to the digital prejudice. To ensure women's participation in these places, technical improvements will be developed with their requirements in mind, such as to combat prejudice and harassment, offer information on improved sanitation, and enable flexible work[7].

The NE program's aim is to learn how digital innovation may promote equitable economic opportunity and democracy in developing and middle-income nations. By strengthening cyberspace administration, connecting people in the developing World to the online realm and economic possibilities, and testing and expanding innovation to enhance entrepreneurship, education, and democracy, the initiative seeks to achieve this objective. Through technology and development, the initiative seeks to promote improved gender-related outcomes in three areas:

- Increasing the visibility of pro-women policies or rights on the internet.

- Using testing to improve governance and provide economic possibilities for women.scalability of digital advances.

- Improving technology access as well as the skills required to develop and innovate.

1.6.Women's Knowledge Networking Spaces:

The advances made by ICT in the area of knowledge networking will benefit women greatly. It is not a relevant question.Not only do they stand to benefit, but how do they benefit and what are the benefits?the measures in place to guarantee that the benefits gained to the women's community are not limited to trickle-down effects? At the moment,On a very basic level, ICT has the ability to digitally connect each and every one of us.Every woman on the planet is part of a star topology network that connects them.There are no limits to the amount of information that may be sent. This mechanism may be anything.utilized in inventive ways by women, both to interact with other online users and to distribute information to individuals in the real worldvia the usage of convergence or the outside world who are not on-lineCommunity e-mails and community radio are examples of hybrid technology.Broadcast, tele-centres, newsletters, films, and other forms of media This mechanism takes shape.the skeleton mechanism through which women's communities may be able to overcomeseclusion's limitations, mobilize resources or support, and seek outnew markets and provide opportunities for lifelong learning it may be able togenerally categorize the areas where women stand to benefit from theEmpowerment as well as Governance spheres.

The goal of this study is to learn more about the purpose of women's network learning and how it may aid in women's empowerment. In this article, researchers discover the results of women's empowerment via women network learning, as well as describe how women network learning benefits women's lives and what the network learning's real effect is.

2. LITERATURE REVIEW

Sluijsmans et al. studied about the design of competence - based performance evaluation in e-learning is the subject of this article. Though much work has gone into creating strong e-learning environments, less emphasis has gone into creating legitimate and accurate evaluations in such settings, leaving educational developers and instructors with numerous questions. A systematic method to developing performance evaluations in e-learning settings is given as a solution to this issue, which is based in part on the 4C/ID paradigm. Instead of promoting instruction that is limited to discrete abilities, this approach allows for the creation of actual complete projects. A different approach to instructional design, learning, or

assessment is implied by a novel assessment method. The learning environment's needs are met. To demonstrate the design approach, examples from a virtual seminar are given. The paper ends by identifying potential problems associated with the technique and providing recommendations for further research[8].

Rahman et al. investigated Vocational as well as Education Training (VET), which aims to provide the labor market using sub-professional skills and eliminate the need for second-class education. The rebranding of a vocational school as a Vocational College (VC) is a significant change in Malaysian vocational education. The manner of learning in a Competency Based Education and Training setting, as well as the shift from conventional to genuine assessment, are two characteristics that are highlighted in this transformation. As a result, the purpose of this research is to determine what types of assessment vocational instructors are using to fulfill the needs of CBET and genuine assessment. Three electrical and electronics engineering instructors were questioned to find out what methods were utilized in the assessment. Because the use of VC is so new, results have shown that certain evaluation processes are being done the old manner and need to be improved[9].

Serdenciuc et al. conducted research on the current study draws attention to a number of trends in contemporary competency-based education theory, emphasizing the importance of an integrative approach to learning experiences and the uniqueness of curricular design centered on beneficiaries, with the goal of identifying some coordinates that must be considered in the initial and ongoing development of competency-based education. The study's findings are in line with current concerns in Romania's educational system about the restructuring of the professional certification path for becoming a teacher[10].

3. DISCUSSION

Women's Empowerment via Women's Network Learning Sharing, encouragement, and validation are all part of networking. It's all about establishing trust and encouraging one another to achieve common goals. Connecting and discussing problems and ideas will lead to the formation of new relationships, as well as the gathering of feedback and knowledge from women. It's incredible how networks have helped women communicate and learn from one another, despite obstacles such as poor connectivity that prevent innovative technology targeted at native girls from being promoted. Networks would go even further to bridge the gap between female's lack of awareness, networks will build capacity, and networks will interact women in need. women's opinions on Empowering Women via Women Network Learning were gathered via an online survey using a Google Form and other websites that assisted in the collection of data for Empowering Women by Women Network Learning. the effect of technology on women's lives, and how online learning may assist women in their educational pursuits After completing this study, the author observed how women network learning assists women in empowerment and what impact women network learning has on women's lives. 79 percent of women said that women network learning has aided them in a positive manner, ten percent of women said that women network learning has had no impact on their lives, and eleven percent of women said they are in a neutral state.

4. CONCLUSION

The importance of education is summed up by Gandhi's words, "Live as if you were going to die tomorrow." Learn as though you'll be measuring for the rest of your life." Women's network learning is envisioned in the article as a method of attaining learning and empowerment in education for society. "Studies assessing the efficacy of learning communities indicate that they enhance students' achievement of a good range of educational and social outcomes essential to graduates confronting new social, political, and economic challenges," according to the report. By linking users' information and expertise to individuals and communities, online learning helps the women's community. Such interconnectedness contributes to women's empowerment in terms of learning and expressing

themselves in society. Women are accommodated within the scope of learning innovation in order to hasten society's development and prosperity.

The crucial network is beneficial, particularly if you're a female entrepreneur, and it's been helpful for women throughout the years. Many women across the globe have voiced their support for women's empowerment via women's network learning. Life will alter if you network with others who share your goals. You discover new forms and information on a topic you were previously unaware of. For example, we've heard a lot about just the Development Goals, women's empowerment ideas, how to get funding as a start-up for non-governmental organizations (NGOs), and much more in the past month. We work together and hear from one another that we're driven, so distance isn't an issue for waste electrical equipment (WEE). We have a powerful weapon in the form of networking. The effect of women network learning in the future will aid in the development of the nation as well as boosting the percentage of educated and working women in every industry.

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