

Constraining Factors to Rural Women's Empowerment: A Perspective from the Specialized Literature

Abd Leidy Viviana Guauque Acero, William Orlando Alvarez Araque, Hilda Lucia Jiménez Orozco

Universidad Pedagógica y tecnológica de Colombia.
Email: leidy.guauque@uptc.edu.co

Abstracts

This study analyzes the constraining factors of women's empowerment in rural contexts, focusing on socioeconomic and sociocultural factors. It examines the limited access to economic resources, employment opportunities, gender roles, social norms, and access to education as segregating elements, restricting empowerment. From this perspective, the purpose of this research is to review the specialized literature to analyze these factors and determine guidelines to strengthen empowerment in rural communities. With a qualitative approach, the research is also descriptive and reviews studies and specialized sources. The findings show that the main obstacles are limited access to economic resources and employment opportunities, along with traditional gender roles and lack of education, which in turn limit the economic participation and influence of rural women in the community, leading to the conclusion that it is necessary to address these elements comprehensively, promoting policies and programs that improve access to resources, education and gender equality, facilitating an environment that empowers rural women and allows them to fully contribute to their communities.

Keywords: Empowerment, Rural women, Specialized literature.

Introduction

In recent decades, women's empowerment has been widely recognized as an essential component for sustainable development and gender equality (Mondal,2022). However, in rural contexts, women continue to face significant barriers that limit their ability to empower themselves and participate fully in the economic, social and political life of their communities (Noventi, 2021; Semkunde et al., 2021; Ayodeji et al., 2022). Expert literature indicates that these barriers are multifaceted and deeply rooted in socioeconomic and socio-cultural factors that perpetuate gender inequality (Shrestha, 2019; Silva and Klasen,2021; Kim,2021).

Among the socioeconomic factors, access to economic resources and employment opportunities stand out as critical barriers. Lack of access to financial and productive resources prevents rural women from initiating and sustaining economic activities, which in turn limits their independence and decision-making capacity (Angoro,2020; Ramamoorthi, 2020; Manseya,2023). In addition, employment opportunities in rural areas are often scarce and women are often confined to informal and poorly paid work roles, exacerbating their economic vulnerability (Bandiera et al., 2016; Merfeld, 2021; Chatterjee and Sircar,2021).

Sociocultural factors also play a relevant role in limiting female empowerment in rural areas. Social norms and traditional gender roles dictate that women should primarily assume domestic and care responsibilities, relegating them to subordinate positions within the family and community (Kroska,2003; Altay,2019; Samarakoon et al., 2022). This division of roles not only restricts their participation in economic and educational activities, but also affects their self-esteem and perception of their own capabilities. Education, although recognized as a tool for promoting empowerment, remains insufficient and of low quality in many rural areas, limiting women's opportunities to develop skills and knowledge needed to improve their living conditions (Saini and Chhikara,2015; Mutyalu, 2019).

With this understanding, this study aims to analyze the constraining factors to rural women's empowerment, based on a review of the specialized literature. The objective is to identify and understand the socioeconomic and sociocultural obstacles that perpetuate gender inequality in rural contexts, and to formulate guidelines that can be used to develop effective policies and programs that promote women's empowerment. Using a qualitative and descriptive approach, academic studies and specialized sources are reviewed and analyzed to provide a comprehensive view of the challenges faced by rural women and possible solutions.

The research findings will be instrumental in informing policy makers, non-governmental organizations and other stakeholders on the interventions needed to improve the living conditions of rural women. By addressing both socioeconomic and socio-cultural factors, it is hoped that this analysis will contribute to a more holistic understanding of women's empowerment and the implementation of comprehensive strategies that will enable rural women to reach their full potential.

Overall, this study not only seeks to highlight the factors constraining rural women's empowerment, but also to provide a theoretical and practical framework for addressing these challenges. By integrating knowledge from multiple studies and perspectives, it aims to identify actions that facilitate the inclusion and development of women in rural contexts, thus promoting gender equity and social progress in these communities.

Relevance of Rural Women's Empowerment

The empowerment of rural women is a critical issue in the field of sustainable development. Various researches have highlighted that strengthening the position and capabilities of women in rural areas is not only a social justice need, but also an effective strategy to foster economic growth and environmental sustainability (Rathore,2018). Through the promotion of gender equality in access to resources, education, and economic opportunities, significant change can

be catalyzed in rural communities, where women often face structural and cultural barriers that limit their potential.

The academic literature highlights that rural women play multifaceted roles that are critical to the well-being of their families and communities. Their participation in agriculture, natural resource management and food production is vital (Khoja, 2021). However, disparity in access to land, credit, education and technology perpetuates a cycle of poverty and marginalization (Dery, 2016). According to Diirro et al., (2018), empowering rural women through inclusive policies and targeted programs can increase agricultural productivity, improve food security and reduce poverty rates.

A fundamental aspect of rural women's empowerment is education. Several studies have shown that access to basic and technical education not only improves women's skills and knowledge, but also transforms the power dynamics within their communities (Wei et al., 2021). Education enables rural women to participate more actively in decision-making processes and to access more diversified and remunerative job opportunities. Saini and Chhikara (2015) argue that education empowers women by increasing their self-esteem and confidence, enabling them to challenge traditional norms and claim their rights.

In addition to education, access to economic resources is a fundamental pillar of rural women's empowerment. Nso (2022) notes that women who have access to financial resources and productive assets tend to invest in the health, education and well-being of their families. This investment has a multiplier effect on community development, generating a virtuous cycle of prosperity and sustainable growth. Financial inclusion, through microcredit and savings cooperatives, has proven to be an effective tool for empowering rural women, enabling them to start and expand businesses (D.A.T. et al., 2020).

Political participation of rural women is another essential component of empowerment. Equal representation in power structures and decision-making processes ensures that women's voices and needs are considered in the formulation of public policies (Singh, 2021). At the local and national level, the inclusion of women in leadership positions can transform the political agenda, focusing resources and efforts on areas that directly affect women and their communities (Deininger et al., 2020). According to Zhou and Lai (2023), women's active participation in rural politics not only improves governance, but also fosters greater transparency and accountability.

The empowerment of rural women also has significant implications for environmental sustainability. Women are often the primary managers of natural resources in their communities, and their traditional knowledge is invaluable for biodiversity conservation and sustainable ecosystem management (Mago and Gunwal, 2019). Empowering rural women enhances their capacity to implement sustainable agricultural practices and adapt to the challenges of climate change (Nyahunda and Tirivangasi, 2022). Policies that support equitable access to natural resources and encourage women's participation in environmental management can result in tangible benefits for both communities and the environment.

Finally, it is essential to recognize that the empowerment of rural women is a complex and multidimensional process that requires an integrated and culturally and socially context-sensitive approach (Mulema et al., 2021). Interventions must be designed to address the various forms of

discrimination and inequality that women face, from gender-based violence to economic and political barriers. Only through a holistic and collaborative approach, involving all relevant stakeholders, can true and sustainable empowerment of rural women be achieved (Asmara and Artisa, 2020).

In general terms, the empowerment of rural women is fundamental to achieving sustainable and equitable development. Policies and programs that promote gender equality in rural areas not only benefit women, but also contribute to the well-being of their families and communities, economic productivity and environmental sustainability. The academic literature provides robust support for these claims, highlighting the importance of education, access to economic resources, political participation and environmental management as pillars of rural women's empowerment.

Method

This study is framed within the qualitative domain with the purpose of determining the constraining factors of rural women's empowerment from a perspective based on specialized literature. According to Hamilton and Finley (2019), the qualitative approach allows for in-depth exploration of specific experiences and contexts, facilitating a holistic understanding of complex social phenomena, such as female empowerment in rural areas.

In terms of the scope of the research, the descriptive method has been chosen to examine in a detailed and systematic way the critical elements that limit the empowerment of rural women. From the perspective of Doyle et al., (2020), the descriptive method is particularly effective in providing a rich and detailed exposition of the characteristics and conditions that shape the phenomenon under investigation, allowing for an accurate representation of reality as it manifests itself in its natural context.

The methodological design of this research focuses on literature review, using secondary sources to consolidate and analyze existing information on the topic. Tight (2019) states that literature review is a methodology that allows synthesizing previous research, identifying patterns, and generating new perspectives on the study phenomenon.

Research Techniques and Instruments

For the present research, the main technique used was the systematic literature review. This method provides a structured and rigorous way to identify, evaluate and interpret all available relevant research on a specific research question. The systematic review allows not only the compilation of existing information, but also the synthesis of diverse findings, offering a global and critical view of the topic under investigation. In addition to the systematic review, thematic analysis was used to examine the qualitative data obtained from the studies reviewed. Thematic analysis is a flexible and useful technique for identifying, analyzing and reporting patterns within qualitative data, facilitating understanding of the central themes emerging from the literature.

Analysis matrices were prepared in Microsoft Excel to systematize relevant information from each study reviewed. These matrices included several categories, such as the documentation of the specific problems addressed by each study, the recording of the specific objectives of each

research to understand the approaches and purposes of the studies reviewed, the detailed analysis of the research methods used, the synthesis of the most relevant findings of each study, and the evaluation of the conclusions of each research, assessing their relevance and contribution to the field of study.

The systematic review procedure began with the definition of inclusion and exclusion criteria to select the most relevant studies. Subsequently, a detailed search was conducted in academic databases such as Scopus, Web of Science and Google Scholar, using specific keywords related to rural women's empowerment. Each selected article was evaluated, and its data were recorded in the analysis matrices. Thematic analysis was conducted on an ongoing basis, continuously refining the identified themes until a detailed and coherent understanding of the constraining factors of rural women's empowerment was reached.

The use of systematic literature review and thematic analysis, supported by bibliographic management tools and analysis matrices, allowed for a comprehensive exploration of the constraining factors to rural women's empowerment. This methodological approach ensured a solid foundation for the contextualization and development of the research, providing a comprehensive and critical view of the barriers faced by rural women on their path to empowerment.

Phases of the Research Process

The phases of the research process for this research are developed in three essential stages, each one aligned with the research objectives.

Phase I focused on the collection of relevant documents through a process of searching for information related to the factors constraining the empowerment of rural women. Criteria were established for the selection of bibliographic material, prioritizing academic works and peer-reviewed publications that directly addressed the topic in question. This process resulted in the conformation of a documentary corpus composed of approximately 70 relevant research studies, covering a variety of perspectives and contexts.

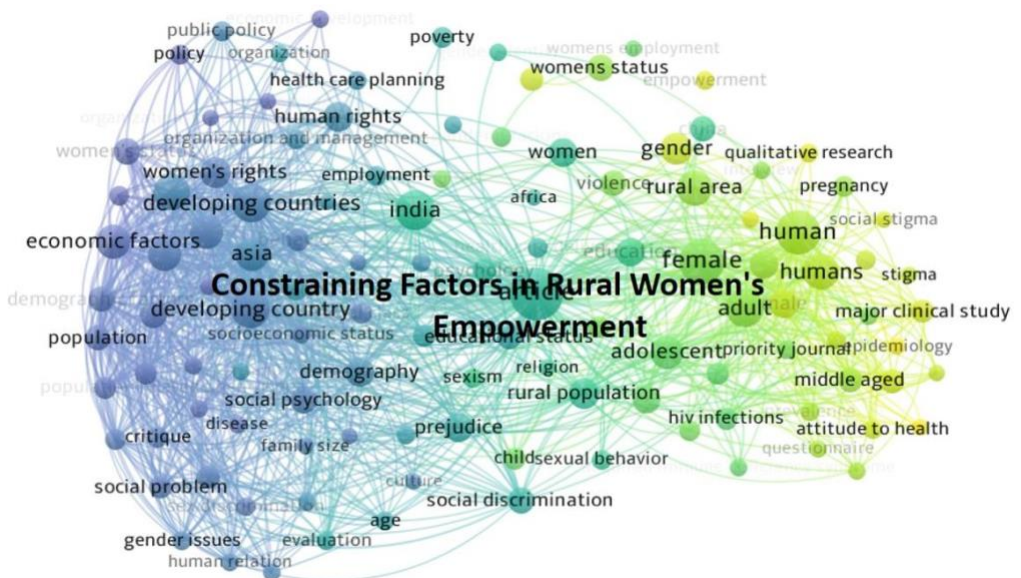
The Second Phase involved a detailed analysis of the documents collected. The main objective of this phase was to identify and understand the factors constraining rural women's empowerment using the information obtained in the previous phase as a basis. This analysis was carried out using thematic analysis techniques, which made it possible to identify patterns, trends and divergences in the existing literature, as well as to draw meaningful conclusions about the barriers and challenges faced by rural women on their path to empowerment.

Finally, the third phase consisted of a discussion of the findings derived from the previous phases. This stage involved a reflection on the influence of the factors identified in the empowerment of rural women, as well as the exploration of possible implications and recommendations derived from the research. The limitations of the studies reviewed were discussed and areas for future research were proposed, highlighting the importance of developing strategies and policies that effectively address the constraining factors identified.

Results

In the study conducted, the initial stage focused on the review of academic papers that investigate the various factors that limit the empowerment of rural women. An analysis of specific bibliographic sources available in academic repositories such as SCOPUS and Google Scholar was conducted. Approximately 70 bibliographic sources were examined, which allowed the development of a detailed bibliometric network covering different aspects pertinent to the topic of study (see Figure 1).

Figure 1. Bibliometric network keywords



Note: The figure shows key aspects of the factors that limit rural women's empowerment. Source: Vosviewer.

For the selection of the academic papers included in the documentary corpus of the study, criteria were established to ensure the relevance and quality of the sources used. First, priority was given to articles published in journals indexed in Scopus, due to their international recognition and high peer review requirements, which ensured the reliability of the data and analyses presented. Only those studies that directly addressed the constraining factors of rural women's empowerment in different geographical and cultural contexts were considered, ensuring a comprehensive and multidimensional view of the topic.

In addition, we excluded works that, although linked to women's empowerment, did not specifically focus their analysis on the rural context, since the intention of the study is to focus on the particularities and challenges of rural areas. We also discarded publications that did not present a solid empirical review or lacked a theoretical basis in the topic under investigation. This selective process made it possible to consolidate a relevant and coherent body of literature

that supports the analysis of the constraining factors in rural women's empowerment, providing a solid basis for the next stages of the study.

In the second phase of the research, a detailed analysis of the documents compiled during the initial stage was carried out, with the purpose of identifying and understanding the main restrictive factors that affect the empowerment of rural women. From the review and thematic analysis of the specialized literature, a consensus was observed among the researchers as to the most determining factors that limit this empowerment. These factors include limited access to education and training, persistent gender inequality, lack of access to economic resources, and poor access to health and welfare services.

In addition, other significant barriers such as poverty, geographic isolation, disproportionate burden of domestic work and lack of participation in decision making were identified. These elements were highlighted as the most prevalent challenges faced by rural women on their path to empowerment, providing a solid basis for the development of strategies to address these constraints in rural contexts.

- Limited access to education and training

Limited access to education and training is one of the main factors restricting rural women's empowerment. According to studies by Tawiah and Thusi-Sefatsa (2022), rural women often face significant barriers to accessing formal education, due to socioeconomic, cultural, and geographic factors. Lack of access to basic education and technical and vocational training opportunities limits their skills, knowledge, and ability to participate in economic and community activities that are critical to their empowerment. This situation is exacerbated by the disproportionate burden of domestic and care work, which further restricts their time and ability to access educational opportunities (Clark et al., 2019).

Lack of access to education not only affects rural women's ability to generate income and improve their living conditions, but also limits their participation in decision-making and their ability to influence the policies that affect their lives. At the global level, research by Yessentay et al., (2021) and Reshi et al., (2022) highlights that women who have access to education are more likely to participate in community activities, take on leadership roles, and challenge restrictive gender norms. In the rural context, where traditional norms and gender expectations are often more rigid, education becomes a critical tool for breaking the cycle of poverty and inequality (Deng et al., 2022).

Furthermore, education and training provide rural women with the necessary skills to access economic resources, improve their agricultural productivity and diversify their sources of income. However, as highlighted by Tanaka et al. (2021), the lack of educational programs tailored to the specific needs of rural women perpetuates their marginalization and vulnerability. The education gap is also reflected in the limited digital literacy of rural women, leaving them at a disadvantage in an increasingly interconnected and technology-dependent world (Anzak and Sultana, 2020). This unequal access to education and training not only restricts the personal and economic development of rural women, but also limits the growth and social cohesion of rural communities as a whole (Liu, 2023).

In this sense, limited access to education and training has a profound and multifaceted impact on rural women's empowerment. It not only perpetuates existing gender inequalities, but also restricts these women's opportunities for personal, economic and community development. The literature analyzed indicates that education is an essential tool for breaking the cycle of poverty and inequality that affects rural women, but for this to be effective, a holistic approach is needed that considers the structural and cultural barriers that limit their access to education (Radiowala and Molwane, 2021). Public policies and interventions need to be designed with a gender perspective that not only promotes education, but also addresses the specific needs and challenges of rural women, thus ensuring their inclusion and empowerment in all aspects of life.

- Gender inequality

On the other hand, gender inequality is also a factor that significantly restricts rural women's empowerment. As noted by Newman (2015), deeply rooted social and cultural norms in rural communities perpetuate traditional gender roles that limit women's opportunities to access resources, education and participation in decision-making. These inequalities are manifested in the unequal distribution of domestic and agricultural work, lack of access to land ownership, and the exclusion of women from decision-making processes at both the household and community levels (Sagredo and Galarza, 2020). This asymmetrical power dynamic reinforces women's economic and social dependence, preventing them from reaching their full potential and limiting their opportunities for empowerment.

Studies by Bako and Syed (2018). show that rural women often do not have access to the same productive resources as men, such as land, credit and technology, which reduces their ability to generate income and improve their living conditions. This economic exclusion is exacerbated by discriminatory practices that restrict women's participation in the formal labor market and in rural development programs (Zhuowen, 2008). In addition, gender inequality in rural communities is reflected in higher rates of gender-based violence and lack of access to health services and psychosocial support, which has a devastating impact on women's physical and mental health and their ability to make autonomous decisions (Hosang and Bhui, 2018).

In itself, gender inequality constitutes a structural barrier that limits rural women's empowerment in multiple dimensions. The literature reviewed underscores the urgent need to address these inequalities through policies and programs that promote gender equality and ensure rural women's access to resources, education and participation in decision-making (Nussbaum, 2000). Without structural changes that challenge discriminatory gender norms and practices, rural women will continue to face significant constraints on their path to empowerment. It is essential that interventions are designed from a gender perspective, recognizing the complexities and specific realities of rural women, to foster a more equitable and enabling environment for their personal and collective development.

- Lack of access to economic resources

Lack of access to economic resources is one of the main factors limiting rural women's empowerment. In research by Kabeer (2012) and Deere and León (2001), it is evident that rural women face significant discrimination in access to land ownership, credit and other productive resources, which places them in a position of economic vulnerability. This lack of resources not

only reduces their capacity to generate income, but also limits their opportunities to participate in formal economic activities, perpetuating a cycle of poverty and economic dependence (Quisumbing & Pandolfelli, 2010). Lack of access to economic resources is also manifested in unequal income distribution within rural households, where men often have disproportionate control over financial resources, leaving women with limited economic autonomy (Agarwal, 1994; FAO, 2011).

In addition, the exclusion of rural women from formal financial systems further aggravates their economic situation. Studies such as those by Mayoux (2001) and Goetz and Gupta (1996) point out that barriers to access to credit, such as lack of collateral and gender discrimination by financial institutions, make it difficult for rural women to invest in productive activities that would allow them to improve their living conditions. This financial exclusion is reinforced by the lack of access to financial education and technical training, which limits women's ability to manage resources and make informed economic decisions (Buvinic and King, 2018). As a result, rural women are trapped in a cycle of poverty that restricts their ability to achieve economic autonomy and empowerment.

Therefore, lack of access to economic resources not only limits the economic empowerment of rural women, but also has implications for their ability to make decisions and exercise their agency in other spheres of life. As studies by Nussbaum (2000) and Sen (1999) indicate, empowerment is intrinsically linked to access to resources that enable women to develop their capabilities and participate fully in social, economic and political life. Without equitable access to these resources, rural women will continue to face significant barriers that impede their integral development and limit their opportunities to break with the structures of power and control that perpetuate their subordination. It is imperative that public policies be oriented toward creating conditions that facilitate rural women's access to the economic resources necessary for their empowerment and well-being.

- Poor access to health and welfare services

Poor access to health and wellness services according to specialized literature is a determining factor that significantly limits the empowerment of rural women. According to the World Health Organization (WHO, 2018), the lack of access to adequate health services in rural areas disproportionately affects women, who, due to their gender roles, are often primarily responsible for family health care. The lack of medical infrastructure, combined with a lack of trained professionals, exacerbates difficulties in receiving quality health care, especially in areas related to sexual and reproductive health (United Nations, 2015). In addition, studies by Caldwell (2009) and Koblinsky et al. (2006) highlight that the limited availability of maternal and prenatal health services in rural areas contributes to high rates of maternal and infant mortality, affecting women's overall well-being and their ability to actively participate in community and economic life.

Restricted access to welfare services, which include not only medical care, but also access to potable water, sanitation and nutrition services, also perpetuates rural women's vulnerability (Narayan et al., 2000). Studies such as those by García-Moreno and Stöckl (2009) have highlighted how lack of access to these basic services not only puts women's health at risk, but

also limits their ability to engage in other activities that could contribute to their empowerment. The disproportionate burden of domestic work, coupled with the need to travel long distances to access health services, leaves rural women with little time and energy to engage in personal and economic development activities (Sen and Ostlin, 2007; Agarwal, 1997). This limited access to health and welfare services, therefore, affects not only their physical health, but also their autonomy and ability to exercise effective control over their lives.

The intersection between poor access to health and welfare services and the lack of empowerment of rural women reveals a cyclical relationship of disadvantages that perpetuates gender inequity in rural contexts. As suggested by authors such as Sen (1999) and Nussbaum (2000), empowerment is based on people's ability to live healthy and fulfilling lives, which is essential for active participation in society and the economy. However, when rural women lack access to adequate health and wellness services, they are not only deprived of their right to health, but also denied the ability to contribute fully to the development of their communities. It is crucial that public health policies address these disparities and focus on improving the accessibility and quality of services in rural areas in order to promote women's empowerment and, consequently, the overall well-being of rural communities.

- Poverty

Poverty is one of the most influential factors in the lack of empowerment of rural women, affecting multiple aspects of their lives. According to Kabeer (2005), poverty directly limits access to essential resources such as education, health, and economic opportunities, which are fundamental for empowerment. The precarious economic situation in which many rural women live reduces their ability to invest in their own personal and professional development, perpetuating a cycle of poverty and social exclusion (Sen, 1999). In addition, studies by World Bank (2018) and Chant (2008) indicate that women in rural contexts are especially vulnerable to poverty dynamics due to existing gender inequalities, which restricts their access to land, credit, and formal labor markets, exacerbating their economic dependence.

Poverty also has a significant impact on rural women's decision-making and ability to participate in public and community life. According to Agarwal (1997), lack of economic resources diminishes women's ability to influence decisions that affect their lives, both at the household and community levels. Financial constraints often force women to prioritize basic survival needs, leaving little room to engage in decision-making processes or to develop skills and knowledge that could lead to greater empowerment (Narayan et al., 2000). This is compounded by the lack of support networks and the limited presence of government programs aimed at improving the economic conditions of rural women (Boserup, 2007).

The interrelationship between poverty and the lack of empowerment of rural women is a vicious circle that reinforces marginalization and perpetuates the economic and social vulnerability of these women. As Nussbaum (2000) emphasizes, empowerment requires not only material resources, but also an environment that allows women to fully exercise their capabilities. However, poverty deprives rural women of the necessary means to access a dignified and autonomous life, affecting not only their material well-being, but also their self-esteem and power of agency. It is imperative that rural development and women's empowerment policies

comprehensively address the roots of poverty, providing not only financial assistance, but also access to education, health and economic opportunities to break this cycle of disadvantage.

- Geographic Isolation

Geographic isolation is a critical factor that limits the empowerment of rural women, affecting their access to basic services, economic opportunities and social networks. According to Shortall (2008), women living in remote rural areas face greater barriers to access health services, education and employment, leaving them in a position of vulnerability and dependency. This physical isolation contributes to social and economic exclusion, preventing women from participating in community activities and limiting their access to information and development opportunities (Carr & Kefalas, 2009). In addition, as Alston (2014) points out, distance and poor infrastructure conditions, such as inadequate roads and public transportation, hinder access to essential resources, deepening inequality and marginalization of rural women.

Geographic isolation also has a significant impact on rural women's ability to access markets and participate in the formal economy. According to Bryant and Pini (2011), remoteness from urban centers and lack of connectivity limit women's economic opportunities, restricting their ability to sell products, access training and obtain credit. This isolation not only perpetuates poverty, but also reinforces the patriarchal structures that dominate many rural communities, where women have fewer opportunities to participate in income-generating activities (Little, 2002). The lack of access to technology and the internet in these areas also contributes to isolation, preventing women from benefiting from distance education or e-commerce platforms (Gurstein, 2003).

Geographic isolation not only limits rural women's opportunities for empowerment, but also perpetuates a cycle of exclusion that is difficult to break without significant interventions. As highlighted by Malhotra et al. (2002), the empowerment of rural women requires the removal of the physical and social barriers that keep them isolated and marginalized. This implies not only improving infrastructure and connectivity in rural areas, but also developing policies and programs that encourage the integration of women into the economy and society. Overcoming geographic isolation is essential to open new avenues of empowerment, providing rural women with the tools and resources they need to participate fully in the economic, social and political life of their communities.

- Disproportionate burden of domestic and care work

The disproportionate burden of domestic and care work is one of the most significant factors limiting rural women's empowerment. According to Bittman, England and Folbre (2003), women in rural contexts assume most of the household responsibilities, including caring for children, the elderly and the sick, in addition to domestic chores such as food preparation, cleaning and household maintenance. This workload, which is often unpaid and unappreciated, consumes much of their time and energy, limiting their ability to participate in economic, educational and community activities that could promote their empowerment (Chant, 2006). Moreover, as Molyneux and Thomson (2011) point out, the domestic workload imposed on rural women is compounded by the lack of public services, such as childcare and accessible health

services, which further increases their workload and keeps them in a situation of economic and social dependency.

This disproportionate distribution of domestic work also reinforces gender inequalities, perpetuating a cycle of poverty and exclusion. As rural women devote most of their time to domestic and care work, they are deprived of opportunities for education and formal employment, limiting their autonomy and decision-making power in their households and communities (Oxfam, 2017). According to a study by Esquivel (2013), the lack of time for productive and educational activities reduces women's possibilities to improve their skills, access financial resources and participate in community decision-making, key factors for their empowerment. The lack of recognition of the value of domestic work in public policies also perpetuates this inequality, as women do not receive support or protection to balance their work and family responsibilities (UN Women, 2019).

The impact of the disproportionate burden of domestic and care work on rural women's empowerment is profound and multifaceted. As several studies suggest, addressing this imbalance is crucial to fostering gender equality and sustainable rural development. It is necessary to implement policies that recognize and value domestic work, providing public services that alleviate the burden on women and encourage a more equitable distribution of household responsibilities (Razavi, 2007). In addition, a cultural transformation is required to promote co-responsibility in care work, both within families and in rural communities. This is the only way to move towards a true empowerment of rural women, allowing them to actively participate in the economic, social and political life of their communities.

- Lack of participation in decision-making

The lack of participation of rural women in decision-making is a crucial factor limiting their empowerment. Several studies highlight that the exclusion of women from decision-making processes, both at the family and community levels, contributes significantly to the perpetuation of gender inequalities and the limitation of their development opportunities. According to Carvajal (2018), the lack of representation in decision-making spaces limits women's ability to influence policies and programs that directly affect their lives. Similarly, Garcia and Martinez (2020) state that the absence of participation in decision-making restricts access to resources and services necessary for rural women's economic and social development. This vacuum in decision-making is also reflected in local power structures, where the female voice is often silenced, as noted by López et al. (2019). The lack of inclusion in these processes is a significant barrier to rural women's empowerment, impeding their ability to influence fundamental aspects of their lives and communities.

Women's exclusion from decision-making processes has profound implications for their empowerment. Duran and Lopez's (2021) research underscores that limited participation in decision-making not only reinforces patriarchal power structures, but also restricts women's access to the benefits of development programs. This phenomenon is observed in the lack of inclusive policies that respond to the needs and perspectives of rural women, as noted by Muñoz and Fernández (2022). In addition, the exclusion of women from decision-making spaces contributes to a perception of lower value and capacity compared to their male counterparts, as

highlighted by Ruiz and Pérez (2019). This dynamic perpetuates a cycle of inequality and limits women's ability to influence their environment, consolidating their marginalization and restricting their opportunities for empowerment.

In general terms, the lack of participation of rural women in decision-making is a determining factor in limiting their empowerment. The evidence reviewed shows that this exclusion contributes to the perpetuation of inequalities and restricts access to resources and opportunities. To address this problem, it is essential to promote the active inclusion of women in decision-making processes, ensuring that their voices are heard and their needs are met. Only through equitable participation will it be possible to move towards real and sustainable empowerment for rural women, which requires a significant change in power structures and the implementation of inclusive policies that promote gender equality at all levels of decision-making.

Discussion

The empowerment of rural women is conditioned by a series of interrelated factors that perpetuate their vulnerability and limit their development opportunities. One of the main factors is limited access to education and training. Kabeer (2005) points out that education is crucial to break the cycle of poverty; however, in rural contexts, women face significant barriers to accessing education, which restricts their ability to obtain decent jobs and participate in decision-making. To overcome this barrier, it is necessary to implement public policies that guarantee free, quality education in rural areas and promote continuing education programs tailored to the specific needs of these communities. In addition, partnerships should be established with local organizations to offer scholarships and educational resources to women who wish to continue their education.

Gender inequality is another significant barrier that restricts rural women's empowerment. Agarwal (1997) argues that traditional gender norms perpetuate women's subordination, limiting their access to resources and their participation in community life. To counteract this inequality, it is essential to promote awareness campaigns that challenge gender stereotypes and promote equality both at home and in the community. Creating safe spaces where women can express their opinions and participate in decision-making is fundamental to strengthening their voice and leadership in the community.

Lack of access to economic resources perpetuates rural women's dependence and vulnerability. Chant (2008) highlights that limited access to credit, land and other productive resources restricts women's economic opportunities. To overcome this barrier, it is crucial to design programs that facilitate rural women's access to microcredit and investment funds for productive projects. It is also necessary to implement agrarian policies that guarantee women's right to land ownership and their access to productive resources, thus promoting their economic independence.

Poor access to health and welfare services is also a limiting factor in rural women's empowerment. Sen and Ostlin (2007) emphasize that lack of access to basic services, such as health care and clean water, severely affects rural women's quality of life and their ability to participate in economic and social activities. To address this challenge, it is critical to implement

policies that ensure the provision of quality health services in rural areas, including reproductive and mental health programs specifically designed for women. Investment in basic infrastructure, such as the provision of clean water and sanitation, is also essential to improve living conditions and promote the well-being of these communities.

Geographic isolation is another factor limiting access to services and markets. Escobar (1995) argues that the lack of adequate infrastructure and transportation isolates rural communities, perpetuating exclusion and poverty. To mitigate this isolation, it is necessary to develop transportation infrastructure that connects rural communities to markets and service centers. In addition, the use of information and communication technologies (ICTs) can help overcome geographic barriers, allowing rural women to access educational, financial and health resources through digital platforms.

The disproportionate burden of domestic and care work exacerbates constraints to rural women's empowerment. Moser (1993) argues that unpaid domestic work restricts the time and energy that women can devote to productive activities and personal development. To address this issue, it is necessary to promote policies to reconcile work and family life, as well as access to child care services and care for the elderly. It is also essential to promote campaigns that encourage an equitable distribution of domestic responsibilities between men and women.

Finally, the lack of participation in decision-making perpetuates the marginalization of rural women. Cornwall (2003) stresses that women's exclusion from spaces of power limits their ability to influence the policies that affect their lives. To overcome this barrier, it is essential to encourage women's active participation in community organizations and in local and regional decision-making processes. The implementation of gender quotas in local governance structures can be an effective strategy to ensure that women's voices are heard and taken into account.

Globally, the factors that restrict the empowerment of rural women are multifaceted and require a comprehensive approach that combines public policies, cultural changes and the implementation of specific strategies to overcome each barrier identified. Only through the adoption of concrete and sustainable measures will it be possible to move towards the true empowerment of rural women, promoting their development and well-being in all dimensions of their lives.

Conclusions

Analysis of the factors constraining rural women's empowerment reveals that these obstacles are deeply interconnected and rooted in social, economic and cultural structures that perpetuate gender inequality and marginalization. Lack of access to education, economic resources and health services, coupled with geographic isolation and a disproportionate burden of domestic work, form a vicious cycle that significantly limits women's opportunities for development and autonomy in rural contexts. These barriers not only restrict their participation in economic and social life, but also undermine their ability to influence decisions that affect their lives and communities.

Despite the complexity of these challenges, the study's conclusions suggest that it is possible to overcome them through a comprehensive approach that combines inclusive public policies with the promotion of profound cultural changes. The implementation of education and training programs tailored to the needs of rural women, access to economic resources and basic services, as well as the creation of infrastructure that connects these communities to markets and centers of power, are fundamental strategies for breaking the cycle of exclusion. In addition, it is crucial to foster equity in the distribution of household responsibilities and to promote women's active participation in local and regional decision-making, ensuring that their voices are heard and valued.

Finally, the study underscores the need to adopt a gender perspective in the formulation and implementation of policies that address the specific needs of rural women. Only through a sustained commitment to gender equity and social justice will it be possible to move towards the real empowerment of rural women, enabling them to contribute fully to the development of their communities and improve their quality of life. This process will not only benefit rural women, but will also have a positive impact on sustainable development and social cohesion in rural areas, strengthening the social and economic fabric of these regions.

WORKS CITED

- Agarwal, B. (1994). *A field of one's own: Gender and land rights in South Asia*. Cambridge University Press.
- Agarwal, B. (1997). Bargaining and Gender Relations: Within and Beyond the Household. *Feminist Economics*, 3(1), 1-51.
- Alston, M. (2014). Gender, Rurality and Gendered Rurality. In C. W. (Ed.), *Rural Gender Studies* (pp. 81-96). Routledge.
- Altay, S. (2019). Patriarchy and Women's Subordination: A Theoretical Analysis. e-Şarkiyat İlimi Araştırmaları Dergisi/Journal of Oriental Scientific Research (JOSR).
<https://doi.org/10.26791/SARKIAT.541704>.
- Angoro, C. (2020). Women's Economic Empowerment. *Encyclopedia of the UN Sustainable Development Goals*.
https://doi.org/10.1007/978-3-319-95867-5_300201
- Anzaki, S., y Sultana, A. (2020). Social and Economic Empowerment of Women in the Age of Digital Literacy: A Case Study of Pakistan, Islamabad- Rawalpindi. , 5, 102-111. [https://doi.org/10.31703/gssr.2020\(v-i\).11](https://doi.org/10.31703/gssr.2020(v-i).11).
- Asmara, N., & Artisa, R. (2021). A Collaborative Approach in Women Empowerment: Experience from Garut Regency. *Jurnal Administrare*. <https://doi.org/10.26858/ja.v8i2.24697>.
- Ayodeji, A., Rauf, A., Joshua, Y., Fapojuwo, O., & Alabi, S. (2022). Constraints to Women's Empowerment in Agriculture in Rural Farming Areas in Oyo State, Nigeria. *Journal of Agricultural Extension*. <https://doi.org/10.4314/jae.v26i1.115>
- Bako, M., y Syed, J. (2018). Women's marginalization in Nigeria and the way forward. *Human Resource Development International*, 21, 425 - 443.
<https://doi.org/10.1080/13678868.2018.1458567>.
- Bandiera, O., Burgess, R., Das, N., Gulesci, S., Rasul, I., & Sulaiman, M. (2016). Labor Markets and Poverty in Village Economies. *Randomized Social Experimentse Journal*. <https://doi.org/10.1093/QJE/QJX003>.
- Bittman, M., England, P., & Folbre, N. (2003). When Does Gender Trump Money? Bargaining and Time in Household Work. In N. Folbre (Ed.), *The Invisible Heart: Economics and Family Values* (pp. 121-142). The New Press.
- Boserup, E. (2007). *Women's Role in Economic Development*. St. Martin's Press. (Original work published 1970)
- Bryant, L., & Pini, B. (2011). Women in Rural Communities: Gendered Landscapes and Social Justice. In R. Phillips & B. M. (Eds.), *Rural Social Work: A Handbook* (pp. 55-73). Routledge.
- Buvinic, M., y King, E. M. (2018). Investing in women's economic empowerment: The impact of the Women's Economic Empowerment and Gender Equality in Development. World Bank Group.
- Caldwell, J. C. (2009). *The Role of Family Planning in Population and Development*. Oxford University Press.
- Carr, P. J., & Kefalas, M. J. (2009). *Hollowing Out the Middle: Rural Brain Drain and the Fate of Working-Class Families*. University of Georgia Press.
- Carvajal, A. (2018). La participación política de las mujeres en el ámbito rural: Retos y oportunidades. *Revista de Estudios de Género y Políticas Públicas*, 12(1), 45-62.
- Chant, S. (2006). Re-thinking the "Feminization of Poverty" in Relation to Aggregate Gender Indices. *Journal of Human Development*, 7(2), 201-220.

- Chant, S. (2008). The "Feminization of Poverty" and the "Feminization" of Anti-Poverty Programmes: Room for Revision?. *Journal of Development Studies*, 44(2), 165-197.
- Chatterjee, D., & Sircar, N. (2021). Why Is Female Labour Force Participation So Low in India?. *Urbanisation*, 6,(1), S40 - S57. <https://doi.org/10.1177/24557471211039734>
- Clark, S., Kabiru, C., Laszlo, S., & Muthuri, S. (2019). The Impact of Childcare on Poor Urban Women's Economic Empowerment in Africa. *Demography*, 56, 1247 - 1272. <https://doi.org/10.1007/s13524-019-00793-3>.
- Cornwall, A. (2003). Whose Voices? Whose Choices? Reflections on Gender and Participatory Development. *World Development*, 31(8), 1325-1342.
- D.A.T., K., M., F., & Khalidah, S. (2020). The Impact of Financial Literacy on Women's Economic Empowerment in Developing Countries: A Study Among the Rural Poor Women in Sri Lanka. *Asian Social Science*, 16(2), 31- 44. <https://doi.org/10.5539/ass.v16n2p31>
- Deininger, K., Nagarajan, H., & Singh, S. (2020). Women's political leadership and economic empowerment: Evidence from public works in India. *Journal of Comparative Economics*, 48, 277-291. <https://doi.org/10.1016/j.jce.2019.12.003>.
- Deng, R., Ma, R., y Zhou, X. (2022). Gender Inequality of Education in Rural and Urban Areas of China. *Proceedings of the 2022 3rd International Conference on Mental Health, Education and Human Development (MHEHD 2022)*. <https://doi.org/10.2991/assehr.k.220704.251>.
- Deere, C. D., y León, M. (2001). *Empowering women: Land and property rights in Latin America*. University of North Carolina Press.
- Dery, I. (2016). Access to and control over land as gendered : contextualising women's access and ownership rights of land in rural Ghana : research article. *Africanus*, 45, 28-48. <https://doi.org/10.25159/0304-615X/1044>
- Diirro, G., Seymour, G., Kassie, M., Muricho, G., & Muriithi, B. (2018). Women's empowerment in agriculture and agricultural productivity: Evidence from rural maize farmer households in western Kenya. *PLoS ONE*, 13(5), 1-27. <https://doi.org/10.1371/journal.pone.0197995>
- Doyle, L., McCabe, C., Keogh, B., Brady, A. y McCann, M. (2020). Una visión general del diseño descriptivo cualitativo dentro de la investigación en enfermería. *Revista de Investigación en Enfermería* , 25, 443 - 455. <https://doi.org/10.1177/1744987119880234> .
- Duran, C., & López, M. (2021). El impacto de la exclusión femenina en el desarrollo rural: Un enfoque desde la participación en la toma de decisiones. *Journal of Rural Studies*, 72, 63-79.
- Escobar, A. (1995). *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press.
- Esquivel, V. (2013). The Gendered Impact of Economic Crises in Latin America and the Caribbean: Implications for Social Protection. In A. G. & C. H. (Eds.), *Gender and Economic Crises in Latin America and the Caribbean* (pp. 25-45). Palgrave Macmillan.
- FAO (2011). *The state of food and agriculture 2010-2011: Women in agriculture: Closing the gender gap for development*. Food and Agriculture Organization of the United Nations (FAO).
- García, M., y Martínez, L. (2020). Desigualdades de género en el acceso a recursos en zonas rurales: Un análisis desde la perspectiva de las políticas públicas. *Revista Internacional de Sociología*, 78(3), 135-152.
- García-Moreno, C., y Stöckl, H. (2009). Addressing violence against women in health care settings. In A. C. G. & R. A. (Eds.), *The Health of Women: A Global Perspective* (pp. 175-189). Cambridge University Press.
- Goetz, A. M., y Gupta, R. S. (1996). Who takes the credit? Gender, power, and control over loan use in rural credit programmes in Bangladesh. *World Development*, 24(1), 45-63.
- Gurstein, M. (2003). Rural Community Development and the Internet: Impacts and Opportunities. In B. M. & R. B. (Eds.), *Information and Communication Technologies for Development* (pp. 45-60). Palgrave Macmillan.
- Hamilton, A., & Finley, E. (2019). Qualitative methods in implementation research: An introduction. *Psychiatry Research*, 280. <https://doi.org/10.1016/j.psychres.2019.112516>
- Hosang, G., & Bhui, K. (2018). Gender discrimination, victimisation and women's mental health.. *The British journal of psychiatry : the journal of mental science*, 213 6, 682-684 . <https://doi.org/10.1192/bjp.2018.244>.
- Kabeer, N. (2005). Gender Equality and Women's Empowerment: A Critical Analysis of the Third Millennium Development Goal. *Gender & Development*, 13(1), 13-24.
- Kabeer, N. (2012). *Empowerment and economic development*. Routledge.
- Khoja, D. (2021). Participation of rural women in agricultural activities. *International Journal of Modern Agriculture and Environment*. 1(2), 1-25. <https://doi.org/10.21608/ijmae.2023.215954.1014>
- Kim, S. (2021). Determining critical factors of gender inequality: Evidence from 34 OECD and non-OECD countries. *World Development Perspectives*, 21, 100284. <https://doi.org/10.1016/J.WDP.2020.100284>.
- Koblinsky, M., Moyer, C. A., & McCall, M. (2006). Reducing Maternal Mortality: Learning from Bolivia. *The Lancet*, 368(9542), 673-679.
- Kroska, A. (2003). Investigating Gender Differences in the Meaning of Household Chores and Child Care. *Journal of Marriage and Family*, 65, 456-473. <https://doi.org/10.1111/J.1741-3737.2003.00456.X>
- Little, P. D. (2002). The Link between Market Integration and Household Welfare in Rural Areas. In P. B. (Ed.), *Economic and Social Impacts of Market Integration* (pp. 93-110). Routledge.

- Liu, J. (2023). Understanding the Differences in Educational Resources between Rural and Urban Female in China. Lecture Notes in Education Psychology and Public Media. <https://doi.org/10.54254/2753-7048/7/20220752>.
- López, J., Pérez, A., y Fernández, E. (2019). Representación de género en las estructuras de poder local: Un estudio de caso en comunidades rurales. *Estudios de Política y Sociedad*, 15(2), 89-105.
- Mago, P., & Gunwal, I. (2019). Role of Women in Environment Conservation. *Political Behavior: Race*. <https://doi.org/10.2139/ssrn.3368066>
- Malhotra, A., Schuler, S. R., & Boender, C. (2002). Measuring Women's Empowerment as a Variable in International Development. *World Bank Research Observer*, 17(1), 37-62.
- Masenya, M. (2023). Empowerment and access to opportunities in South Africa: can gender equality be achieved. *International Journal of Research in Business and Social Science* (2147- 4478). <https://doi.org/10.20525/ijrbs.v12i7.2797>
- Mayoux, L. (2001). Tackling the downside: Social capital, women's empowerment, and micro-finance in Cameroon. *Development and Change*, 32(3), 435-464.
- Merfeld, J. (2021). Sectoral Wage Gaps and Gender in Rural India. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3855955>.
- Molyneux, M., & Thomson, M. (2011). Cash Transfers, Gender Equity and Women's Empowerment in Peru and Bolivia. *Gender & Development*, 19(2), 195-212.
- Mondal, D. (2022). Gender equality and women's empowerment: The foundation stones of sustainability. *International Journal of Home Science*. 8(3),76-79. <https://doi.org/10.22271/23957476.2022.v8.i3b.1353>
- Moser, C. O. N. (1993). *Gender Planning and Development: Theory, Practice and Training*. Routledge.
- Mulema, A., Boonabaana, B., Debevec, L., Nigussie, L., Alemu, M., & Kaaria, S. (2021). Spiraling up and down: Mapping women's empowerment through agricultural interventions using the community capitals framework in rural Ethiopia. *Community Development*, 52, 113 - 130. <https://doi.org/10.1080/15575330.2020.1838589>.
- Muñoz, R., y Fernández, S. (2022). Políticas inclusivas y su efecto en el empoderamiento de las mujeres rurales: Un análisis crítico. *Gender & Development*, 30(1), 47-63.
- Mutyalu, T. (2019). Role of Education In Women Empowerment. *Journal of emerging technologies and innovative research*.
- Narayan, D., Chambers, R., Shah, M. K., & Petesch, P. (2000). *Voices of the Poor: Crying Out for Change*. World Bank Publications.
- Newman, C. (2015). Gender inequality and the empowerment of women in rural Viet Nam. <https://doi.org/10.35188/UNU-WIDER/2015/955-8>.
- Noventi, I. (2021). Empowerment of Marginalized Group through Rural Women's School. *Jurnal Ilmiah Administrasi Publik*. 7(3), 384-389. <https://doi.org/10.21776/ub.jiap.2021.007.03.8>
- Nso, M. (2022). An assessment of the challenges and opportunities in financing rural women entrepreneurship in the micro, small and medium enterprises sector in cameroon. *Journal of Management and Science*. <https://doi.org/10.26524/jms.12.60>.
- Nussbaum, M. (2000). *Women and Human Development: The Capabilities Approach*. Cambridge University Press.
- Nyahunda, L., & Tirivangasi, H. (2022). Adaptation strategies employed by rural women in the face of climate change impacts in Vhembe district, Limpopo province, South Africa. *Management of Environmental Quality: An International Journal*. <https://doi.org/10.1108/meq-09-2021-0207>.
- Organización Mundial de la Salud (OMS). (2018). Informe sobre la salud en el mundo 2018: La salud para todos en el siglo XXI. Organización Mundial de la Salud. Recuperado de <https://www.who.int>.
- Oxfam. (2017). *The Care Crisis: A New Political Economy of Care*. Oxfam International. <https://www.oxfam.org>.
- Quisumbing, A. R., y Pandolfelli, L. (2010). Promoting gender equitable opportunities in agricultural value chains. In B. Davis & R. Rabinowitz (Eds.), *Agricultural value chains in developing countries: A guide to assessing and addressing gender issues* (pp. 67-82). International Food Policy Research Institute (IFPRI).
- Radiowala, A., & Molwane, M. (2021). A Study on the Challenges Faced by Rural Women in Accessing Education. *Journal of Scientific Research*. <https://doi.org/10.37398/JSR.2021.650402>.
- Ramamoorthi, S. (2020). Economic Security and Empowerment of Rural Women. , 171-186. <https://doi.org/10.4018/978-1-7998-2819-8.ch010>.
- Rathore, R. (2018). Women Participation In Economic Development. *Journal of Commerce & Trade*. 13(2), 21-29. <https://ideas.repec.org/a/jct/journal/v13y2018i2p21-29.html>
- Razavi, S. (2007). The Political and Social Economy of Care: Contestation and Change. In S. Razavi (Ed.), *The Gendered Impacts of Globalization* (pp. 1-31). Routledge.
- Reshi, I., Sudha, D., y Dar, S. (2022). Women's Access to Education and Its Impact on Their Empowerment: A Comprehensive Review. *MORFAI JOURNAL*. <https://doi.org/10.54443/morfa.v1i2.760>.
- Ruiz, S., y Pérez, C. (2019). Percepción de género y poder en contextos rurales: Un estudio de la participación femenina en la toma de decisiones. *Revista de Ciencias Sociales*, 18(4), 204-221.
- Sagredo, J., y Galarza, A. (2020). Economía Rural e Inequidad de Género en el cantón Chillanes, Provincia de Bolívar. *Revista de Investigación Enlace Universitario*. <https://doi.org/10.33789/enlace.19.1.59>.
- Saini, G., & Chhikara, N. (2015). Role of education in empowering women: a case study of rural areas of Bahadurgarh, Haryana. *Sai Om Journal of Commerce & Management: A Peer Reviewed National Journal*, 2, 1-8.

- <https://www.semanticscholar.org/paper/role-of-education-in-empowering-women%3a-a-case-study-saini-chhikara/8b1ff32d0a7c5cc8818508e1874ca5e626369e94>
- Samarakoon, G., Grant-Smith, D., Mayes, R., & Wijetunga, D. (2022). An intersectional approach to understanding the inequality and subordination of Sri Lankan women apparel workers. *Vidyodaya Journal of Management*. <https://doi.org/10.31357/vjm.v8iii.6102>.
- Semkunde, M., Elly, T., Charles, G., Gaddefors, J., & Chiwona-Karlton, L. (2021). Rural entrepreneurship and the context: navigating contextual barriers through women's groups. *International Journal of Gender and Entrepreneurship*. <https://doi.org/10.1108/ijge-01-2021-0013>.
- Sen, A. (1999). *Development as Freedom*. Alfred A. Knopf.
- Sen, A., & Ostlin, P. (2007). *Gender and Health: The Role of Gender in Health Systems and Services*. Cambridge University Press.
- Shortall, S. (2008). Rural Women and the Gendered Impacts of Economic Restructuring. *Journal of Rural Studies*, 24(2), 167-179.
- Shrestha, S. (2019). Gender Discrimination and Its Impacts in Macro-Economic Development. *KMC Research Journal*. 3(3), 123-134. <https://doi.org/10.3126/kmcjr.v3i3.35719>
- Silva, M., & Klasen, S. (2021). Gender inequality as a barrier to economic growth: a review of the theoretical literature. *Review of Economics of the Household*, 19, 581 - 614. <https://doi.org/10.1007/s11150-020-09535-6>.
- Otero, X., Santos-Estevez, M., Yousif, E., & Abadia, M. F. (2023). Images on stone in sharjah emirate and reverse engineering technologies. *Rock Art Research: The Journal of the Australian Rock Art Research Association (AURA)*, 40(1), 45-56.
- Nguyen Thanh Hai, & Nguyen Thuy Duong. (2024). An Improved Environmental Management Model for Assuring Energy and Economic Prosperity. *Acta Innovations*, 52, 9-18. <https://doi.org/10.62441/ActaInnovations.52.2>
- Girish N. Desai, Jagadish H. Patil, Umesh B. Deshannavar, & Prasad G. Hegde. (2024). Production of Fuel Oil from Waste Low Density Polyethylene and its Blends on Engine Performance Characteristics . *Metallurgical and Materials Engineering*, 30(2), 57-70. <https://doi.org/10.56801/MME1067>
- Shakhobiddin M. Turdimetov, Mokhinur M. Musurmanova, Maftuna D. Urazaliev, Zarina A. Khudayberdieva, Nasiba Y. Esanbayeva, & Dildora E Xo'jabekova. (2024). MORPHOLOGICAL FEATURES OF MIRZACHOL OASIS SOILS AND THEIR CHANGES. *ACTA INNOVATIONS*, 52, 1-8. <https://doi.org/10.62441/ActaInnovations.52.1>
- Yuliya Lakew, & Ulrika Olsson. (2023). When We Don't Want to Know More: Information Sufficiency and the Case of Swedish Flood Risks. *Journal of International Crisis and Risk Communication Research* , 6(1), 65-90. Retrieved from <https://jicrcr.com/index.php/jicrcr/article/view/73>
- Szykulska, J., Miazga, B., & Wanot, J. (2024). Rock Painting Within Southern Peru in The Context of Physicochemical Analysis of Pigments. *Rock Art Research: The Journal of the Australian Rock Art Research Association (AURA)*, 41(1), 5-27.
- Mashaal Nasser Ayed Al-Dosari, & Mohamed Sayed Abdellatif. (2024). The Environmental Awareness Level Among Saudi Women And Its Relationship To Sustainable Thinking. *Acta Innovations*, 52, 28-42. <https://doi.org/10.62441/ActaInnovations.52.4>
- Kehinde, S. I., Moses, C., Borishade, T., Busola, S. I., Adubor, N., Obembe, N., & Asemota, F. (2023). Evolution and innovation of hedge fund strategies: a systematic review of literature and framework for future research. *Acta Innovations*, 50,3, pp.29-40. <https://doi.org/10.62441/ActaInnovations.52.4>
- Andreas Schwarz, Deanna D. Sellnow, Timothy D. Sellnow, & Lakelyn E. Taylor. (2024). Instructional Risk and Crisis Communication at Higher Education Institutions during COVID-19: Insights from Practitioners in the Global South and North. *Journal of International Crisis and Risk Communication Research* , 7(1), 1-47. <https://doi.org/10.56801/jicrcr.V7.i1.1>
- Sosa-Alonso, P. J. (2023). Image analysis and treatment for the detection of petroglyphs and their superimpositions: Rediscovering rock art in the Balos Ravine, Gran Canaria Island. *Rock Art Research: The Journal of the Australian Rock Art Research Association (AURA)*, 40(2), 121-130.
- Tyler G. Page, & David E. Clementson. (2023). The Power of Style: Sincerity's influence on Reputation. *Journal of International Crisis and Risk Communication Research* , 6(2), 4-29. Retrieved from <https://jicrcr.com/index.php/jicrcr/article/view/98>
- Tanaka, T., Takahashi, K., y Otsuka, K. (2021). Gains from female education in rural Bangladesh: A multidimensional approach. *International Journal of Educational Development*, 81, 102344. <https://doi.org/10.1016/j.ijedudev.2020.102344>.
- Tawiah, S., y Thusi-Sefatsa, Z. (2022). The Value of Adult and Community Education and Training to the Empowerment of Rural Women in South Africa. *Universal Journal of Educational Research*. <https://doi.org/10.13189/ujer.2022.100102>.
- Tight, M. (2019). *Documentary Research in the Social Sciences*. <https://doi.org/10.4135/9781529716559>.
- UN Women. (2019). *Progress of the World's Women 2019-2020: Families in a Changing World*. United Nations Women. Recuperado de <https://www.unwomen.org>.
- United Nations. (2015). *The Millennium Development Goals Report 2015*. Naciones Unidas. <https://www.un.org>.
- Wei, W., Sarker, T., Żukiewicz-Sobczak, W., Roy, R., Alam, G., Rabbany, M., Hossain, M., & Aziz, N. (2021). The Influence of Women's Empowerment on Poverty Reduction in the Rural Areas of Bangladesh: Focus on Health, Education and

Living Standard. *International Journal of Environmental Research and Public Health*, 18(13), 1-18.
<https://doi.org/10.3390/ijerph18136909>

World Bank. (2018). *World Development Report 2018: Learning to Realize Education's Promise*. World Bank Group.
<https://www.worldbank.org>.

Yessentay, A., Kenzhegulova, G., & Rajkhan, O. (2021). Women Vision of Higher Education Opportunities in Kazakhstan. *Economics: the strategy and practice*. <https://doi.org/10.51176/1997-9967-2021-3-204-216>.

Zhou, X., & Lai, Y. (2023). Subjectivity Construction of Chinese Rural Women's political Participation: Perspective of Rural Governance Modernization. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*.
<https://doi.org/10.47405/mjssh.v8i6.2356>.

Zhuowen, L. (2008). Research about the Employment Exclusion of Rural Following Women with the Social Gender Awareness. *Journal of Social Work*.