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Contemporary Issues in

AGRICULTURAL EXTENSION AND RURAL LIVELIHOODS IN NIGERIA

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CONTENTS

	Foreword	*v*
	Preface	*viii*
1	Concept and Principles of Agricultural Extension	1
2	Principles and Processes of Technology Transfer and Outreach in Agricultural Extension	13
3	Agricultural Extension Administration and Supervision for Rural Development	26
4	Approaches and Role of Agricultural Extension and Advisory Services in Nigeria	38
5	Harnessing the Potentials of Local Leaders for Extension Service Delivery in Nigeria: A Review	53
6	Rural Development Efforts in Nigeria	67
7	Rural Community Transformation in Nigeria: The Tourism Echelon	80
8	Assimilation of Migrants: The Plight of Settled Agro-Pastoralists in Nigeria	99
9	Livelihood and Sustainable Issues in Agriculture	108
10	Strategies for Food Security among Households in Nigeria: Livestock Production as a Case Study	119
11	Sustainability Issues in Agriculture and Rural Development in Nigeria	131
12	Climate Change Adaptation and Mitigation in Agricultural Practices	142

13	Climate Change and Food Security in Nigeria: Crop Farmers' Perception and Adaptation Strategies	154
14	Effects of Climate Change on Pastoralists' Livelihoods: Implication for Sustainable Peace and Development	163
15	Mapping Gender in Agriculture and Closing the Knowledge Gap for Rural Development	179
16	Gender in Extension and Advisory Services in Nigeria: A Review	196
17	The Role of Information and Communication Technologies in Agriculture	207
18	An Overview of ICT Application in Electronic Agriculture	219
19	Challenges of Utilising Information Communication Technology (ICT) in Information Dissemination and Rural Development in Nigeria	228
20	Measurement and Scaling Techniques in Agricultural Extension	240

15

Mapping Gender in Agriculture and Closing the Knowledge Gap for Rural Development

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Introduction: Gender in Agriculture

Agriculture and rural development extension systems have benefitted increasing government support over the years; even though the level of support is not up to the level anticipated. The issue of gender in agricultural development gained increasing attention among scholars, international donors, and policymakers. This is because matters concerning gender concerning agriculture are of huge concern to all stakeholders in agricultural development. The gender distribution of tasks in agriculture and the development of rural farming communities is a pointer to the variation in the extension needs of men and women farmers. However, globally; extension services remain dominated by men. Rural women also play a crucial role in agriculture and rural development, but, this weighty role frequently goes unrecognised due to perception bias. As a result, designing effective and sustainable extension services for women's participation within the context of broader agricultural and rural development programmes becomes a difficult task. Hence, closing these gender gaps would be advantageous for women as well as agriculture. This chapter intends to bring to light; various roles women and men play in the different stages of agriculture as well as their access to productive resources. It also looks at changes in roles over time, intending to understand the flexibility of gender roles in our societies.

An overview of Gender Roles

'Gender' is not the same as 'sex' in that sex is considered as permanent and unchangeable biological distinctive features common to individuals in all societies and cultures, while gender defines traits in every part of the history of social relations. Gender can also be defined as the social construction of roles and the relationship between men and women that often change over time and are content-specific. Both categories of farmers (male and female) share many responsibilities and there is variation in their production systems, needs, and constraints relating to their farming activities. Such variations are frequently found being continuously promoted by culture and socio-economy (Purnell, 1998). The concept of gender enquires the judgments of the people in the world and make aware of relationships, causes, and values that might have been overlooked. It serves as a basis for the expectations about the characteristics, attitudes, and likely behaviour of both women and men. Regulations about how men and women interact and behave as well as their opportunities to develop are not biologically decided.

Gender is an important variable for analysing the roles, responsibilities, constraints, opportunities, incentives, costs, and benefits in agricultural extension services delivery. Men and women together make up families and farms, each with their roles

to play in the drama of life. While an individual's biological sex is simply a product of being born male or female, what one is socially expected to do as a man or a woman is the learned behaviour. The human learns what male's and female's work are through social life process in the same vein, people learn the expected behaviour of men and women including their rights and responsibilities (Lisa, 1999).

Social differentiation between men and women, i.e. gender; is important to understand the starting point of the variations that adversely affect the status of both parties and the interrelationships between the two, to introduce desirable changes. In the real sense, one may not be able to change nature, but it can be helped. Consequently, social status is, more than likely, subject to change as may be required. Hence, the reason for the conceptualization of "gender" is to take needed corrective measures and to establish equal opportunities as well as show accord in relationships between the two categories (men and women).

Table 1: Differences between gender and sex

Gender	Sex
Rooted in society.	It is natural or biological.
It can be influenced by culture.	It cannot be influenced by culture.
It changes from society to society.	It does not change from in any society.
It can be changed.	It cannot be changed.
Maybe biased.	It cannot be biased.
It is time-specific.	It is not time-specific.
It is learned through socialisation.	It does not need socialisation to learn sex.

Some Terminologies Associated with Gender

Gender role: These are functions exercised by individuals in society. Gender roles are those activities that are culturally assigned to individuals based on their gender but are not in any way related to the biological roles of that individual. They are roles that can be taken up by a woman or a man.

Sex roles: These are naturally endowed duties given to an individual. These duties require certain biological characteristics to activate them. For example, a woman requires a womb to carry a pregnancy, a breast to breastfeed her baby and a man requires a penis to impregnate a woman. These are sex roles which a member of the given sex can perform.

Gender Issues: Gender issues arises in situations where gender inequality is identified. In several cases, it arises from the misinterpretation of gender roles and sex roles. This becomes apparent where there are discrimination and oppression against particular sex leading to a gender gap or inequality among male and females. For example; the involvement of female children in household chores such as dishwashing, cooking, fetching of water, etc. while the male children play football and read their books denying the female children their study time and subsequently, affecting their performance in schools. This discrimination and oppression become a gender issue.

Gender awareness: This implies the possession of knowledge or the ability to identify problems arising from gender inequality and discrimination. Gender awareness also means to be conscious or informed about the variations in male and female roles, needs, responsibilities, and constraints in society.

Gender mainstreaming: Gender mainstreaming involves the introduction of gender views into all activities that are involved in a programme, project, and processes such as policy formulation, budgeting, privileges and resource allocation, etc.

Gender blindness: This refers to the inability to recognise and distinguish how actions, programmes, policies within the society impact or influence male and female differently. It could also be when an individual or group of individuals lack consciousness about gender differences in a programme or project and policies that affect both male and female in a society.

Gender analysis: This is the process of examining the differences, commonality, and interaction between male and female. It examines male-specific activities as well as female-specific activities. It disaggregates needs, access to and control of resources, access to development, and decision making according to male and female.

Gender stereotype: This arises from the belief that the male sex is ranked higher or better than the female sex. It entails labelling the two categories of gender separately with reference to some issues within society as reflected in utterances like; 'males are tough, hence should not cry even when situation warrants; such as during the death of loved ones", female can cry easily because they are soft; male do not gossip, they only discuss whereas, females gossip"; the male is more cognitive than female" etc. Most of these stereotypes lie in the ways the society treats males and females at one situation or the other. Occupation gender stereotypes take nurses, caregivers, secretaries, and typists as female occupation while engineering, doctors are male occupations.

Gender equity: This is an approach in the allocation of resources so that both men and women are equally treated to bridge the existing gap. For example, in the past,

women were disadvantaged in terms of access to education, while the system of equity implies that they (both) should all be treated equally. Hence, a boy is as entitled as a girl to go to school. Therefore, where boys previously stood a better chance at accessing education, girls may be awarded scholarships to make education more accessible and affordable for them so that the gap between the number of boys in school can be closer to those of girls.

Gender equality: This refers to a situation where there is no discrimination on the grounds of a person's sex in the allotment of resources or access to social services. Both women and men are not discriminated against but are respected as human beings and are entitled to the same treatments and benefits.

Gender sensitivity: This involves the ability to acknowledge gender issues in our environment. It is closely related to gender awareness but goes beyond gender awareness to include a practical demonstration of the awareness of gender issues. Gender inequality is the opposite of gender sensitivity. This exists where there are gender discrimination and oppression and yet no one feels concerned about it.

Gender stratification: Gender stratification refers to the various classes that exist between male and female, men and women in their access to opportunities, resources, and influence to enforce authority. In most societies, it is men that occupy higher positions and are better positioned in access to resources, power, and authority that are available. Gender stratification occurs where there is gender discrimination and this always leads to a gender gap that brings about gender issues in society.

Theories Relating to Gender

Marxist theory of gender: The Marxist theory of gender is premised on the fact that human beings must find a way to produce their food, clothing, and shelter and must also engage in the reproduction of the human species; and in doing so, they enter into relations that are necessary and not dependent of their will. The theory showed that the historical development of societies is made possible through the growth of the forces of reproduction and the relations of production. The relation of production, in this case, points to the reproduction of human species and how producers socially relate with one another. The theory is associated with the system of marriage where we have polygamy; a system of marriage whereby a man or a woman is married to two or more wives or husbands.

Modernisation theory: This theory rejects the biological origin of gender roles and states that gender expected behaviour is culturally determined. Modernisation theory originated from the ideas of German sociologist Max Weber (1864-1920), which provided the basis for the modernisation paradigm developed by Harvard sociologist Talcott Parsons (1902-1979). The theory stated that every culture by its traditional value system determines its gender roles; the roles for men and those for women. To

these theorists, gender roles are changeable since they are culturally determined. The theorists then called for the change of old customs and values, that are more relating to a system run by males rather than females, to modern values that recognises women's development. The theory proposed that if women are offered elective positions, exposed to formal education in larger numbers, given easier access to credit facilities, exposed to technical innovation and the fundamentals of entrepreneurship, organised into cooperatives and made the beneficiaries of progressive land reforms, the fundamental problems would also be resolved in our societies. In this developing part of the world, modernisation theory of gender has resulted in incremental changes that have occurred over the years through women's access to resources, education, political positions, health services, cooperative services, and other reforms that are economically friendly.

Gender Division of Labour in Agriculture

Differentiation of tasks based on sex, where women are engaged in reproductive activities in the private circle, while men are engaged in the productive activities in the public circle is known as `the sexual division of labour. This division is reflected not only in its activities but also in their behaviour. Gender distribution of labour describes the socially defined division of tasks between men and women. As reported by Fong (2002) gender assessment of labour allocation in activities related to farming and animal production, or household tasks, etc. will give information on the division of labour concerning allotted time. However, these differences in labour distribution are perhaps most clearly understood in socio-cultural comparisons of what is regarded as male and female work.

Mainstreaming Gender in Agriculture and Extension Approaches

Extension approaches in relation to agricultural production, conservation of environment and animal husbandry, have since had a substantially low women participation. Assuming Gender is not considered in agricultural programme and planning including proper extension systems, it will not be possible to meet the food needs of the present and future generations. A change in agricultural extension research from gender-inequitable to gender-equitable does not only require political will or ideology; it is a matter of development effectiveness that can benefit everyone. Agricultural development programmes by the successful government are thus by their very nature transformative: by creating opportunities, commodities, relationships, and services that on the overall change the old way people do things. Designing a gender-equitable agricultural extension and research development is one such transformation agenda that would bring about change in the way people do things traditionally. Understanding both the problems and importance of women in agriculture development will make it possible to develop new strategies to provide their needs and increase their participation to improve agricultural production, reduce poverty and raise their wellbeing (Agnes *et al.,* 2010).

Women and other marginalised societies often hold local knowledge of low-impact, low-cost coping strategies that can prove vital to making farming systems more resilient to climate change. In Nigeria, the low knowledge level of many female farmers prevented them from taking adequate measures to improve the fertility of poor soils as reported by Daudu *et al.,* (2019). Research on biomass transfers and extension activities that recognised women's low education levels, however, led women (as well as men) to adopt the transfers, which resulted not only in improved yields but also in increased efficient soil management (FAO, 2010).

Gender and Knowledge Gap

Men and women can accumulate very distinct and rich sets of agricultural knowledge and skills due to gender divisions in the tasks they undertake, such as seed management and conservation and pest and disease control. Several types of research have observed that men and women have variations in preferences for choice of crops and varieties that perform better. Such activities as selecting seed, cultivating, harvesting, and processing are the domain of indigenous knowledge of male and female farmers and is are crucial assets in innovation and technology development, especially for such key crop farming issues including seed development and management, pest and disease control, and soil management. Understanding gender disparities in indigenous knowledge and recognising the participation of women in these fields are vital because women are more often involved in traditional farming systems. The knowledge gap can show relevant opportunities to add to crop production and selection of improved variety.

Gender Differences in the Adoption of Technologies

Various studies have looked into gender differences in technology adoption (Gashaw and Tsehay, 2016). There are so many differences among these studies in the inputs, crops, and locations analysed, study designs, sampling, sample size, quality of data collection tools and analytical techniques; and in the indicators of gender used. Given this wide variability and the limited available empirical research for many types of technologies, it is difficult to generalise patterns of gender differences. Apparently, technology is valuable because of what it is likely to create in women's lives and the development it can provide to their total well-being. Productivity is very important, and for developing countries that rely heavily on agriculture, knowledge of new techniques and practices that can increase productivity and growth is critical for adoption.

Four main categories of technology inputs that are of importance to small-scale female farmers are: (1) inorganic fertiliser, (2) insecticides, (3) improved seed varieties, and 4) mechanical power. Inorganic fertiliser (chemical) refers to a nitrogen-based chemical mixture used to improve soil fertility. Inorganic fertiliser is differentiated from organic fertiliser (such as animal manure, compost, or other living mulch) by its manufacture, chemical modification, and external purchase. Insecticides and

pesticides (also called farm chemicals or agrochemicals) are primarily synthetic spray-applied agents used to expand agriculturally productive land and increase crop yields through pest, bacteria, and weed destruction or control.

The Need for Closed Gender Gaps in Agriculture

The two driving forces for closing the gaps in resources and opportunities that exist between the sexes are equality and efficiency. The equality of gender could be seen as a basic human right with value in and of itself. The essence of gender equality has been identified in the United Nations Sustainable Development Goals, which are uniformly agreed on as a framework for determining the progress of any development programme. Also, closing the gap will lead to greater economic efficiency by giving women the tools to be more productive. These two driving forces are not applied in the same way to each other but are equally reinforcing. For instance, a woman who is encouraged to make decisions concerning what to plant and what resources to apply to her farm would be more productive (Meinzen-Dick *et al.,* 2011).

Gender, Assets, and Inputs

The gender gaps in access to various types of assets like land or other resources affect women's and men's efficiency in production agriculture. Access to and control over ownership of productive assets is an important aspect of livelihood. Like income, productive assets can be turned to liquid cash, but they are also multidimensional. Who controls and how these productive assets are assigned within the household are important to household and individual well-being, and have important implications for a range of outcomes. Land is the reference point on the role of productive assets because of its primary role in both agriculture and security of life and properties (Meinzen-Dick *et al.,* 2011). Various policy mechanisms can be used to address gender inequality in access to land. These processes involve combined-titling modalities, land leasing, land use certificate issuances, community, and territorial land delimitation programs, and land allocation through state-managed land reform programs, land law reforms, and other types of land interventions. Also available are the socio-cultural factors that are important to consider when prioritising among policy options to overcome women's disadvantaged position in accessing land. These factors include unequal access to existing social protection mechanisms, differences in bargaining power, and other forms of social control and gendered social stereotypes. Empirically, several studies (Meinzen-Dick *et al.,* 2011) of agricultural production gaps reveal that both men and women are equally efficient farmers once gender disparities in the use of agricultural inputs are accounted for.

Gender and Markets

Access to markets is not free from gender gaps. Many women involve in labour markets as paid labourers on farms or as processors and traders along the agricultural value chain, but much of their job is informal or unpaid and goes unnoticed. Improving women's contribution in agricultural value chains can aid in the flow of

quality goods, enhance the efficiency of the business, create the market opportunities that women represent as buyers and suppliers, target specialised markets such as fair trade, guide the dignity of work and economic equity for all, and lead to broad-based economic improvement. The most appropriate way to address gender gaps in value chain development, however, is still a subject of discussion. Gender disparities in agriculture also involve participation in labour markets. It examines the barriers to women empowerment in the rural labour market and the fundamental reasons for these obstacles.

Constraints to rural women`s access to and utilization of appropriate technologies
Though rural women have a good knowledge and use of traditional technology. The traditional technologies are labour intensive, time-consuming, energy-sapping, and usually inefficient to generate the expected needed results. The following constraints were emphasised:

i. Technologies are not gender-sensitive: New technologies and inputs are channelled primarily towards cash crops which are always in the purview of men.
ii. Agricultural technology development has largely ignored the needs and priorities of women.
iii. Women have inadequate money required to purchase farm inputs and new technologies.
iv. Women have inadequate knowledge and skills to apply to new technologies.
v. Women are not consulted on their technology needs.
vi. Agricultural extension and training resources, as well as appropriate technologies, are predominantly directed at men.

Remedies for problems militating against gender access to appropriate technologies:
For desired technology to be of tremendous benefits to women rural dwellers, the following actions need to be considered;

i. Technology must be gender-sensitive. Since men and women differ in needs, so any technology designed for agricultural purposes should be gender-specific.
ii. Provision of credit facilities.
iii. Adequate training on the application of improved technology.
iv. Peculiarity of the culture of the different communities should be considered in designing appropriate technology for society.

Gender and Poverty
Poverty may be regarded as the incapability to access basic necessities of life. An individual is poor if he or she cannot access these basic necessities of life. These are; food, shelter, and clothing. Poverty also harms certain gender more than the other. It has been observed that poverty is more predominant among women than men due to the following reasons:

a. Gender disparities in rural empowerment exist everywhere such as the burden of unpaid work at home, lack of education and bargaining power, and lack of access to assets constitute significant economic disadvantages for women compared to men.
b. Women tend to be more risk-averse compared to men when engaging in rural works and farming. This is also seen as a factor responsible for poverty among women.
c. Gender dimensions of rural employment change over time and vary across countries.
d. Women are less educated in most rural areas. Culture in some cases hinders women's education as most rural people prefer to educate their male children to their female children.

Ways of reducing poverty among women: Poverty among women can be managed to a reasonable level through the following steps:

1. Empowerment programmes targeted at women.
2. Prioritising women education
3. Prioritising women employment
4. National budget for women's needs to be institutionalised in all the arms of the government
5. Women should be allowed to have a voice in projects or programmes that affect their lives
6. Adequate attention should be given to their needs
7. Policy to mandate equal gender attention should be implemented alongside disabled citizens.
8. A special fund with little or no interest for women farmers by the government agencies, international donors and Non-governmental organisations (NGOs)
9. Fostering gender awareness among the rural dwellers
10. Women should be carried along in community project among others

Steps to carry women along in community projects: Participation of women in projects/programmes that affect them is a crucial factor in reducing poverty among them. Some of the steps to guarantee that women are carried along in activities that affect them are as listed:

1. Use information channels that reach women
2. Facilitate women's participation in project meetings
3. Help women speak out (use local dialect, discussion breaks, and spokeswomen if and when necessary)
4. Hold separate meetings with women when necessary
5. Inform men and women and invite both to attend (for example, as couples)
6. Make seating arrangements appropriate for all but giving special consideration to women when necessary (to avoid having them sit at the

back)

Gender Issues in Rural Finance

Lower-income people face standard barriers when dealing with financial institutions. Poorer women, as a group, face even greater inconveniences and difficulties in gaining access to financial services. Assumptions about women's access to rural finance are as follows:

i. adoption of improved practices, especially for agricultural production, is most hampered by lack of capital to procure the improved technologies;
ii. without capital, women are usually unable to afford the technologies that would reduce drudgery and increase productivity; and
iii. capital is needed to improve the socio-economic conditions of the members of the household.

Enhancing women's access to financial capital

Rural farmers require access to capital for agricultural business expansion and improved production for increased income. Many banks and finance institutions are however unwilling to provide credit facilities to resource-poor farmers due to the high transaction costs involved in servicing many small clients living in remote areas. Low literacy among women, may also affect their accessibility to credit facilities or lack of collateral that could also facilitate access to capital. However, various forms of informal savings clubs for women already exist in most societies. These traditional financial systems often create a strong base on which financial innovations can be constructed.

Factors limiting women's access to credit

Certain factors combine to militate against women's access to credit. These include socio-cultural barriers and the type or nature of enterprise women engage in. These limiting factors according to Sinkaye (2001), include the following: cultural barriers, literacy levels, formal lending institutions` biases against women`s enterprises, cumbersome banking procedures, and lack of collateral.

Gender Roles in Information and Communication Technologies (ICT) for increased Agricultural Production and Rural Development Reliable statistical information on ICT's use in third world countries like Nigeria is not easily accessible. Gender roles in the information economy, the works, and empowerment opportunities created through ICTs usage have received the least attention in Nigeria up till today. The gender roles in ICTs have not been well established because ICTs are perceived as gender-neutral and their use is equally available to everyone, men and women alike. Even though policymakers and donor agencies considered ICTs to be gender-neutral, Sodiya (2013) reported that women in Africa have low access to ICTs compared to their men counterparts. Furthermore, rural women are more disadvantaged as compared to young, more literate, or better off urban women. Therefore, gender needs should be integrated into ICT policies.

Constraints to gender access, control and use of ICTs

Numerous constraints exist to women's access, control, and use of ICTs, which in turn have implications for the efficacy of ICT-based agricultural services. These constraints include:

1. *Low level of education:* Women, in general, have low literacy and lack access to education which might result in inadequate technical know-how.
2. *Time:* Time required for training by women is not always available as men.
3. *Lack of financial resources to secure the use of ICT:* Women earn less due to the small size of their farms and tend to use their income for education and health of their family. Therefore, women have fewer resources and less income to secure the use of ICTs
4. *Social and cultural norms: S*ome cultures believe that technology is not for women. Moreover, suspicions arise when women-owned ICTs such as an ordinary mobile phone.
5. *Decision making and policy formulation:* In typical rural communities, women are not involved in decision making, even ICT usage. Men control the technology, thus excluding women from an awareness of how ICTs could alleviate rural dwellers out of poverty.

Solution to gender disparity in the usage of ICTs

- Provision of rural infrastructural facilities.
- Provision of adaptive ICTs equipment.
- Training on ICTs usage.
- Development of local content in indigenous languages.
- Gender participation in policy and decision making.
- The contents of ICT should be tailored to provide information and services that are relevant to women and men.

Gender, Policy and Legal Environment

Regulations and legislations surrounding key issues such as labour, access to resources (for example inheritance law), and the functioning of markets are greatly influenced by prevailing norms and values regarding gender roles. Reforms at national and lower levels aimed at enhancing gender equality and social participation therefore need to address the particular challenges of gender-based discrimination. In particular, creating a receptive and responsive attitude and environment at levels where power is concentrated and fostering the empowerment of groups deprived of such is essential to effectively influence sustainable pro-poor change. However, it is important to undertake targeted interventions at individual and group levels to build women's capacity to relate to and negotiate with authorities and other actors. Business associations and multi-actor platforms provide a useful space for identifying different interests and power relations in a specific context. Such platforms can serve

as an intermediate step in the governance of the value chain through promoting dialogue and collaboration between different chain actors. By ensuring that women's organizations are well represented in such dialogue processes, facilitators can help to ensure that women's concerns are taken into consideration when designing broader development strategies.

Gender responsive agricultural policy (GRAP)

A gender-responsive agricultural policy:

- Shows the impacts of expenditures including taxation, borrowing, etc. (fiscal policy) on male and female farmers.
- Shows farmers' contribution (including the care economic) to productivity and development (labour market policy) by gender.
- Highlights gender-responsive guidelines for accessing and controlling agricultural finances (Financial policy).
- Enhances enabling environment for both categories of farmers to cultivate crops or raise animals that could yield maximum economic and social returns that could enhance sustainable development.
- Gives room for the participation of the beneficiaries, without gender bias at all levels within the available local resources.

Gender and Agricultural Extension Service Delivery

Despite the importance of women in agricultural production, agricultural extension, and training (AET) during the training and visit (T&V) period focused almost exclusively on men. Women were seen primarily in their reproductive role and far less often in their productive capacities in agriculture. Advisory and other services are still largely provided by men. Despite increased extension services and training institutions in developing countries, women remain under-represented as students, instructors, extension agents, and researchers. Moreover, agricultural innovation processes are rarely ever directed at women. This side-lining continues despite evidence that farm productivity increases when women farmers receive the same advisory services as men (Bientema, 2006).

Women have been increasingly underrepresented at all facets of agricultural extension and training institutions, from postsecondary to tertiary and higher education. A poor ratio of female extension agents to farmers in disseminating information to rural women resulted from the low enrolment of women in high institutions. For instance; statistically, women are the major player in the farm workforce, they require increased government support to carry out extension activities in Nigeria to boost agricultural productivity.

Susan et al., (2016) inferred that access to adequate extension services is crucial in building women's organisational and management skills, and their self-confidence. However, true empowerment can only start when women not only have more income but are valued as decision-makers at the household, producer organisation, and other strategic levels. By bringing members who show concerns and have had experiences together, women's groups can help introduce other women to the public sphere, providing an effective entry point for information dissemination and technical support. They also serve as ideal measures for developing women's leadership skills and enhancing their capacities to negotiate prices and influence decision-making bodies. While traditional women's groups in most countries primarily focused on social functions within family and community settings; promoting their formalisation; and in turn, their public recognition is often an important first step in a gender-responsive intervention. Empowered women are potentially powerful change agents. However, this requires tackling women's practical constraints before addressing more strategic gender issues, for example by ensuring that meetings and training sessions fit in with women's household responsibilities and social restrictions on their mobility.

Gender and Agricultural Extension Training

The major gender-related issues in agricultural extension and training include

- Society perceived agriculture as men's work and neglecting women's contributions to agriculture.
- Traditions, customs, and culture hinder women from receiving agricultural extension and other support services or production inputs. Sometimes women are restricted from attending training in a far place because of their domestic functions and culture.
- Extension services often seem to be gender insensitive in that men extension staff work with men farmers, while women are always neglected and information provided to the men does not reach them.
- Rural women's educational and training opportunities are often limited and discriminatory.

Actions to address gender issues in extension

Actions to address gender issues in extension and training include the following:

i. Extensive research and effective communication must be targeted towards changing the perception of women's contributions to agriculture and food production.
ii. Extension workers and facilitators should be trained to reach women farmers through their groups and training should be done at remote locations, or transport systems are provided for the groups to reach service locations.
iii. Extension support should be provided directly to rural women.

iv. Efforts should be geared towards women's access to affordable post-secondary, tertiary, and higher education.

v. Girls should be encouraged to take science courses in secondary schools and career counselling should be provided for boys and girls to create awareness of professions in agriculture such as farming, extension, teaching, agribusinesses, private, and public sector occupations.

vi. Provision of financial aid, scholarships, and grants for women.

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