

1. Record Nr.	UNINA9911011816603321
Autore	Nawaz Faraha
Titolo	Gender, Participation and Agriculture : From Policy to Practice // by Faraha Nawaz, Sangida Afrog Rupa
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2025
ISBN	9789819684601
Edizione	[1st ed. 2025.]
Descrizione fisica	1 online resource (141 pages)
Altri autori (Persone)	RupaSangida Afrog
Disciplina	306.3 641
Soggetti	Sociology Nutrition Food Women - History Sex Sociology of Food and Nutrition Women's History / History of Gender Gender Studies
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1. The Beginning -- Chapter 2. Women's Participation in Agricultural Decision-Making: Theoretical Foundation and Analyzing Gaps in Existing Literatures -- Chapter 3. Agricultural Policy of Bangladesh: An overview -- Chapter 4. A Comprehensive Analysis of Rural Women's Participation in Agricultural Decision-Making -- Chapter 5. Participation in Agriculture: Exploring key Challenges -- Chapter 6. Discussion, Conclusion and Policy Suggestion.
Sommario/riassunto	This book presents an extensive study of women's involvement in agricultural activities at the family level in rural Bangladesh, with a particular emphasis on their participation in decision-making. The authors examine the extent to which women are involved in decision-making regarding agricultural practices at family level. In addition to examining women's contributions to various agricultural tasks, the research expands its scope to include discussions on gender inequality

and empowerment, integrating these concepts into the decision-making framework. The authors argue that true participation should not only address the involvement of women in agriculture but also consider their influence on decision-making processes. They stress the importance of factors such as autonomy, control over resources, and self-confidence, which play a crucial role in shaping women's decision-making ability within the family. Moreover, the research identifies several key barriers to participation, including entrenched patriarchal norms, societal cultural expectations, and institutional challenges, which hinder women's active involvement in decision-making. The authors advocate for policy reforms and institutional changes to address these challenges, urging government bodies to align policies with their recommendations. The book provides valuable insights for policymakers, government officials, and NGOs working to promote gender-based approach and improve women's empowerment in rural communities.

2. Record Nr.	UNINA9910869163703321
Autore	Chappell Kerry
Titolo	Creative Ruptions for Emergent Educational Futures // edited by Kerry Chappell, Chris Turner, Heather Wren
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Palgrave Macmillan, , 2024
ISBN	9783031529733 3031529731
Edizione	[1st ed. 2024.]
Descrizione fisica	1 online resource (328 pages)
Collana	Palgrave Studies in Creativity and Culture, , 2755-4511
Altri autori (Persone)	TurnerChris WrenHeather
Disciplina	370.1
Soggetti	Educational psychology Art - Study and teaching Education - Philosophy Social work education Learning, Psychology of Educational Psychology Creativity and Arts Education Educational Philosophy Social Education Learning Psychology

Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	<p>1. Creating Spaces for Ruptions and Provocations -- Part 1: Creating Spaces for Ruptions -- 2. Flowing with embodiment and materiality: touch and time for new educational futures -- 3. Exploring aesthoecology - affective anticipation, liminality and emergence as features of alternative educational futures -- 4. On bewilderment, education and opening spaces for creativity and emergent educational futures -- Part 2: Dialoguing -- 5. Journeying with affective embodied empathy for an ethical understanding of environmental education -- 6. (Ma)kin(g) sympoetic more-than-human educational futures -- 7. Sensing in liminal spaces: Words, music and dementia -- 8. Creativity in an emergent and improvisational global educational environment -- Part 3: Resistings -- 9. The aesthetics of African participatory music making through the eyes of Utu: An alternative approach to music education -- 10. Re-imagining research methods curriculum in education otherwise: A decolonial turn -- 11. Care as resistance within educational practice -- 12. Steps toward a decolonial feminist ecology -- 13. Conclusion: Inhabiting the cracks: Accumulating creative ruptions to change education.</p>
Sommario/riassunto	<p>This open access book aims to show how creative ruptions – disturbances or commotions - can lead to the emergence of ethical, care-ful educational futures. Grounded in empirical and theoretical research undertaken from posthuman, decolonial, new materialist and feminist perspectives, this edited volume questions historical and current assumptions as to how education is structured and enacted, and provides examples and tools illustrating how to create and work with creative ruptions. Under the guidance of an experienced editorial team, the authors demonstrate how creative ruptions can respond to various wicked problems through the design and enactment of transformative pedagogies and accompanying research. Including consideration of how we can grow our emotional repertoires from anxiety to include hope and courage, the book explores how creativity might expand the horizons of personal, social and political possibility that take shape within – and ultimately determine – education and its futures. Offering theoretically driven and practically grounded transdisciplinary examples of alternative educational futures, this volume is an ideal reading for those interested in the intersecting fields of Possibilities Studies in Education, Creativity in Education, Educational Futures, Pedagogy, and related disciplines. Kerry Chappell is an Associate Professor in the School of Education at the University of Exeter, UK, where she leads the Creativity and Emergent Educational futures Network and the MA Education Creative Arts Programme. She is also Adjunct Associate Professor at the Western Norway University of Applied Sciences. Her research focuses on creativity in education, specifically in the arts (dance) and transdisciplinary settings, and how creativity contributes ethically to educational futures. Chris Turner is an independent writer and researcher, and an Honorary Lecturer at the University of Exeter, UK. An expert in the field of education, his research and writing interests are in the aesthetics and ecology of education, from which he has developed the theoretical concepts of aesthoecology. A member of the Creativity and Emergent Educational futures Network at the University of Exeter, he has lectured widely on</p>

educational leadership and community education. Heather Wren is a Graduate Research Assistant and PhD student at the University of Exeter, UK. Her research explores environmental empathy using a New Materialist lens in an effort to understand how this type of empathy emerges in education. She is also a member of the Creativity and Emergent Educational futures Network at the University of Exeter.
