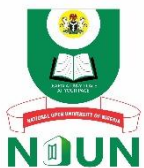


COURSE GUIDE

ARD 513 GENDER ISSUES IN AGRICULTURE

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CONTENTS

Introduction.....	iv
Course Contents.....	iv
Course Aim.....	iv
Course Objectives.....	iv
Working through this Course.....	v
Course Materials.....	v
Study Units.....	v
The Presentation Schedule.....	vii
Tutor-Marked Assignment.....	vii
Final Examination and Grading.....	viii
How to Get the Most from this Course.....	viii
Facilitators/Tutor and Tutorials.....	ix

INTRODUCTION

The role of gender in agriculture gained growing attention among researchers, aid donors, and policymakers. This is the main reason why gender issues in agriculture has major concerned to all stakeholders in agricultural development. The purpose of this course is to x-ray the roles women and men play in the different stages of agriculture as well as their access to productive resource. It also looks at roles change over time, with a view to understanding flexibility of gender role in our societies. Furthermore, you will learn factors that can influence gender roles and how these factors can be maneuvered in order to improve access to livelihood opportunities and bridge the gaps that exist between men and women in agriculture.

COURSE CONTENTS

This course consists of modules which are subdivided into units. This guide tells you briefly what the course is all about and what course materials you will be using. It also suggests some general guidelines for the amount of time you are likely to spend on each unit of the course in order to complete it successfully.

It also gives you guidance on your Tutor- Marked Assignment (TMA) which will be made available in the assignment file.

COURSE AIMS

The aims of this course are to provide you with an understanding of gender issues in agriculture. Furthermore, to prepare you to face challenges in the area of designing agriculture and rural development programmes and projects

COURSE OBJECTIVES

The comprehensive objectives of the study

For the purpose of achieving the aims set the course has a set of objectives. Each unit has specific objectives which are usually included at the beginning. You should read these objectives before you study the unit. You may wish to refer to them during your study of the unit to check your progress. You should always look at the unit objectives after completing each unit. By doing so, you would be able to locate your level of attainment of the objectives of the unit.

Below are the comprehensive objectives of the course as a whole. By meeting these objectives, you should have achieved the aims of the course as a whole. After going through this course, you should be able to:

- Explain concept of gender in relation to agriculture
- Discuss gender roles in agriculture
- Describe gender role-change in agricultural production
- Analyze gender access to productive resources such as land, labour, appropriate technologies, credit facilities rural transport information and communication technologies and market apply basic economic principles to agricultural financial matters
- Catalogue gender mainstreaming in agricultural production

WORKING THROUGH THIS COURSE

To complete this course, you are required to read each unit of this material and use other materials which may be provided by the National Open University of Nigeria. Each unit contains self assessment exercises and at certain times you will be required to submit assignments for assessment purposes. You will write a final examination upon your completion of the course. The course should take you about a total of seventeen weeks to complete. Listed below are all the components of the course.

COURSE MATERIALS

The main components of the course are:

- The Course Guide
- Study Units
- References
- The Assignments

STUDY UNITS

Module 1	The concept of gender
Unit 1	Concept and element of gender
Unit 2	Gender framework
Unit 3	Theories of gender
Unit 4	Gender dimension of rural poverty
Module 2	Gender roles in agricultural production
Unit 1	Gender roles in crop production
Unit 2	Gender issues in livestock agriculture
Unit 3	Gender roles in fisheries and aquaculture

Module 3	Gender access to production inputs, credit and assets
Unit 1	Gender issues in land access, policy and administration
Unit 2	Gender access to credit facilities
Unit 3	Gender roles in agricultural labour
Unit 4	Gender role-change in agricultural labour and gender segregation
Unit 5	Gender access to appropriate technology
Unit 6	Gender and information and communication technologies (ICTs)
Unit 7	Gender issues in rural travel and transport
Module 4	Gender issues in climate changes and water management
Unit 1	Gender roles in climate change adaptation and mitigation
Unit 2	Concept and gender roles in agricultural water management
Unit 3	Gender mainstreaming in water management
Module 5	Gender roles in agricultural marketing, distribution and consumption
Unit 1	Gender roles in family consumption
Unit 2	Gender issues in natural resources management
Unit 3	Gender roles in agricultural produce marketing and distribution
Unit 4	Gender issues in agricultural policy and budget
Module 6	Gender issues in extension service delivery and research
Unit 1	Gender access to agricultural extension service delivery and training
Unit 2	Concept and scope of monitoring and evaluation of agricultural programmes/ projects
Unit 3	Gender roles in monitoring and evaluation in agricultural programmes /projects
Unit 4	Gender responsive research methodology in agriculture and rural development
Module 7	Gender issues in agricultural sociology
Unit 1	Gender and culture
Unit 2	Gender and social class
Unit 3	Gender and social mobility
Unit 4	Gender and rural-urban dichotomy in Nigeria
Unit 5	Gendered patterns of human migration

The course is divided into seven modules that are made up of a total of 30 units. Each unit consists of an introduction, objectives, the main content, self assessment exercises conclusion, summary, tutor-marked assignment (TMA), references and other resources.

THE PRESENTATION SCHEDULE

Instructions will be passed to you by the School Authority on important dates for the early and timely completion and submission of your TMAs. You should remember that you are required to submit all your assignments by the stipulated time and date. You should guard against lagging behind in your work.

TUTOR-MARKED ASSIGNMENTS AND ASSESSMENT

At the end of each unit is a tutor-marked assignment which you are to submit for marking. The marks you obtain for these assignments will count towards the final mark you obtain for this course.

There are two aspects to the assessment of the course, First are the TutorMarked Assignments and second is the written examination. In tackling the assignments you are expected to apply the information, knowledge and techniques you gathered during the course. The assignments must be submitted to your tutor/facilitator for formal assessment in accordance with deadlines that will be given to you by the school authority. The work you submit to your tutor for assessment will count for 30% of your total course work and the final or end of course examination will count for the remaining 70%.

The TMA is the continuous assessment component of your course. It accounts for 30% of the total score. You are required to submit at least four (4) TMAs before you are allowed to sit for the end of course examination.

Even though you should be able to complete your assignment from the information and materials contained in your study units and references, it is desirable to demonstrate that you have read and researched more into other references which will give you a wider view point and provide you with a deeper understanding of the subject.

Make sure that each assignment reaches your facilitator on or before the deadline given to you. If for any reason you cannot complete your work on time, contact your facilitator before the assignment is due to discuss the possibility of an extension as an extension will not be granted after the due date.

FINAL EXAMINATION AND GRADING

The end of course examination for Agricultural Finance will be for duration of three hours and has a value of 70% of the total course grade. The examination will consist of questions which will reflect the TutorMarked Assignments you have previously encountered. All areas of the course will be assessed.

Utilize the time between finishing the last unit and sitting for the examination to revise the whole course. You might find it useful to review TMAs and comment on them before the examination. The end of course examination covers information from all parts of the course.

HOW TO GET THE MOST FROM THIS COURSE

- In distance learning, the study units replace the university lecture. This is one of the great advantages of distance learning. You can read and work through specially designed study materials at your own pace and at a time and place that suits you best. Think of it as reading the lecture instead of listening to the lecturer. The study units tell you what you should know and the text materials or recommended books.
- Each of the study units follows a common format, the first item is an introduction to the subject matter of the unit, and how a particular unit is integrated with the other units and the course as a whole. The next to this is a set of learning objectives. These objectives let you know what you should be able to do, by the time you have completed the unit. These learning objectives are meant: to guide your study. The moment you finish reading a unit, you must go back and check whether you have achieved the objectives. If you make this a habit, then you will significantly improve your chances of passing the course.
- The main body of the unit guides you through the required reading from other sources. This will usually be either from your reference or from a reading section.
- The following is a practical strategy for working through the course. If you run into any trouble, telephone your tutor or visit the study centre nearest to you. Remember that your tutor's job is to help you when you need assistance. Do not hesitate to call and ask your tutor for help.
- Read this course guide thoroughly, it is your first assignment.
- Organize a study schedule- design a course overview to guide you through the course. Note the time you are expected to spend on each unit and how the assignments relate to the units. Important information (e.g. details of your tutorials and the date of the first day of the semester) is available at the study center. You need to

gather all information into one place, such as your diary or a wall calendar. Whatever method you choose to use, you should decide on a work schedule and write in your own dates and schedule for each unit

- Once you have created your own study schedule, do everything to stay faithful to it. The major reason students fail is that they get behind with their course work. If you get into difficulties with your schedule, please let your tutor know before it is too late for help.
- Turn to Unit 1 and read the introduction and the objectives for the unit.
- Assemble the study materials. You will need your references and the unit you are studying at any point in time.
- Visit your study centre whenever you need up to date information.
- Well before the relevant due dates (about 4 weeks before due dates) visit your study centre for your next required assignment. They have been designed to help you meet the objectives of the course and therefore, will help you pass the examination, Submit all assignments not later than the due date.
- Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure of any of the objectives, review the study materials or consult your tutor. When you are confident that you have achieved a unit's objective you can start on the next unit., proceed unit by unit through the course and try to space your study so that you can keep yourself on schedule.
- When you have submitted an assignment to your tutor for marking, do not wait for its return before starting on the next unit. Keep to your schedule. When the assignment is returned, pay particular attention to your tutor's comments both on the Tutor Marked Assignment form and the ordinary assignment.
- After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved that unit's objective (listed at the beginning of each unit) and the course objectives (listed in the course Guide).

FACILITATORS/TUTOR AND TUTORIALS

Your tutor or facilitator will mark and comment on your assignments. Keep a close watch on your progress, handle any difficulties you might encounter and provide assistance to you during the course. You mail your Tutor Marked Assignment to your tutor before the schedule date (at least two working days are required). They will be marked by your tutor and returned to you as soon as possible.

Do not hesitate to contact your facilitator by telephone or e-mail and discuss your problems with them if you need assistance.

The following might be circumstances in which you would find help where necessary. Contact your facilitator if:

- You do not understand any part of the study units or the assigned readings.
- You have a question or problem with an assignment or with the grading of an assignment.

You are admonishing to attend the tutorials if and when scheduled. This is the only chance you have to have a face to face contact with your course facilitator and to ask questions which he or she would answer instantly. You can raise any problem you encounter in the course of your study. To gain much benefit from course tutorials, prepare a question list before attending the classes. You will learn a lot from participating in the discussions..

We wish you success in the course and hope that you will find it both interesting and useful.


**MAIN
COURSE**

CONTENTS		PAGE
Module 1	The concept of gender.....	1
Unit 1	Concept and element of gender.....	1
Unit 2	Gender framework.....	9
Unit 3	Theories of gender.....	16
Unit 4	Gender dimension of rural poverty.....	21
Module 2	Gender roles in agricultural production...	27
Unit 1	Gender roles in crop production.....	27
Unit 2	Gender issues in livestock agriculture.....	32
Unit 3	Gender roles in fisheries and aquaculture....	37
Module 3	Gender access to production inputs, credit and assets	
Unit 1	Gender issues in land access, policy and Administration.....	42
Unit 2	Gender access to credit facilities.....	48
Unit 3	Gender roles in agricultural labour.....	53
Unit 4	Gender role-change in agricultural labour and gender segregation.....	58
Unit 5	Gender access to appropriate technology.....	63
Unit 6	Gender and information and communication echnologies (ICTs).....	70
Unit 7	Gender issues in rural travel and transport.....	76
Module 4	Gender issues in climate changes and water management	
Unit 1	Gender roles in climate change adaptation and Mitigation.....	81
Unit 2	Concept and gender roles in agricultural water Management.....	87
Unit 3	Gender mainstreaming in water management...	91

Module 5	Gender roles in agricultural marketing, distribution and consumption	
Unit 1	Gender roles in family consumption.....	95
Unit 2	Gender issues in natural resources management	101
Unit 3	Gender roles in agricultural produce marketing and distribution.....	106
Unit 4	Gender issues in agricultural policy and budget..	111
Module 6	Gender issues in extension service delivery and Research	
Unit 1	Gender access to agricultural extension service delivery and training.....	116
Unit 2	Concept and scope of monitoring and evaluation of agricultural programmes/ projects.....	122
Unit 3	Gender roles in monitoring and evaluation in agricultural programmes /projects.....	129
Unit 4	Gender responsive research methodology in agriculture and rural development.....	134
Module 7	Gender issues in agricultural sociology.....	140
Unit 1	Gender and culture.....	140
Unit 2	Gender and social class.....	145
Unit 3	Gender and social mobility.....	149
Unit 4	Gender and rural-urban dichotomy in Nigeria..	154
Unit 5	Gendered patterns of human migration.....	160

MODULE 1 THE CONCEPT OF GENDER

- Unit 1 Concept and element of gender
- Unit 2 Gender framework
- Unit 3 Theories of gender
- Unit 4 Gender dimension of rural poverty

UNIT 1 CONCEPT AND ELEMENT OF GENDER

CONTENTS

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 Main Contents
 - 1.3.1 Gender Concepts
 - 1.3.2 Sex
 - 1.3.3 Differences between gender and sex
 - 1.3.4 Gender Role
 - 1.3.5 Sex Roles
 - 1.3.6 Gender issues
 - 1.3.7 Gender awareness
 - 1.3.8 Gender mainstreaming
 - 1.3.9 Gender Blindness
 - 1.3.10 Gender analysis
 - 1.3.11 Gender stereotype
 - 1.3.12 Gender division of labour
 - 1.3.13 Gender equity
 - 1.3.14 Gender equality
 - 1.3.15 Gender sensitivity
 - 1.3.16 Gender stratification
- 1.4 Conclusion
- 1.5 Summary
- 1.6 Tutor-Marked Assignment
- 1.7 References/Further Reading
- 1.8 Possible Answers to Self-Assessment Exercise within the Content

1.1 INTRODUCTION

Gender can be seen as a multi-disciplinary concept. In English Language, gender is a word for classifying nouns into male, female and neuter. However, in Social Science, its definition is socially constructed between male and female in terms of roles such that certain roles are seen as exclusively females and others for males. In essence, gender refers to social differentiation and cultural distinction between males and females and the attribution of certain roles on the basis of that differentiation.

Gender also seeks to explain the absolute commonality in the relations between male and female in terms of roles in power sharing, decision-making, division of labour and remuneration on labour both at home and in the work place. Gender as a social construct also deals with the way society and people treat an individual on the basis of his or her sex. This therefore, takes us to the fact that the term 'gender' is defined by the culture of the society. Hence, it varies from one societal culture to the other and from time to time.

Therefore, to understand gender concept, we must look at it in terms of the social construction and the allocation of roles and expectations to men and women in any society. What we are saying here is that gender is societal based and culture specific. The way a particular tribe in Nigeria says Igbo views gender may be different from the way it is viewed among the Yorubas. For example, a recent gender audit survey conducted by IFAD/RUFIN among the Igbos revealed that women are not allowed to plant yam on the farm but this is not so among the Yorubas.

Typically, gender refers to the widely shared expectations and norms within a social system about appropriate male and female behavior, characteristics, and roles. It is a social and cultural construct that differentiates women from men and defines the ways in which women and men interact with each other.

1.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- explain the term gender
- differentiate between gender and sex
- discuss the various concepts associated with gender
- identify some gender issues in your local environment.

1.3 MAIN CONTENT

1.3.1 Gender Concepts

A concept is a general idea or something conceived in mind. It is a derivative of a term and it can be used to describe such a term. A concept gives more clarity about a term. It promotes understanding and facilitates comprehension. It exposes learners to the whole idea of the term. It broken the term down into the forms which can be understood by the learners. Hence, in gender studies, several concepts are used to describe gender and ensuring that the term is adequately described. Some of the concepts associated with gender are as follows:

1.3.2 Sex

Sex refers to the biological differences between male and female. These differences are congenital, unchanging/permanent, universal and most of the time, they are physical. They are natural and biological features and attributes that an individual is born with, which distinguish males from females in the society. Sex is genetically determined. Only a very small proportions of the difference in roles as to men and women can be attributed to biological or physical differences based on sex. For example, pregnancy, childbirth and differences in physiology can be attributed to sex-related characteristics. This takes us to differentiate between gender and sex.

1.3.3 Differences between gender and sex

Specific differences between gender and sex

Gender	Sex
Rooted in the society	Natural/biological
It can be influenced by culture	It cannot be influenced by culture
It varies from culture to culture	It does not vary from culture to culture
It can be changed	It cannot be changed
Gender may be biased	It cannot be biased
It is time specific	It is not time specific
It is learnt through socialisation	It doesn't need socialisation to learn sex

1.3.4 Gender role

Roles are functions performed by individuals in the social positions they occupy. Gender roles are those functions that are culturally allotted to individuals on the basis of their gender but are not related to biological functions of that individual. They are roles that can be carried out by a man or a woman. Furthermore, the assigning of such roles varies from culture to culture and over a period of time. Gender roles relates to what a man or a woman should do and how a person of a particular gender walks, talk, dresses and relates with outsiders is culturally determined. For example, child caring is allotted to women. It is a female gender role but not a female sex role since a man or a woman can carry out the function. Also, household chores such as washing plates are allotted to women and a man can also do it. Gender roles differ from sex roles such as carrying a pregnancy or breast-feeding that are exclusively female sex roles. In gender roles, no specific organ is required for it to be performed. For example, a man needs his hands and his brain to work as a medical doctor. Also, a woman also needs the same thing to perform the same function. Therefore, both men and women can be medical doctors.

Medical profession becomes what both men and women can do. It is not a sex role but rather a gender role.

Gender roles are also a set of expectations as to what ought to be the appropriate behaviour for men and women under particular circumstances. To properly understand the concept of gender roles, there will be need for us to look at it as it contrasts with sex roles.

1.3.5 Sex roles

These are naturally endowed duties given to the women. These duties require certain biological characteristics in order to perform 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 a given sex can perform. Sex roles are permanent as they cannot be changed by culture or society. A man cannot carry pregnancy because he has no womb to do so. However, child rearing is a gender role and not a sex role since both men and women can carry out these functions.

1.3.6 Gender Issues

Gender issues arise where an instance of gender inequality is identified. In most cases, it arises as a result of mis-interpretation of gender roles and sex roles. This becomes manifest where there is discrimination and oppression against a particular sex leading to a gender gap or inequality among male and female. For example, the involvement of female children in household chores such as washing of plates, cooking of foods, fetching of water while the male children will be allowed to play football and read their books deny the female children from studying and subsequently, affects their performance in schools. This discrimination and oppression becomes a gender issue.

1.3.7 Gender awareness

This means 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 differences in male and females' roles, needs, responsibilities and constraints in the society. Gender issues are expected to be reduced in any community where there is a high level of gender awareness.

1.3.8 Gender mainstreaming

Gender mainstreaming involves the introduction of gender perspectives into all activities that are involved in a programme, project, and processes such as policy formulation, budgeting, privileges and resources

allocations etc. Gender mainstreaming enhances gender responsive programmes, projects and processes; if the introduced gender perspective was based on the prior identified gender gap in the society.

1.3.9 Gender blindness

This refers to inability to recognise and distinguish how actions, programmes, policies within the society impact or influence male and female differently. It also occurs when an individual or group of individuals lack consciousness about gender inequality in a programme or project and policies that affect both male and female in a society. Gender blindness can also affect resources allocation in a society. For example, a society where women contribute the bulk of agricultural labour force and distribution of agricultural inputs is not done to favour women, we can talk of the phenomenon of gender blindness in such a society.

1.3.10 Gender analysis

This is the way or 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. It is the first step toward gender responsive programme and plans of actions. Gender analysis requires us to document the lives and activities of men and women using sex disaggregated data, understand the experience of men and women from their own point of view and draw from men and women behaviours and personal accounts in understanding gender relation.

1.3.11 Gender stereotype

This arises from the belief that the male sex is superior to the female sex. It involves labelling the male and female gender separately with regards to some issues within a society as reflected in utterances like ‘male are tough, hence should not cry even when situation warrants it such as death of loved ones’, female can cry easily because they are soft, ‘male don’t gossip, they only discuss whereas, female gossip’, ‘male are more intelligent than female’ etc. Most of these stereotypes are hidden in the ways the society treats males and females at one situation or the other. Occupation gender stereotypes take nurses, care giver, secretaries, typists as female occupation while engineering, doctors as male occupation.

1.3.12 Gender equity

This is an approach in the distribution of resources such that it is fair to both men and women. It is done in such a way that existing gap is closed. For example, if in the past, women were discriminated against in terms of

access to education, the principle of equity demands that they should have a fair share to bridge that gender gap. The principle of equity may manifest in forms of free education for girls or boys, establishment of girl schools or boys schools, scholarship for either boys or girls. All these are done to bridge gender gap that exist between male and female in the society.

1.3.13 Gender equality

This is used to describe 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. Men and women are not discriminated against but are respected as human beings entitled to same treatment, same benefits. It means that in the implementation of welfare programmes women are not discriminated against on the basis of sex

1.3.14 Gender sensitivity

This is the ability to recognise gender issues in our environment. It is closely related to gender awareness but goes beyond gender awareness to include practical demonstration of the awareness on gender issues. Gender insensitivity is the opposite of gender sensitivity. This exists where there is gender discrimination and oppression and yet no one feels concerned about it. In some of our society, people see it as normal way of life. In most society, women are deprived access to land, yet they see it as the right of men to own land.

1.3.15 Gender stratification

Gender stratification refers to the various layers that exist between men and women in their access to privileges, prestige, power and authority. Generally, it is men that occupy higher layers in access to privileges, prestige, power and authority available in the society. It is men that decide who gets what, when and how. Gender stratification exists where there is gender discrimination and this always lead to gender gap that bring about gender issues in the society.

Self-Assessment Exercise 1: Differentiate between gender awareness and mainstreaming.

1.4 CONCLUSION

The knowledge of gender can ameliorate some of the problems facing humanity especially in Africa if it is properly put into use. For example, men sometimes over-labour themselves with the notion that women cannot work. They want to be responsible for all the household

responsibilities. They see women as people created to take care of children and kitchen. Some society will even say women education starts and ends at the kitchen. This results into having women with low educational status, hence, they contribute little or nothing to the house in terms of household responsibilities. In such societies, men tend to die early. In addition, improper knowledge of gender could lead to the notion that men do not cry. They keep issues that require crying to bother their minds, thereby causing some sickness in their body systems. All these are gender issues that result from inadequate knowledge of gender in our societies. However, proper knowledge of gender concepts will go a long way in putting an end to a lot of gender issues if fully integrated in our societies.

1.5 SUMMARY

- Gender is a term that is defined by society. Hence, it is a social construct. What we see as gender issues in one society may vary from what the other society sees as gender issues.
- Gender concepts are those terminologies that are associated with gender. They can be used to explain gender and they give spices to gender and describe the term clearly.
- Gender differs from sex as it is socially constructed. It is rooted in the society. It is therefore varied from one society to another while sex is biological and it cannot be changed.
- Gender roles are those roles which can be performed by both male and female while sex role is specific to a particular sex.
- Gender issue arises when there is a discrimination or oppression against a particular sex. There are so many of these issues in our society. It occurs when there is a mis-interpretation of roles between male and female. It is a society that says a female child should be washing plates while a male child is allowed to play football. This scenario may eventually lead to gender gap as the male child may perform better than the female child in school.
- Gender blindness occurs when an individual or a society is unable to recognise and differentiate how action, programmes or project impact on both male and female differently.
- Gender equality describes a situation where there is no discrimination against any individual on the basis of sex in access and control over resources.

1.6 TUTOR-MARKED ASSIGNMENT

- Differentiate between gender and sex.
- Discuss briefly the following terms associated with gender:
- Gender awareness
- Gender blindness

- Gender mainstreaming

1.7 REFERENCES/FURTHER READING

Deji, O. F. 2012. Gender and rural development. Vol. 1. Berlin Series on Society, Economy and Politics in Developing Countries.

Greenberg, Ellen and Steinberg, Laurence D. 1983. Sex differences in early labour force experience: Harbinger of things to come. *Social forces*. 62(2): 467-486.

Rose, Christine E. And Peter H. Rossi. 1983. Gender and Jobs: Prestige Standings of occupations as affected by gender. *American Sociological Review*, Vol. 48, No. 3, pp. 316-330.

1.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 1: Differentiate between gender awareness and mainstreaming.

Answer:

Gender awareness: This means 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 differences in male and females' roles, needs, responsibilities and constraints in the society. Gender issues are expected to be reduced in any community where there is a high level of gender awareness.

Gender mainstreaming: Gender mainstreaming involves the introduction of gender perspectives into all activities that are involved in a programme, project, and processes such as policy formulation, budgeting, priviledges and resources allocations etc. Gender mainstreaming enhances gender responsive programmes, projects and proesses; if the introduced gender perspective was based on the prior identified gender gap in the society.

UNIT 2 GENDER FRAMEWORK

CONTENTS

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Main Content
 - 2.3.1 Harvard Analytical Framework
 - 2.3.2 Moser Gender Planning Framework
 - 2.3.3 Logwe Framework (Women Empowerment Framework)
 - 2.3.4 Gender Mapping
 - 2.3.5 Gender Analysis Matrix
- 2.4 Conclusion
- 2.5 Summary
- 2.6 Tutor-Marked Assignment
- 2.7 References/Further Reading
- 2.8 Possible Answers to Self-Assessment Exercises within the Content

2.1 INTRODUCTION

In this unit, you will realise that a framework is more essential than supporting structure of a building, vehicle or object. It is a basic structure underlying a system, concept or text. It is a real or conceptual structure intended to serve as a support or guide for the building of something that expands the structure into something useful.

In gender study, you will also notice that a framework gives more meaning and explains gender concepts. These gender framework is used in gender analysis. They are used for collecting and analyzing gender relevant information, and ways to put that analysis into effect in development interventions. No single framework provides an appropriate way to address all development problems. Each gender framework reflects a set of assumptions about how gender is constituted and the importance of understanding gender issues to achieve successful development outcomes. Some of the gender framework emphasizes equity or equality as the key outcome, and do not address other development objectives. Programmes managers can learn to identify these assumptions to choose the most appropriate model for their specific needs.

However, you should note that all models do not work equally well in every organization; many were designed by specific organizations and are not easy to adapt to other institutional programmes. Some are more research oriented and are difficult to use in implementation; others are focused only on a particular implementation style and may omit data useful to other approaches.

2.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- explain gender framework
- describe the various gender framework that can be used to analyse gender
- name and describe the various components of each of the gender framework that you know.

2.3 MAIN CONTENT

2.3.1 Harvard Analytical Framework

The Harvard Analytical Framework (sometimes referred to as the Gender Roles Framework or the Gender Analysis Framework) was developed by researchers at the Harvard Institute of International Development (HIID) in collaboration with USAID's Office of Women in Development. It represents one of the earliest efforts to systematize attention to both women and men and their different positions in society. It is based upon the position that allocating resources to women as well as men in development efforts.

Key to the Harvard Analytical Framework is adequate data collection at the individual and household level, and adapts well to agricultural and other rural production systems. Data is collected on men's and women's activities which are identified as either —reproductive or —productive types, and is then considered according to how those activities reflect access to and control over income and resources, thereby —highlighting the incentives and constraints under which men and women work in order to anticipate how projects will impact their productive and reproductive activities as well as the responsibilities of other household members. Data is collected in three components: an activity profile, an access and control profile that looks at resources and benefits, and a list of influencing factors. The approach helps those with little understanding of gender analysis useful ways of documenting information in the field. It makes men's and women's work visible.

Harvard Framework is a good framework for collecting data that relate to men and women issues. However, Harvard framework emphasizes gender-awareness and does not seek to identify the causes of gender inequalities. It offers little guidance on how to change existing gender inequalities. There is the expectation that having good data on gender will, on its own, allow practitioners to address gender concerns in their activities; it assumes that both the problem and the solutions are technical ones. Compared to more recent and more participatory approaches, the Harvard method does not involve informants in describing their own

views of the development problems they face.

2.3.2 Moser Gender Planning Framework

This framework was developed by Caroline Moser. It links the examination of women's roles to the larger development planning process. The framework introduces the idea of women's —three roles‖ in production, reproduction, and community management and the implication that these roles have for women's participation in the development process. In making these links, both between women and the community, and between gender planning and development planning more broadly. Moser's framework encompasses both the technical and political aspects of gender integration into development.

The framework is composed of several components (or tools). In the first component, the triple roles of women are identified by mapping the activities of household members (including children) over the course of twenty-four hours. The framework analyse the triple roles of women as:

- **Reproductive roles:** This role deals with the following childbearing and rearing, domestic tasks that guarantee the maintenance and reproduction of the current and future work force (e.g., cooking, cleaning, etc.). In most cases, all these roles are performed by women, although, some of these roles are gender roles which can be performed by both men and women. However, most societies in Africa ascribed these roles to women.
- **Production roles:** In this roles, work done for remuneration, in cash or kind. (e.g., wage labour, farming, crafts, etc.). In Agriculture, it is a role performed by women in producing crops and livestock. It is believed that women take the lead in food production in developing countries due to the fact that men tend to stay in the cities and food production is primarily done in rural areas. Studies have showed that men left their wives in villages in search of white collar jobs and this resulted in leaving agriculture in the hands of women and aged people. This leads to the assumption that women take the lead in production of food crops.
- **Community management roles:** These roles relate to those work that supports collective consumption and maintenance of community resources (e.g., local government, irrigation systems management, education, etc.). It deals with the community development activities performed by women. Studies have also showed that women perform a lot of community development activities especially when they form themselves in groups.

Moser gender framework can be used to plan actions related to gender where male and female are put into considerations in programme or project that directly affects their livelihood. It is therefore, called gender

planning framework.

The second component of Moser framework identifies and assesses gender needs, distinguishing between practical needs (to address inadequate living conditions) and strategic needs (for power and control to achieve gender equality). It emphasises these needs in relation to male and female.

The third component, or tool, disaggregates information about access to and control over resources within the household by sex: who makes decisions about the use of different assets.

The fourth component identifies how women manage their various roles, and seeks to clarify how planned interventions will affect each one. Finally, Moser framework evaluates how different planning approaches (welfare, equity, anti-poverty, efficiency, and empowerment) have addressed the triple roles and women's practical and strategic needs.

2.3.3 Logwe Gender Framework

Logwe gender framework is also known as women empowerment framework. It was developed by Sara Hlupekile Logwe, a gender expert from Lusaka, Zambia. Her model is explicitly political, arguing that women's poverty is the consequence of oppression and exploitation (rather than lack of productivity), and that to reduce poverty, women must be empowered. The framework postulates five progressively greater levels of equality that can be achieved (listed from highest to lowest). The levels are given below:

- Control – equal control over in decision-making over factors of production.
- Participation – equal participation in decision-making processes related to policymaking, planning and administration.
- Conscientisation – attaining equal understanding of gender roles and a gender division of labour that is fair and agreeable.
- Access – equal access to the factors of production by removing discriminatory provisions in the laws.
- Welfare – having equal access to material welfare (food, income, medical care).

The framework is intended to assist planners to identify what women's equality and empowerment would mean in practice, and to determine to what extent a development intervention supports greater empowerment. The tool examines elements of a project's design or a sectoral program to determine to see if it affects the five different levels of equality either negatively, neutrally, or positively.

Gender mapping

Gender mapping is a tool used to analyse gender related issues. It is a form of participant observation in which a researcher participate in activities with the category of people under study. The tool reveals issues that women find it difficult to say or men find it difficult to say in a given environment. In Nigeria, most societies believe that cooking is women's duties so if you ask any man whether he cooks or not one may not get the best answer but if you stay with these people, we can know who does what and at what time? Gender mapping therefore, involves assignment of roles and positions to male and female based on the prevailing socio-cultural traditions of norms and values in the society along a continuum or a process. Generally in Nigerian society, technological development process is affiliated to male while human development process, especially with respect to behaviour is female a affiliated. Although, many technologies can be used by both male and women equally. For example, it is expected that women give adequate home training to their children that will make them conform to the societal norms and values. When a child's behaviour is not conforming to the societal norms and values, the mother often bears the blame and shame. However, gender mapping will reveal who actually responsible for what and at what stage and at what duration.

2.3.4 Gender Analysis Matrix

The gender analysis matrix was developed by A. Rani Parker as a quickly employed tool to identify how a particular development intervention will affect women and men. It uses a community-based technique to elicit and analyze gender differences and to challenge a community's assumptions about gender.

Unlike some of the other tools described, this one is explicitly intended for use by the community for self-identification of problems and solutions. The principles of the Gender Analysis Matrix are:

All requisite knowledge for gender analysis exists among the people whose lives are the subject of the analysis.

- Gender analysis does not require the technical expertise of those outside the community being analyzed, except as facilitators.
- Gender analysis cannot be transformative unless the analysis is done by the people being analyzed.

Each project objective is analyzed at four levels of society: women, men, household and community by various groups of stakeholders. They carry out the analysis by discussing each project objective in terms of how it impacts on men's and women's labour practices, time, resources, and

other socio-cultural factors, such as changes in social roles and status.

Self-Assessment Exercise 2: Moser Gender Planning Framework analyses the triple roles of women. Explain.

2.4 CONCLUSION

Gender analysis framework summarises the various tools that can be used to perform gender analysis in order to determine the real beneficiaries of a given project or programme. The various frameworks can be used to capture men and women access and control over resources, participation level in a particular project/programmes that affect their lives and how people make decision in a particular project/programme. The various tools can effectively be used in monitoring and evaluation of programme/project with a view to knowing who benefit more and why.

2.5 SUMMARY

- A gender framework gives more meaning to the concept of gender
- The framework can be used to perform gender analysis
- There are quite a number of framework that can be used to elicit information on gender and perform gender analysis
- Each gender framework reflects a set of assumptions about how gender is constituted and the importance of understanding gender issues to achieve successful development outcomes.
- The common gender frameworks that can be used to analyse gender issues are: Harvard framework, Logwe framework, Gender analysis matrix, Gender mapping etc.

2.6 TUTOR-MARKKED ASSIGNMENT

- Discuss the components of Logwe gender analysis framework that you know.
- What is the usefulness of gender analysis framework in a given programme/project?

2.7 REFERENCES/FURTHER READING

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2.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 2: Moser Gender Planning Framework analyses the triple roles of women. Explain.

Answer:

- Reproductive roles: This role deals with the following childbearing and rearing, domestic tasks that guarantee the maintenance and reproduction of the current and future work force (e.g., cooking, cleaning, etc.). In most cases, all these roles are performed by women, although, some of these roles are gender roles which can be performed by both men and women. However, most societies in Africa ascribed these roles to women.
- Production roles: In this roles, work done for remuneration, in cash or kind. (e.g., wage labour, farming, crafts, etc.). In Agriculture, it is a role performed by women in producing crops and livestock. It is believed that women take the lead in food production in developing countries due to the fact that men tend to stay in the cities and food production is primarily done in rural areas. Studies have showed that men left their wives in villages in search of white collar jobs and this resulted in leaving agriculture in the hands of women and aged people. This leads to the assumption that women take the lead in production of food crops.
- Community management roles: These roles relate to those work that supports collective consumption and maintenance of community resources (e.g., local government, irrigation systems management, education, etc.). It deals with the community development activities performed by women. Studies have also showed that women perform a lot of community development activities especially when they form themselves in groups.

UNIT 3 THEORIES OF GENDER

CONTENTS

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Main Content
 - 3.3.1 Psychological theory
 - 3.3.2 Objections to Psychological theory of gender
 - 3.3.3 The interactionist theory
 - 3.3.4 The functionalist theory
 - 3.3.5 Marxist theory of gender
 - 3.3.6 Modernization feminism
- 3.4 Conclusion
- 3.5 Summary
- 3.6 Tutor-Marked Assignment
- 3.7 References/Further Reading
- 3.8 Possible Answers to Self-Assessment Exercises within the Content

3.1 INTRODUCTION

You are welcome to another interesting topic from the course. In this unit, you will acquire knowledge about the meaning of a theory which is a set of principles on which the practice of an activity is based. In gender studies you will also learn that certain theories are used to explain gender concepts and terminologies.

3.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- know the various theories of gender
- discuss the application of each theory of gender learnt
- highlight the objections against to psychological theory.

3.3 MAIN CONTENT

3.3.1 Psychological Theory

This theory was put forward by Sigmund Freud. It is also called gender identity theory. The proponent of this theory identified five stages of psycho-sexual development which are very crucial to the development of this theory. The stages are identified as:

- Oral stage,
- Anal stage,
- Phallic stage,
- Latency stage, and genital stage

According to the proponent, the third stage of psycho-sexual development known as the phallic stage is where the child comes to know his or her sex identity and sex differences. This can be seen as the possession of or lack of penis in a male or a female child. It is during this period that the boy-child develops love for the mother and the girlchild develops love for the father and that inability to restore this love more realistically leads to fixation. This fixation results into what is known as Oedipus complex in male child and Electra in female child. These two terms are used in psychoanalysis.

Oedipus complex is a male child unconscious sexual desire for his mother. It has been documented that this unconscious feelings occur between the ages of three and five in the development of a child. The resolution of this feeling comes when the son identifies with the father and lets go of his strong feelings toward the mother. Through this resolution, a child develops a sense of proportion and morality in relationship with the parents. On the other hands, Electra is the opposite of Oedipus which occurs in female child within the same age range.

In the phallic stage; and while passing through the stage and overcoming the Oedipus and the Electra, a male child realises that he has a penis, therefore, he is a boy while a female child realises that he has no penis, then, she is a female.

3.3.2 Objections to Psychological theory of gender

Certain objections have been put forward against the theory of psychological theory of gender by a popular psychoanalyst in the field of psychology. The following objections were put forward by Giddens in 1989.

- Gender is more than genital awareness and that many other crucial factors are usually involved in genital awareness
- The proponent of this theory emphasised that father is the sole disciplinary agent in the family while in most cases, the mother does this responsibilities.
- The proponent linked gender learning in a child to the stage of Oedipus, whereas, so many authors have reported that a child becomes conscious of his or her sex earlier than this period.

3.3.3 The interactionist theory

Symbolic interactionism has not fully developed its theoretical position on several social issues largely because it does not believe in the existence of social structures outside the perception and meanings that individual actors attach to them. The interactionists believed that we live in a world that is constructed as we interpret our experience from the point of view of the symbols and meanings available to us. They believed that if

individuals interpret certain gender issues and assign symbols and meanings to them, such gender issues become real in their consequences to the social actors. Gender inequality is not a product of biological inheritance but it is socio-culturally constructed using symbols and meanings. However, these determinants of gender inequality (symbols and meanings) vary from place to place and over time. This means to change the existing gender differences, there is the need to change the symbols and the meaning that are attached to them. This interactionist theory can further be explained thus: in a society where men value male dominance, see themselves as traditional masculinists and view women as objects of sexual pleasure, rape and sexual harassment may likely occur in such society.

3.3.4 The functionalist theory

The functionalist theory is a gender theory based on biosociological explanations that begin with a biological explanation that men and women differ in their reproductive functions and consequently are assigned different social roles. Based on the theory, women are assigned domestic roles because they can carry pregnancy and also nurse children while men are assigned to activities such as hunting and defence tasks because they are muscular with big body size. The theory then sees the origin of gender role in the biological differences and strength between men and women. The theory further proved that men have the responsibilities of going out of the home in search of well paid jobs and providing for the material needs of their families.

3.3.5 Marxist theory of gender

The marxist theory of gender is premised on the fact that human beings must 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 indispensable and independent of their will. The theory revealed that the historical development of societies is made possible through the development of the forces of reproduction and the relations of production. The relation of production in this case refers to the reproduction of human species and how producers socially relate with one another. The theory is linked with the system of marriage where we have polygamy; a system of marriage whereby a male or a woman is married to more than one wife or husband. Polygamy is further divided into two:

Polyandry is a system where a woman is married to more than one man while polygyny is when a man is married to more than one wife.

3.3.6 Modernization theory

This theory rejects the biological origin of gender roles and stated that gender roles are culturally determined. 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 traditional values that are patriarchal and negative to women development to modern values that are favourable to women 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 in our societies would be resolved.

In Nigeria, modernization theory of gender has resulted into incremental changes that have occurred over the years through women access to resources, women access to education, access to political positions, health services delivery, cooperative services and other reforms that are economically friendly.

Self-Assessment Exercise 3: State the functionalist theory.
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3.4 CONCLUSION

Gender theories are crucial in understanding men and women interaction in the society. The theories also guide learners and teachers as well as the entire members of the society on the conscientisation of gender roles and responsibilities for the benefit of growth and development in such society. Modernisation theory revealed to us that societies where gender consciousness is high is expected to develop faster than where the people still place much emphasis on the old traditional value system where women are seen as weaker vessels, sex objects, emotional and that their profession start and end in the kitchen. Proper understanding of gender theories will enhance our interactions with the opposite sex, change our value system and promote economic growth and development in our societies.

3.5 SUMMARY

- The common gender theories are: psychological theory, interactional theory, functional theory and modernization theory.
- Psychological theory identified five stages of pscho-sexual development in a child as oral stage, anal stage, phallic stage, latency stage and genital stage.

- Phallic stage is when a child becomes conscious of his or her sex with the possession of penis or without.
- Functionalist theory suggests that men and women differ greatly in their reproductive function.
- Interactionist theorist never believed in the existence of social structure but believed that we live in a world where symbols and meanings are used to interpret how we behave
- Modernisation theory emphasised the changing of our old values so as to have rapid development.

3.6 TUTOR-MARKED ASSIGNMENT

- Highlight the five stages of development according to psychology theory of gender
- Discuss modernization theory in details and draw implication from any developed country of the world

3.7 REFERENCES/FURTHER READING

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3.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 3: State the functionalist theory.

Answer:

The functionalist theory is a gender theory based on biosociological explanations that begin with a biological explanation that men and women differ in their reproductive functions and consequently are assigned different social roles. Based on the theory, women are assigned domestic roles because they can carry pregnancy and also nurse children while men are assigned to activities such as hunting and defence tasks because they are muscular with big body size. The theory then see the origin of gender role in the biological differences and strenght between men ansd women. The theory further proved that men have the responsibilities of going out of the home in search of well paid jobs and providing for the material needs of their families.

UNIT 4 GENDER DIMENSION OF RURAL POVERTY

CONTENTS

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Main Content
 - 4.3.1 Reasons for poverty among women
 - 4.3.2 Ways of reducing poverty among women
 - 4.3.3 Steps to be taking in ensuring equal gender participation in community project/programmes
- 4.4 Conclusion
- 4.5 Summary
- 4.6 Tutor-Marked Assignment
- 4.7 References/Further Reading
- 4.8 Possible Answers to Self-Assessment Exercises within the Content

4.1 INTRODUCTION

Gender equality is an essential component of sustainable economic growth and poverty reduction. Equitable access to more and better jobs in rural areas enable rural women to become effective economic actors and engines of growth; as well as to produce or acquire the food, water, fuel and social services their families need. Indeed, the quality of the care mothers are able to give to their children and other household members contributes to the health and productivity of whole families and communities and improves prospects for future generations. The important gaps in data availability and analytical work in many key areas handicap policy makers' efforts to address these crucial issues adequately when designing poverty alleviation and growth strategies. With the aim of promoting gender equitable rural employment strategies, the Food and Agriculture Organization of the United Nations (FAO), the International Fund for Agricultural Development (IFAD) and the International Labour Office (ILO), partnered to carry out an assessment of the latest thinking on the gender dimension of rural and agricultural employment. The three organizations are committed to improving gender equality and women's empowerment in agriculture and rural areas, and to strengthening women's leadership and decisionmaking participation with a view to reducing poverty among them.

4.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- Discuss reasons for high poverty among women.

- Explain ways of reducing poverty among women
- Explain steps in carrying women along in community programmes with a view to reducing poverty

4.3 MAIN CONTENTS

4.3.1 Reasons for poverty among women

Poverty is defined as the inability to access basic necessity of life. A person is poor if he or she cannot access these basic necessities of life. These are food, shelter and clothing. Poverty also has adverse effect on certain gender more than the other. It has been observed that women are more poor than the men due to the following reasons:

- Gender inequalities in rural employment exist everywhere, regardless of the level of economic development in the country/region, but exhibit different patterns according to social, cultural, religious and economic factors. Some of them such as the burden of unpaid work at home, lack of education and bargaining power, and limited access to assets clearly constitute significant economic disadvantages for women compared to men. In this context, it is interesting to observe that 90 percent of the wage gap between men and women in developed or developing countries is unexplained: in other words, it is attributed to gender discrimination. This has been seen as a factor responsible for poverty among women.
- Women tend to be more risk adverse than men when engaging in rural works and farming and women's heavy burden of unpaid work is one of the most important factors constraining their access to paid work in rural settings. This is also seen as a factor responsible for poverty among women
- Gender patterns of rural employment change over time and differ across countries, in response to new trends, shocks and opportunities but some deep set gender inequalities remain. Changes in international trade, migration, financial crises, diversification of the rural economy are a few of the many phenomena that play an important role in changing men and women's rural employment opportunities and roles. Men easily change employment moving from lower paid jobs to relatively high paid ones. They can seek education or jobs far away from their place of origin. This is usually difficult for women to do. They rather stay with any jobs or employment that comes their ways most of the time. This has been linked to poverty that is rampant among women especially in farming communities. iv. It is not enough to create more jobs for rural men and women. The quality or decency of those jobs also matter. Women are vulnerable to poor

jobs/employment compare to men. This has contributed to high poverty levels among women in rural areas.

- Financial services must be linked to wider sustainable development processes, so that increased access to financial services also contributes to the development of markets, value chains and the strengthening of local and national economies. Both the opportunities and the challenges have gender dimensions that need to be taken into account in the current process of innovation and expansion. This implies that men have access to financial institutions than women. Women cannot easily access loan in the banks. The bank administrators usually ask for the support of the husband or prefer to see a man as a guarators. The inability of women to access loan results in having low farm size, secure poor employment and all these accumulated to poverty among them.
- Women less educated in most rural areas. Culture in some cases hinder women education as most rural people prefer to educate their male child compare to their female children. This has resulted in women occupying lower status tthan men.

4.3.2 Ways of reducing poverty among women

Poverty can be reduced among women through the following strategies:

- Establishment of poverty alleviation and empowerment programmes targeted on women.
- Promotion of gender sensitivity and equality
- Incorporating gender into poverty reduction strategies
- Prioritize women education and training (formal and informal education)
- Prioritize women employment in both public and private sectors
- Initiation and implementation of favourable policies that will cater for the needs ofthe women
- Involvement of women in politics
- Provision of funds and other incetives to women in order to enable them embark on economic activities
- Reduction of time spent on unpaid labour /remuneration of domestic activities of women
- Removal of cultural barriers that prevent women from engaging in some occupations and even migrating for greener pasture.

4.3.3 How to achieve active participation of women in community projects

In reducing poverty among women, their participation in projects/programmes that affect them is a crucial factor. Some of the steps to ensure that women are carried along in activities that affect them are as

listed below:

- Conduct needs assessment and identify the felt need of the community with emphasis on that of women before initiating the programme
- State clearly and bring to the attention of the women the objectives and goal of the programme and how they will benefit from it.
- Prioritize and target the needs of the women in the programme
- Acquire, allocate and utilize resources judiciously in the programme towards accomplishment of the needs of the women
- Involve women in the leadership, decision making and other integral part of the programme and community generally
- Commend the efforts of women and give them rewards and incentives when and where necessary.
- Create awareness and circulate information about the programme widely among individuals and groups in the community especially women's group using different channels and methods of communication such as interpersonal, mass media etc
- Encourage women to take active roles in meetings by voicing out their opinions and making useful contributions
- Hold meetings at times and places that are suitable for the women given their reproductive and domestic roles in the family.
- Hold separate meetings with women when necessary
- Inviting both men and women to meetings and provide arrangement that will allow women to sit at strategic positions.
- Involve women in local planning, execution and management of funds for the project
- Allow women to be major actors in capacity building (teaching and training) aspect of the project for future employment and positions within and outside the project and community.
- women should also be made contact persons in the delivery of services and reception of feedback on the programme or project concerning them.

Self-Assessment Exercise 4: Women are more poor than the men due to certain reasons. Explain.

4.4 CONCLUSION

Poverty has been seen as a great obstacle to national development. The idea that poverty affects women than men have been revealed in several literatures. The variation in level of poverty among women vary based on the prevailing cultural norms of the society. Gender norms and patterns are rigid, and very often put women in disadvantaged positions relative to men including limiting women's equal access to decent work.

But gender norms can and do change. Economic policies at the macro, meso and micro levels can be designed in ways that are transformative and that enhance gender equity. Any programmes that intergrate gender as its framework and adopt gender framework in implementing its programme is on the path to reduce poverty among women.

4.5 SUMMARY

- Poverty is a situation whereby an individual is unable to access basic necessity of life
- It is common among women than men.
- It varies based on the prevailing socio-cultural conditions of the society
- Poverty among women can be reduced with proper gender equity framework among others
- Involving women in programme that affects them is another way of reducing poverty among this vulnerable group.
- Following steps such as involving equal number of men and women in programme, organising sits for women to prevent them from sitting at the back etc could be a good steps to ensure that poverty is reduced among them.

4.6 TUTOR-MARKED ASSIGNMENT

- Enumerate steps that can be taking to involve women in programmes
- Discuss ways of reducing poverty among women
- What is poverty?

4.7 REFERENCES/FURTHER READING

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4.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise4: Women are more poor than the men due to certain reasons. Explain.

Answer:

- Gender inequalities in rural employment exist everywhere, regardless of the level of economic development in the country/region, but exhibit different patterns according to social, cultural, religious and economic factors. Some of them such as the burden of unpaid work at home, lack of education and bargaining power, and limited access to assets clearly constitute significant economic disadvantages for women compared to men
- Women tend to be more risk adverse than men when engaging in rural works and farming and women's heavy burden of unpaid work is one of the most important factors constraining their access to paid work in rural settings. This is also seen as a factor responsible for poverty among women
- Gender patterns of rural employment change over time and differ across countries, in response to new trends, shocks and opportunities but some deep set gender inequalities remain. Changes in international trade, migration, financial crises, diversification of the rural economy are a few of the many phenomena that play an important role in changing men and women's rural employment opportunities and roles. Men easily change employment moving from lower paid jobs to relatively high paid ones. They can seek education or jobs far away from their place of origin. This is usually difficult for women to do.
- Financial services must be linked to wider sustainable development processes, so that increased access to financial services also contributes to the development of markets, value chains and the strengthening of local and national economies. Both the opportunities and the challenges have gender dimensions that need to be taken into account in the current process of innovation and expansion. This implies that men have access to financial institutions than women.
- Women less educated in most rural areas. Culture in some cases hinder women education as most rural people prefer to educate their male child compare to their female children. This has resulted in women occupying lower status than men

MODULE 2 GENDER ROLES IN AGRICULTURAL PRODUCTION

Unit 1	Gender roles in crop production
Unit 2	Gender issues in livestock agriculture
Unit 3	Gender roles in fisheries and aquaculture

UNIT 1 GENDER ROLES IN CROP PRODUCTION

CONTENTS

1.1	Introduction
1.2	Learning Outcomes
1.3	Main Content
	1.3.1 Gender dimension of crop production
	1.3.2 Gender and crop management task
	1.3.3 Gender and knowledge difference
	1.3.4 Women and Agricultural value chain activities
1.4	Conclusion
1.5	Summary
1.6	Tutor-Marked Assignment
1.7	References/Further Readings
1.8	Possible Answers to Self-Assessment Exercises within the Content

1.1 INTRODUCTION

In this unit we shall examine gender roles in crop production. The discussions will start with looking at gender dimension of crop production and it will go further to examine gender and crop management risks and gender and knowledge difference.

1.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- discuss the gender dimension in crop production
- explain the significance of women in food production.

1.3 MAIN CONTENT

1.3.1 Gender dimension of crop production

Women make major contributions to crop production. In home gardens, rural women grow vegetables that are important to household nutrition. Women roles in crop production are expanding: the out-migration of young men from rural areas in some regions had lead to permanent

changes in women responsibilities and task. Yet, women have the least access to the means for increasing outputs and yields, and for moving from subsistence farming to higher value, market-oriented production. Less than 10 per cent of women owned farm land in Nigeria. Culturally, women are deprived of owning land in most Nigerian culture. They can only have access to these land through their husbands and in cases where the husband is late through the son. Only 15 per cent of the world agricultural extension agents are women.

A study of farm credit scheme in Africa found that women`s share of loans was just 10 per cent. Statistics on women yield, technology adoption rate and use of inputs are rarely reported especially in Nigeria due to the lack of record keeping.

Lack of women`s participation in commercial crop production is often not a preference, but the result of limited access to inputs and markets. studies have shown that agricultural productivity in sub-sahara Africa could rise by 20 per cent if women have equal access to land, seeds and fertilizer. Women adoption of new crop production technologies is also strongly affected by who controls and ultimately owns the crops. Men often move into _`women`_ crop production when it becomes more profitable. This is a common scenario in vegetable production where men takes over the production of vegetables once they know it generates quick money due to its short gestation period.

1.3.2 Gender roles in crop management risks

In most parts of the world, men and women tend to work at different tasks. Numerous time allocation studies have examined which household members perform which farm tasks. Studies often identify some tasks as men`s tasks and others as women`s tasks. For example, in some African countries, women reported that men were responsible for land clearing and making of heaps and ridges while women were clearly responsible for hand digging, harvesting, and transporting the crops. Although many tasks may be viewed as exclusively women`s or men`s, in practice the divisions are blurred, and both men and women are involved. Relatively few tasks are done only by men or only by women. Women throughout developing countries tend to provide more labour for agriculture than men and almost always provide more total labour has implications for technology adoption. Even if they know they can increase productivity, women may be unable to increase the number of hours that they spend working. Simple comparisons of hours worked do not capture issues related to the type of work being done and the energy expended. The value of time will vary by season and task; thus, people will be interested in saving the time that is the most costly. However, to the extent that the tasks vary by gender and the value of women`s time is lower, farmers may be more inclined to adopt technologies that save men`s time.

The gender division of labour appears to change in response to changing economic opportunities. As noted, when men leave agricultural communities in search of higher earnings, women assume many traditionally —men's tasks. Men usually move into traditionally —women's crop activities when those activities are perceived as having become more productive or profitable. Women in Burkina Faso traditionally picked shea nuts, for example, but now that sales of shea nuts are profitable, men are becoming involved, often with the assistance of their wives. Another factor behind changes in labour allocation for different tasks is the adoption of new technologies. For instance, the mechanization of —women's tasks may cause men to take greater control of those tasks. The extent to which these changes benefit or disadvantage women and men is not always clear, and it is difficult to predict a priori what changes will occur.

Research and extension systems can become more effective in developing sustainable crop production systems if they adopt a gender perspective that heightens their understanding of the distinct roles, needs, and opportunities of different household members.

1.3.3 Gender and knowledge difference

Men and women can accumulate very distinct and rich sets of agricultural knowledge and skills as a result of gender divisions in the tasks they undertake, such as seed management and conservation and pest and disease management. Many studies show that men and women have different preferences and criteria for choosing among crops and varieties and performing such activities as selecting seed, cultivating, harvesting, and processing. Because women tend to manage complex farming systems, they have developed multiple assessment criteria for crop system performance, encompassing risk minimization, vulnerability, and other objectives that must be considered in promoting innovations.

Local knowledge of men and women farmers is an important asset in innovation and technology development, especially for such key crop production issues as seed management, plant breeding, crop protection, and soil fertility management. Understanding gender differences in local knowledge and recognizing the contribution women can make in this field are important, because women are more frequently involved in traditional farming practices. Knowledge difference can reveal important opportunities to contribute to crop improvement or crop and variety selection. Knowledge differences must also be understood to improve the effectiveness of any technology dissemination or extension process

1.3.4 Women and Agricultural value chain activities

Gender issues have attracted global concern in recent times due to the fact that women are increasingly being involved in agriculture and rural development. Emphasis has been on the production sector with little or no attention given to other value chain activities such as processing, marketing etc. where women predominate and play a crucial role. Women are involved in subsistence agriculture and are primarily responsible for postharvest value chain activities such as processing, preservation, storage, preparation of food and marketing of agricultural products. They play a decisive role in household and national food security because they are involved in subsistence agriculture and anchor most of the planting and post planting operations such as sowing, weeding, thinning, mulching, manure application etc. Women keep and manage the livestock, gather feed, fodder and fuel wood and in developing countries undertake 60 to 80 percent of total farm and non-farm tasks. Unfortunately, women's work often goes unrecognized and most of agricultural data collection systems fail to capture the actual contributions of women to value chain activities and agriculture. Women lack the leverage necessary to gain access to information, resources, training and finance. This poses threat on the realization of their production potentials and necessitates the need for separate or specific policies and programmes/projects that will capture the needs of women in postharvest value chain activities, agriculture and development generally.

Self-Assessment Exercise 5: The gender division of labour appears to change in response to changing economic opportunities. Explain.

1.4 CONCLUSION

Crop production is still the primary source of employment for women in most developing countries, particularly in sub-Saharan Africa and Asia. Almost two-thirds of rural women are from low-income households. Women-headed households are the poorest among these, making up more than 35–40 percent of all heads of household in some parts of Asia and Africa present some indicative statistics on women's importance in agriculture and crop production. Despite the significant role of women in crop production, their access to input is still very low. However, women and men tend to work in crop production at different levels. Men and women have local knowledge in crop production and this has greatly helped in food production in Africa.

1.5 SUMMARY

- Crop production has been seen as a viable way of eradicating poverty in developing countries.
- Women's role in crop production is often restricted due to their poor access to productive resources.
- Lack of women's participation in commercial crop production is as a result of their lack of access to land and other production inputs.
- Owing to the differences in the tasks performed by male and female crop farmers, they have knowledge differences in the production of these crops.

1.6 TUTOR-MARKED ASSIGNMENT

Briefly discuss why women are unable to participate in commercial crop production in Africa.

1.7 REFERENCES/FURTHER READING

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1.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 5: The gender division of labour appears to change in response to changing economic opportunities. Explain.

Answer:

When men leave agricultural communities in search of higher earnings, women assume many traditionally —men’s tasks. Men usually move into traditionally —women’s crop activities when those activities are perceived as having become more productive or profitable.

UNIT 2 GENDER ISSUES IN LIVESTOCK AGRICULTURE

CONTENTS

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Main Content
 - 2.3.1 Access to and control of livestock and other assets
 - 2.3.2 Roles, responsibilities, and decision making
 - 2.3.3 Benefits from gender-responsive actions
- 2.4 Conclusion
- 2.5 Summary
- 2.6 Tutor-Marked Assignment
- 2.7 References/Further Reading
- 2.8 Possible Answers to Self-Assessment Exercises within the Content

2.1 INTRODUCTION

The demand for meat and milk are growing because of population increases, economic growth, and consumer preferences. The projected demand for meat alone is expected to increase by 6 to 23 kilograms per person worldwide by 2050. This draws attention to the potential benefits that can be gained from livestock production. Livestock provides income generation, employment creation, and improved food and nutrition security across different production systems and along different value chains (such as meat, dairy, live animals, hides, and eggs). In some countries, livestock now accounts for up to 80 percent of the agricultural gross domestic product. A number of challenges facing the livestock sector, including ensuring food, resource, and livelihood security for poor smallholder producers and processors. The challenges demand innovative and sustainable approaches, particularly given that more than 200 million smallholder farmers in Asia, Africa, and Latin America rely on livestock as the main source of income. Applying a —gender lens to identify and address women’s and men’s different needs and constraints related to relevant livestock production systems and value chains is important for determining the most optimal outcomes as well as the most effective use of resources.

2.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- highlight some benefits of gender responsive actions in livestock production
- identify some of the responsibilities and roles of gender i n livestock production.

2.3 MAIN CONTENT

2.3.1 Access to and control of livestock and other assets

Controlling assets such as land, water, livestock, and agricultural implements has a direct impact on whether men, women, boys, and girls can forge life-enhancing livelihood strategies. For example, Namibia has implemented legislation to prevent property and asset confiscation, yet it is still common practice for a husband's family to take livestock and other assets from a widow and her children upon the husband's death. This has immediate impacts on a woman and her children in terms of loss of food security insurance, potential income, draft power, and fertilizer. Also, in Nigeria, in many communities, when the husband died, properties are not willed to the wives but to the sons and in cases where the widow has no son, the property is willed to the husband's relatives. In this case, women have not direct access to assets especially land. Moreover, land tenure is often required to establish access to other inputs such as credit, and often essential ingredient for improving livestock productivity and food security and livelihood improvement. Because of a number of factors that relate particularly to a lack of *human* capital (for example, knowledge, capacity, political commitment) and *financial* capital (for example, lack of funds, decentralization constraints), many countries still face challenges in translating legislation related to women's access to and control of resources into action at the community and household levels. This impacts women's capacity to control and benefit from livestock. Poultry pose an almost universal exception; around the world, women tend to have more control over the poultry they produce and market.

2.3.2 Roles, responsibilities and decision

In general, women, men, boys, and girls provide labour for different livestock-related tasks. However, gendered roles are not set in stone and are open to change for different social, economic, environmental, and health-related reasons. For instance, in a case from Tanzania, the pastoralist groups of Morogoro and Tanga showed a clear division in gender roles. Yet in times of labour shortages, women could and did perform —men's tasks, such as herding and watering animals. On the other hand, men seldom perform —women's tasks, except in cases where there was potential to gain control over assets.

Although differences, of course, exists within and between different livestock production systems and across regions, women are almost universally recognized for their role as the main actors in poultry, small ruminant, and micro livestock production as well as dairying, including the processing and marketing of milk and milk products. Increasingly, experience shows that women's labour and responsibilities in animal

production remain under recognized and under appreciated by those designing and implementing livestock policies and plans in developing countries. Furthermore, women and girls may or may not control, or be part of household decision-making processes, especially in relation to the disposal of animals and animal products. In the agro-pastoral systems among the Fulanis, women are not allowed to own animals and if owned, they could not sell or slaughter their animals without consulting their husbands. Among the Tanzanians, because they produce food crops along side animal production, they could decide to use their money from the sale of surplus food crops to buy livestock. They could also sell or exchange their poultry without seeking their husband's permission. In the intensive systems of Kilimanjaro, milk, which was once under women's control, came under women's and men's control as it became a key source of household income.

2.3.3 Benefits from gender responsive actions

- The following benefits may be gained from gender-responsive actions:
Working with local women and men (including elders and ethnoveterinary practitioners) and sharing their knowledge can be helpful in identifying disease patterns and identifying more technically effective and cost-effective ways to prevent outbreaks or transmission. Finding out who does what (for example, milking, raising chicks, grazing cattle), who controls what (income, draft implements, donkey transport, grazing lands), who knows what (disease patterns, availability and quality of water, grazing lands, market trends), and who is affected by what helps health care officers design more effective processes of prevention, diagnosis, and treatment of livestock disease.
- Knowing who has decision-making power over livestock in the household and community can enable animal health practitioners to identify ways of building on valuable human capital (for example, men may make the decisions, but women may have specific knowledge). Women and men may be active in a number of roles (production, slaughtering, marketing, consuming) along livestock value chains (such as poultry and dairying). In Vietnam, women control their poultry in operations in which there are only a few fowls, but men tend to control larger poultry operations even though women provide the labour.
- Gender-responsive remedial action can provide more cost-effective and technically effective responses to disease fallouts such as those experienced from market shocks such as those witnessed in a number of countries affected by avian influenza.
- Health care officers can help improve the livelihoods of rural men, women, and children by ensuring that improved veterinary

technology and knowledge are provided directly to those members of the household responsible for livestock health care and production. A more proactive and interactive system of working with clients, including interaction with adult women and younger boys and girls, can facilitate the improvement of overall livelihoods through more effective disease diagnosis and overall health maintenance.

Self-Assessment Exercise 6: Outline the benefits from gender responsive actions.

2.4 CONCLUSION

Rapid increase in the demand for milk and meat has drawn attention to the issue of gender in livestock agriculture. This has become important as livestock provides employment, income and a host of other benefits to mankind. However, men and women have different needs and face different constraints in livestock production. Applying a —gender lens to identify and address women’s and men’s different needs and constraints related to relevant livestock production systems and value chains is important for determining the most optimal outcomes as well as the most effective use of resources. The resources needed for production of livestock are not equally accessed by men and women. This has hindered women from commercial production of livestock and thereby contributing to the food insecurity status in the country.

2.5 SUMMARY

- Livestock provides income generation, employment creation, and improved food and nutrition security across different production systems and along different value chains (such as meat, dairy, live animals, hides, and eggs).
- The projected demand for meat alone is expected to increase by 6 to 23 kilograms per person worldwide by 2050.
- Controlling assets such as land, water, livestock, and agricultural implements has a direct impact on whether men, women, boys, and girls can forge life-enhancing livelihood strategies.
- Series of benefits are gained by gender responsive actions in animal production especially in animal disease control.

2.6 TUTOR-MARKED ASSIGNMENT

Enumerate some of the benefits gained from gender responsive actions in livestock production.

2.7 REFERENCES/FURTHER READING

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Miller, Beth. 2001. —Rights to Livestock. In 2020 Focus No. 06, Brief 04, August, International Food Policy Research Institute, Washington, DC.

2.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 6: Outline the benefits from gender responsive actions.

Answer:

The following benefits may be gained from gender-responsive actions:

1. Working with local women and men (including elders and ethnoveterinary practitioners) and sharing their knowledge can be helpful in identifying disease patterns and identifying more technically effective and cost-effective ways to prevent outbreaks or transmission.
2. Knowing who has decision-making power over livestock in the household and community can enable animal health practitioners to identify ways of building on valuable human capital (for example, men may make the decisions, but women may have specific knowledge)
3. Gender-responsive remedial action can provide more cost-effective and technically effective responses to disease fallouts such as those experienced from market shocks such as those witnessed in a number of countries affected by avian influenza.
4. Health care officers can help improve the livelihoods of rural men, women, and children by ensuring that improved veterinary technology and knowledge are provided directly to those members of the household responsible for livestock health care and production.

UNIT 3 GENDER ROLES IN FISHERIES AND AQUACULTURE

CONTENTS

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Main Content
 - 3.3.1 Gender roles in fisheries and aquaculture
 - 3.3.2 Gender and role change in fisheries and aquaculture
 - 3.3.3 Constraints to gender roles in fish and aquaculture
 - 3.3.4 Gender mainstreaming in fisheries and aquaculture
- 3.4 Conclusion
- 3.5 Summary
- 3.6 Tutor-Marked Assignment
- 3.7 References/Further Readings
- 3.8 Possible Answers to Self-Assessment Exercises within the Content

3.1 INTRODUCTION

The fisheries and aquaculture sector is estimated to provide direct employment and revenue to over 200million people worldwide of whom a substantial proportion is female. Small –scale fish farmers both males and females are the major source of production. There has been a decline in fish stock especially capture fisheries. In recent times, aquaculture has been the focus of development investment since 1980 and women are actively involved in it. Gender analysis in fishing communities is mostly limited to the different occupational roles according to gender. The belief that men do the actual fishing with women more involved in production, post–harvest and marketing has shown that women are crucial to the fisheries and aquaculture sector.

3.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- describe gender roles in fisheries and aquaculture
- explain the gender and role changes in fisheries and aquaculture
- discuss constraints to gender roles in fish and aquaculture
- explain mainstreaming gender in fish and aquaculture.

3.3 MAIN CONTENT

3.3.1 Gender roles in fisheries and aquaculture

In fisheries and aquaculture, gender roles differ from one culture to the other with men and women often undertaking different and changing roles

depending on local norms about access and control and mobility of resource, type of technology involved, and the product involved. Traditionally, in small-scale fisheries operations, men invest in fishing vessels, net, and other gear and doing the fishing, while women invest in processing equipment and being responsible for fish purchasing, processing and sales. It is a known fact that engagement of women in aquaculture in several ways contributes significantly to the overall wellbeing of households but the women themselves often get very little in return due to deep-rooted gender disparities in social, cultural and economic spheres. Moreso, women are often bypassed in the transfer of aquaculture technology and at times excluded from large-scale production except as processors. Their effort is always confined to small-scale production. Their role in decision-making related to aquaculture is low at all levels from household to community, regional to national.

3.3.2 Gender and role change

The roles played by men and women has changed over time. Women are now owning their boats and they power them by hired labour thus securing their incomes from fresh fish and from processing. Women are also involved in collection activities such as collection of shellfish including crabs. Women's involvement in fish processing is widespread and it is now regarded as an appropriate activity for men.

3.3.3 Constraints to gender roles in fish and aquaculture

In spite of potentials of fisheries and aquaculture, there are lots of problems militating against its development. These include:

- combination of domestic tasks with fishing;
- poor quality fish seed (fingerlings): in Nigeria as of today there are inadequate fish hatcheries where farmers can purchase fingerlings to stock their ponds. Even where there are hatcheries, in some cases fingerlings of poor genetic quality are produced.
- high cost of fish feed: the cost of most of fish feed ingredients particularly fish meal are very high. Moreso, most of the commercial fish feed are expensive and not affordable.
- poaching: poaching has become a serious problem to the development of aquaculture. This has lead to decrease in fish production in the country because many farmers have lost substantial amount of money. This has also prevented lending agencies from giving out loans to genuine fish farmers.
- unstable government and defective government policies: The instability and lack of commitment on the part of successive government has prevented implementation of national aquaculture policies. Most of the programmes such as pilot fish farm project, fish seed multiplication projects and fresh water fish farming

demonstration and development failed due to poor policy formulation, implementation, misplaced priority, financial mismanagement and lack of motivation among extension officers. In addition, underfunding of research institutes in are in charge of aquaculture development.

- inadequate capital: Many fish farmers especially women do not have access to capital to purchase necessary equipment like boat, net, construction of ponds, stocking of ponds and feeding. The situation is made difficult by financial institutions because of their unwillingness to grant loans. Even where the loan is available it is of high interest rates.
- inadequate environmental impact assessment: Fish farmers are face high risks in climate related disasters such as flooding, rising water and change in water salinity especially in coastal and flood plain communities. Moreso the environmental impact of most fish farms and related community in Nigeria has not been assessed. At times, fish farmers releases their fish ponds effluent into the environment without considering hazards on crops, livestock production and human health. Furthermore, domestic effluent or industries can enter directly into the ponds. Run-off water that contained chemical from agricultural farmers can be washed into the fish ponds to pollute it.
- Inadequate marketing for aquaculture products: selling of aquaculture products is becoming a problem in Nigeria due to inadequate market. Most of the small-scale fish farmers sell their products at ridiculous prices to middle-men because the supply is in excess of demand.

3.3.4 Mainstreaming gender in fisheries and aquaculture management

Mainstreaming gender provides men and women opportunity to take over their roles in the society and also provide them opportunity to generate wealth. It is an important component in alleviating poverty, achieving greater food and nutrition security and sustainable development in fisheries and aquaculture resources.

The following activities are considered important in mainstreaming gender in fisheries and aquaculture:

- Recruitment of men and women based on equity and justice into fisheries and aquaculture projects and allowing them to perform equally in community-based fisheries and aquaculture management.
- There is a need for policies in the aquaculture sector to ensure that outcomes are gender equitable, pro-poor and environmentally sustainable.
- Fisheries and aquaculture training should tailor towards men and

women's needs and availability because of social and domestic responsibilities especially that of women.

- Organizing women into groups, along with access to resources, technologies and services.
- There is need for networking and marketing information among fish farmers especially in the area of ICT usage. Women should not be left behind in the dissemination of the information.
- There is need to add value to the aquaculture products in order to increase the profit margin of fish farmers.
- There is need for assessment of gender impacts of climate variability, change, disasters responses among different categories of women and men.
- Women need to be included in decision making related to fisheries and aquaculture management, mitigation and adaptation to climate change.

Self-Assessment Exercise 7: Mention the constraints to gender roles in fish and aquaculture.

3.4 CONCLUSION

By using the gender lens to analyze issues of fisheries and aquaculture sustainability, this unit established the differential contribution of women and men to production and value addition within this sector. It also brought into the spotlight the varying degrees of economic and social problems. If fisheries and aquaculture are to be profitable and sustainable, there is need to examine the gender roles performed by them. Proper planning and management system should be put in place which must be gender sensitive.

3.5 SUMMARY

In this unit you have learnt that:

Gender roles in fisheries and aquaculture varied from one culture to other. Traditionally, in fisheries operation, men invest in fishing vessels, net, and other gear and doing the fishing, while women invest in processing equipment, purchasing, processing and sales. In recent times, there have been changes in roles performed by men and women. Women are now owning their boats while men are now involved in processing and marketing. Furthermore, you have learnt about the constraints to gender roles in fisheries and aquaculture and gender mainstreaming in aquaculture management.

3.6 TUTOR-MARKED ASSIGNMENT

- Explain how gender can be mainstreamed in fisheries and aquaculture management
- Discuss the major constraints to gender roles in fish and aquaculture

3.7 References/Further Reading

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3.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 7: Mention the constraints to gender roles in fish and aquaculture.

Answer:

- combination of domestic tasks with fishing
- poor quality fish seed (fingerlings)
- high cost of fish feed
- poaching
- unstable government and defective government policies
- inadequate capital
- inadequate environmental impact assessment
- Inadequate marketing for aquaculture products.

MODULE 3 GENDER ACCESS TO PRODUCTION INPUTS, CREDIT AND ASSETS

Unit 1	Gender issues in land access, policy and administration
Unit 2	Gender access to credit
Unit 3	Gender roles in agricultural labour
Unit 4	Gender role-change in agricultural labour and gender segregation
Unit 5	Gender access to appropriate technology
Unit 6	Gender and information and communication technologies (ICTs)
Unit 7	Gender issues in rural travel and transport

UNIT 1 GENDER ISSUES IN LAND ACCESS, POLICY AND ADMINISTRATION

CONTENTS

1.1	Introduction
1.2	Learning Outcomes
1.3	Main content
1.3.1	Access to and control over Land
1.3.2	Importance of gender in land policy and administration
1.3.3	Institutions that establish and maintain land tenure systems
1.3.4	Reasons for failure of enforcement of the land legislation and regulations
1.3.5	Socio-cultural difficulties with women exercising land rights
1.3.6	Ways of improving gender equality in land rights
1.3.7	Policy actions for achieving gender equity issues in land rights
1.4	Conclusion
1.5	Summary
1.6	Tutor-Marked Assignment
1.7	References/Further Readings
1.8	Possible Answers to Self-Assessment Exercises within the Content

1.1 INTRODUCTION

Few women in Africa have secure and independent rights to land. In most places, women cannot legally or customarily inherit wealth and property including land. They obtain rights to land through men, generally through their husbands or sons. In Nigeria, access to land is gender biased in favour of men. In some cases, a married woman does not enjoy substantial protection in matrimonial property as can be seen in this unit.

1.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- describe access to and control over land
- Outline the importance of gender in land policy and administration
- mention institutions that establish and maintain land tenure systems
- explain reasons for failure of enforcement of the land legislation and regulations
- state the socio-cultural difficulties with women exercising land rights
- identify ways of improving gender equality in land rights
- examine policy actions for achieving gender equity issues in land rights.

1.3 MAIN CONTENT

1.3.1 Access to and Control Over Land

Women are often excluded from participation in the day-to-day processes of land tenure governance at all levels, and have limited capacity to influence decision making. This is due to gender inequality especially in rural setting. Gender inequalities in land rights are pervasive. Gender equity can be achieved when women's rights are explicitly taken into account and when women participate in designing and implementing land policy and programs. Moreover, it has been reported that increased gender equality can also lead to increased socio- economic equality (Meinzen-Dick and others 1997). The World Bank, IFAD, and FAO have increasingly recognized the importance of women's land rights and the failure of land administration programs to protect them.

The Policy Research Report by world bank ascertained that strengthening women's land rights is important in order to enhance agricultural productivity as well as for household-level human capital investments. In a bid to increase many access to land, World bank advocate for women access to land legal measures, education, and capacity building, as well as preferential treatment of women in public programs particular land titling and land reform.

Since the 1990s, several land distribution programmes have tried to increase women's access to land. However, looking at available data the success of these initiatives has been limited.

1.3.2 Importance of gender in land policy and administration

In Nigeria, land is a critical asset, especially for the urban and rural poor. Increasing women's access to land is crucial to fight hunger and poverty. Women's rights to land influence their ability to produce and their behaviour as producers.

The importance of gender in land policy and administration include:

- economic and social access to market and non-market: Land rights act as a form of economic and social access to market and non-market institutions. In addition to economic and social access, rights to land also often confer rights to other local natural resources, such as trees, pasture, and water.
- rights to land and natural resources increase a woman's bargaining power within the household, which results in increased household welfare.
- land rights may also empower individuals to participate more effectively in their immediate communities and civil society at large.

1.3.3 Institutions that establish and maintain land tenure systems

These are the institutions set up to establish and enforce rules for accessing, using, and controlling land. These institutions can be;

- **Formal institution:** The formal institutions that establish and maintain land tenure systems include land registry, titling agency, and land use agency.

Many laws recognize and protect women's rights to land (such as property and land ownership rights, equal inheritance rights for daughters and sons, and marital property rights for women), but enforcement of these laws is unpredictable, and attempts by women to have the law enforced can be painfully difficult.

Informal Institutions

- **Customary institutions and local authorities:** Local authorities may be community-recognized authorities or formally appointed by government. Customary institutions have important roles to play in women rights to land. For effective land administration programs a deep knowledge and clear understanding of customary tenure systems is required.

In societies where customary institutions are usually used to determine legal rights for ownership of the land, factors such as socio-cultural and religious institutions, such as inheritance, marriage, and community land

authorities are the major determinants.

1.3.4 Reasons for failure of enforcement of land legislation and regulations

Reasons for failure of enforcement of land tenure systems rules include:

- Conflict legislation, institutional weakness, and the persistent influence of gender bias.
- Customary, family or personal laws, may be based on norms that favour male ownership of the land which undermine or directly contradict the concept of equal land rights.
- Gender equity may be ignored if formal law is not culturally sensitive and does not build on local practices that are positive for women.
- Improper analysis of land legislation and regulations rights and obligations may cause set back.
- Even where legislation is generally positive toward women's land rights, interpretation and enforcing institutions, including the judiciary and law enforcement agency are always located in the major urban areas.

1.3.5 Socio-cultural Difficulties with Women Exercising Land Rights

- Women's subordinate status, lower socialization, undervalued productive work, and illiteracy in many communities especially rural setting might make them reluctant to claim legal rights.
- Fear of women brings upon themselves significant social costs for going against cultural norms; such as social ridicule and the possible loss of social benefits.
- inadequate knowledge of legal right, lack of skills and lack of identity papers.
- Women always do not have financial resources to exercise their bias legal right on land issues.
- Customary norms frequently do not give equal ownership of land and other assets to women.

1.3.6 Ways of improving gender equality in land right:

Ways of improving gender equality in land right include the following:

- Improving women's education
- knowledge of legal matters
- Increase in women's representation within land administration institutions, such as titling and registration agencies as well as village councils.
- Sensitizing land courts, the media and government agency about

- the importance of women's land rights will be equally important.
- Action need to be taken to counteract the effect of discriminatory social norms and practices against women right to land.

1.3.7 Policy actions for achieving gender equity issues in land right

Policy actions for achieving gender-equitable governance of land tenure include:

- applying international conventions on women's rights;
- recognizing women's customary rights to land;
- making sure that women can register their land rights under the same conditions as men;
- making sure that all stakeholders can participate equitably in land tenure governance, including in local land administration and management institutions;
- introducing positive discrimination measures.

Self-Assessment Exercise 8: Enumerate the importance of gender in land policy and administration.

1.4 CONCLUSION

You have learnt from the discussion above that there was discrimination on gender right to land. Women are always at disadvantage because of the custom and tradition of the society that accord more right to land than women who contributed substantially to agricultural production in the country. Policy actions were recommended for achieving gender equity in land right.

1.5 SUMMARY

- In this unit, you have learnt, Gender inequalities in land rights are persistent in rural area.
- In Nigeria, acces to land is gender biased in favour of men.
- The importance of gender in land policy and administration include economic and social access to market and non-market, increase a woman's bargaining power and empower individuals to participate more effectively in their communities activities.
- The institutions set up to establish and enforce rules for accessing, using, and controlling land include (i) formal(registry, titling agency, and land use agency) and customary institutions and local authorities
- Conflict legislation, institutional weakness, and the persistent

influence of gender bias are some of reasons for failure of enforcement the land tenure systems rules

- Socio-cultural difficulties that preventing women from exercising land rights include women's subordinate status, lower socialization, undervalued productive work, and illiteracy, financial resources and customary norms.
- Ways of improving gender equality in land right include improving women's education, knowledge of land right legal law, increase women's representation within land administration institutions, sensitizing land courts, the media and government agency about the importance of women's land rights.

1.6 TUTOR-MARKED ASSIGNMENT

- Discuss the socio-cultural difficulties that women are experiencing in exercising land rights.
- Discuss the reasons for failure of enforcement the land legislation and regulations
- Discuss the ways of improving gender equality in land rights?

1.7 REFERENCES/FURTHER READING

Food and Agriculture Organisation (2010) Gender and Land Rights: Understanding Complexities; Adjusting Policies. *Economic and Social Perspectives – Policy Brief No. 8* © FAO 2010.

International Fund for Agricultural Development Gender Issues in Land Policy and Administration. Gender in Agriculture Sourcebook

Food And Agriculture Organization Of The United Nations, 2013 Governing land *for* women and men A technical guide to support the achievement of responsible gender-equitable governance land tenure. Rome.

1.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 8: Enumerate the importance of gender in land policy and administration.

Answer:

- economic and social access to market and non-market
- rights to land and natural resources increase a woman's bargaining power within the household, which results in increased household welfare.
- land rights may also empower individuals to participate more effectively in their immediate communities and civil society at large.

UNIT 2 GENDER ACCESS TO CREDIT FACILITIES GENDER ACCESS TO AGRICULTURAL FINANCE

CONTENTS

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Main Content
 - 2.3.1 Gender roles in fisheries and aquaculture
 - 2.3.2 Gender and role change in fisheries and aquaculture
 - 2.3.3 Constraints to gender roles in fish and aquaculture
 - 2.3.4 Gender mainstreaming in fisheries and aquaculture
- 2.4 Conclusion
- 2.5 Summary
- 2.6 Tutor-Marked Assignment
- 2.7 References/Further Readings
- 2.8 Possible Answers to Self-Assessment Exercises within the Content

2.1 INTRODUCTION

Majority of Nigerians live in the rural areas wherein women constitute the largest majority. The rural areas are characterized by a lot of poverty indices such as low income, ill health, hunger and other forms of deprivation. There is deprivation of entitlements through lack of access to economic resources, in the form of monetary and non-monetary resources. Women are very active in the informal sector as microenterprise owners and operators. Yet, women entrepreneurs as a category are often forgotten when it comes to financial services women are usually poorer than men because of their disadvantaged positions and unequal relations in the society, which reinforced their structural inequality. This unit focus on gender access to credit, constraints to gender access to credit and improving access to credit facilities among rural dwellers.

2.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- identify different sources of rural credit
- explain gender roles and requisites of rural finance
- discuss factors limiting women access to credit
- discuss improving women's access to credit
- describe major factors facilitating gendered rural credit programmes.

2.3 MAIN CONTENT

2.3.1 Agricultural/rural credit

Credit is the ability to borrow money or purchase something with the commitment to repay or pay for the item or product later with interest and at stipulated date/dates for the repayments and payments depending on the agreement. Rural/agricultural credit is one of the sources of agricultural capital used to finance agricultural and related activities. It is specially adapted to the specific financial needs of farmers and allows them to acquire equipment and other things that are necessary to boost and sustain their farming activities / businesses.

2.3.2 Sources of rural credit

The main sources of micro-credit in Nigeria are the

- formal rural financial institution (RFIs)
- the Non- governmental Organizations(NGOs) and (c) the traditional micro-finance institutions.

The RFIs include the commercial banks, state –owned development finance institutions such as the Nigerian Agricultural Cooperative and Rural Development Bank now known as the Bank of Agriculture, the Central Bank of Nigeria`s Agricultural Credit Guarantee Scheme (ACGS), and the locally owned Community Banks. Micro finance in Nigeria has been reported to be NGO driven (Ehigiamusoe, 2000) and is still very much dependent on the informal sector of the economy. Best practices were found mostly in the NGO micro–finance institutions. Notable among the NGOs are Country Women Association of Nigeria(COWN) based in Akure, FADU(Farmers Development Union) at Ibadan, Lift Above Poverty (LAPO) in Benin, Otia Foundation at Otukpo, Development Exchange Centre (DEC) at Bauchi, NALT United Self-help Organization(NALT-NUSHO) at Nsukka, and the Community Development Foundation based in Lagos.

The other informal sector providers include the traditional micro-finance institutions such as the Rotating Savings and credit association (ROSCAS) also known as Esusu, or Adashi locally, money lenders, family members and the cooperative societies. This informal sector still provides the bulk of rural dwellers` credit needs.

2.3.3 Gender issues in rural finance

Rural /agricultural finance is a credit to poor rural people or farmers which enables them to cater for the expenses in their farming or agricultural operations. It also means raising funds or capital for expenditure in agriculture and rural development activities and channeling the funds to famers or rural people that need them and can put them to productive use in the agricultural and

related sectors. These funds exist in form of credit, loans etc. Hence agricultural credit is one of the ways agriculture is being financed.

Note : In some context, agricultural credit and finance may not be rural, and rural credit and finance may not be agricultural. In Nigeria and in other developing countries the two terms can be used interchangeably because the major activity in the rural areas of these countries is agriculture. Hence anything on rural like development is pointing at agricultural development in these areas.

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

- capital is the most limiting factor to agricultural production.
- the adoption of improved technologies especially for agricultural production is most hampered by lack of capital to procure the improved technologies. This is more pertinent for post-harvest technologies in the sector dominated by women.
- without capital, women are usually unable to afford the technologies that would reduce drudgery and increase productivity.
- capital is needed to improve the socio-economic conditions of the members of the household.

2.3.4 Factors limiting women access to credit

A number of factors combine to militate against women access to credit. These ranged from socio-cultural barriers to type or nature of enterprise women engage in. These limiting factors according to Sinkaye(2000), include the following:

- Cultural barriers: The socialization process has made women subservient and passive therefore they play subordinate roles to husbands whom are usually the decision makers. As a result of this, most women cannot take the decision to obtain loans on their own, in some cases their husbands take the loans from them if they obtain it and in some cases the finance institutions require the husbands to guarantee the loans. Whereas this is not the case when the men procure the loan.
- Literacy levels: Statistics have shown that there are more literate men than women especially in the rural areas. Rural women are not able to fill the forms required in accessing loans or seek effective and useful information to use in their business dealings.
- Formal lending institutions` biases against women`s enterprises: majority of women are employed in the informal sector, this sector is not always attractive to the formal lending institutions because of the low return on investment.

- Cumbersome banking procedures: Women have multiple roles and therefore do not have the time required by the formal lending institutions for the bureaucratic paper works required for the processing of loans.
- Banking habits: Many female traders keep money at home instead of banks due to lack of awareness of the benefits they could derive. This hinders them from obtaining overdraft facilities
- Collateral: Banks and financial institutions require collateral which most women do not have because women in a majority do not own houses or landed properties that they could use as collateral. As a result, women are not considered as being credit worthy.

2.3.5 Factors Facilitating Rural Credit Programmes

The following suggested steps will be helpful in the facilitation of rural credit programme that will bring the banking service closer to the people.

- Mobilization of beneficiaries through traditional leadership structures in the communities.
- Members need to develop guidelines for working together and making group decisions on procedures for saving and mobilization, loan conditions and disbursement procedures, loan repayment pattern, and the interest rate.
- There is also need for training –starting with pre-loan training, where loanee`s duties and obligations, group dynamics, credit management, and operational guidelines for the loan scheme are shared.
- Record keeping-the records should be kept at different level as the group may wish but the group must have its record at the local level to ensure accountability and transparency.
- Monitoring and evaluation-the people should be involved in collecting and analyzing, monitoring and evaluating data. The members should be involved in the design of the monitoring and evaluation instrument for the scheme.

2.3.6 Improving Women`s Access to credit

To improve women`s access to credit, gender specific barriers in accessing financial services have to be circumvented. The barriers include lack of collateral (usually land or other assets); low level of literacy, innumeracy and education; less time and cash to undertake the journey to credit institutions. Rural credit schemes should design appropriate credit delivery procedure to be able to reach rural women better by improving on the following:

- Loan disbursement system by group approach should be strengthened.
- Cross or communal guarantee system: the group members should

be made to guarantee each other's loan since they do not have landed property to use as collateral.

- Empowerment programme: women groups should be given training on credit management to enhance their credit access and management ability.
- Documentation procedure: the documentation procedure for loan processing should be reduced to the barest minimum. The volume of documents to be filled does scare rural women from obtaining loans.
- Mobile banking: rural women could be encouraged to use banks by operating mobile banking system.

Self-Assessment Exercise 9: State the factors facilitating rural credit programmes.

2.4 CONCLUSION

In this unit you learnt that women are very active in the informal sector as micro-enterprise owners and operators. Yet, women entrepreneurs as a category are often forgotten when it comes to financial services. However, access to capital is the most limiting factor to agricultural production. In view of this, access to capital for agricultural development need to be gender sensitive because women's and men's economic and social position in the family, and the community are differ.

2.5 SUMMARY

In this unit you have learnt that:

- different sources of rural credit which includes formal rural financial institution, Non-governmental Organizations(NGOs) and the traditional micro-finance institutions
- gender roles are not always taken into consideration in allocation of credit in rural areas ;
- factors limiting women access to credit which included cultural barriers and high level of illiteracy;
- major factors that facilitating gendered rural credit programmes were training of rural farmers especially women on procedure of obtaining credit facilities.

2.6 TUTOR-MARKED ASSIGNMENT

- Discuss steps that will be helpful in the facilitation of rural credit programme in rural Nigeria.
- Discus 5 factors militating against women access to credit in rural area

2.7 REFERENCES/FURTHER READING

Ehigiamuose, G.(2000) Poverty and micro-finance in Nigeria. Lift Above Poverty Organisation.(LAPO) Publication, OB-ZED Publishers, Benin City.

FOS (1996) Poverty and welfare in Nigeria, prepared by Federal Office of Statistics in conjunction with National Planning Commission and the World Bank, Lagos, Nigeria.

Sinkaye, T. (2001) Gender considerations in rural micro-credit management. Agricultural and Rural Management Training Institute (ARMTI), Ilorin, Nigeria.

2.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 9: State the factors facilitating rural credit programmes.

Answer:

- Mobilization of beneficiaries through traditional leadership structures in the communities.
- Members need to develop guidelines for working together and making group decisions on procedures for saving and mobilization, loan conditions and disbursement procedures, loan repayment pattern, and the interest rate.
- There is also need for training –starting with pre-loan training, where loanee`s duties and obligations, group dynamics, credit management, and operational guidelines for the loan scheme are shared.
- Record keeping-the records should be kept at different level as the group may wish but the group must have its record at the local level to ensure accountability and transparency.
- Monitoring and evaluation-the people should be involved in collecting and analyzing, monitoring and evaluating data. The members should be involved in the design of the monitoring and evaluation instrument for the scheme.

UNIT 3 GENDER ROLES IN AGRICULTURAL LABOUR

CONTENTS

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Main Content
 - 3.3.1 Concept of agricultural labour and division of labour
 - 3.3.1.1 Concept of agricultural labour
 - 3.3.1.2 Concept of division of labour
 - 3.3.2 Different types of works that involve division of labour
 - 3.3.2.1 Productive work
 - 3.3.2.2 Reproductive work
 - 3.3.2.3 Community work
 - 3.3.3 Gender and division of labour in agricultural production
 - 3.3.4 Factors influencing gendered division of labour in agriculture
- 3.4 Conclusion
- 3.5 Summary
- 3.6 Tutor-Marked Assignment
- 3.7 References/Further Readings
- 3.8 Possible Answers to Self-Assessment Exercises within the Content

3.1 INTRODUCTION

Agricultural labour which is human efforts in all areas of production, marketing, and processing activities related to agricultural products, including crops, livestock, agro-forestry, and aquaculture is one of the most important in agricultural production. It includes agricultural production activities (planting, weeding, harvesting, milking, or fishing) and other post-harvest activities (cleaning, cutting, packaging, labelling, or marketing). Household in all societies differentiate various household activities and responsibility by gender. The allocation of activities on the basis of sex is known as the sexual division of labour. The division is subject to specific circumstances in such that within different cities and household the tasks between men and women relating to agricultural activities differ according to the cultural group to which they belong, socio-economic status of the household and the type crop or livestock. In this unit, you will learn about the different roles performed by men and women in agricultural production activities and whose activities are invisible and undervalued for lack of gender disaggregated data.

2.

3.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- define agricultural labour and division of labour in agriculture
- explain gender roles in household and community works i.e. who does what, within the household, community
- describe gender roles in agricultural labour
- understand the factors influencing gendered division of labour in agriculture.

3.3 MAIN CONTENTS

3.3.1 Concept of Agricultural labour and division of labour

3.3.1.1 Concept of Agricultural labour

Agricultural labour can be defined as human efforts in all areas of production, marketing, and processing activities related to agricultural products, including crops, livestock, agro-forestry, and aquaculture. Agricultural labour can take place on-farm in agricultural production activities such as planting weeding, harvesting milking or fishing. It can also be off-farm in agricultural processing such as cleaning, cutting packaging labelling or marketing. Agricultural labour can be unpaid such as family labour, paid-in-kind such as barter or labour exchange. Moreso, it can be self-employment such as marketing of one's own agricultural produce or wage labour.

3.3.1.2 Concept of gender division of labour

Gender Division of Labour

Gender division of labour can be referred to as the way roles are allocated on base on gender. Through this process women are allocated certain gender roles while men are allocated another one. A situation where we get more roles are allotted to women than men without financial rewards might resulted to unequal gender division of labour. Unequal gender division of labour usually led to gender discrimination. For example men usually plant permanent like cocoa, kola nut, oil palm and cashew that command high price are considered to be men's work, arable crop such vegetable that command low price are considered to be women's work.

3.3.2 Gender roles in household and community works

- **Productive work**

This is type of work that produces items for household consumption and goods and service for exchange in the market. Both men and women contribute to family income with various forms of productive work; although men usually dominate productive work.

- **Reproductive work**

This is nature of work that is associated with supporting the immediate and extended family, young and old. This reproductive work includes childcare, food preparation, and family health and socialisation of the young. Women are the major players and are mainly responsible for this work. This type of work is usually unpaid.

- *** Domestic work**

Domestic role of women emphasizes on their responsibilities as wives and housekeepers to care for and manage the household economy. They do this by engaging in activities such as cooking, washing, cleaning, fetching water and fire wood, taking care of the elderly ones and so on.

- **Community work**

This is an activity for the village which may be culture, social and economic development which is usually unpaid work. Such activities include organising festivals or ceremonies, maintaining a village resource and receiving of visitor. Women and men usually contributed to it but men plays dominant roles

3.3.3 Gender roles in agricultural labour

Traditionally, men and women perform different activities in agricultural production in Nigeria. This means there are men and women activities in agricultural production. Men's agricultural activities that society expect them to perform include land clearing, ridging, planting and weeding which usually require more energy to perform. Women traditional agricultural activities include harvesting, transporting, processing and marketing of agricultural produce (Deji, 2011; Quisumbing and McClafferty 2006; Adu et al, 2003; Kasante et al. 2001; Guyer 1991). Although men and women participate in agriculture, the task may be sex specific but they are complementary and reciprocal. According to the FAO/IFAD/ILO (2010), the proportion of the labour

force working in agriculture declined over the 1990s, while the proportion of women working in agriculture increased, particularly in developing countries. In Nigeria, almost 70 percent of labour force works in agriculture, in which more women than men are employed. In recent times, there has been reduction in agricultural labour. World Bank/ IFAD 2012 claimed that there is a decline in agricultural labour for both men and women with the exception of women in Middle East and North Africa. The decline might be as a result of migrating out of agriculture especially men due to low pricing of agricultural produce, unsuitable government policy and environmental problem.

3.3.4 Factors influencing gender roles in agricultural labour

The following are some of the factors influencing gender division of labour in agriculture:

- The nature of the job to be carried out: Energy sapping jobs are undertaken by men, while job that demands care attention and required more time such as thinning, harvesting, processing, packaging and transportation through using of head are usually dominated by women.
- Market price of agricultural produce: Some crops are even classified as man's crop while others are regarded as woman's crop which has an effect on food production. Crops that are highly valued, highly demanded and highly prices are often dominated by men. Crop such as cocoa, cashew and kola nuts, while crop like fruits and vegetables that are poorly prices are usually dominated by women.
- The culture of the people: Gendered division of labour varies from culture to culture. Deji (2011) said in southwestern Nigeria, land clearing is men's job, while the job is perceived to be women's work in the Middle west and some Eastern parts of Nigeria.
- Land tenure system: Majority of land owners in Nigeria are men, because of the cultural and legal restrictions placed on women ownership of land. This allows men to have access to land to cultivate cash crops.

Self-Assessment Exercise 10: Describe the factors influencing gender roles in agricultural labour
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3.4 CONCLUSION

In this unit you have learnt about the meaning of agricultural labour, gender roles in household and community works and gender roles in agricultural labour. You have also learnt about factors influencing Gender division of labour in agriculture.

3.5 SUMMARY

In this unit, you have learnt:

- That agricultural labour means human efforts in all areas of production, marketing, and processing activities related to agricultural production.
- Different types of works that is associated with division of labour in agriculture include productive work, reproductive and community work.
- Traditionally, men and women perform different activities in agricultural production in Nigeria.
- Men's agricultural activities that society expect them to perform include land clearing, ridging, planting and weeding which usually require more energy to perform.
- Women traditional agricultural activities include harvesting, transporting, processing and marketing of agricultural produce.
- Some of the factors influencing gendered division of labour in agriculture include the nature of the job to be carried out, price of agricultural produce, the culture of people and land tenure system.

3.6 TUTOR-MARKED ASSIGNMENT

- Enumerate the factors influencing gender division of labour in agriculture
- Discuss roles of gender in agricultural labour activities

3.7 REFERENCES/ FURTHER READING

FAO/SIDA 2010 National gender profile of agriculture household report based in 2006 rural, agriculture and fishery census FAO/SIDA Partnership Cooperation within the Field of Rural Development – Pilot Phase 2008-2009

World Bank/ International Fund for Agricultural Development (2012) Gender in Agriculture. Gender in agriculture Source book.

3.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 10: Describe the factors influencing gender roles in agricultural labour

Answer:

- The nature of the job to be carried out: Energy sapping jobs are undertaken by men, while job that demands care attention and required more time such as thinning, harvesting, processing, packaging and transportation through using of head are usually dominated by women.
- Market price of agricultural produce: Some crops are even classified as man's crop while others are regarded as woman's crop which has an effect on food production. Crops that are highly valued, highly demanded and highly prices are often dominated by men.
- The culture of the people: Gendered division of labour varies from culture to culture. Deji (2011) said in southwestern Nigeria, land clearing is men's job, while the job is perceived to be women's work in the Middle west and some Eastern parts of Nigeria.
- Land tenure system: Majority of land owners in Nigeria are men, because of the cultural and legal restrictions placed on women ownership of land. This allows men to have access to land to cultivate cash crops.

UNIT 4 GENDER ROLE-CHANGE IN AGRICULTURAL LABOUR AND GENDER SEGREGATION

CONTENTS

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Main Content
 - 4.3.1 Role-change in gender division of labour in agricultural production
 - 4.3.2 Factors responsible for change in division of labour in agricultural production
 - 4.3.3 Gender segregation in division of labour.
 - 4.3.3.1 Meaning of gender segregation in agricultural labour
 - 4.3.3.2 Effect of segregation in division of labour on women
 - 4.3.3.3 Solution to gender segregation
- 4.4 Conclusion
- 4.5 Summary
- 4.6 Tutor-Marked Assignment
- 4.7 References/Further Readings
- 4.8 Possible Answers to Self-Assessment Exercises within the Content

4.1 INTRODUCTION

In recent times, there has been a role change in the division of labour on gender bases. Women are now performing roles that are traditional meant for men in agricultural production and vice visa. This might be as a result of factors that will be mentioned in the latter part of the unit. Furthermore gender segregation in agricultural labour and solution to it will also be discussed

4.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- describe role-changes in gender division of labour in agricultural production
- describe gender segregation in division of labour.
- explain effect of segregation in division of labour on women
- indentify Solution to gender segregation.

4.3 MAIN CONTENT

4.3.1 Role- change in gender division of labour in agricultural production

We could observe that in recent times there have been changes in role performance of men and women in many gender specific activities. Women are now performing traditional ascribed agricultural production roles vice visa men are now performing roles ascribed to women. Example is the processing of palm oil while milling machines are been operated by men whereas traditionally milling of palm is usually women's work. Furthermore, FAO/IFAD/ILO (2010) claimed that men are increasingly moving into food crops as a result of export crops fall.

4.3.2 Factors responsible for change in division of labour in agricultural production

Many factors are responsible for change in division of labour in agriculture production. These factors include:

- Increase in rural-urban migration of able-bodied men and youth: Labour in the agricultural sector is declining for both men and women. Although, men are migrating out of agriculture faster in Nigeria than women. Migration of men and youth out of agricultural production has led to women involvement in agricultural activities that traditional not ought to be performed by men.
- Additional responsibilities undertaken by women at the household level, which made women to look for additional means of sourcing income by performing other agricultural activities that traditionally meant for men.
- Inadequate farm labour: Migration of youth and able bodied men in area had led to inadequate labour supply in agricultural sector, which has led to men and women performing agricultural roles that gender specific.
- Inadequate sources of information to women
 - (i) Increase in female headed households: Many households are headed by women so, need to make provision for the family change role performed on gender bases.
 - (vi) Government policy: Gender is not always considered when setting goals for the agricultural sector (such as growth, food security, poverty alleviation, regional equity).

4.3.3 Gender segregation in division of labour

4.3.3.1 Meaning of gender segregation in agricultural labour

Gender segregation means that women and men to a certain extent work in different occupations or in different sectors or under different contractual terms and conditions. Gender segregation can be in two forms. The first form is the one that occurs as a result of discrimination towards women in the male-dominated labour market. Other forms of gender segregation is one that occurs as a result of wage difference (Emereki (2003). In agricultural value chains from production to processing, packaging, storage and marketing are recently dominated by men since they are generally have access to land and labour, while women dominated the wage labour especially in the processing and packaging which usually required relatively unskilled labour This is called gender biased segregation. Segregation in the gender occurs women get most of the burden of labour and also most of the unpaid roles, but men get high financial reward from most of the income generating works.

4.3.3.2 Effect of segregation in division of labour on women

- Segregation limit women opportunities to have training on new technical and entrepreneurial skill
- Law and regulations against gender discrimination in labour are inadequate or not effectively enforced. Women do not have opportunities to fight for their labour right.
- Women find it difficult to enter into contract farming like purchasing of cocoa farms, rent and leases because of the fact that they have less access to credit, markets and information than men.
- Women are often excluded from higher value agricultural products such as domestics and export markets because of inadequate infrastructural facilities such as store, processing facilities, communication and information.
- Women are constrained by competing demand on their time. Their usually affect time of harvesting of their crops because of domestic and childcare work.

4.3.3.3 Solutions to gender segregation

You should realise that to every problem there must be a possible solution. The solutions to gender segregation include:

- Endorse and implement International Labour Organisation conventions relevant to female agricultural workers, educate women on their employment rights, and enforce labour laws and codes of conducts in agriculture.

- Encourage women to form themselves to groups and support women in order to participate in agricultural policy and trade negotiations through their membership in collective organizations.
- Domestic activities should not be left on women hand alone, it should be joint responsibilities. Men should participate in domestic activities
- Promote labour-saving technologies to ease women's workload

Self-Assessment Exercise 11: State the effect of segregation in division of labour on women.

4.4 CONCLUSION

At the end of discussion on the unit, you learnt role changes in gender specific activities in agricultural production as a result of present prevailing factors. Furthermore, you also learnt about gender segregation in agricultural labour which give women opportunities to fight for their labour rights and the possible solutions to gender segregation.

4.5 SUMMARY

In this unit you have learnt about changes in role performance of men and women in many gender specific activities, which might be due to factors such as:

- increase in rural-urban migration of able-bodied men and youths
- additional responsibilities undertaken by women at the household level
- inadequate farm labour, inadequate sources of information to women
- increase in female headed households and government policy
- gender segregation in labour have negative effect on agricultural production
- Women are mostly involve in low paid agricultural job and unskilled labour compared to their male counterpart that are involved in highly paid and skill labour
- Segregation limit women opportunities to have training on new technical and entrepreneurial skill
- Law and regulations against gender discrimination in labour are inadequate or not effectively enforced.
- Women do not have opportunities to fight for their labour rights.
- Gender issues in agricultural labour can be addressed if women can be educated on their employment rights, and enforce labour laws

and codes of conducts in agriculture.

4.6 TUTOR-MARKED ASSIGNMENT

- Discuss gender segregation in agricultural labour
- What are the effects of agricultural labour gender segregation agricultural production?
- What can be done to reduce gender segregation?

4.7 REFERENCES/FURTHER READING

Alamveabee E. Idyorough(2005) Gender: concepts and issues in nigeria
Aboki Publishers Makurdi-Abuja-Ibadan, Nigeria

FAO/SIDA 2010 National gender profile of agriculture household report
based in 2006 rural, agriculture and fishery census FAO/SIDA
Partnership Cooperation within the Field of Rural Development –
Pilot Phase 2008-2009

Ruth Emerek¹, Hugo Figueiredo², Pilar González³, Lena Gonäs⁴ and Jill
Rubery (2003) Indicators on Gender Segregation. Faculdade de
Economia, Universidade do Porto
<http://www.fep.up.pt/investigacao/cete/papers/dp0302.pdf>

World Bank/ International Fund for Agricultural Development (2012)
Gender in Agriculture. Gender in agriculture Source book

4.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 11: State the effect of segregation in division of labour on women.

Answer:

- Segregation limit women opportunities to have training on new technical and entrepreneurial skill
- Law and regulations against gender discrimination in labour are inadequate or not effectively enforced. Women do not have opportunities to fight for their labour right.
- Women find it difficult to enter into contract farming like purchasing of cocoa farms, rent and leases because of the fact that they have less access to credit, markets and information than men.
- Women are often excluded from higher value agricultural products such as domestics and export markets because of inadequate infrastructural facilities such as store, processing facilities, communication and information.
- Women are constrained by competing demand on their time. Their usually affect time of harvesting of their crops because of domestic and childcare work.

UNIT 5 GENDER ACCESS TO APPROPRIATE TECHNOLOGY

CONTENTS

- 5.1 Introduction
- 5.2 Learning Outcomes
- 5.3 Main Content
 - 5.3.1 Definition and scope of appropriate agricultural technology.
 - 5.3.1.1 Meaning of Technology
 - 5.3.1.2 Meaning of Agricultural technology
 - 5.3.1.3 Types of Agricultural technology
 - 5.3.1.4 The Concept of Appropriate technology
 - 5.3.1.5 Criteria for determining the appropriateness of technologies
 - 5.3.1.6 Sustainability and appropriateness of technologies
 - 5.3.1.7 Technology and infrastructural facilities
 - 5.3.2 Gender issues in access to appropriate technology
 - 5.3.3 Gender differences in access to and adoption of technologies
 - 5.3.4 Constraints to rural women`s access to and utilization of appropriate technologies.
 - 5.3.5 Solution to problems militating against gender access appropriate technology
- 5.4 Conclusion
- 5.5 Summary
- 5.6 Tutor-Marked Assignment
- 5.7 References/Further Readings
- 5.8 Possible Answers to Self-Assessment Exercises within the Content

5.1 INTRODUCTION

In this unit, you shall learn about the meaning of technology and appropriate technology. You will also understand that there were obstacles that militate against rural dwellers especially women`s access to and utilization of appropriate technologies despite the fact that technology is valuable. The possible solutions will also be discussed for easy access and usage of appropriate agricultural technology.

5.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- Explain the meaning of Technology and Agricultural technology
- List the types of Agricultural technology
- Examine the concept of Appropriate technology

- State the criteria for determining the appropriateness of technologies
- Describe the sustainability and appropriateness of technologies
- Explain gender issues in access to appropriate technology
- Enumerate the constraints to rural women's access to and utilization of appropriate technologies.
- Mention solution to problems militating against gender access appropriate technology

5.3 MAIN CONTENT

5.3.1 Definition and scope of appropriate agricultural technology

5.3.1.1 Meaning of Technology: Technology refers to as the practice of any or all of the applied sciences that have practical value to the clients as well as industrial use (Oxford Dictionary,2000) This is broken down into information in form of technical methods, technical skills, the capacity to do something and the access to utilise the information in order to facilitate innovation for the improvement of mankind.(Oxford Dictionary, 2002). Technology can also be simply defined as machine and hardware parts of production resource (Deji,2012). Wikipedia encyclopaedia dictionary defined technology as making, modification, usage and knowledge of tools, machines, techniques, crafts, system and methods of organisation, in order to solve a problem, improve a preexisting solution to a problem or perform a specific function.

In summing up the views of the scholars, technology can be defined as practices or techniques, tools or equipments, know-how and skills that are used to increase productivity, reduced production and processing costs and save on scarce resource or inputs, such as labour or energy.

Agricultural technology: Agricultural technology is the application of the principles of mathematics and natural sciences in order to be economically efficient use of agricultural resources and natural resources for human welfare (Agricultural news,2011). Agricultural technologies are the ideas and practices (traditional and modern) employed in agricultural production activities. Agricultural technology could be accumulated farming experiences or as a result of scientific research used by farming in area of crop and animal production.

5.3.1.2 Types of Agricultural technology

Agricultural technology could be traditional or modern.

- **Traditional technologies:** Traditional technologies are the old time ideals and tools such as hoes and cutlass used by farmers for agricultural production.
- **Modern agricultural technologies:** Modern agricultural

technologies are improved ideas, practices, machines and implements like plough, harrow, planters, improved varieties used for agricultural production. The modern agriculture according to Deji 2012 are the innovations that are outcomes of research activities or farming experiences disseminated to the farmers with the aim of improving their livelihood. Modern technologies are a product of invention, discovery or diffusion of innovation. Inventions are new or improved ideas that are brought about through recombination of existing cultural traits to bring about new things. Discovery is combination of two or more ideas or practices which has been in existence but was not known. Diffusion is the improved or new ideas generated from external community or country to other community or country. Ekong (2011) defined it as the spread of cultural traits from one group to another.

Types of modern /improved agricultural technology

The different types of technologies include the following:

- Technology for land preparation and cultivation such as improved varieties, fertilizer, pesticides, sprayers, ploughs, irrigation and other man power.
- Harvesting technologies such as hand tools, reapers
- Post-harvest operations and processing technologies such as improved drying equipment, threshers, milling machines.
- Labour–time and energy saving technologies such as fuel efficient machines, hand driving planter and other adaptive technologies
- Rural transportation such as bicycle, tri-cycle and other motorized transport
- Information and communication technology such as mobile phone, rural radio, television, internet, and print media

5.3.1.3 The Concept of Appropriate technology.

Appropriate technology for any given group is that technology which is responsive to their circumstances and meets their needs adequately.

Hence the Economic Commission for Africa (ECA) 1989,

However, technology that is suited for one community may not be suited for another community with a similar problem to solve, because of differences in their approach.

Appropriate technology for developing areas is often defined as having the following characteristics (ECA) 1978,1989:

- Low in capital cost;
- Labour intensive rather than capital intensive.
- Use locally available materials as much as possible;

- Be affordable by the beneficiaries,(such as rural women);
- Needs a low level of skill to operate, be able to be operated, controlled and maintained by local population;
- Can be produced by a small metal work-shop or in a village itself.
- Must be compatible with local values, attitudes and preferences.
- Be subject to high degree of control and initiative by users; (ix) Facilitate the involvement of the beneficiaries; and (x) Be amenable to dispersal and have a demonstration.

5.3.1.4 Criteria for determining the appropriateness of technologies.

In order to determine the appropriateness of technologies designed for rural dwellers in Nigeria, it must be line with the following criteria :

- Is easy to operate/use/simple.
- Enhances efficiency in food processing and/or storage/meets family needs.
- Is easy to maintain/repair/service.
- Saves time.
- Is cheap/affordable.
- Suits their culture/way of life.
- Is acceptable to men and women.
- Readily available in the local market
- Enables family to store food for the periods of scarcity/ shortage.
- Does not pollute the environment 11. Does not disturb the gender division.
- Does not alter the local food preferences in terms of taste, texture, colour, odour of food.
- Does not cause food losses.
- Can be used for processing more than one type of food(e.g. milling of beans and maize). Anyaoka, Mama and Ozoh(1997)

5.3.1.5 Sustainability and appropriateness of technologies

Development cannot be sustained if the environment including soil, water, and air is continuously degraded without remediation by the application of the technology. Technology that may meet other criteria but damages the environment may in the long run be destroying the long time livelihood of the users.

Activities of the processors, machine fabricators, agro-industrialists can only be sustained if it is in response to a demand and the response yields benefit to the responder. The demand for goods and services is the only motivator for the actions producing the goods and services. Promotion of agro-processing technologies must therefore be in response to properly evaluated demand.

5.3.1.6 Technology and infrastructural facilities

Since most agro-processing technologies for poor farmers have to be used in the rural areas, the provision of basic infrastructures in the rural areas is of paramount importance for the development of this sector. Lack of basic infrastructures that will enhance the livelihood of farmers will continue to deny rural areas of the young, educated and active population including women required for substantial adoption and use of technologies for processing agricultural materials.

5.3.2 Gender issues in access to appropriate technology

The issue of gender in technology is of importance when considering processing of agricultural materials in the developing world. The bulk of agricultural production in this country, and many other developing countries, is from the rural farmers who are low-scale traditional users. A substantial proportion of these women are farmers. Although both men and women contribute substantively to agricultural and rural development, women are assuming an increasingly prominent role (Food and Agriculture Organization of United Nations, FAO,1999a) Over half of the world's women live in rural areas of developing countries(UN,1992) These rural women are responsible for half of the world's food production and in most developing countries, produce from 60 to 80 percent of the food available for household consumption.

5.3.3 Gender differences in access to and adoption of technologies

There are numerous studies that look at gender differences in technology adoption. There is much variability among these studies in the inputs, crops, and locations analyzed, as well as in study designs, sampling, sample size, quality of data collection tools and analytical techniques, and in the indicator of gender used. Given this wide variability and the limited available empirical research for many types of technologies, it is hard to generalize patterns of gender differences. However, there are some key insights and general lessons from these empirical studies reviewed and they are discussed below.

Clearly, technology is valuable because of the possibilities it creates in women's lives and the improvements it can provide to their livelihoods. Productivity is vital, and for sub-Saharan African countries that rely heavily on agriculture, knowledge of new techniques that can increase productivity and growth is critical

Four main categories of technology inputs of importance to small-scale female farmers are: (1) inorganic fertilizer, (2) insecticides, (3) improved seed varieties, and 4) mechanical power. Inorganic fertilizer (chemical)

refers to a nitrogen-based chemical mixture used to improve soil fertility. Inorganic fertilizer is differentiated from organic fertilizer (such as animal manure, compost, or other living mulch) by its manufacture, chemical modification, and external purchase. Insecticides and pesticides (also called farm chemicals, 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. Improved and genetically modified seed varieties are artificially produced by cross-pollination to increase yield, uniformity, and resistance to disease. By *mechanization* we mean the introduction of mechanized farming tools or other equipment (tractors, seeders, and weeders) into the farming practice.

5.3.4 Constraints to rural women`s access to and utilization of appropriate technologies.

Although rural women are knowledgeable about and use traditional technology, The traditional technologies are labour intensive, time consuming, energy sapping, and usually inefficient to generate the expected needed results. Available evidence indicates that agricultural technology development has largely ignored the needs and priorities of the women. Women are often subjected to the unintended side effects of modern technologies introduced for the benefit of others (FAO, 1997). What then are the factors/obstacles militating against rural women`s access to and utilization of appropriate technologies? The following constraints were emphasized:

- Technologies are not gender-sensitive: New technologies and inputs are channelled primarily towards cash crops which are always in the domain of men.
- Agricultural technology development has largely ignored the needs and priorities of the women.
- Women lack money required to purchase farm inputs and new technologies.
- Women lack knowledge and skills to apply new technologies.
- Women are not consulted on their technology needs.
- Agricultural extension and training resources, including appropriate technologies are predominantly directed to men. Rural women are not particularly targeted and reached.

5.3.5 Solution to problems militating against gender access appropriate technology

For appropriate technology to be of tremendous benefits to rural dwellers, following actions need to be considered;

- Technology must be gender sensitive. The needs of men and

women are different so any technology designed for agricultural purpose should be specific.

- Provision of credit facilities
- Adequate training on application of improved technology
- Peculiarity of culture of the different communities should be considered in fashioning out appropriate technology for the society.

Self-Assessment Exercise 12: Mention the different types of technologies

5.4 CONCLUSION

In this unit, you have learnt about the meaning of technology and appropriate technology. You also learnt that there were obstacles that militate against rural dwellers especially women's access to and utilization of appropriate technologies despite the fact that technology is valuable. The possible solutions were also profound for easy access and usage of appropriate agricultural technology.

5.5 SUMMARY

From this unit you should have learnt the following points;

- Agricultural technology could be the accumulated farming experiences or results of scientific research used by farming in areas of crop and animal production.
- Rural dwellers are knowledgeable about and use traditional technology, their needs and priorities are largely ignored especially that of women in development of agricultural technology
- The obstacles to gender access and utilization of agricultural technology include gender insensitivities, inadequate access to capital and training
- These obstacles can be removed through gender balance in appropriateness of the technology to men and women needs.

5.6 TUTOR-MARKED ASSIGNMENT

- Explain the following terms (i) Technology (ii) Agricultural technology
- What are obstacles to gender access to appropriate technology?
- Discuss the possible solutions to these obstacles.

5.7 REFERENCES/FURTHER READING

Anyaoka, E.U., Mama A.O., and Ozoh, R.O.(1997)Appropriate Technology utilization by Rural women in Nigeria: Obstacle, Enhancement strategies and implications for Technology Policy Technical Report.

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Types of modern /improved agricultural technology

5.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 12: Mention the different types of technologies.

Answer:

- Technology for land preparation and cultivation such as improved varieties, fertilizer, pesticides, sprayers, ploughs, irrigation and other man power.
- Harvesting technologies such as hand tools, reapers
- Post-harvest operations and processing technologies such as improved drying equipment, threshers, milling machines.
- Labour–time and energy saving technologies such as fuel efficient machines, hand driving planter and other adaptive technologies
- Rural transportation such as bicycle, tri-cycle and other motorized transport
- Information and communication technology such as mobile phone, rural radio, television, internet, and print media

UNIT 6 GENDER AND INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

CONTENTS

- 6.1 Introduction
- 6.2 Learning Outcomes
- 6.3 Main Content
 - 6.3.1 Concept of ICT
 - 6.3.2 Gender access and usage of ICT in agriculture
 - 6.3.3 Constraints to gender access, control and usage of ICTs
 - 6.3.4 Solution to gender disparity in access to and use of ICT
- 6.4 Conclusion
- 6.5 Summary
- 6.6 Tutor-Marked Assignment
- 6.7 References/Further Reading

6.1 INTRODUCTION

Information and communication technologies (ICTs) have become veritable tools in alleviating poverty among people especially rural dwellers through the enrichment of social capital and economic livelihood of the poor. It has the potential of getting relevant information to rural populations fast and timely. It also helps to reduce agricultural information distortion and increase access to information on poverty alleviation programme being carried out by government and NonGovernment Organisation. Moreso, information and communication technologies (ICT) have been increasingly used to disseminate information about technologies, markets, and management practices. Despite the importance of ICT policies in most countries, inadequate attention has been given to gender equality perspectives. Moreover, too few efforts are made to improve women access to ICT and to increase women's participation in decision making and management.

6.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- explain the concept of Information and Communication Technology (ICT)
- describe the importance of ICT in agriculture
- describe gender roles in ICT in agriculture production.

6.3 MAIN CONTENT

6.3.1 Concept of ICT

ICTs refer to any electronic means of capturing, processing, storing and disseminating information. ICT is a combination of information technology (IT) and communication technology (CT) (Obayelu and Ogunlade, 2006). Information and Communication Technologies comprise a complex and heterogeneous set of goods, applications and services used to produce, process, distribute and transform information (United Nations, 2005).

Information technology is concerned with the processing and packaging of information. Communication technology deals with the interaction, exchange and linkage with information and data bases by users through networking. ICTs assist in performing tasks quickly, efficiently, and deals with facilitating the large flow of information into wide target audience.

The ICT include television and radio broadcasting, computer hardware, software and services and electronic media such as the mobile phone, internet and electronic mail. There is the need to combine several medium of communication for more effective and efficient way of delivering information to rural populations. For instance, community radio can be used along with other form of ICT to provide agricultural knowledge and information to rural women (Giles, 2004). The ability to operate a computer or own a mobile phone has been shown to have a direct effect on the self-confidence of women and girls (Omari and Ribak 2008). Furthermore, in Nigeria, there are great potentials of ICTs as tools for enhancing peoples daily lives whether by increasing access to information relevant to their economic livelihood, better access to other information sources; healthcare, transport, distance learning or in the strengthening of kinship (Obayelu et.al, 2006). ICT has become a potent force in transforming social, economic and political life globally. The importance of information and communication technologies (ICTs) such as mobile phones (Global System Mobile Communication (GSM)), Computers, satellites, internet and multimedia cannot be overemphasised in today's world. This is because revolution of ICT globally has opened greater opportunity for efficient information sharing in agricultural sector.

6.3.2 The importance of ICT in agriculture The importance of ICTs in agriculture includes:

- Enhancing systemic dissemination of information on innovation and improved management practices on agricultural production such as crop production, animal husbandry, fisheries, forestry
- It provides to up-to-date and details information on climate change
- It improves extension service delivery system through the use of

- modern communication system.
- It improve the quality and quantity of agricultural production through the use of sophisticated ICTs such as satellite system, Global Positioning Systems (GPS), advance computer and electronics systems
- It enhances farmers access to market. They improve access to markets, pricing, and increase contact with other points in the knowledge, value, and supply chains thereby bypass the middleman entirely and charge higher prices for their goods. vi. ICTs decreases the time and cost of travel, as well as risks posed to women and men on moving from one place to the other.

6.3.3 Gender roles in ICT in agriculture production

Having access to reliable statistical information on ICT use in developing countries is very difficult. The standard indicators are not disaggregated by sex and the available data are not reliable. The first operational activities associating gender with ICTs in Africa came into being in 1995 in Kenya, South Africa and Senegal. These activities led to fifth World Conference on women in Beijing. ICTs are clearly not ‘gender neutral’ because women know the importance of information and the power that these technologies hold in terms of breaking out of systematic discrimination and indeed even gender violence in the household (Helen,2005). Gender roles in information economy, the jobs and economic 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 due to the facts that ICTs are perceived as gender neutral and their use is equally available to men and women. Despite the fact that policymakers and donors considered ICTs to be gender neutral, Sodiya, 2013 reported that women have low access to ICTs compared to their men counterparts in Africa. Furthermore, rural women have more disadvantages as compared to young, more literate or better off urban women. Reathgether (2002) argues that for women to participate fully in all aspects of ICT development, ICT policies must include a gender dimension. The needs of men and women should be integrated into ICT policies.

6.3.4 Constraints to gender access, control and usage of ICTs

Several constraints exists to women's access, control, and use of ICTs, which in turns have implications for the efficacy of ICT-based agricultural services These constraints includes:

- Low level of education: Women in general have lower levels of literacy and lack access to education which might result into inadequate technical know-how.

- **Time:** Women's double day of family and production responsibilities means they work on average more hours per day than men worldwide. For instance, South Africa women spend almost 4 hours per day on unpaid work compared to approximately 1.5 hours for men (Sophia, 2012). Time required for training by women is not always available like the men
- **Lack of financial resources to secure the use of ICT:** Women earn less, because of 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
- **Social and cultural norms:** There are social beliefs in some culture that technology is not for women. Moreover, suspicions arises when women owned ICT such as mobile phone. Norms discourage women and girls from using technology. CTA (2012), reported that over 80% of married women interviewed claimed that their husbands were very suspicious of them because they owned mobile phones
- **Decision making and policy formulation:** In typical rural communities, women are not always involved in decision making even ICT usage. Men control the technology, thus excluding women from an awareness of how ICTs can contribute to improving economy of rural dwellers.

6.3.5 Solution to gender disparity in access to and use of ICT

- **Provision of rural infrastructural facilities:** Governments should support and promote rural infrastructure including provision of regular source of electrical power for effective use of ICTs.
- **Provision of adaptive information and communication technology:** ICTs tools that are presented to be used to achieve economic benefits should be simple and affordable. These tools should be adaptable to the local context in which they will be used.
- **Training on ICTs usage:** Since high illiteracy rates of women and lack of ICT training are some of the serious barriers that prevent them from entering the information economy, there is need to focus on educating women in poor community and training on usage of ICT and value attach to it.
- **Development of local content in local languages.** Development of agricultural information to be passed through use of ICT Local language content will improve the accessibility and inclusiveness of ICT applications. It can also serve as an opportunity to capture and record local practices and knowledge.
- **Gender mainstreaming in policy and decision making:** Gender equality aspects in policy and decision making need to be incorporated in all work related to ICT at national, state and local level so that women voice can be heard. There is need to use gender

- analysis to ascertain the needs and priorities of both women and men for equitable access use and benefits of ICT.
- The contents of ICT should be tailored to provide information and services that are relevant to women and men.

Self-Assessment Exercise 13: Explain the importance of ICT in agriculture

6.4 CONCLUSION

In this unit you have learnt about the meaning of ICT, gender access and usage of ICT in agriculture, constraints to gender access to and use of ICT in agriculture, and possible solution to gender access to and usage of ICT. Men and women should be actively participated in the development and dissemination of ICTs to serve as effective for agricultural development.

6.5 SUMMARY

In this unit you have learnt that:

- ICT is any electronic means of capturing, processing, storing and disseminating information.
- ICTs consist of mobile phones (Global System Mobile Communication (GSM)), Computers, satellites, internet and multimedia like radio and television
- Women are disadvantage relative to men in terms of their access to all types of modern ICTs
- Women are at the receiving end because of factors such as low income, low level of education, inadequate time, mobility, religious and cultural constraints.
- There is need to use gender analysis to ascertain the needs and priorities of both women and men for equitable access use and benefits of ICT.

6.6 TUTOR-MARKED ASSIGNMENT

Gender access to and use of ICT face a lot of challenges that are inhibiting it. Suggest ways of reducing or eliminating the constraints

6.7 REFERENCES/FURTHER READING

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6.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 13: Explain the importance of ICT in agriculture

Answer:

- Enhancing systemic dissemination of information on innovation and improved management practices on agricultural production such as crop production, animal husbandry, fisheries, forestry
- It provides up-to-date and details information on climate change
- It improves extension service delivery system through the use of modern communication system.
- It improves the quality and quantity of agricultural production through the use of sophisticated ICTs such as satellite system, Global Positioning Systems (GPS), advanced computer and electronics systems
- It enhances farmers' access to market. They improve access to markets, pricing, and increase contact with other points in the knowledge, value, and supply chains thereby bypass the middleman entirely and charge higher prices for their goods.
- ICTs decrease the time and cost of travel, as well as risks posed to women and men on moving from one place to the other.

UNIT 7 GENDER ISSUES IN RURAL TRAVEL AND TRANSPORT

CONTENTS

- 7.1 Introduction
- 7.2 Learning Outcomes
- 7.3 Main Content
 - 7.3.1 Gender access to rural transport infrastructure and services
 - 7.3.2 The reasons for gender issues in rural travel and transport
 - 7.3.3 Gender mainstreaming in rural travel and transport
 - 7.3.4 Factors to be considered in gender mainstreaming in rural travel transport
- 7.4 Conclusion
- 7.5 Summary
- 7.6 Tutor-Marked Assignment
- 7.7 References/Further Reading
- 7.8 Possible Answers to Self-Assessment Exercises within the Content

7.1 INTRODUCTION

In rural setting of Sub-Sahara African, most of dwellers' social and economic responsibilities involve travel, and the total time and effort spent on travel is a major constraint especially on women's access to resources and services, and their opportunities for improving their economic conditions. Furthermore, transport infrastructure and resources are very limited for all of the rural population, the situation is worse for women as they face social constraints on their access to the available transport facilities. So there is need for gender mainstreaming in rural travel and transport, in order to enhance agricultural production and gender equity among rural dwellers.

7.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- describe gender access to rural transport infrastructure and services
- explain the reasons for the gender issues in rural travel and transport
- discuss the gender mainstreaming in rural travel and transport.

7.3 MAIN CONTENTS

7.3.1 Gender access to rural transport infrastructure and services

One of the peculiar problems to agricultural development in Nigeria is the inadequate provision of rural transport infrastructure and services in rural areas. It has been observed by the scholars that women are the burden bearers of these problems and suffers more than their male counterparts in rural arrears. This is because of the involvement of women in productive (wage labour, agricultural production, processing package and marketing), reproductive (child-care, collecting water and fuel, ensuring children get to school and to health centres, etc) and community management (water supply, environmental protection, maintenance of roads and footpaths, community meetings, etc.) activities. Whereas men's workload on activities apart from productive activities is lighter. Despite the fact that women bear heavy load of all these activities, men still control the means of production including household income and they therefore, control what motorized and nonmotorized transport facilities women will use and how they will use them. In rural Africa, as elsewhere, there are social rules that determine the responsibilities of men and women with respect to each of these activities. These social rules also govern the control of productive resources (such as money, land, and productive resources), and participation in decision-making on community priorities and the selection of projects (Petronella and Michael, 2001). There are social rules and customs governing men and women in the control and use of the available means of transport the society.

7.3.2 The reasons for the need of gender issues rural travel and transport

The reasons for the need of gender issues in rural transport include: ·
Women's multiple tasks imposed on them a heavier travel and transport burden than that of most men

- Women have more limited access to the available means of transport, and also may experience socially determined constraints on their ability to travel inside and outside the community.
- Society norms prevent rural women from owning or using certain types of intermediate means of transportation (IMT) such as bicycles, motorcycles and buses except in Eastern parts of Nigeria where women are allowed to use them but ownership still belong to men. This is because of culture beliefs which attribute such role to men.
- For the fear of sexual harassment, some women find it difficult to use public transport.

- Women peculiar cases are not always considered at the designing stage of rural travel and transport infrastructure. Rural transports are designed by men and are for men without women been considered and consulted. This had led to inappropriateness of the IMT for women.
- Women mobility is often restricted and is subject to their husbands' or fathers' approval whereas men do not need such approval.
- In rural societies, women are culturally and socially not allowed to travel in the same bus with men except they are relatives. This might prevent women from taking their agricultural produce to the market because it is cultural unacceptable.
- Women usually offer their unpaid labour when it comes to rural road maintenance while men are usually reluctant to work when they are not paid. Men are only prepared to work in road maintenance if they are paid despite the fact that men may be more benefited.

7.3.3 Gender mainstreaming in rural travel and transport

Gender mainstreaming in rural travel and transport is an important concept which entails ensuring that projects, priorities and constraints of both men and women is addressed.

Most often, transport policies, programmes and project at designing and implementation stage adopted a gender neutral approach which assumes that men and women will equally benefit from transport interventions. In real sense, there is need to make special provisions to address gender differences, because men and women have diverse needs in which if special needs of women are not taken into consideration may affect their productivity.

7.3.4 Factors to considered in gender mainstreaming in rural travel transport

- For effective rural travel and transport intervention, there is need to understand the social and economic organisation of the household and the social rules governing the control of transport resources of different household.
- Rural transport must be designed inline with the needs and constraints of household members.
- There is need to employ women in paid labour based road maintenance. This is because women have proven to be reliable and competent workers.

Gender mainstreaming entails ensuring that projects address the needs, priorities and constraints of both men and women during:

- The policy development process;
- The project delivery system;
- Staff development;
- Personnel policies, such as the recruitment processes; and 5. Other organizational policies and practices.

Self-Assessment Exercise 14: Examine the reasons for the need for gender issues in rural travel and transport

7.4 CONCLUSION

In this unit, you have learnt gender mainstreaming in rural travel and transport is an important concept which entails ensuring that projects, priorities and constraints of both men and women is addressed.

7.5 SUMMARY

You have learnt that despite the fact that women bear heavy load of household activities, men still control the means of production including household income and transport facilities of the household. Furthermore, you have also learnt the reasons for gender issues in rural transport which societal norm prevent rural women from owning or using for example, certain types of intermediate means of transportation(IMT) such as bicycles, motorcycles and buses. Women peculiar cases are not always considered at the designing stage of rural travel and transport infrastructure. Women usually offer their unpaid labour when it comes to rural road maintenance. For effective rural travel and transport intervention, there is need to understand the social and economic organisation of the household and the social rules, rural transport must be designed inline with the needs and constraints of household members and women should be employed in paid labour based road maintenance.

7.6 TUTOR-MARKED ASSIGNMENT

- State reasons why there is need to address gender issues in rural travel and transport
- Discuss the factors to be considered in gender mainstreaming in rural travel transport

7.7 REFERENCES/FURTHER READING

Petronella Maramba & Michael Bamberger (2001) A Gender Responsive Monitoring and Evaluation System for Rural Travel and Transport Programs in Africa: Sub-Saharan Africa Transport Policy Program. The World Bank and Economic Commission for Africa SSATP Working Paper No. 55 *A Handbook for Planners, Managers and Evaluators* Africa Region The World Bank

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7.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 14: Examine the reasons for the need for gender issues in rural travel and transport

Answer:

- Women's multiple tasks imposed on them a heavier travel and transport burden than that of most men
- Women have more limited access to the available means of transport, and also may experience socially determined constraints on their ability to travel inside and outside the community.
- Society norms prevent rural women from owning or using certain types of intermediate means of transportation (IMT) such as bicycles, motorcycles and buses except in Eastern parts of Nigeria where women are allowed to use them but ownership still belongs to men. This is because of culture beliefs which attribute such role to men.
- For the fear of sexual harassment, some women find it difficult to use public transport.
- Women peculiar cases are not always considered at the designing stage of rural travel and transport infrastructure. Rural transports are designed by men and are for men without women being considered and consulted. This has led to inappropriateness of the IMT for women.
- Women mobility is often restricted and is subject to their husbands' or fathers' approval whereas men do not need such approval.
- In rural societies, women are culturally and socially not allowed to travel in the same bus with men except they are relatives. This might prevent women from taking their agricultural produce to the market because it is culturally unacceptable.
- Women usually offer their unpaid labour when it comes to rural road maintenance while men are usually reluctant to work when they are not paid. Men are only prepared to work in road maintenance if they are paid despite the fact that men may be more benefited.

MODULE 4 GENDER ISSUES IN CLIMATE CHANGES AND WATER MANAGEMENT

- Unit 1 Gender roles in climate change adaptation and mitigation
- Unit 2 Concept and gender roles in
agricultural water management
- Unit 3 Gender mainstreaming in water management

UNIT 1 GENDER ROLES IN CLIMATE CHANGE ADAPTATION AND MITIGATION

CONTENTS

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 Main Content
 - 1.3.1 Gender roles in climate change mitigation and adaptation
 - 1.3.2 The key concepts of climate change
 - 1.3.2.1 Concept of climate
 - 1.3.2.2 Concept of climate change
 - 1.3.2.3 Concept of climate change adaptation
 - 1.3.2.4 Concept of climate change mitigation
 - 1.3.2.5 Climate vulnerability
 - 1.3.3 Impact/ effect of climate change on rural dwellers
 - 1.3.4 Adaptation and mitigation to climate change on rural dwellers
 - 1.3.5 Gender and Adaptation and mitigation to climate change
- 1.4 Conclusion
- 1.5 Summary
- 1.6 Tutor-Marked Assignment
- 1.7 References/Further Reading
- 1.8 Possible Answers to Self-Assessment Exercises within the Content

1.1 INTRODUCTION

In the agricultural sector, emissions of greenhouse gases arise from fertilizer production and use, cattle, rice production, biomass burning and other activities. Agriculture and land conversion, contribute up to one-third of emissions leading to the enhanced greenhouse effect. Thus, the agricultural sector contributes significantly to climate change through its emissions of greenhouse gases. Consequently, there is a high potential in agriculture for climate change mitigation. The enhanced greenhouse effect has led to an increase in the overall mean global temperature as well as changes in precipitation patterns. While climate varies naturally, these significant changes cannot be attributed to natural variability alone and

the role of humans in changing the climate has been determined with confidence.

1.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- understand the concept of climate change
- explain effect of climate change on rural dwellers
- describe Adaptation and mitigation to climate change on rural dwellers
- explain gender and Adaptation and mitigation to climate change.

1.3 MAIN CONTENTS

1.3.1 Concept of climate

Climate is commonly defined as the weather averaged over a long period up to 30 years. Climate also refers to as the effect of weather over a long period of time, usually twenty five years (Oluyole and Adebisi, 2007). Climate includes temperature, humidity, atmospheric pressure, wind, precipitation and atmospheric particle measured in a given region over long periods. Rainfall and temperatures are major factors influencing variations in crop yields, production, soil utilization and conservation (Akintola, 1986).

1.3.2 Concept of Climate Change (The key concepts of climate change)

Climate change refers to alteration in climate pattern, brought about by global warming. The result of climate change have social and economic effects on human livelihood, the effects depends on regional variations. The accumulated gases trigger the warming of the atmosphere resulting in climate change. The direct and indirect negative consequences of climate change have the most impact on the agricultural sector of human systems. This implying that food insecurity and poverty will be enhanced, if the negative effect of climate change is not gently curbed.

- **Adaptation**

The term adaptation in reference to human systems; according to Denevan, is a cultural practices that allow societies to survive in the context of changing circumstances. Adaptation also refers to the behaviour of living systems that changes the state or structure of the system, the environment or both. It is a means of responding to the impacts of climate change by reducing vulnerability.

- **Mitigation**

Mitigation in the context of climate change refers to reducing the causes of climate Change. It refers to as a means of addressing the causes of climate change by lowering greenhouse gas emissions.

- **Vulnerability**

Vulnerability is the degree to which a system is prone to, or unable to cope with, adverse effects of climate change, including climate variability. Adaptation capacity is a way of reducing vulnerabilities and promoting sustainable development. Effect of climate vulnerability include:(i) Loss of food production or stocks; (ii) Loss of income and/or tradable assets; (iii) More difficult economic access to food due to price increases, and (iv) Break-down of traditional support systems.

1.3.3 Impact/ effect of climate change upon rural dwellers

The negative effect of climate change are likely to hit the poor rural dwellers in the country especially women because it will increase the female burden of meeting the gender specific division of household responsibility. Women need to travel further for land, water and fuel wood and also bear the burden of taking care of children and other household member because of ill health which might arises as a result of greater stress due to climate change.

Li women are always left behind to cater for children and handle domestic responsibilities as a result of migration of men to other place during drought or dry season. The level of rural women's vulnerability to climate change is particularly higher in developing countries where agricultural activities predominate.

Effects of climate change include:

- reductions in crop yields, heat stress for people, livestock and plants;
- changes related to the crops, varieties and animal species and races that thrive locally;
- stressed water resources; • increases in agricultural prices.
- climate change will alter people whose livelihood depends on agriculture.

1.3.4 Adaptation and mitigation to climate change

The adaptation and mitigation system to climate change include the following:

- Increasing use of weather and climate forecasting to reduce production risk: Climate forecasting will increased productivity

through altering inputs, varieties and species that are resistance to heat shock and drought and flooding ; increased soil carbon content; and optimizing organic and inorganic fertilizer rates, while minimizing greenhouse gas emissions,

- Managing river basins for more efficient delivery of irrigation services and prevent water logging, erosion and nutrient leaching, making wider use of technologies to harvest water, conserve soil moisture, use and transport water more effectively.
- Improving livestock management practices for increased productivity per animal while decreasing emissions. These include the use of supplementary feeds and concentrates for increased, matching livestock stocking rates with pasture production, modification of grazing times and alteration of forage.
- Diversifying income through the incorporation of other activities such as marketing of crops, livestock raising, mini-livestock production such as fish production, bee-keeping, snail production, grass cutter production and selling of non-timber forest products.
- Introducing forest conservation, agro-forestry so as to restore carbon.
- Use of integrated pest and pathogen management
- Developing and using varieties and species resistant to pests and diseases.
- improving quarantine capabilities and monitoring programmes.
- There is need to ensure that policies and institutional arrangements such as disaster preparedness plans and post disaster rehabilitation processes, which help mainstream climate change adaptation into agricultural and rural development policies-incorporate gender concerns.

1.3.5 Gender and Adaptation and mitigation to climate change

Gender played a major in determining capacity to cope with the outcome of climate change.

Climate change adaption at local and community level using gender lens include

- Involve all members of the community (men and women) in planning through the use participatory approaches.
- Draw on local knowledge which is linked to men's and women's gender-differential roles;
- Enhance local capacity of men and women to adapt it to climate change adaptation and mitigation.

Self-Assessment Exercise 15: Mention the effects of climate change on agriculture

1.4 CONCLUSION

You learnt in this unit that direct and indirect negative consequences of climate change have the most impact on the agricultural sector of human systems. Moreover, gender plays a major role in determining capacity to cope with the outcome of climate change. The level of rural women's vulnerability to climate change is higher than men especially in developing countries. Women at all levels should mobilize and sufficiently be involved in decision making on climate change.

1.5 SUMMARY

In this unit you have learnt that:

- Climate is weather averaged over a long period up to 30 years
- Climate change is alteration in climate pattern, brought about by global warming.
- Negative effect of climate change had strong impact on the poorest people in the country especially women because of the burden of meeting the gender specific division of household responsibility.
- Effects of climate change include reductions in crop yields, heat stress for people, livestock and plants;
- Practices which can be used to alleviate the effects of climate change including managing natural resources, soil, water and biodiversity sustainably, diversifying incomes of households, introducing more trees to the farming landscape and improving the productivity of livestock in an environmentally sustainable manner

1.6 TUTOR-MARKED ASSIGNMENT

- Explain clearly the term climate adaptation and mitigation
- Women bear the burden of negative effect of climate change than men. Discuss
- Explain briefly how rural dwellers adapted to climate change

1.7 REFERENCES/FURTHER READING

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Oluyole, K.A. and Adebisi, S. The Effects of Climatic Changes on Cocoa Output in Nigeria. *Journal of Science Technology Research*. Vol. 6, No. 3. Pp. 33-36. 2007.

1.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 15: Mention the effects of climate change on agriculture.

Answer:

- reductions in crop yields, heat stress for people, livestock and plants;
- changes related to the crops, varieties and animal species and races that thrive locally;
- stressed water resources; • increases in agricultural prices.
- climate change will alter people whose livelihood depends on agriculture.

UNIT 2 CONCEPT AND GENDER ROLES IN AGRICULTURAL WATER MANAGEMENT

CONTENTS

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Main content
 - 2.3.1 Meaning and scope of agricultural water management
 - 2.3.1.1 Meaning of water management.
 - 2.3.1.2 Scope of Agricultural water management
 - 2.3.2 Gender roles in agricultural water management
 - 2.3.3 Importance of gender issues in water management
- 2.4 Conclusion
- 2.5 Summary
- 2.6 Tutor-Marked Assignment
- 2.7 References/Further Readings
- 2.8 Possible Answers to Self-Assessment Exercises within the Content

2.1 INTRODUCTION

Competing demand for water has led to over exploitation of the resource and also adding to its pollution. One-quarter of the developing world's population still lacks clean water while millions die annually from water related diseases. Study from literature indicated that there has been significant difference in the uneven distribution of water across the different caste, class and gender. Most disadvantaged people that bear the burden are the women who are the main collectors of water. Women play important roles in both irrigated and non-irrigated agriculture. Moreso, women a larger number of women than men are engaged in rain-fed agriculture producing two thirds of the food in most developing countries (World Bank, 2006). In most societies, the provision of water for fulfilment of fundamental human needs such as preparing food, washing and cleaning has always been a women responsibility. Despite the contribution of women to agriculture water policies related to agriculture continue to wrongly assume that farmers are men, in which women are been marginalising in water resource management.

2.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- explain the meaning and scope of water management
- describe gender roles in water management
- assess the importance of gender mainstreaming in water management.

2.3 MAIN CONTENTS

2.3.1 Meaning of water management

Water management can be defined as the planned development, distribution and use of water resources in accordance with predetermined objectives while respecting both the quantity and quality of the water resources. It is the specific control of all human interventions concerning surface and ground water. Every planning activity relating to water can be considered as water management in the broadest sense of the term (ICID, 2000).

2.3.2 Scope of Agricultural water management

Agriculture water management (AWM) includes irrigation and drainage, water management in rain-fed agriculture, recycled water reuse, water and land conservation, and watershed management (World Bank 2006). AWM is essential to food security, but it also plays a fundamental role in building human capital in rural areas. Renewed attempts to incorporate gender issues in water development came to existence at the Dublin conference in 1992. Up till this moment, these policy have not been adequately translated into practice and attempt to involved women in some water management initiative have yield much result (IFAD,2007).

2.3.3 Gender roles in agricultural water management

Women and men have different priorities and needs with respect to water, which result from their different roles and responsibilities. The gender gap that existed in the agricultural water resource management usually arises from the gender division of labour and norms in the society, which allocate many water-related responsibilities to women, while conferring most water-related powers to men. According to Tacko Ndiaye, 2013 studies from 45 developing countries show that women and children bear the responsibility for water collection, with the girls under 15 years of age twice as likely to carry the responsibility as boys under the same age. Women spend most of their time i.e. long hours fetching water both for domestic and productive use. Most of the labours put in when fetching water to manage scarcity are unpaid and not adequately recognised. Women also play an important roles in agricultural such as crops and livestock and non-agricultural water use includes personal hygiene, care of the sick, cleaning, washing and waste disposal, whereas men are more concerned with agricultural water management.

2.3.4 Importance of gender issues in water management

Economic benefits: if gender issues are well taken care-off, especially women having a more effective role in water management, it will boost economic production both in agriculture and small industry.

Nutrition and health: Women are generally more concerned with family nutrition and health than men, women participation in decision making in water related issues will boost health and nutrition

Promote social and cultural development: when women are involved in share of community responsibility especially in water management decision, it tends to increase mutual respect within the communities and family.

Promote environmental sustainability: participation of women in a wide range of activities in water management will facilitate freshwater ecosystem maintenance and protection, and some potential water conflicts can be resolved. It will also lead to improvement in water conservation and pollution protection which can lead to reduction environmental hazards.

Self-Assessment Exercise 16: Describe the importance of gender issues in water management

2.4 CONCLUSION

In this unit you have learnt about concept of water management and gender roles in water management. More so, you also learnt about importance of gender mainstreaming in water management.

2.5 SUMMARY

In this unit the following points are noticeable gender issues in water management

- Water management involves the planned development, distribution and use of water resources in accordance with predetermined objectives while respecting both the quantity and quality of the water resources
- That agricultural water resource management usually arises from the gender division of labour and norms in the society.
- Most of the labours put in when fetching water to manage scarcity are unpaid and not adequately recognised.
- In view of fact that roles played by women enormous and are

- unrecognised led to gender mainstreaming in water management.
- The importance of gender mainstreaming in water management include Economic benefits, health and nutrition, social and cultural benefits and promotion of environmental sustainability.

2.6 TUTOR-MARKED ASSIGNMENT

- Explain the following terms (a) Water management (b) agricultural water management
- Why is a gender issue in agricultural water resources management important to you?
- Analysis of gender roles in agricultural water management is very crucial to in the agricultural development. Discuss.

2.7 REFERENCES/FURTHER READING

The International Bank for Reconstruction and Development/The World Bank (2008) Gender in Agriculture Sourcebook: Agriculture and rural Development Conference. Washington, DC, United State of America.

Mainstreaming gender in water resource management: why and how . Background Paper for the World Vision Process October 1999. World water visions.

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2.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 16: Describe the importance of gender issues in water management

Answer:

Economic benefits: if gender issues are well taking care-off, especially women having a more effective role in water management, it will boost economic production both in agriculture and small industry.

Nutrition and health: Women are generally more concerned with family nutrition and health than men, women participation in decision making in water related issues will boost health and nutrition

Promote social and cultural development: when women are involved in share of community responsibility especially in water management decision, it tends to increase mutual respect within the communities and family.

Promote environmental sustainability: participation of women in a wide range of activities in water management will facilitate freshwater ecosystem maintenance and protection, and some potential water conflicts can be resolved. It will also lead to improvement in water conservation and pollution protection which can lead to reduction environmental hazards.

UNIT 3 GENDER MAINSTREAMING IN WATER MANAGEMENT

CONTENTS

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Main content
 - 3.3.1 Constraints to effective mainstreaming gender in water management.
 - 3.3.2 Solution to constraints to effective Mainstreaming gender in water management
- 3.4 Conclusion
- 3.5 Summary
- 3.6 Tutor-Marked Assignment
- 3.7 References/Further Readings
- 3.8 Possible Answers to Self-Assessment Exercises within the Content

3.1 INTRODUCTION

Participation of users in decision-making produces more efficient and more sustainable projects. When communities influence or control the decisions that affect them, they have a greater stake in the outcomes and are more committed to ensuring success. Effective gender mainstreaming in water management for sustainable livelihoods is a process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area and at all levels. Gender involves changes in norms and values, in cultural styles and normal ways of doing things, in traditions and beliefs, in people's sense of self and in their understanding of others which usually been resisted because there are vested interests to uphold and reproduce existing ways of doing things. There it requires additional financial and human resources and high-level political will which will be addressed in the unit.

3.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- examine constraints to gender mainstreaming in agriculture water management
- Solution to constraints to gender mainstreaming in water management.

3.3 MAIN CONTENT

3.3.1 Constraints to effective mainstreaming gender in water management

Water governance policies and processes are not often taken into consideration gender disparities in multiple water needs and how to address it on gender bases. Current estimates have shown that 70 percent of the world water is used for agriculture, 20 percent for industry, and only 10 percent for personal and domestic use.

Gender disparities in land holding are one of the major problems in the country especially in rural area which depriving women from accessing irrigated water.

Women are always excluded from decision-making processes in water resource management. Decisions about water sharing, allocation and distribution between different users are usually made at the higher level which comprises of men.

Most water policies makers likely to omit the local knowledge and social and gender dimensions and their implication

Women may face problem in pay for water rate because majority of them command lower wages for paid work, less command over productive assets and have restricted access to markets for the sales of their agricultural produce.

Women often lack skills relevant to participate in decision making on water management, partly because of their low access to education resulting lower self-confidence.

3.3.2 Solution to constraints to effective Mainstreaming gender in water management

- Participation of the men and women in decision making: When users of programme or project participated in it the programme tends to be successful. Participation of community people or user in the decision-making produces more efficient and more sustainable projects.
- Strengthening of men and women equal leadership in water policy and decision making, supporting their participation membership of water management institutions such as water users group will enhance gender equity in water management.
- Reduction in women unpaid burden associated with water collection through provision of labour saving technology.
- Improve water supply services to cover the needs of the poorer

sections of the population by making water affordable to poor rural dwellers in line with the household needs.

- Provide technical training on water management, irrigation, rainwater harvesting and other smallholder irrigation technology on gender bases.

Self-Assessment Exercise 17:

Enumerate the solution to constraints to effective mainstreaming gender in water management

3.4 CONCLUSION

In this unit you have learnt about constraint to gender mainstreaming such as gender discrimination in accessing and controlling productive resource such as water. Also you have learnt about solution to gender mainstreaming in water management.

3.5 SUMMARY

In this unit you have learnt that:

- There are several constraints to gender mainstreaming in water management which includes not taken into consideration gender disparities in multiple water needs, gender disparities in land holding that prevent women from accessing irrigated water, women are always excluded from decision-making processes in water resource management.
- In mainstreaming gender in water management, participation of the men and women in decision making, reduction in women unpaid burden associated with water collection through provision of labour saving technology, improve water supply services to cover the needs of the poorer sections of the population by making water affordable to poor rural dwellers in line with the needs household and provide technical training on water management, irrigation, rainwater harvesting and other smallholder irrigation technology on gender bases are perquisite.

3.6 TUTOR-MARKED ASSIGNMENT

- Discuss how gender can be mainstreamed in agricultural water management.
- Effective gender mainstreaming witness a lot of problem. Explain briefly identifiable problems and possible solutions.

3.7 REFERENCE/FURTHER READING

The International Bank for Reconstruction and Development/The World Bank (2008) Gender in Agriculture Sourcebook: Agriculture and rural Development Conference. Washington, DC United State of America

Mainstreaming gender in water resource management: why and how . Background Paper for the World Vision Process October 1999. World water visions

Ndey-Isatou Njie and Tacko Ndiaye(2013) Women and water management. UN Chronicle of 23:04:2013
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3.8 Possible Answers to Self-Assessment Exercises within the Content

Answer:

- Participation of the men and women in decision making: When users of programme or project participated in it the programme tends to be successful. Participation of community people or user in the decision-making produces more efficient and more sustainable projects.
- Strengthening of men and women equal leadership in water policy and decision making, supporting their participation membership of water management institutions such as water users group will enhance gender equity in water management.
- Reduction in women unpaid burden associated with water collection through provision of labour saving technology.
- Improve water supply services to cover the needs of the poorer sections of the population by making water affordable to poor rural dwellers in line with the household needs.
Provide technical training on water management, irrigation, rainwater harvesting and other smallholder irrigation technology on gender bases.

MODULE 5 GENDER ROLES IN AGRICULTURAL MARKETING, DISTRIBUTION AND

CONSUMPTION

- Unit 1 Gender roles in family consumption
- Unit 2 Gender issues in natural resources management
- Unit 3 Gender roles in agricultural produce marketing and distribution
- Unit 4 Gender issues in agricultural policy and budget

UNIT 1 GENDER ROLES IN FAMILY CONSUMPTION

CONTENTS

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 Main Content
 - 1.3.1 Women low access to land
 - 1.3.2 Under-utilised human resources
 - 1.3.3 Inadequate support to women's distinctive role in managing investments in children
 - 1.3.4 Women's capability in innovation and adoption under-utilized
- 1.4 Conclusion
- 1.5 Summary
- 1.6 Tutor-Marked Assignment
- 1.7 References/Further Readings
- 1.8 Possible Answers to Self-Assessment Exercises within the Content

1.1 INTRODUCTION

Globally, statistics and political pronouncements refer to women as farmers and the backbone of their economies but neither the policies nor the practice support that. To a lot of those in development, the farmer is still the head of the household in whose name the land is registered. That is the person who receives the training and advice on how to manage the farm. Women do not own land, have no money to acquire inputs and are often not part of the decision-making on the benefits from the farm. All these work against the assumptions and projections made on productivity and food security.

1.2 LEARNING OUTCOMES

At the end of this unit you are expected to:

- discuss women low access to natural resources
- describe under-utilised resources with gender focus
- explain inadequate support to women's distinctive role in managing investments in children
- capability of women in innovation adoption.

1.3 MAIN CONTENT

1.3.1 Women low Access to Natural Resources

Economic theory suggests that tenure security offers farmers a potential stream of returns into the future, gives them a stake in ensuring its sustainability, and is therefore linked to higher productivity and better land management. By reducing farmers risk and raising expected profitability, secure land tenure provides the proper incentive for farmers to use land efficiently and to invest in land conservation and improvements that are closely linked both to productivity and long-term sustainability. Such ownership would accelerate food production for the household and for the market oriented agricultural activities. The ownership also raises the social status of rural women and facilitates their access to benefits and services such as credit and extension, which tend to be conditional on land as collateral.

Security of tenure encourages long-term investment especially among men in most African countries because men traditionally earn more income than women though, women are expected to contribute their labour. Women's access to land and agricultural technologies has been a great hinderance to food security in regions where women are marginalized. The marginalisation of women in access to resources lead to another patterns of behaviour. In the some countries, men contract land for agricultural production to individual or corporaate bodies and often disappear from home after receiving the dues. Some use the money to marry another wives while women and other members of the family suffer from this as little land is available for food production.

All this offer undisputed evidence that insufficient attention to gender issues tends to increase or reinforce gender inequities in ways which can hold productivity and enhance food security in any area where this scenario predominate. Failure to invest on the land reduces productivity through inadequate resource management and reduced inputs.

1.3.2 Under-utilised human resources

In Africa, women form about 50% of the population and work alongside men in developing and maintaining economies of these countries but they are underprovided in most areas that would boost productivity. Researches have shown that African countries under-utilised women by depriving them of rights to resources, rights to decision making, rights to agricultural inputs etc and these have resulted in food insecurity. Studies have also shown that no country can afford to under-equip and under-utilize half of its human resource (women) and still expect to be developed. Development will be achieved rapidly if countries put into consideration the needs of both gender. These needs should be recognised along the agricultural production chain with a view to increasing production of food and attainment of food security status. Whether the target is sustainable economic development, developing appropriate technology, improving health or safeguarding the environment, women play a substantial role in advancing the well being of each country and its people.

1.3.3 Inadequate support to women's distinctive role in managing investments in children

Clearly, the mother is the most important health worker for her children. Several reports on the existence of considerable data which show that women with provider responsibilities spend income under their control differently than men. Women hold much less for themselves and devoting it more single-mindedly to children's nutrition and the family basic needs. The evidence indicates that a woman's loss of income not only decreases her household power but also diminishes the family's welfare.

Women who have little education, are poor, have limited skills on childcare and other primary health care aspects and are too busy to give their children sufficient time, are likely to have children who are malnourished. In general, greatest nutrition improvements have been recorded where economic growth has resulted in increased household income and resources access by the poor. In Thailand for example, where nutrition has improved remarkably during the last two decades, women have very high literacy, high participation in the labour force and a strong place in social and household level decision-making. Putting resources in women's hands is therefore a good business in terms of the family welfare because the health of the families lie in women's hands and a healthy population is a productive population. The need to put resources in women's hands is further supported by the evidence that a general increase in men's incomes does not necessarily result in improved welfare of the family but an increase in income directly under women's control on the other hand tends to be spent mainly on household welfare. This leads to

improvement in the health of the vulnerable groups and women's personal security. On the other hand, where women's income comes from wage employment and the welfare of the family suffers when women have to work harder to meet the needs. Because gender is about distributive justice, more equitable sharing of responsibilities would ensure adequate child care.

1.3.4 Women's capability in innovation and adoption under-utilized

Women have been found to be major innovators. Studies found out that where neither men nor women had much access to agricultural input services, such as extension and credit, women tend to adopt improved crops earlier and grew more diversified crops than men. In areas where the level of agricultural input services was much higher and aimed at men, women lagged behind.

Due to male out-migration and the growing phenomena of de jure female-headed households, women are the majority of rural populations in Africa. In Kenya for example, nine out of 10 women live in rural areas (compared to 8 out of 10 men). This is similar to Nigerian situation where white collar jobs have taken men to towns and cities, leaving their wives in the villages. This scenarios were very high when Nigeria economy started booming in the late 1950s when oil was newly discovered. Many youths and men left the villages to secure employment in cities due to the fact that companies and government head offices are mostly located in the cities. In addition, because of the change in the family structure, women are today increasingly heading rural families. In Kenya, about 40% of families are for all practical purposes headed by women (SIDA –Sector Analysis, 1995). In both the de facto and de jure situations, women make most of the farm level decisions. Any programme or project that fails to target women in service delivery works against productivity and economic development. In general, where women operate under similar conditions as men, women have been found to do as well as men, thus making a case for greater attention to women who are now unquestionably accepted as farmers.

Self-Assessment Exercise 18: Describe women's low Access to natural resources.

1.4 CONCLUSION

Failing to integrate gender into agricultural policies, resource access and nutrition have major implications on the attainment of food security in Africa. Women who are overworked, have limited access and control to resources and are not part of the decision-making process on benefits accruing from development, find themselves greatly hampered in terms of food productivity and their ability to adequately maintain their families.

Issuing from this, it is therefore clear that —empowerment of women is central to improving nutrition of both the women themselves and their children. This includes legislative and political efforts to combat discrimination against exploitation of women and measures to ensure that women have adequate access to resources and care at all levels of society. Improving the education of girls is also vital in attaining expected level of food production in Africa.

1.5 SUMMARY

- Practically, women are seen as farmers and the backbone of African economies but neither the policies nor the practice support this view.
- Micro-level analyses portray a consistent picture of gender- based asset inequality acting as a constraint to growth and poverty reduction.
- Tenure security offers farmers a potential stream of returns into the future, gives them a stake in ensuring its sustainability but women are usually passive when land is mentioned in many African countries.
- In Africa, women form about 50% of the population and work alongside men in developing and maintaining economies of these countries but they are underprovided in most areas that would boost productivity.
- The need to put resources in women's hands is necessary as this will lead to improvement in the health of their families and these could trickle down to the generality of the citizen, thus, food security is enhanced.

1.6 TUTORAL -MARKED ASSIGNMENT

Explain gender distinctive role in managing investments in children.

1.7 REFERENCES/FURTHER READING

Bhatta G 2001. Of Geese and Gander: Mainstreaming Gender in the Context of Sustainable Human Development. *Journal of Gender Studies*, 10(1):17-32.

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1.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 18: Describe women's low Access to natural resources.

Answer:

Economic theory suggests that tenure security offers farmers a potential stream of returns into the future, gives them a stake in ensuring its sustainability, and is therefore linked to higher productivity and better land management. By reducing farmers risk and raising expected profitability, secure land tenure provides the proper incentive for farmers to use land efficiently and to invest in land conservation and improvements that are closely linked both to productivity and long-term sustainability. Such ownership would accelerate food production for the household and for the market oriented agricultural activities. The ownership also raises the social status of rural women and facilitates their access to benefits and services such as credit and extension, which tend to be conditional on land as collateral.

Security of tenure encourages long-term investment especially among men in most African countries because men traditionally earn more income than women though, women are expected to contribute their labour. Women's access to land and agricultural technologies has been a great hinderance to food security in regions where women are marginalized. The marginalisation of women in access to resources lead to another patterns of behaviour. In the some countries, men contract land for agricultural production to individual or corporaate bodies and often disappear from home after receiving the dues. Some use the money to marry another wives while women and other members of the family suffer from this as little land is available for food production.

All this offer undisputed evidence that insufficient attention to gender issues tends to increase or reinforce gender inequities in ways which can hold productivity and enhance food security in any area where this scenario predominate. Failure to invest on the land reduces productivity through inadequate resource management and reduced inputs.

UNIT 2 GENDER ISSUES IN NATURAL RESOURCES MANAGEMENT

CONTENTS

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Main Content
 - 2.3.1 Gender differences in rights and access to natural resources
 - 2.3.2 ICT and training related to natural resources from a gender perspective
 - 2.3.3 Risks and vulnerability
- 2.4 Conclusion
- 2.5 Summary
- 2.6 Tutor-Marked Assignment
- 2.7 References/Further Readings
- 2.8 Possible Answers to Self-Assessment Exercises within the Content

2.1 INTRODUCTION

In the future, the natural resources needed to sustain the human population will exceed available resources at current consumption levels. Unsustainable and uneven consumption levels have resulted in an increasingly stressed environment, where natural disasters, desertification, and biodiversity loss endanger humans as well as plant and animal species. The challenge of reversing the degradation of natural resources while meeting increasing demands for them involves significant changes in policies, institutions, and practices that favour both men and women.

Effective programming and policies require understanding and addressing the gender specific relationships to natural resources use and management and highlighting the linkages between natural resources, cultural values, and local knowledge. Addressing the gender-specific aspects of natural resources will provide policy makers with information for more effective natural resource use and conservation policies and will provide guidance for equitable access to natural resources. Here, one must assess the gender-differentiated impacts of environmental changes, including biodiversity loss, climate change, desertification, natural disasters, and energy development.

2.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- discuss gender differences in access and control over natural resources
- explain gender and assets in rural areas.

2.3 MAIN CONTENT

2.3.1 Gender differences in rights and access to natural resources

In most societies, women typically have fewer ownership rights than men. Women frequently have *de facto* or land-use rights as compared to men's *de jure* or ownership rights. Women often have use rights that are mediated by their relationships with men. Thus, when women are widowed or divorced, they may lose these rights. How men and women use resources reflects gendered access. For example, women may collect branches and limbs from trees, whereas men may have rights to harvest trees, but for both men and women, insecure land tenure reduces incentives to make the improvements in farming practices necessary to cope with environmental degradation. Without secure land rights, women and men farmers have little or no access to credit to make investments in improved natural resource management and conservation practices. Poor rural women lacking secure land tenure often depend on common property resources for fuel wood, fodder, and food and, therefore, for the well-being of their households. The depletion of common property resources poses a severe threat to the livelihoods and food security of poor rural women and men. Women household heads remain at a particular disadvantage in terms of access to land, water, and other natural resources. A key point is that gendered relations and responsibilities in terms of natural resources are dynamic and subject to change.

Rural women's and men's different tasks and responsibilities in food production and provision result in different needs, priorities, and concerns. Although rural women's and men's roles and responsibilities vary across regions and cultures, they often follow similar gender divisions of labour. In most regions men use natural resources in agriculture, logging, and fishing for commercial purposes more than women. In crop production in many regions of the developing world, men tend to focus on market-oriented or cash crop production, whereas women often work with subsistence crops, minor crops, and vegetable gardens. Women often grow a wider diversity of crops. In some cases men and women perform complementary roles—for example, men clear land, women plant and tend crops and men harvest and market crops. However,

observers have come to learn that these gender patterns are neither simplistic nor static. For example, women often work with their husbands in producing cash crops in most rural areas in Nigeria especially in South-west. Gender divisions of labour vary substantially by age, race, ethnicity, and marital status in rights and access to resources.

2.3.2 ICT and training related to natural resources from a gender perspective

Despite numerous efforts to mainstream gender, many governments, non-governmental organizations (NGOs), and development agencies find these efforts particularly difficult in the agriculture and natural resource arenas. For example, extension personnel in agriculture and natural resources frequently speak only to men, often erroneously expecting that the men will convey information to their wives. Until gender is successfully mainstreamed, women's groups, organizations, and networks can increase women's access to knowledge, information, and technologies.

Evidence from different regions of the world shows that women often face more obstacles than men in accessing agricultural services and information as well as in participating in organizations. Men relatives often mediate women's access to information, markets, and credit. Fewer women than men participate in farmers' organizations and commercial networks. Furthermore, agricultural extension services and technology development frequently target men, wrongly assuming men will convey information to women. Because few women own land in their own names, they rely heavily on common property resources. As women and men use and manage natural resources in different ways, their full and equal participation in community-based decision-making processes remains critical for safeguarding local natural resources. Trainings are targeted toward men and not women as the general believe that women are not farmers but farmers' wives predominate in developing countries.

2.3.3 Risks and vulnerability

Degradation of natural resources disproportionately harms poor rural women and men and sometimes is the principal cause of poverty. In turn, poverty can lead to the over-exploitation of natural resources. Rural poor rely most directly on natural resources and are the most vulnerable to changes in ecosystems. Significant differences between the roles and rights of women and men in many societies lead to increased vulnerability of women with the deterioration of natural resources. In some instances deterioration of natural resources results in the renegotiation of gender roles. To design ways to mitigate the negative impacts on rural women and men, one must understand the context of their vulnerability.

Vulnerability depends on the types of resources women and men rely on and their entitlement to mobilize these resources. (Those with limited access to resources will have the least capacity to cope with the impacts of natural resources degradation and are thus the most vulnerable.) Natural resources degradation and natural disasters impact rural peoples' ability to manage and conserve natural resources. These have differential impacts on rural women's and men's livelihood strategies, which also vary according to age, ethnicity, and socioeconomic status.

Self-Assessment Exercise 19: Write short notes on the gender differences in rights and access to natural resources

2.4 CONCLUSION

Addressing the gender-specific aspects of natural resources will provide policy makers with information for more effective natural resource use and conservation policies and will provide guidance for equitable access to natural resources. In most societies women typically have fewer ownership rights than men. Rural women's and men's different tasks and responsibilities in food production and provision result in different needs, priorities, and concerns. The differences in needs and responsibilities across gender inform the differences in access and control over natural resources among men and women.

2.5 SUMMARY

- As time goes on, the natural resources needed to sustain the human population will exceed available resources at current consumption levels.
- Unsustainable and uneven consumption levels have resulted in an increasingly stressed environment, where natural disasters, desertification, and biodiversity loss endanger humans as well as plant and animal species.
- To make these natural resources sustainable, there is need for gender specific policies that guide both men and women in their farming activities.
- In most societies in developing countries, women typically have limited rights and access to resources compared to their men counterparts.
- Women's and men's different tasks and responsibilities in food production and provision result in different needs, priorities, and concerns.
- Despite the numerous efforts to mainstream gender, many developing countries find this difficult in resources management.

- Women become vulnerable in areas where there is a degradation in natural resources.

2.6 TUTOR-MARKED ASSIGNMENT

In not more than five sentences, discuss gender differences in access and control over natural resources with special reference to land in Nigeria.

2.7 REFERENCES/FURTHER READING

Agarwal, Bina. 2003. —Gender and Land Rights Revisited: Exploring New Prospects via the State, Family, and Market.‖ *Journal of Agrarian Change* 3 (1/2): 184–224.

Food and Agriculture Organization (FAO). 2004. *The State of Food and Agriculture 2003–2004*. Rome: FAO.

Singh, Nandita. 2006. —Women’s Participation in Local Water Governance: Understanding Institutional Contradictions.‖ *Gender Technology and Development* 10 (1): 61–76.

2.8 Possible Answers to Self-Assessment Exercises within the Content

Answer:

Women typically have fewer ownership rights than men. Women frequently have de facto or land-use rights as compared to men's de jure or ownership rights. Women often have use rights that are mediated by their relationships with men. Thus, when women are widowed or divorced, they may lose these rights. How men and women use resources reflects gendered access. For example, women may collect branches and limbs from trees, whereas men may have rights to harvest trees, but for both men and women, insecure land tenure reduces incentives to make the improvements in farming practices necessary to cope with environmental degradation. Without secure land rights, women and men farmers have little or no access to credit to make investments in improved natural resource management and conservation practices. Poor rural women lacking secure land tenure often depend on common property resources for fuel wood, fodder, and food and, therefore, for the well-being of their households. The depletion of common property resources poses a severe threat to the livelihoods and food security of poor rural women and men. Women household heads remain at a particular disadvantage in terms of access to land, water, and other natural resources. A key point is that gendered relations and responsibilities in terms of natural resources are dynamic and subject to change.

UNITS 3 GENDER ROLES IN AGRICULTURAL PRODUCE MARKETING AND DISTRIBUTION

CONTENTS

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Main Content
 - 3.3.1 Regional Opportunities and Constraints
 - 3.3.2 Trends in Women's Access to Markets
 - 3.3.3 Impact of Changing Agricultural Markets
- 3.4 Conclusion
- 3.5 Summary
- 3.6 Tutor-Marked Assignment
- 3.7 References/Further Readings
- 3.8 Possible Answers to Self-Assessment Exercises within the Content

3.1 INTRODUCTION

In many part of the world, women play a major role as farmers and producers, based on the past and present researches. However, their access to resources and opportunities to enable them to move from subsistence agriculture to higher value chains is much lower than men.

Women increasingly supply national and international markets with traditional and high-value produce, but compared to men, women farmers and entrepreneurs face a number of challenges, including lower mobility, less access to training, less access to market information, and less access to productive resources. Evidence suggests that women tend to lose income and control as a product moves from the farm to the market. Women farmers can find it hard to maintain a profitable market environment. Men may take over production and marketing; even of traditional —women's crops— when it becomes financially lucrative to do so. For example, men muzzled out women from vegetable production in most parts of Southwestern, Nigeria because vegetables have short gestation period and generates income quickly. Women-owned businesses face many more constraints and receive far fewer services and support than those owned by men. These disadvantages reduce women's effectiveness as actors in value chains and reduce overall market effectiveness. Providing women producers and entrepreneurs with the same inputs and education as men in Africa could increase their output and incomes greatly. Apart from efficiency gains, food security and welfare gains are also strongly linked to the provision of greater economic opportunities for women. Studies show that resources and incomes controlled by women are more likely to be used to improve family food consumption and welfare, reduce child malnutrition, and increase the

overall well-being of the family.

The value chain concept is a useful analytic tool to understand a series of production and postproduction activities including marketing; whether it is a basic crop, such as vegetables, or a highly processed good, such as cotton textile or canned tuna and the enterprises and individuals who are involved. This Module uses the value chain concept as an analytic tool. A value chain incorporates the full range of activities required to bring a product or service from conception to production, delivery to consumers, and final disposal after use. Gender differences are at work in the full range of activities making up value chains. A gender approach to value chain analysis makes it possible to consider the access to productive activities of men and women individually and in groups, differential gender-based opportunities for upgrading within the chain, the gender-based division of activities in a given value chain, and how gender power relations affect economic rents among actors throughout the chain.

3.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- briefly explain gender role in agricultural marketing with special reference to a particular crop
- discuss trend in women's access to markets

3.3 MAIN CONTENT

3.3.1 Regional opportunities and constraints

It has been established in literature that the opportunities and constraints in agribusiness vary by region. We shall briefly look at the variation in marketing across the continent.

Sub-Saharan Africa

In sub-Saharan Africa, women are largely responsible for selling and marketing traditional crops such as maize, sorghum, cassava, and leafy vegetables in local markets. In countries where urban markets for these traditional crops are expanding rapidly, such as Cameroon and Kenya, the challenge is to ensure that women retain control over their production, processing, and marketing. In Uganda and Nigeria (Southern part), strong demand for leafy vegetables (traditionally a women's crop) in Kampala markets and most markets in South-South, Nigeria caused men to take over their cultivation.

Women are the traditional producers and marketers of horticultural crops throughout sub-Saharan Africa. Although horticultural production has

risen steadily in most regions of the world over the past few decades, the average annual growth in per capita supply of horticultural produce was negative in sub-Saharan Africa between 1971 and 2000. Inadequate transportation, infrastructure and inability to comply with international standards limit participation in export markets. Because many producers, particularly women, lack good access even to local and regional markets, the development of cold chain, transportation, and communications infrastructure will be critical to link producers with these markets. Building capacity to manage horticultural businesses and to conduct research is a priority.

3.3.2 Trend in women's access to markets

The following section describes the constraints and opportunities facing women and men in accessing agricultural product markets and how they are impacted by the changing trends in the international and local markets.

3.3.3 Constraints and Opportunities

As it is clear from the regional picture presented above, women are significantly excluded from markets, and bringing women into markets requires targeted analysis and program interventions. Women often hold distinct rights and obligations within the household, and they often perform distinct functions with regard to market activities. These circumstances affect their ability vis-à-vis men to take up opportunities, to invest, and to take risks. Most women farmers are smallholders who cultivate traditional food crops for subsistence and sale, whereas men are more likely to own medium to large commercial farms and are better able to capitalize on the expansion of agricultural tradable goods not only in Nigeria alone, but in most developing countries.

Farms managed by women are generally characterized by low levels of mechanization and technological inputs, which often translate into low productivity. Globally integrated markets mean that international prices affect even smallholders producing only for the domestic market. The free entry of traditional agricultural products into domestic markets can hit small-scale farmers hard if they are not prepared.

Women have also a lower presence in the formal sector and in more urbanized and developed markets. Their ability to participate in markets will not improve unless women gain land ownership, access to formal financial and technical assistance, and a higher level of education and training. Yet there are opportunities for women farmers. If they use traditional production systems, they may find it relatively simple to meet some certification requirements, such as those for organic production. Many high-value crops require labour-intensive production techniques, such as pruning and trellising, which cannot be mechanized and in which women often specialize.

There is increasing demand for high-value products such as vegetables and local crops in expanding urban markets. The challenge is to ensure that women retain control over their production, processing, and marketing; product quality and reliability must be enhanced.

In addition, most agricultural produces are perishable and lack of storage facilities in some parts of developing countries also constitute a major constraint women face in marketing agricultural produce.

3.3.4 Impact of changing agricultural markets

Value chains are undergoing rapid change in the way they connect to local, national, and international markets. In industrialized countries, growing consumer interest in health and a consequent demand for a variety of fresh produce throughout the year has been matched by improvements in postharvest care and international cold chain logistics for the transport of fresh fish, meat, and agricultural products. High-value niche markets, such as markets for certified organic or fair trade products, are expanding. Although retailers in Europe and the United States generally dominate fresh produce chains to the frequent disadvantage of small-scale producers, farmers in developing countries can maximize their advantages in climate and labour costs to supply produce to the Northern Hemisphere seasonally or to supply traditional and exotic vegetables more cost effectively throughout the year.

The structure, organization, and dynamics of domestic food markets are also changing rapidly in developing countries. Supermarkets are moving into middle- and working-class areas in most countries, directly affecting rural zones on the supply and demand side. In many countries urban demand for —traditional crops— such as leafy vegetables and cassava is increasing alongside demand for novel products. Supermarket buyers demand products of consistently high quality, yet small farmers often cannot marshal sufficient working capital to invest in improving product consistency. Smallholders' understanding of supermarket standards and of consumers also tends to be weak, unlike their knowledge of local markets and unlike the greater knowledge base of large-scale commercial farmers. Improper harvest and postharvest operations lead to short shelf-life, rejection by consumers, and contamination risks. It can be difficult for small-scale farmers to deliver desired quantities at short notice or to manage the labour instability involved in —just-in-time— procurement practices.

Inability of women to access markets for their products especially in developing countries has contributed to food insecurity and this will continue to be a major issue in Africa if the present trends continue.

Self-Assessment Exercise 20:

Examine the impact of changing agricultural markets in Nigeria

3.4 CONCLUSION

In this unit you have learnt that marketing improvements can contribute to a significant improvement in farmers' income. This should be considered the priority action. It was also revealed that men tend to muzzle out women in the marketing of profitable agricultural products. The inability of women to access markets has resulted into high level of food insecurity in developing countries and in some cases, a lot of these products are wasted.

3.5 SUMMARY

- Women play a major role in production and marketing of agricultural produce.
- More often than not, their contribution has not been recognised as men take over production resources in most parts of developing countries.
- Men also drive women out of those agricultural enterprises that are very lucrative.
- Inability of women to access productive resources has lead to food insecurity in this region.
- Women also face a lot of challenging assessing market for their products. This has lead to many wastages of agricultural produces.

3.6 TUTOR-MARKED ASSIGNMENT

Briefly enumerate some of the constraints women face in marketing agricultural produce in Nigeria.

3.7 REFERENCES/FURTHER READING

Bardasi, Elena, C. Mark Blackden, and Juan Carlos Guzman. 2007. —Gender, Entrepreneurship, and Competitiveness in Africa.‖

Collins, Jane. 2000. —Tracing Social Relations through Commodity Chains: The Case of Brazilian Grapes.‖ In *Commodities and Globalization: Anthropological Perspective*, ed. A. Haugerud, M. P. Stone, and P. D. Little, 97–112. Lanham, MD: Rowman and Littlefield.

3.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 20: Examine the impact of changing agricultural markets in Nigeria

Answer:

Value chains are undergoing rapid change in the way they connect to local, national, and international markets. In industrialized countries, growing consumer interest in health and a consequent demand for a variety of fresh produce throughout the year has been matched by improvements in postharvest care and international cold chain logistics for the transport of fresh fish, meat, and agricultural products. Highvalue niche markets, such as markets for certified organic or fair trade products, are expanding. Although retailers in Europe and the United States generally dominate fresh produce chains to the frequent disadvantage of small-scale producers, farmers in developing countries can maximize their advantages in climate and labour costs to supply produce to the Northern Hemisphere seasonally or to supply traditional and exotic vegetables more cost effectively throughout the year.

UNIT 4 GENDER ISSUES IN AGRICULTURAL POLICY AND BUDGET

CONTENTS

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Main Content
 - 4.3.1 Concept of policy
 - 4.3.2 Gender responsive agricultural policy (GRAP)
 - 4.3.3 Concept of budget
- 4.4 Conclusion
- 4.5 Summary
- 4.6 Tutor-Marked Assignment
- 4.7 References/Further Readings
- 4.8 Possible Answers to Self-Assessment Exercises within the Content

4.1 INTRODUCTION

The benefits of closing the gap that currently exists between the agricultural inputs available to women employed in agriculture and those available to men are highlighted in the United Nations Food and Agriculture Organisation's annual 'State of Food and Agriculture' report. It found that women have much less access to fertilizer, seed varieties, livestock, equipment and other inputs, as well as to the credit and education that can help them expand production on their farms, and that leads to lower productivity by women working in the agricultural sector compared to their male counterparts.

Though the picture varies across continents and cultures, this equation of lower production due to fewer resources is the closest thing you could be a generalisation as far as women in agriculture goes. It is also found that even though the agricultural labour force in developing countries can be as much as 50 per cent women, only three to 20 per cent of all landholders in developing countries where data was available are women.

But increasing the resources available to women working in agriculture what is generally called closing the 'gender gap' in agricultural development would mean a sizeable step not just toward gender equality or economic development but also toward combating undernourishment.

Among the steps the FAO recommend for closing the gender gap in inputs is ensuring the equality of women under the law so that they are able to inherit land, open bank accounts and sign contracts, a process ensuring that the laws are applied. Government of various nations have been

trying this process of closing the gap between men and women in resources control and access through policies implementation.

4.2 LEARNING OUTCOMES

At the end of this unit you are expected to:

- describe the historical background to agricultural policies
- describe the features of gender responsive agricultural policy and budget.

4.3 MAIN CONTENT

4.3.1 Concept of policy

A policy is defined by the Oxford dictionary as follows:

- A plan of action adopted by an individual or social group.
- A policy of retribution.
- A line of argument rationalizing the course of action of a government.
- A ticket or warrant for money in the public funds.
- Management or administration based on temporal or material interest, rather than on principles of equity or honour, worldly wisdom; dexterity of management; cunning; stratagem.
- The method by which any institution is administered.
- The settled method by which the government and affairs of a nation are, or may be administered.
- A system of public or official administration as designed to promote the external or internal prosperity of a state.

From these definitions and others, a policy is usually restricted to allocation of resources especially at the official governmental level of administration. A policy encompasses the statements of actions (written or unwritten) that shows the sources, allocation, utilisation and control of public and private agricultural resources (financial and non-financial) at the governmental, institutional, community and household levels of administration.

4.3.2 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 the male and female farmer's contribution (including the care economic) to productivity and development (labour market

- policy).
- Highlights gender responsive guidelines for accessing and controlling agricultural finances (Financial policy).
 - Enhances enabling environment for men and women 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.

4.3.3 Concept of budget

A budget is a statement of expected income and planned expenditure for a given period of time. Budgeting is a process where competing and conflicting needs and interests are reconciled. Budget process is not value or power free. Budgeting can be done at the family, government, individual or group level.

A government budget is a statement of government's estimated revenues and proposed expenditure for a year. It analyses what amount of money will come into the government purse and how this will be spent over a given period of time. individual also project on what he/she will get and how these resources will be spent.

The concept of budget varies with the context with which it is being used: It can summarised thus:

- A legal document, which allows government to spend money and guides fiscal and monetary policy in the budget year.
- A plan or instrument for controlling the economy through fiscal, monetary as well as macro-economic policies
- It is an expression of government's purpose and intentions for the citizens.
- For proper development of any nation, this legal document or instrument of controlling or regulating the economy must be gender responsive.

A gender responsive budget has specific allocations of resources in percentage of men and women. It also has a gender disaggregated figures for both male and female youths as well as children. The policy makers of any nation will be able to have proper plan with gender responsive budgets.

Self-Assessment Exercise 21:
Discuss the gender responsive agricultural policy

4.4 CONCLUSION

A policy is a principle or rule to guide decisions and achieve rational outcomes. A policy is a statement of intent and it is implemented as a procedure or protocol. Policies can assist in both subjective and objective decision making. Policies that assist in subjective are usually for people at the management level while objective policies are usually operational in nature. A good policy will bridge the gap between male and female. Although, the policy varies from continent to continent but with similar focus. A gender responsive policy enables men and women's needs to be recognised and enhance development in any society where they are implemented.

4.5 SUMMARY

- A policy is a plan of action adopted by an individual or group of people
- The method by which any institution is administered.
- A gender responsive agricultural policy highlights gender responsive guidelines for accessing and controlling agricultural inputs and resources across gender.
- It shows the male and female farmer's contribution to productivity and development.
- A budget is a statement of expected income and planned expenditure for a given period of time. Through budgeting conflicting needs are resolved.

4.6 TUTOR-MARKED ASSIGNMENT

- Define the term 'budget'
- Why is agricultural policy important in food production?

4.7 REFERENCES/FURTHER READING

Gender policy for Obafemi Awolowo University (2006). Gender policy for Obafemi Awolowo University, Ile Ife, Nigeria. An affirmative action initiative.

Soetan, F (2002). Mainstreaming gender in the work place: The Higher Educational Perspective'. A working paper for the consultative forum on Equity Planning at Obafemi Awolowo University, Ile Ife, Nigeria.

Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 21: Discuss the gender responsive agricultural policy

Answer:

- Shows the impacts of expenditures including taxation, borrowing, etc. (fiscal policy) on male and female farmers.
- Shows the male and female farmer's contribution (including the care economic) to productivity and development (labour market policy).
- Highlights gender responsive guidelines for accessing and controlling agricultural finances (Financial policy).
- Enhances enabling environment for men and women 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.

MODULE 6 GENDER ISSUES IN EXTENSION SERVICE DELIVERY AND RESEARCH

- Unit 1 Gender access to agricultural extension service delivery and training
- Unit 2 Concept and scope of monitoring and evaluation of agricultural programme/ project
- Unit 3 Gender roles in monitoring and evaluation in agricultural programmes /projects
- Unit 4 Gender responsive research methodology in agriculture and rural development

UNIT 1 GENDER ACCESS TO AGRICULTURAL EXTENSION SERVICE DELIVERY AND TRAINING

CONTENTS

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 Main Content
 - 1.3.1 Concept of Agricultural Extension
 - 1.3.1.1 Meaning of Extension
 - 1.3.1.2 Meaning of Agricultural Extension
 - 1.3.1.3 Objectives of agricultural extension
 - 1.3.2 Gender access to agricultural extension service delivery
 - 1.3.3 Gender issues in Agricultural extension and training
 - 1.3.4 Actions to address gender issues in agricultural extension and training
- 1.4 Conclusion
- 1.5 Summary
- 1.6 Tutor-Marked Assignment
- 1.7 References/Further Readings
- 1.8 Possible Answers to Self-Assessment Exercises within the Content

1.1 INTRODUCTION

In Nigeria, the involvement of women in agriculture has attracted greater attention in recent years. The need to develop a suitable extension service that is gender specific and tailored to women farmers cannot be overemphasized. This is because women play very significant roles in Nigeria agricultural production, processing and utilization. Though women have immense contribution in agriculture, their contribution is not considered /recognized because of cultural practices and illiteracy thus women are unable to voice their concerns and get appropriate extension services.

1.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- define extension and agricultural extension
- state the objectives of agricultural extension
- explain gender access to agricultural extension service delivery
- discuss gender issues in agricultural extension and training

1.3 MAIN CONTENT

1.3.1 Concept of agricultural extension

1.3.1.1 Meaning of Extension: The word extension has different meanings for different individuals and groups depending mainly on their personal interest, background and technical training etc. Many scholars have defined it in different ways. Extension is a voluntary out of school educational programme for adults consisting of relevant content derived from researches in the physical, biological and social sciences synthesized into a body of concepts, principles and procedures (Leagans, 1971). The term extension can also be defined as an informal out of school system of education designed to help rural people to satisfy their needs, interest and desire (Adereti, 2005). From the above definitions, it is concluded that extension education is a professional method of non-formal education to bring desirable changes in knowledge, skills and attitudes of the rural people to improve their standard of living.

1.3.1.2 Agricultural Extension

Agricultural extension can be referred to as a non-formal education aimed at inducing behavioural changes in the farmers for increasing their income through increased production and productivity by establishing firm linkages with research for solving farmer's problems. It may also be referred to as a special branch of extension education which deals with the economic and social aspects of people engaged in or associated with agriculture. Agricultural extension is one of the main tools for increasing agricultural productivity because it bridges the gap between technical knowledge and farmers practices.

1.3.1.3 Objectives of agricultural extension

Objectives of Extension include the following:

- To disseminate information based on research and / or practical experience, in such a way that the people would accept it and put it into practice.
- To keep the research workers informed of the people's problems from time to time, so that they may offer solutions based on

- necessary research.
- To develop leadership among people and help them in organizing groups to solve their problems.
- To assist people to discover and analyse their problems (their felt and unmet needs).

1.3.2 Gender access to agricultural extension service delivery

Despite women's importance 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 roles in agriculture. Advisory and other services are still largely provided by men. In spite of increase in agricultural extension and training institutions in developing countries, women remain underrepresented as students, instructors, extension agents, and researchers. Moreover, agricultural innovation processes are hardly ever directed to women. This omission continues despite evidence that farm productivity increases when women farmers receive the same advisory services as men (Bientema 2006). A study carried out by World Bank in 2007 in tertiary institutions in African countries indicated that the number of women admitted in the institution to study agriculture was insignificant compared to men. It was also reported that young women generally were not encouraged to focus on science, particularly biology and agricultural science, in secondary schools in Africa. Women have been increasingly underrepresented at all levels of Agricultural Extension and Training institutions, from postsecondary to tertiary and higher education. Low enrolment of women in high institution led to inadequate number of female extension agents to disseminate information to rural women. Statistically women are the major player in agricultural work force, they deserve increased attention of agricultural extension services in Nigeria to boost productivity and reduce hunger.

1.3.3 Gender issues in Agricultural extension and training

Key gender issues in agricultural extension and training include

- Society perceived agriculture as a men work and undervaluing women's contributions to agriculture.
- Traditions, customs, and culture hinder women from receiving agricultural extension and other support services or production inputs. At times women are restricted from attending training in a far place because of their domestic functions and culture.
- Extension services often seem to be gendered insensitivity in that men extension staff work with men farmers. 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.

1.3.4 Actions to address gender issues in agricultural extension and training

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

- Perception about women's contributions to agriculture and food production must be changed through extensive research and effective communication.
- Extension workers and facilitators should be always trained to reach women farmers through their groups and training should be done at remote locations, or transport systems should be provided for the groups to reach service locations.
- Extension support should be given directly to rural women.
- Efforts should be geared towards improving women's access to postsecondary, tertiary and higher education.
- Encourage girls to take science courses in secondary and provide career counselling for boys and girls so that they can be aware of professions in agriculture and rural development, such as farming, extension, teaching, agribusinesses, private sector occupations, or public.
- Provision of financial aid, scholarships, and grants for women

Self-Assessment Exercise 22: List the key gender issues in Agricultural extension and training

1.4 CONCLUSION

From the units you have learnt that women form a large segment of the agricultural work force but men are at receiving ends when it comes to extension service delivery and training, so, women deserve increased attention of agricultural extension services in Nigeria to boost productivity and reduce hunger.

1.5 SUMMARY

From this unit the following points are visible:

- Extension education is an out of school, non-formal education that brings about desirable changes in knowledge, skills and attitudes of the rural people to improve their standard of living.

- Agricultural extension is a non-formal education aimed at inducing behavioural changes in the farmers for increasing their income through increased production and productivity by establishing firm linkages with research for solving farmer's problems.
- The obstacles to gender access to extension service are a number of women admitted in the institution to study agriculture was insignificant compared to men which led to decrease in number of women extension worker in the country.
- Society perception of agriculture as a men work ,traditions, customs, and culture
- Extension services often seem to be gendered insensitivity in that men extension staff work with men farmers.
- Women are always neglected and information provide to the men do not reach them.
- The possible solution include: perception about women's contributions to agriculture must be changed, ,extension workers and facilitators should be always trained to reach women farmers through their groups and training should be done in remote locations. Women's access to postsecondary, tertiary and higher education should be encouraged.

1.6 TUTOR-MARKED ASSIGNMENT

- Explain key gender issues in agricultural extension and training
- What are possible actions to take in addressing gender issues in agricultural extension and training?

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1.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 22: List the key gender issues in Agricultural extension and training

Answer:

Key gender issues in agricultural extension and training include

- Society perceived agriculture as a men work and undervaluing women's contributions to agriculture.
- Traditions, customs, and culture hinder women from receiving agricultural extension and other support services or production inputs. At times women are restricted from attending training in a far place because of their domestic functions and culture.
- Extension services often seem to be gendered insensitivity in that men extension staff work with men farmers. 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.

UNIT 2 CONCEPT AND SCOPE OF MONITORING AND EVALUATION OF AGRICULTURAL PROGRAMME/ PROJECT

CONTENTS

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Main Content
 - 2.3.1 Concept and scope of monitoring and evaluation
 - 2.3.1.1 Concept of Monitoring
 - 2.3.1.2 Objectives of monitoring
 - 2.3.1.3 Importance of monitoring
 - 2.3.1.4 Monitoring indicators
 - 2.3.2 Concept of evaluation
 - 2.3.2.1 An evaluation system
 - 2.3.2.2 Objectives of evaluation
 - 2.3.2.3 Importance of evaluation
 - 2.3.2.4 Types of evaluation
 - 2.3.2.5 Element of evaluation
 - 2.3.2.6 Steps in evaluation
- 2.4 Conclusion
- 2.5 Summary
- 2.6 Tutor-Marked Assignment
- 2.7 References/Further Readings
- 2.8 Possible Answers to Self-Assessment Exercises within the Content

2.1 INTRODUCTION

Monitoring and evaluation is one of the most important aspects of agricultural development.

Given the enormous amounts of money invested in agricultural and rural development by national governments and international donors, monitoring and evaluation (M&E) are accepted as important steps for assessing progress toward specific outcomes and measuring impact. For any meaningful agricultural development, steps should be taken to involve all groups, including women, in programmes that will be of direct benefit to them in view of the fact that the majority of rural poor are not usually given equal consideration when agricultural programs are planned, implemented, or monitored.

2.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- explain the concept of monitoring and evaluation
- discuss the importance of monitoring and evaluation the agricultural programmes
- describe different types and elements of evaluation
- identify steps to follow in monitoring and evaluation in sequential order.

2.3 MAIN CONTENT

2.3.1 Concept of Monitoring and Evaluation

2.3.1.1 Monitoring

Monitoring is defined as the continuous assessment of project implementation in relation to agreed schedules and of the use of inputs, infrastructure, and services by project beneficiaries. It can also be defined as a continuous or periodic surveillance over the implementation of projects to ensure that input deliveries, work schedules, target output and other required actions are proceeding according to what has been planned (FAO, 1985). Monitoring also assesses whether project input are being delivered, are being used as intended and have expected results. In summary, monitoring is observing or checking on programme or project activities and their impact. Monitoring makes it possible to detect implementation irregularity and to make necessary corrections.

2.3.1.2 Objectives of Monitoring

The objectives of carrying out monitoring of project or programme are to ensure that inputs, work schedules and output are proceeding according to plan; ii provide a record of inputs used, activities and results; iii to warn of deviations from initial goals and expected outcomes.

2.3.1.3 Importance of monitoring

The importance of carrying out monitoring of agricultural project or programme

- provides feedback during the process of implementation;
- monitoring aids in collection of readily available information and minimal difficulty in processing and analysis of it;
- it places appropriate emphasis on project outputs and impacts as well as inputs.

2.3.1.4 Monitoring indicators

Four indicators can be used in monitoring of programme or project include:

- **Project inputs:** These are the resources that are needed for the project to assist the farmers in achieving pre-determined objectives. Example of inputs are: capital, manpower, goods, service, training and technologies.
- **Project outputs:** These are physical outcomes of the project inputs
- **Project effect:** There are the effect of the project output of farmers between 1 to 3 years of establishing the project. These effects might be increase in yield, purchasing of agricultural inputs, use of health facilities, improvement in transportation etc.
- **Project impact:** These are changes that have resulted from the projects inputs, outputs and effects. They includes increase in farmers income, acquiring of better social status, changes in knowledge, skill and attitude and increase in standard of living

2.3.2 Concept of evaluation

2.3.2.1 Evaluation

Evaluation is defined as periodic assessment of the relevance, performance, efficiency, and impact (expected and unexpected) of the project in relation to stated objectives (World Bank n.d.). Evaluation is an activity we engage in everyday because we are always making judgement relating to the value or worth of thing we do or experience. In a nutshell, evaluation can be defined as the process of determining the value of anything. Evaluation can also be defined as systematic review and assessment of benefits, quality and value of a programme or activity. It usually focus on programme design, implementation and /or result (Ajayi, 2005). In education, evaluation determines the value of an educational programme. Seepersed and Herderson (1984) defined extension evaluation as a continuous and systematic process of assessing the values or potential value of extension programmes.

2.3.2.2 Evaluation system

This involves the development of a series of data over a time span starting before the project is implemented and continuing well beyond the implementation period. Unlike monitoring, an evaluation requires a longer time span before even tentative conclusions can be drawn.

2.3.2.3 Objectives of evaluation

The objectives of evaluation are to:

- Determines whether the project objectives set in terms of expected

- outputs, outcomes and impact are being, or will be, met;
- establishes links between inputs and outputs and between outputs and impacts;
- improves the project by sharing the evaluation results while there is still time to make adjustments to the project;
- identifies clearly the external factors that influence project outcomes as well as the true contribution of the project to the development objective

2.3.2.4 Importance of Evaluation

The importance of evaluation include:

- Evaluation guide and direct future action
- It help to improve on-going programmes
- It provide the basis for planning future programme
- Evaluation reveals strengths and weaknesses of a programme and thereby help to bring improvement in the programme.
- It helps to focus on the objectives a programme.

2.3.2.5 Types of evaluation

Different scholars classified evaluation into different types. Ekpere (1984) identified four different types of evaluation. These include

- snap evaluation: This is the type of evaluation that is done almost unconsciously.
- casual evaluation: This refers to the type of evaluation that is done after a conscious receipt of the information.
- systematic evaluation: This is the type of evaluation in which a great deal of attention is given in the collection of information for programme description and for analysing and trying to extract facts or meaning from that set of information.

Williams (1989) further classified evaluation as follows:

- i. On-going evaluation
- ii terminal evaluation
- iii ex-post evaluation.

According to him on-going evaluation refers to the type of evaluation that is carried out at the implementation phase of a programme. It provides decision makers with necessary information about any needed adjustment in the objectives, policies and implementation strategies of the programme. ii. Terminal evaluation: This is the type of evaluation that is carried out from 6-12 months after the completion of the programme

- iii. Ex-post evaluation: this is evaluation that is undertaken some years after completion of the programme in order to review comprehensively the experience and impact of a project as a basis for future policy formulation and project design

2.3.2.6 Elements of Evaluation

There are four elements of evaluation which include:

i. objectives ii. criteria iii. evidence iv. judgement

Objective: could be referred to as the end toward which effort is directed. Ajayi (2005), referred to it as a statement of direction of movement

Criteria: These are the measures or indicator such as rule, standard, norms, behaviours against which programme could be judge. It is an acceptable or ideal behaviour against which value judgment is made.

Evidence: It involves the process of seeking facts or information with respect to impacts of a given programme in a given area based on the pre-determined objectives.

Judgement: It can be referred to as the final statement or conclusion based on the result deduced from implementation of the programme. It is the process of assigning values to the myriad of alternative derived from evidence.

2.3.2.7 Steps in evaluation

The steps which are basic to all formal evaluation are arranged in a logical order:

- definition of problem
- statement of objectives
- deciding on evidence of change to look for
- selection and development of procedures for collection data
- selection of sample
- collection of data
- analysis of data
- writing and presentation of the findings

Self-Assessment Exercise 23: Discuss the reasons why monitoring and evaluation are important in programme planning and implementation.

2.4 CONCLUSION

In this unit you have learnt about the meaning of monitoring and evaluation in agriculture, importance of monitoring and evaluation, objectives of carrying out monitoring and evaluation and different types of evaluation and element of evaluation.

2.5 SUMMARY

In this unit you have learnt that

- Monitoring is the continuous assessment of project implementation in relation to agreed schedules and of the use of inputs, infrastructure, and services by project beneficiaries
- Evaluation is a systematic review and assessment of benefits, quality and value of a programme.
- Monitoring required a short time while evaluation requires a longer time span before tentative conclusions can be drawn
- The importance of carrying out monitoring of project or programme are to provides feedback during the process of implementation; monitoring aids in collection of readily available information and minimal difficulty in processing and analysis of it; and it places appropriate emphasis on project outputs and impacts as well as inputs.
- The importance of evaluation are to guide and direct future action; and improve on-going programmes, provide the basis for planning future programme
- Elements of evaluation include i objectives ii criteria iii evidence iv judgement
- Steps in evaluation started with definition of problem ended with writing and presentation of the findings

2.6 TUTOR-MARKED ASSIGNMENT

- Discuss the reasons why monitoring and evaluation are important in programme planning and implementation.
- In sequential order, state the steps involved in programme monitoring and evaluation

2.7 REFERENCES/FURTHER READING

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2.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 23: Discuss the reasons why monitoring and evaluation are important in programme planning and implementation.

Answer:

- (a) The reasons why monitoring is important in programme planning and implementation are
- (i) provides feedback during the process of implementation;
- monitoring aids in collection of readily available information and minimal difficulty in processing and analysis of it;
 - it places appropriate emphasis on project outputs and impacts as well as inputs.

The reasons why evaluation is important in programme planning and implementation are

- Evaluation guide and direct future action
- It help to improve on-going programmes
- It provide the basis for planning future programme
- Evaluation reveals strengths and weaknesses of a programme and thereby help to bring improvement in the programme.
- It helps to focus on the objectives a programme.

Marking Scheme: 1 mark for each correct answer and 1 mark for explanation. Total marks = 2X7 = 14

UNIT 3 GENDER ROLES IN MONITORING AND EVALUATION OF AGRICULTURAL PROGRAMMES/PROJECTS

CONTENTS

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Main Content
 - 3.3.1 Gender roles in monitoring and evaluation
 - 3.3.2 Reasons for integrating a gender dimension into monitoring and evaluation
 - 3.3.3 How to integrate gender into monitoring and evaluation
 - 3.3.4 Constraints to gender issues in M&E
 - 3.3.5 Solution to constraints on gender issues in M&E
- 3.4 Conclusion
- 3.5 Summary
- 3.6 Tutor-Marked Assignment
- 3.7 References/Further Readings
- 3.8 Possible Answers to Self-Assessment Exercises within the Content

3.1 INTRODUCTION

Gender roles are key important factors in monitoring and evaluation of agricultural and rural development programmes because men and women play major roles in agriculture and rural development. In spite of their roles much attention as not been paid to gender roles in monitoring and evaluation in agriculture. In this unit gender roles in monitoring and evaluation of agricultural programme, reasons for integrating gender dimensions into monitoring and evaluation, constraints and how to integrate gender into monitoring and evaluation will be considered.

3.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- enumerate reasons for integrating a gender dimension into monitoring and evaluation
- explain gender issues in designing agricultural and rural development programme
- describe how to integrate gender into monitoring and evaluation • provide ideas for improving the M&E of outcomes and impacts.

3.3 MAIN CONTENTS

3.3.1 Gender roles in monitoring and evaluation in agriculture

Women are major players in agriculture and rural development especially in area of agricultural wage labourers as well as unpaid workers on family farms. Despite their roles in agricultural development, yet they are usually not given equal considerations when agricultural programmes are planned, implemented, or monitored. Much attention as not been paid to gender roles in monitoring and evaluation in agriculture by stakeholder in programme planning and implementation. The roles of men and women farmers that the programme is designed for are invisible. In order to achieve expected success in agricultural and rural development programmes, steps need to be taken to integrate rural men and women in such programmes. If they are involved the planning, implementation, or monitoring of the programmes, improvement will be seen both in project and programme outcomes and in society as a whole.

3.3.2 Reasons for integrating a gender dimension into monitoring and evaluation

Reasons for integrating a gender dimension into monitoring and evaluation are to:

- examine the role play by men and women in M&E
- assess the extent to which a project has achieved improvements in the lives and overall social and economic well-being of men and women
- provides feedback during the process of implementation
- improve project performance during implementation
- facilitates midterm adjustments • derive lessons for future projects.

3.3.3 Condition to follows when integrating gender into monitoring and evaluation

In order to in ensure proper gender mainstreaming in M&E in any agricultural programmes following condition need be followed:

- Ensure that sound guidelines are in place to support sound gender sensitive M&E at national, local, and project levels.
- Ensure that the goals or objectives of the programme or project reflect both women's and men's needs and priorities.
- Establish M&E mechanisms that will collect baseline data and record and track gender differences.
- Ensure that staff in charge of the project or programme make specific and adequately detailed references to gender in

- implementation Status and report writing of the findings.
- Ensure adequate training of the institutions and staff in charge of execution of the projects when carrying out M&S in a bid to obtain and understand the reasons for gender-sensitive monitoring.

Orientation Document

3.3.4 Constraints to gender issues in M&E

Gender is insufficiently considered in M&E for several reasons, including the following:

- Insufficient attention from policy maker: M&E itself is given insufficient attention, and its usefulness is little understood.
- Gender blindness: The leadership of agricultural programmes and projects may be gender blind. Program managers and staff may not see gender as having any importance in achieving the programme's results or its ultimate purpose.
- The work of M&E is been considered as gender neutral: Women are not always carried along in the designing programmes and when carrying out M&E by organisation and field staff in charge of monitoring and evaluation. Even if Women's are there, their opinions may be considered insignificant, because women are often not present in meetings or are not confident to speak up which may be as a result of culture and tradition. In some tradition it is taboo for women to talk when there husbands are there.
- Cost and time consuming: Collection of gender quantitative data are usually programmed along with the project or programme, so it is often collected separately for a programme or project, which can be costly and time consuming.
- (i) M& E not always considered at the programme design stage: If gender has not been considered at the programme design stage, it may be forgotten during implementation.
- (v) Project implementer and external project supervisors and evaluators do not considered gender in the programme implementation, monitoring and evaluation, so it is easily forgotten in agricultural developmental programmes.

3.3.5 Solution to constraints on gender issues in M&E

- Sufficient training in the purpose and objectives of gendersensitive monitoring would ensure that the time, funds, and human resources are committed to performing this task and that the results are used.
- Monitoring and evaluation should be considered at designing state of the programme or project so that it will not be forgotten during implementation stage.
- Sufficient attention need to the given to M&E from policy maker

- Men and Women should always be carried along in the designing programmes and when carrying out M&E by organisation and field staff in charge of monitoring and evaluation.

Self-Assessment Exercise 24: a.

Briefly discuss reasons why gender is insufficiently considered in Monitoring and evaluation of agricultural programmes. b. Explain what required to ensuring proper gender mainstreaming in M&E throughout the project cycle.

3.4 CONCLUSION

Gender is insufficiently considered in M&E despite it played major roles in agricultural development. To ensure proper gender mainstreaming in M&E throughout the project cycle and at all levels, gender has to be considered at the programme design stage to implementation stage.

3.5 SUMMARY

In this unit, the follow points are noticeable:

- In view of abundant roles played by farmers towards agricultural production, the roles of men and women farmers in planning, implementation and monitoring of the developmental programme is designed to better their living for are invisible.
- In order to achieve expected success in agricultural and rural development programmes, steps need to be taken to integrate rural men and women in such programmes
- In order to integrate gender dimension into monitoring and evaluation there is to examine the role play by men and women in M&E, assess the extent to which a project has achieved improvements in the lives and overall social and economic wellbeing of women and men, provides feedback during the process of implementation.
- Constraints to gender issues in M&E include insufficient attention from policy maker, gender blindness, cost and time consuming and M& E not always considered at the programme design stage
- For agricultural programmes effective there is need to involve gender sensitivity at the planning, implementation, or monitoring of the programmes,

3.6 TUTOR-MARKED ASSIGNMENT

- Briefly discuss reasons why gender is insufficiently considered in Monitoring and evaluation of agricultural programmes
- explain what required to ensuring proper gender mainstreaming in M&E throughout the project cycle.

3.7 REFERENCES/FURTHER READING

The World Bank (2021) Integrating a Gender Dimension into Monitoring & Evaluation of Rural Development Projects. Prepared by: Lucía Fort, Beatriz Leilani Martínez and Madhuchhanda Mukhopadhyay. The World Bank Washington,

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World Bank/ International Fund for Agricultural Development (2012) Gender in Agriculture. Gender in agriculture Source book

World Bank. n.d. *World Bank Operational Manual*. Washington, DC: World Bank

3.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 24: a. Briefly discuss reasons why gender is insufficiently considered in Monitoring and evaluation of agricultural programmes. b. Explain what required to ensuring proper gender mainstreaming in M&E throughout the project cycle.

Answer:

- a. Gender is insufficiently considered in M&E for the following reasons:
- (i) Insufficient attention from policy maker: M&E itself is given insufficient attention, and its usefulness is little understood.
 - (ii) Gender blindness: The leadership of agricultural programmes and projects may be gender blind. Program managers and staff may not see gender as having any importance in achieving the programme's results or its ultimate purpose.
 - The work of M&E is been considered as gender neutral: Women are not always carried along in the designing programmes and when carrying out M&E by organisation and field staff in charge of monitoring and evaluation. Even if Women's are there, their opinions may be considered insignificant, because women are often not present in meetings or are not confident to speak up which may be as a result of culture and tradition. In some tradition it is taboo for women to talk when there husbands are there.
 - Cost and time consuming: Collection of gender quantitative data are usually programmed along with the project or programme, so it is often collected separately for a programme or project, which can be costly and time consuming.
 - (i) M& E not always considered at the programme design stage: If gender has not been considered at the programme design stage, it may be forgotten during implementation.
 - (v) Project implementer and external project supervisors and evaluators do not considered gender in the programme implementation, monitoring and evaluation, so it is easily forgotten in agricultural developmental programmes.

Marking Scheme: 1 mark for each correct answer and 2 marks for explanation. Total marks = 3X5 = 15

- b. In order to in ensure proper gender mainstreaming in M&E in any agricultural programmes following condition need be followed:
- Ensure that sound guidelines are in place to support sound gender sensitive M&E at national, local, and project levels.
 - Ensure that the goals or objectives of the programme or project reflect both women's and men's needs and priorities.
 - Establish M&E mechanisms that will collect baseline data and record and track gender differences.
 - Ensure that staff in charge of the project or programme make specific and adequately detailed references to gender in implementation Status

- and report writing of the findings.
- Ensure adequate training of the institutions and staff in charge of execution of the projects when carrying out M&S in a bid to obtain and understand the reasons for gender-sensitive monitoring.

Marking Scheme: 2 mark for correct explanation each point. Total marks = 2X5 = 10

UNIT 4 GENDER RESPONSIVE RESEARCH METHODOLOGY IN AGRICULTURE AND RURAL DEVELOPMENT

CONTENTS

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Main Content
 - 4.3.1 Principles guiding gender responsive research methodology
 - 4.3.2 Categories of research methodology
 - 4.3.3 Level of measurement in research methodology
- 4.4 Conclusion
- 4.5 Summary
- 4.6 Tutor-Marked Assignment
- 4.7 References/Further Reading
- 4.8 Possible Answers to Self-Assessment Exercises within the Content

4.1 INTRODUCTION

Research deals with the investigation in order to find out some facts. In carrying out researches, certain steps are usually followed. These steps include:

- Conceptualisation of research problem(s);
- Formulation of hypothesis;
- Data collection;
- Data analysis;
- Conclusion, recommendation; and
- Verification

In conceptualizing a research problem, there is a need for proper identification of problem(s) to be solved. Human being as a social animal is faced with many constraints. Therefore, a scientist needs to focus attention on a particular problem one after the other for effective research to be carried out. Focussing on a particular problem one at a time is also very important so as to avoid loss of focus in research. Problem identification can be achieved through the following ways:

- Personal observation of the people and their immediate environment;
- Questioning of individual or group of individuals in a community, a local government, a state or a country. This can be done using structured interview schedule, questionnaires, in-depth interview, focuss group discussion etc.

- Experts or someone who is knowledgeable or well informed about the problem to be solved can be interrogated for a study.
- Historical approach to research is also a way of identifying a good research problem. This will require a researcher to read about the history surrounding the problem either from literature or from people in the community.

Secondly, formulation of research hypothesis is also an important step in carrying out a research. Hypothesis are like guess facts that have not been confirmed. We use a series of experiments to confirm hypothesis in a research. Due to the presence of hypothesis, every research in social sciences is probabilistic and nothing can be absolutely sure or accepted at the beginning of a research.

Thirdly, based on the formulated hypotheses, questionnaires are framed in order to elicit information for the proposed research. Answers got from the questionnaire or other research tool used will be used to test the accuracy of the hypotheses set. This stage is called data collection. In this stage, two categories of later can be collected in a research. This will be discussed in later in this unit.

The fourth stage is data analysis. This involves the use of statistical tools to bring out the outputs. This is done in respect to the stated objectives and the hypotheses which the study seek to find out. In addition, the study will be concluded based on the findings and the conclusion involves generalisation regarding the relationships between variables that make up the research.

Finally, the study is therefore verified in order to know whether the hypotheses hold or not. This is very important as researches change with time and there is need for researchers to compare the findings with other findings.

4.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- state the principles guiding gender responsive research methodology
- discuss the various steps that are involved in carrying out research
- explain the various scale of measurements in research.

4.3 MAIN CONTENT

4.3.1 Principles guiding gender responsive research methodology

Certain principles should be followed in order to carry our gender responsive research where the need of male and female respondents are equally met. These principles are as follows:

- Research questions should be based on the gender gaps indentified within the society prior to the commencement of the research.
- The questions should be presented as shorts as possible.
- Avoid gender bias questions, actions and language, etc.
- Receive the approval of the household heads before interviewing the members of the household.
- Avoid interviewing men in the presence of the women or vice versa.
- Conduct the data collection when it is convinent for both men and women.
- Give equal priviledge and opportunity to both male and female in the research procedures and methods.
- There is need for culture to be respected in all these phases of the reserach procedure.

All these principles are very paramount in order to carry out gender responsive research that target and profer solutions to the needs of men and women in a given society.

4.3.2 Category of research

Broadly speaking, researches in social sciences can be categorised into two groups. These are:

- Quantitative Research
- Qualitative Research

In quantitative research, systematic emperical properties and phenomena and their relationships are investigated. It is the most popular research methods universally used in social sciences. It involves the use of quantitative data such as the use of questionnaires and other statistical tools to get quantitative information. The information got from quantitative research is usually presented in charts and graphs. However, advocates of qualitative research argued that certain important information may be neglected in quantitative data. Thus, qualitative research deals with the use of case studies and the use of any more general conclusions on certain hypotheses. It does not involve mathematical models whereas, quantitative research involve models that are derived mathematically.

4.3.3 Level of measurement in research

Certain scales have been developed in research to express the way in which variables are measured and this determines the type of analysis that can be carried out on each of the variables under study. The scales arranging from the least to the largest are:

- Nominal scale;
- Ordinal scale;
- Interval scale; and
- Rational scale.

Nominal scale: This is the lowest level of measurement. Variables that are got from the fields at nominal scale are also called categorical variables. For example, if a researcher goes to the field with structure questionnaire that has categorised the respondents age such as (a) < 20 years, (b) 20-30 years, (c) 31-40 years etc. Such data got like this are nominal data and they are also categorical. Categorical data cannot be scale up or down any longer. There is not ranking order from any data got at nominal level. Only chi-square can be used on data got at nominal level.

Ordinal scale: In ordinal data, the number assigned to data or object represents the rank. Name such as bad, medium or good may also be employed. Another example is the results of a race. We can clearly get the person that comes first, second and third. Ordinal data can be used to perform statistic analyses like correlation and regression.

Interval scale: In this scale, correlation, regression and analysis of variance in a positive linear manner can be performed. The zero point on interval scale is arbitrary and negative value can be employed. Variables measured at interval levels are called interval variables.

Rational scale: This is the highest level of measurement that allows all sort of statistical analyses to be carried out. Most measurement in physical and engineering are got at ratio level. For example, mass, length, time, angles etc are done at rational scale. Data got at ratio scale can be scaled down to nominal scale if the need arises during analysis.

Self-Assessment Exercise 25: a.

- State five principles that can guide gender responsive research in agriculture.
- b. Briefly explain the various level of measurement in research.

4.4 CONCLUSION

Research in agriculture and rural development follows a regular and sequential patterns such as problem identification, formulation of hypotheses, data collection and a host of other steps. Broadly, quantitative and qualitative research can be carried out with the main focus of getting facts and discovery of new ideas or to have more understanding about certain concepts in agriculture.

For a research to meet the needs of the target audience, there is need for such research to be gender responsive. Any gender responsive research will meet the needs of both men and women and has to be conducted following some of these principles:

- Research questions should address gender gap.
- Present a gender disaggregated data
- Give equal privilege and opportunity to both gender; etc

Data for research can be collected at four different level of measurements ranging from nominal, ordinal, interval and rational scale with different statistical techniques carried out on each level of measurement.

4.5 SUMMARY

- Research involves getting of facts.
- It can be carried out with certain steps which are sequentially arranged as follows: problem identification, hypotheses formulation, data collection, data analysis, conclusion and verification.
- Sociological research can be divided into: quantitative and qualitative research.
- A research becomes gender responsive if it gives consideration to both men and women as the target respondents.
- Principles such as: giving equal participation to both men and woomen, having gender disaggregated data, conduct the data collection when it is best convinent for both men and women, avoid gender bias questions etc
- In research, data can be got at four different levels. These are: nominal, ordinal, interval and rational with distinct characteristics for each level.

4.6 TUTOR-MARKED ASSIGNMENT

- State five principles that can guide gender responsive research in agriculture.
- Briefly explain the various levels of measurement in research.

4.7 REFERENCES/FURTHER READING

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4.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 25: a. State five principles that can guide gender responsive research in agriculture. b. Briefly explain the various level of measurement in research.

Answer:

- a. Certain principles should be followed in order to carry our gender responsive research where the need of male and female respondents are equally met. These principles are as follows:
- Research questions should be based on the gender gaps indentified within the society prior to the commencement of the research.
 - The questions should be presented as shorts as possible.
 - Avoid gender bias questions, actions and language, etc.
 - Recieve the approval of the household heads before interviewing the members of the household.
 - Avoid interviewing men in the presence of the women or vice versa.
 - Conduct the data collection when it is convinent for both men and women.
 - Give equal priviledge and oppportunity to both male and female in the research procedured and methods.
 - There is need for culture to be respected in all these phases of the reserach procedure.

All these principles are very paramount in order to carry out gender responsive research that target and profer solutions to the needs of men and women in a given society.

Marking Scheme: 2 mark for each correct answer. Total marks = 2X5 = 12

- b. Certain scales have been developed in research to express the way in which variables are measured and this determines the type of analysis that can be carried out on each of the varaibles under study. The scales arranging from the least to the largest are:
- c. Nominal scale;
 - d. Ordinal scale;
 - e. Interval scale; and
 - f. Ration scale.

Nominal scale: This is the lowest level of measurement. Variables that are got from the fields at norminal scale are also called categorical variables. For example, if a researcher goes to the field with structure questionnaire that has categorised the respondents age such as (a) < 20 years, (b) 20-30 years, (c) 31-40 years etc. Such data got like this are nominal data and they are also categorical. Categorical data cannot be scale up or down any longer. There is not ranking order from any data got at nominal level. Only chi square can be used on data got at nominal level.

Ordinal scale: In ordinal data, the number assigned to data or object represents the rank. Name such as bad, medium or good may also be employed. Another example is the results of a race. We can clearly get the person that comes first, second and third. Ordinal data can be used to perform statistic analyses like correlation and regression.

Interval scale: In this scale, correlation, regression and analysis of variance in a positive linear manner can be performed. The zero point on interval scale is arbitrary and negative value can be employed. Variables measured at interval levels are called interval variables. Ratio scale: This is the highest level of measurement that allows all sort of statistical analyses to be carried out. Most measurement in physical and engineering are got at ratio level. For example, mass, length, time, angles etc are done at ratio scale. Data got at ratio scale can be scale down to nominal scale if the need arises during analysis.

Marking Scheme: 1 mark for each correct answer and 2 marks for explanation. Total marks = 3X4 = 12

MODULE 7 GENDER ISSUES IN AGRICULTURAL SOCIOLOGY

Unit 1	Gender and culture
Unit 2	Gender and social class
Unit 3	Gender and social mobility
Unit 4	Gender and rural-urban dichotomy in nigeria
Unit 5	Gendered patterns of human migration

UNIT 1 GENDER AND CULTURE

CONTENTS

1.1	Introduction
1.2	Learning Outcomes
1.3	Main Content
	1.3.1 General perception of gender in Africa
	1.3.2 Influence of culture on gender role
	1.3.3 Tradition and women's rights
1.4	Conclusion
1.5	Summary
1.6	Tutor-Marked Assignment
1.7	References/Further Readings
1.8	Possible Answers to Self-Assessment Exercises within the Content

1.1 INTRODUCTION

Culture is both evolutionary and revolutionary. Culture goes through an internal evolutionary process involving growth, greater heterogeneity and coherence. It also goes through a process of change and adaptation as a result of contact with other cultures, the influence of a dominant culture and the influence of the mass-media or communication technologies (such as the internet) etc. As a result, culture must be seen as a dynamic mechanism that must adjust and adapt to external and internal conditions of existence. Even if all cultures show the same pattern of gender differences, they may show variations in the magnitude of differences seen. In some cultures, gender differences may be exaggerated; in others, they may be masked. There are several reasons to expect such variation. Cultures vary in the degree to which sex roles are emphasized. A society that emphasised gender role may likely have less development manifesting while where gender role is less emphasized, development may be rapid.

1.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- discuss the interconnectivity between gender and culture
- explain the impact of culture on development
- state some of your societal beliefs on male and female.

1.3 MAIN CONTENT

1.3.1 General perception of gender

Generally, many societies perceived gender differently depending on the way a society emphasised gender roles and the prevailing culture of the society. Specifically, people perceive male to have the following characteristics: **dominant, independent, intelligent and competent, rational, assertive, analytical, attractive because of achievement, strong, brave, ambitious, active, competitive, insensitive, sexually aggressive** while female are characterised thus: **submissive, dependent, unintelligent and incapable, emotional, receptive, intuitive, attractive because of physical appearance, weak, timid, contented, passive, cooperative, sensitive, sex objective**. All these are the ways in which people view gender in rural communities. All these features determine how male and female are addressed in any rural community.

1.3.2 Influence of culture on gender role

Culture and society has an enormous impact on gender role in developing countries. Culture stands as a platform through which expectation of each gender is considered. It determines how people should operate within the society. Many people and organisations had challenged these traditional gender roles, the influence of mainstreaming culture remains dominant in the following areas of human endeavour.

- **Place of work.** The status in every place of work is usually defined by gender. From early age, a child learns expectation of each gender concerning occupations. This early introduction to careers set the groundwork for a way of thinking about future jobs. Traditional occupations for women include secretaries, housewives, teachers, waitresses and nurses while male occupation could be any of the following: Doctors, engineers, factory workers, drivers, bosses or CEO of companies. Gender distribution in certain sector is slowly changing, traditional gender role is still very common in the work place especially in African countries today.
- **Family affairs.** In Africa, women are traditionally the caregivers of

children and homemakers. They traditionally do more housework such as laundry, washing dishes, cleaning and cooking. People also learn these traditional roles in movies and TV programmes even in developed countries. Currently, in Nigeria, women seem to perform all these roles more than their men counterparts.

- Social behaviour. Women are traditionally considered to be more gentle, passive, emotional, dependent, patient and communicative whereas men are seen to be tough, independent, powerful, inexpressive and straightforward. These cultural expectations influence people's behaviour towards each other and how they view each other. For example, a woman that believes that she's dependent may continue to be dependent for her entire life while a woman who believes that she is strong and tough may continue to have an edge in her working place or association.

1.3.3 Tradition and women's rights

As regards women's rights, there are many beliefs that undermine women's rights and directly or indirectly shape women's attitude to their suffering and that are also related to their reproductive roles. A woman is generally not supposed to have a voice or an opinion or even complain in some cases. There are a lot of proverbs that support this belief in Nigeria. For examples, the following proverbs are spoken against women in Nigeria

- Woke obu la na- agba egwu nwayi na- aku oye o bula na -anwu mgbe Chi ya akpoghi. (Igbo, Eastern Nigeria)

The man who dances to the flute played by a woman generally goes to the spirit world prematurely.

- Ile ti obinrin ti nse toto arere igi arere ni hu nibe. (Yoruba, Western Nigeria)

A home where a woman can speak out freely will have the foul smelling *arere* tree growing in the house. (*Arere* tree normally grows in the wild because of its foul odour)

3. Odu-okuta cha-nuku igbe le (Igala, Middle Belt, Nigeria) -A woman's place is in the kitchen.

Odu-okuta cha-nuku igbe le (Igala, Middle Belt, Nigeria) -A woman's place is in the kitchen. The Igbo proverb encourages men to prove tough in their relationship to their wives as tradition considers tenderness unmasculine. The strong impacts of traditional beliefs as seen in proverbs cut across every sector and lives of the rural dwellers. Gender is highly structured by such traditional beliefs and practices to shape women's social, political, economic and other roles and benefits. These beliefs

system has had increasing negative effects on women in Nigeria especially in the rural areas.

Self-Assessment Exercise 26:

- a. Discuss five perceived characteristics of male and female in a typical Nigerian village.**
- b. What are the implications of these characteristics on economic development?**

1.4 CONCLUSION

Based on the foregoing, it can be seen that culture influences how men and women think about themselves and their gender role. This invariably hinder development as what should be done will be left out undone. In some cases, men tend to do the most difficult task at home considering that fact that culture describes them as being tough and less emotional. The fact that these men subject themselves to tough work may be used to explain why men die at younger age than women in developing countries.

1.5 SUMMARY

- Culture is both evolutionary and revolutionary that goes through an internal evolutionary process involving growth, greater heterogeneity and coherence.
- Cultures vary in the degree to which sex roles are emphasized.
- Societies have different perception to gender depending on the prevailing gender roles.
- The influence of culture on gender role can be seen in the work place, family and people social behaviour.

1.6 TUTOR-MARKED ASSIGNMENT

- Discuss five perceived characteristics of male and female in a typical Nigerian village
- What are the implications of these characteristics on economic development?

1.7 REFERENCES/FURTHER READING

Centre for Gender and Social Policy Studies (CGSPS) (1998) National Baseline Survey of Positive and Harmful Traditional Practices Affecting Women and Girls in Nigeria, Obafemi Awolowo University, Lie-Ife, Nigeria, CGSPS, *Final Report* submitted to the FMWASD, UNDP, UNICEF, WHO, UNFPA & DFID.

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Elson, D. (1990). 'Male Bias in Macroeconomics' in *Male Bias in the Development Process*, Manchester: Manchester University Press.

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1.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 26: a. Discuss five perceived characteristics of male and female in a typical Nigerian village. b. What are the implications of these characteristics on economic development?

Answer:

- a. People perceive male to have the following characteristics: Dominant, Independent, Intelligent and competent, Rational, Assertive, Analytical, Attractive because of achievement, Strong, Brave, Ambitious, Active, Competitive, Insensitive, Sexually aggressive while female are characterised thus: Submissive, Dependent, Unintelligent and incapable, Emotional, Receptive, Intuitive, Attractive because of physical appearance, Weak, Timid, Contented, Passive, Cooperative, Sensitive, Sex objective. All these are the ways in which people view gender in rural communities. All these features determine how male and female are addressed in any rural community.

Marking Scheme: 1 mark for each correct answer. Total marks = 1X5 = 5

- b. Culture and society has an enormous impact on gender role in developing countries. Culture stands as a platform through which expectation of each gender is considered. It determines how people should operate within the society. Many people and organisations had challenged these traditional gender roles, the influence of mainstreaming culture remains dominant in the following areas of human endeavour.
- Place of work. The status in every place of work is usually defined by gender. From early age, a child learns expectation of each gender concerning occupations. This early introduction to careers set the groundwork for a way of thinking about future jobs. Traditional occupations for women include secretaries, housewives, teachers, waitresses and nurses while male occupation could be any of the following: Doctors, engineers, factory workers, drivers, bosses or CEO of companies. Gender distribution in certain sector is slowly changing, traditional gender role is still very common in the work place especially in African countries today.
 - Family affairs. In Africa, women are traditionally the caregivers of children and homemakers. They traditionally do more housework such as laundry, washing dishes, cleaning and cooking. People also learn these traditional roles in movies and TV programmes even in developed countries. Currently, in Nigeria, women seem to perform all these roles more than their men counterparts.
 - Social behaviour. Women are traditionally considered to be more gentle, passive, emotional, dependent, patient and communicative whereas men are seen to be tough, independent, powerful, inexpressive and straightforward. These cultural expectations influence people's behaviour towards each other and how they view each other. For example, a woman that believes that she is dependent may continue to be

dependent for her entire life while a woman who believes that she is strong and tough may continue to have an edge in her working place or association.

Marking Scheme: 1 mark for each correct answer and 3 marks for explanation. Total marks = 4X3 = 12

UNIT 2 GENDER AND SOCIAL CLASS

CONTENTS

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Main Content
 - 2.3.1 Causes and results of social class
 - 2.3.2 Implication of social class position
 - 2.3.3 Class structure in various societies
- 2.4 Conclusion
- 2.5 Summary
- 2.6 Tutor-Marked Assignment
- 2.7 References/Further Readings
- 2.8 Possible Answers to Self-Assessment Exercises within the Content

2.1 INTRODUCTION

Social class refers to the arrangement of people in either economic group or cultural groups based on hierarchy. The hierarchy could be in terms of age, status, gender etc. Class is an essential object of analysis in sociology, economics and other social science disciplines. This social class is often discussed in terms of social stratification.

In sociology the basic social class is found as the powerful and the powerless. Social class with a great deal of power are usually viewed as the 'elites'. This group of elites usually make attempt to dominate the other lower classes in any society. This has a lot of negative effects as the people in the lower classes are usually voiceless. Their opinions are not usually sought when decisions are being made in the society. However, this form of dominance cannot be erased in any society as conservative and structural functionalists have presented class differences as an ingredient to the structure of any society which must be present for a society to have a structure.

2.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- discuss the concept of social class
- enumerate the causes of social class
- explain the consequence of social class.

2.3 MAIN CONTENT

2.3.1 Causes of Social Class

In a non-stratified or acephalous society, there is nothing like social class. The society is regarded as a classless society as every individual has roughly equal social standing with equal access to resources among male and female in such a society. However, in a class society, individual belongs to one social status or the others.

Classes have unique system or features that emphasises their class. The most powerful class in any society often uses markers or brands such as costume, grooming, manners and language codes that mark insiders and outsiders; unique political rights such as honorary titles; a concept of social honour or face that are claimed only to available to members of that group. But each class has distinctive features, often becoming defining elements of personal identity and uniting factors in group behaviour. Social classes present a perfect picture of social inequality since it separates people to groups that are not equal in many ways.

Causes of social class among people could be summarised as follows:

- Differences in education
- Differences in profession/occupation
- Differences in age
- Differences in sex
- Differences in income
- Racism

2.3.2 Implications of Social Class Position

Difference consumption of social goods is the most visible effect of class. In modern societies, it manifests as income inequality, though in subsistence societies, it manifest as malnutrition and periodic starvation, although class status is not a casual factor for income, there is consistent data that show those in higher classes have higher income than those in lower classes. This inequality still persists when we talk of occupation. The condition at work vary greatly with class. Those with upper class enjoy grater freedom in their occupation than those in lower class. They are able to exhibit some authority and are more respected. The class position could have direct effects on lifes-tyle of living, the life-style include tastes, preferences, and a general style of living. Moreso, effects of social class in our societies can also be seen as follows:

- Violence against the people in the lower class position and in most societies violence against women
- Lack of good education for poor families

- Increase in crime rate
- Poor quality of health care as a result of poor food with low nutritional composition
- Hopelessness
- Malnutrition and periodic starvation

2.3.3 Class Structures in Various Societies

Class structure refers to a group of people within a society who possess the same socio-economic status. This could be discerned in any society, some cultures have published specific guidelines to rank people into class. In some cases, the ideologies presented in these rankings may not concur with the mainstream power dialectic of some social class as it is understood in modern English use.

2.3.3.1 Classes in various societies are structured as follows:

- Pre-capitalist class structures: This type of class structure can be found in countries and cities like Ancient Rome, Renaissance Europe, Mexico city among the aztec, China, India, Japan and Korea.
- Capitalist class structure: This type of class structure is found in United Kingdom, Latin America, United States,

2.3.3.2 Arguments against relevance of class

- Mode of consumption is much more important than the actual earning and the means of income
- Social class has declined giving given rise to different forms of social identification that is largely cultural and religious, and which raises identity conflicts called status incongruence. This can be observed, in particular, in the developing countries, but even in many post-industrial societies.

2.3.3.3 Arguments for relevance of class

- Those in poverty had the same attitudes on work and family as those classes, this is being backed up with surveys expressing that the poor/working class/lower feel almost shame about their position in society.
- There is still an upper class which seems to isolate itself from other classes. It is almost impossible to get into the upper-class. They (upper-class) kept their activities (marriage, education, peer groups) as a closed system.
- Many manual workers are still aware of many class issues. They believed in a possible conflict of interest, and saw themselves as working class. This counters the post modern claims that it is

consumption which defines an individual.

Self-Assessment Exercise 27:

a. What are the common causes of social class in Nigerian societies? b. Enumerate some of the consequences of social class that you know?

2.4 CONCLUSION

Social classes are the hierarchical arrangement of people into economic and social groups. Classes in most societies are gender biased. Women are mostly rated low in social class than men. This is also common in rural farming communities where women are regarded as being passive and voiceless especially in decision making. Racism, differences in age, sex, profession and income are the common causes of social classes. This has resulted into violence and high rate of crime rate the causes are prominent.

2.5 SUMMARY

- Class is an essential object of analysis in sociology and this is often discussed in terms of social stratification
- Social class is often gender biased in most rural communities
- Differences in education, profession and race are the common cause of social class
- Violence and high rate of crime are the major consequences of social class
- Social class structures are classified as pre-capitalist and capitalist class structures.

2.6 TUTOR-MARKED ASSIGNMENT

- What are the common causes of social class in Nigerian societies?
- Enumerate some of the consequences of social class that you know?

2.7 REFERENCES/FURTHER READING

Archer, L (2003). Higher education and social class: Issues of exclusion and inclusion (RoutledgeFalmer, 2003).

Bisson, T. N (1995). Cultures of power: Lordship, status, and process in twelfth-Century Europe (University of pennsylvania press)

2.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 27: a. What are the common causes of social class in Nigerian societies? b. Enumerate some of the consequences of social class that you know?

Answer:

- a. Causes of social class among people could be summarised as follows:
- Differences in education
 - Differences in profession/occupation
 - Differences in age
 - Differences in sex
 - Differences in income
 - Racism

Marking Scheme: 1 mark for each correct answer. Total marks = 1X6 = 6

- b. Difference consumption of social goods is the most visible effect of class. In modern societies, it manifests as income inequality, though in subsistence societies, it manifest as as malnutrition and periodic starvation, although class status is not a casual factor for income, there is consistent data that show those in higher classes have higher income than those in lower classes. This inequality still persists when we talk of occupation. The condition at work vary greatly with class. Those with upper class enjoy grater freedom in their occupation than those in lower class. They are able to exhibit some authority and are more respected. The class position could have dirrect effects on lifes-tyle of living, the live-style include tastes, preferences, and a general style of living. More so, effects of social class in our societies can also be seen as follows:
- Violence against the people in the lower class position and in most societies violence against women
 - Lack of good education for poor families
 - Increase in crime rate
 - Poor quality of health care as a result of poor food with low nutitional composition
 - Hopelessness
 - Malnutrition and periodic starvation

Marking Scheme: 1 mark for each correct answer. Total marks = 1X6 = 6

UNIT 3 GENDER AND SOCIAL MOBILITY

CONTENTS

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Main Content
 - 3.3.1 Absolute and relative mobility
 - 3.3.2 Rules status: Ascription and achievement
 - 3.3.3 Structural and exchange mobility
 - 3.3.4 Upward and downward mobility
 - 3.3.5 Symbols on social mobility
- 3.4 Conclusion
- 3.5 Summary
- 3.6 Tutor-Marked Assignment
- 3.7 References/Further Reading
- 3.8 Possible Answers to Self-Assessment Exercises within the Content

3.1 INTRODUCTION

Gender mobility refers to the degree to which an individual or group's status is able to change in terms of position in the social hierarchy. To this extent, it is often referred to as material wealth and ability of an agent to move up the class system. Such a change may be described as 'vertical mobility', by contrast with a more general change in position ('horizontal mobility'). Social mobility may be determined by gender, education and culture. Many of these factors, however, ultimately remain inter-related with economic, geographical and policy issues. The extent to which a nation is opened and meritocratic is of fundamental significance to its rate of development.

Intra-generational mobility (within a generation) is defined as changes in social status over a single life-time. inter-generational mobility (across generation) is defined as changes in social status that occurs from parents' to the children's generation. These definitions are particularly useful when analysing how social status changes from one time period to another, and if a person's parents' social status influences that of their own. Sociologists usually focus on inter-generational because it is easier to depict changes across generations rather than within. Studies have shown that it is always difficult for someone whose parent is at bottom quartile to suddenly move up to middle or second quartile. Therefore, it is difficult for upward intergenerational mobility among people. Social mobility helps sociologists to determine whether inequality in a culture changes over time.

3.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- discuss the forms of social mobility
- describe the common determinants of social mobility
- explain rules status.

3.3 MAIN CONTENT

3.3.1 Absolute and Relative Mobility

The term ‘absolute mobility’ means that your living standards are increasing from generation to generation. It simply means that you are better off than your parents and your children will be better off than you. Structural changes, such as changes in occupational structure rates, means that there is more room at the top, which leads to high absolute mobility rates. For instance, suppose a person begins his career with ₦10,000. If 10 years later, his income rises to ₦15,000. We therefore, say he has experienced an upward absolute mobility.

Relative mobility refers to the degree to which individuals move up or down compared to others in their cohort. In other words, relative mobility means that if your family is poor, you have a decent chance of moving up the relative income ladder. This means that the rank order of people in societies is malleable. Relative mobility relates to openness of societies but it is insensitive to the impact of structural changes. For example, suppose a person's income increases from ₦10,000 at the start of his career to ₦15,000 in about 10 years after his career, but most people who began their work life around the same time experience a larger increase. The person has experienced upward absolute mobility but downward relative mobility. The two terms absolute and relative mobility are useful in analysing mobility in societies.

3.3.2 Rules Status: Ascription and Achievement

Achieved status is a position gained based on merit, or achievement (used in an open system). An open system describes a society with mobility between different social classes. Individuals can move up or down in the social rankings; this is unlike closed systems, where an individual is set in one social position for life despite their achievements. Ascribed status is a position based on who a person is, not what they can do (used in a closed system). When this ascriptive status rule is used, people are placed in a position based on personal traits beyond their control. Mobility is much more frequent in countries that use achievement as the basis for status. However, societies differ on their overall status systems. The process by which an individual alters the ascribed social status of their

parents into an achieved social status for themselves is called social transformation.

3.3.3 Structural and Exchange Mobility

This is a type of forced vertical mobility that results from a change in the distribution of statuses in a society. It occurs when the demands of a particular occupation reach its maximum and more people are needed to help fill the positions. Exchange mobility is that which is not structural. The key word ‘exchange’ means trade-off. This means instead of positions reaching the maximum and more people are needed, positions are dropped and someone else must step up to fill the position. When ascriptive status is in play, there is not much exchange mobility occurring.

3.3.4 Upward and Downward Mobility

Upward social mobility is a change in one’s social status resulting in that person receiving a higher position in his/her status system. Likewise, downward mobility results in a lower position. A prime example of an opportunity for upward mobility nowadays is athletes which can either lead to improved social status or could potentially harm them due to neglecting other aspects of their life. For example, education. Transformative assets would also allow one to achieve a higher status in society, as they increase wealth and provide for more opportunity. A transformative asset could be a trust fund set up by family that allows you to own a nice home in a nice neighbourhood, instead of an apartment in a downtrodden community. This type of movement would allow the person to develop a new circle of friends of the same economic status.

3.3.5 Symbols on social mobility

Theory suggests that there is a connection between social psychologists understanding of collective identity and the way sociologists conceive it. Individuals are always seeking ways to define themselves with regard to the world around them, people are different from others because of arbitrary differences.

Boundaries could be sexual, racial, or lingual, or they could look at other definitions of boundaries. Geographical boundaries are an example that is strongly reformed but not as apparent without extra symbols. Sports teams are good example of symbols that define geographic boundaries. When people place themselves, they must find a balance between their community or subgroup and their larger societies and out groups (which are groups that can be perceived as having a distinct difference).

When groups consider themselves mutually exclusive, it is unlikely that they will worry about the well being of others and are unwilling to share

resources among themselves. When this occur in a community with several of these groups, rate of development may be retarded.

Self-Assessment Exercise 28: State the forms of social mobility that you know? b. What are the factors that influence social mobility that you know?

3.4 CONCLUSION

In sociology, social mobility is the movement of individuals or groups in social standing or social position. It may refer to classes, ethnic groups, or entire nations, and may measure health status. Most commonly, it refers to individuals or family and their change in income. Social mobility could be vertical or horizontal. It is vertical when someone moves up or down from one socio-economic status to another. This can be seen in income, job or marriage. Social mobility is horizontal when someone moves from one position to another within the same social level.

Social mobility can be change in status between someone and the parents (previous generations). It can be absolute or relative. Mobility is enabled to varying extent by economic capital, cultural capital (such as higher education), human capital (such as competence and effort in labour), social network, physical capital (such as ownership of tools or the means of production) and symbolic capital. Social mobility is determined by factors such as gender, education, culture, and symbols.

3.5 SUMMARY

- Social mobility refers to the degree to which an individual or group status changes in term of position.
- It could be seen as material wealth and the ability of an agent to move up or down the class system.
- Social mobility is determined by gender, education, culture and symbolic capital
- Social mobility can be used to determine the rate of development of a community or a nation
- Social mobility could be absolute or relative mobility, ascription and achievement, structural and exchange mobility, upward and downward mobility and symbols on social mobility. These are concepts that can be used to explain social mobility.

3.6 TUTOR-MARKED ASSIGNMENT

- State the forms of social mobility that you know?
- What are the factors that influence social mobility that you know?

3.7 REFERENCES/FURTHER READING

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Jacob, S (1999). Trends in women's career patterns in gender occupational mobility in Britain.

3.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 28: State the forms of social mobility that you know? b. What are the factors that influence social mobility that you know?

Answer:

These are the forms of mobility

Absolute and Relative Mobility

The term ‘absolute mobility’ mean that your living standards are increasing from generation to generation. It simply means that you are better off than you parents and your children will be better off than you. Structural changes, such as changes in occupational structure rates, means that there is more room at the top, which leads to high absolute mobility rates. For instance, suppose a person begins his career with ₦10,000. If 10 years later, his income rises to ₦15,000. We therefore, say he has experience an upward absolute mobility.

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Upward and Downward Mobility

Upward social mobility is a change in one’s social status resulting in that person receiving a higher position in their status system. Likewise, downward mobility results in a lower position. A prime example of an opportunity for upward mobility nowadays is athletes which can either lead to improved social status or could potentially harm them due to neglecting other aspects of their life. For example, education. Transformative assets would also allow one to achieve a higher status in society, as they increase wealth and provide for more opportunity. A transformative assets could be a trust fund set up by family that allows you to own a nice home in a nice neighbourhood, instead of an apartment in a downtrodden community. This type of movement would allow the person to develop a new circle of friends of the same economic status.

Marking Scheme: 1 mark for each correct answer and 3 marks for explanation. Total marks = 4X3 = 12

- b. The following factors influence social mobility:
- Gender,
 - Education,
 - Culture and
 - Symbolic capital

Marking Scheme: 1 mark for each correct answer. Total marks = 1X4 = 4

UNIT 4 GENDER AND RURAL-URBAN DICHOTOMY IN NIGERIA

CONTENTS

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Main Content
 - 4.3.1 General differences between rural and urban communities in Nigeria
 - 4.3.2 Cultural and infrastructural differences between rural and urban communities in Nigeria
 - 4.3.3 Gendered pattern of inequalities in Nigerian rural communities
 - 4.3.4 Criteria for social stratification in Nigerian society
- 4.4 Conclusion
- 4.5 Summary
- 4.6 Tutor-Marked Assignment
- 4.7 References/Further Readings
- 4.8 Possible Answers to Self-Assessment Exercises within the Content

4.1 INTRODUCTION

Rural-urban dichotomy is a continuum, which shows the transition of society from most rural to most urban typology. In between the two ends are the transitory stages with gender specific features. The continuum is represented thus:

Rural _____ Transitory stages _____ Urban
 Generally, all community takes off from rural typology and then develops along the line towards the most urban typology. Sociologists look at the society in the form of societal continuum with a gradual development from one stage to another. Historically, a hamlet may develop into a village, then into a town then into a city and finally into metropolitan city. A city may still have the characteristics of a village in terms of old buildings and traditional structures as symbols of remembrance of histories and culture of the people.

4.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- discuss the concept of rural-urban typology within Nigerian context
- state the differences between rural and urban communities
- explain the gendered pattern of inequalities in Nigerian rural communities.

4.3 MAIN CONTENT

4.3.1 General differences between rural and urban communities in Nigeria

Certain parameters are used to differentiate rural communities from urban communities in general and the parameters also fit in into Nigeria system. The following parameters are therefore used in differentiating communities into rural and urban.

Size: Rural communities are usually very small in terms of people staying in the communities but have large expanse of land for agriculture compared to urban places with large population but small expanse of land for farming. This makes the houses in rural communities to be scattered while those of urban communities clustered.

Population density and composition: Rural communities have low population density because of the large expanse of land with low number of people living there but urban communities have high population density due to the low expanse of large which makes people to cluster within a geographical region. The low population density in rural communities makes the areas to be less polluted, quiet and people are closer to nature while the high population density in the urban areas makes the areas polluted, congested and with high level of psychological isolation among the inhabitants as people interact in a more formal ways than those in the rural communities.

Population homogeneity: Rural population are more homogenous than the urban population as rural areas usually have fewer strangers than the urban areas.

Closeness to nature: Rural people are closer to nature than the urban people. These people are in direct contact with nature; hence, we see incidence of snake bites, mosquito bites, scorpion bite and so on whereas people living in urban areas hardly experience such incidence.

Occupation: The major occupation among the rural people is farming while few of them engage in petty trading and other non-farming activities whereas in urban centres, commercial activities, administrative works and other non-farm means of livelihood predominate. There is a high level of job diversification among the urban centre compared to rural areas.

Simplicity of culture: Culture here refers to shared ideas, norms, and values and believes among people. It could be categorised as material and non-material culture. Urban centre has a very complex culture that is highly dynamic as a result of influence of western culture. People in urban centres have access to modern technologies and latest fashion but all these

diffuse into rural areas gradually. This makes rural areas to have a more simpler culture than the urban areas in Nigeria. The high concentration of youth in urban areas also contribute to the dynamism of culture as they are prone to changes than the aged.

Social interaction: In the rural areas of Nigeria, primary social interaction (face to face) is the most popular while secondary social interaction is common in urban areas. In rural areas, people meet on the farms, markets, rivers/stream, within the compound while in urban areas, people interact using secondary media of interaction such as telephone, facebook, email, letter writing etc.

4.3.2 Cultural and Infrastructural Differences between Rural and Urban communities in Nigeria

In Nigeria, several parameters could be used to differentiate between rural areas and urban areas and the most important of these parameters are the infrastructural facilities that are present in these areas.

Culturally, urban centres are usually the homes of the rich and the administrative headquarters of parastatals. They house most of the government, corporate bodies head offices with basic facilities. Specifically, the following infrastructural differences could be found in both rural and urban centres at different degrees.

- Urban centre will have at least one big market square while rural community is usually where farm camps are located.
- Most urban areas have 10 or more primary schools while some rural areas may not have any. Pupils have to go to the neighbouring towns and villages to attend a school.
- Urban areas may have modern hotels where people lodge as these areas may attract foreigners and strangers than the rural areas.
- Electricity is the main source of energy in urban areas while energy sources such as firewood, kerosene lamps etc are the common sources of energy among the rural dwellers.
- People in urban areas depend on tap-water and other modern source of water supply while people in rural areas depend on rivers, streams and water from rain as the main source of water.
- There may be two or more branches of commercial banks in urban centres while most rural areas may not even have any bank. As a result, people depend on cooperative societies as means of saving money and getting loans in rural areas.
- Urban communities have police and fire services, which are usually not available in rural areas. Urban areas mostly rely on formal law enforcement agents such as police, court etc in settling disputes while informal means such as Kings, Chiefs and heads of clan and communities are used to settle disputes in rural areas.

- There are more hospitals in urban centres than in rural areas. This makes more rural people to depend on native doctors and make use of herbs than those in the rural areas.

4.3.3 Gendered pattern of inequalities in Nigerian Rural communities

Social interaction generates two major processes; the first is social integration as seen in group formation, mutual attraction, interdependence and accommodation. The second is social differentiation, which is the tendency towards the development of social differences. All societies are known to have some positions, which are consciously or unconsciously graded and ranked.

Social status refers to social standing or position of an individual in relation to others ranked by society-based criteria i.e those criteria, which the society values and wants to maintain. Men are usually the majority of most power holding and decision making position in the rural areas of Nigeria. The majority of the community power holders such as village head, and chieftaincy positions are traditionally men; most decisions that affect women's welfare are made by men.

Social differentiation can be defined as assignment of individuals to positions within a network of positions which differs in ranks, functions and cultures. It is a sorting process, which leads to categorisation of people within the society based on certain generally acceptable societal criteria. Physically, and socio-economically, men are differentiated from women in space and participation at the household and community levels in Nigerian rural society. It is an abomination for a male to be persistently engaged in the kitchen where food is being prepared for the household members. It is a taboo for a woman to regularly sit with men, especially during decision making period; usually under the trees in the evening of the day.

Social stratification refers to the process of assigning individuals to a pattern structure of inequality within the groups, with such groups tending to persist across generations. As the statuses become more or less fixed, society becomes stratified. All differentiation does not lead to stratification but differentiation is a necessary process in stratification. Male children are valued above female children in Nigerian rural society; it is a misfortune for a household to lack a male child, but a good fortune for a household to lack a female child.

4.3.4 Criteria for Social Stratification in Nigerian Society

Every society values some things, which are employed in ranking individuals in the community. Such criteria vary from one society to

another and these include:

Wealth: Amount of goods and services that individual possesses or the person's income from various production. The major source of wealth to rural dwellers is farming. Women are generally the majority of the poorest of the poor in most rural areas in Nigeria because they often lack direct or free access to resources required for productive farming.

Occupation: People might be differentiated by skilled, semi-skilled or unskilled labours. This can be based on level of formal education acquired. Farming is the popular major occupation among rural dwellers in Nigeria; although there is a growing evidence of job diversification into non-farming activities among Nigeria farmers nowadays.

Religion: People are grouped according to their religious affiliations and practices. Some religious beliefs promote gender equality while some puts clear boundaries between male and female participation in a programme.

Other criteria could be seen as biological attributes such as sex, age, height, complexion etc.

Self-Assessment Exercise 29:

a. State five differences between rural and urban areas in Nigeria. b. Enumerate three differences that exist between male and female in rural areas of Nigeria

4.4 CONCLUSION

Rural-urban typology shows the transition of society from the most rural to the most urban. It can be seen that generally, community takes up from rural and develops along the line to urban. This makes sociologists to see society in the form of societal continuum with gradual development from one stage to another.

Rural areas therefore differs greatly from urban areas in many ways. These differences could be in terms of resources allocation and facilities that are available to people in these areas. The differences that exist between rural and urban areas in Nigeria also promote gender differences that existed between the two areas. This has lead to social stratification and criteria such as for social stratification vary from one area to another as well as from male and female. Criteria such as wealth, occupation, religion, biological attributes.

4.5 SUMMARY

- Rural-urban dichotomy is a continuum which involves transition of society from most rural to most urban.
- Differences are seen in size, population density, nature of population, occupation, culture social interaction between rural and urban areas.
- The differences that exist between rural-urban areas gave rise to a number of infrastructural differences such as schools, markets, electricities, banks, and other infrastructures which are present in urban areas but absent in rural areas
- Gender inequalities also exist in rural areas of Nigeria. These gender differences are observed in social status of male and female differ greatly, social differentiation, social stratification etc.

4.6 TUTOR-MARKED ASSIGNMENT

- State five differences between rural and urban areas in Nigeria
- Enumerate three differences that exist between male and female in rural areas of Nigeria.

4.7 REFERENCES/FURTHER READING

Deji, O. F. 2012. Gender and rural development. Vol. 1. Berlin Series on Society, Economy and Politics in Developing Countries.

Watson, I (1992). International year for indigenous people. Aboriginal law Bulletin. AustLII.

4.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 29: a. State five differences between rural and urban areas in Nigeria. b. Enumerate three differences that exist between male and female in rural areas of Nigeria

Answer:

The following parameters are therefore used in differentiating communities into rural and urban.

- **Size:** Rural communities are usually very small in terms of people staying in the communities but have large expanse of land for agriculture compared to urban places with large population but small expanse of land for farming. This makes the houses in rural communities to be scattered while those of urban communities clustered.
- **Population density and composition:** Rural communities have low population density because of the large expanse of land with low number of people living there but urban communities have high population density due to the low expanse of large which makes people to cluster within a geographical region. The low population density in rural communities makes the areas to be less polluted, quiet and people are closer to nature while the high population density in the urban areas makes the areas polluted, congested and with high level of psychological isolation among the inhabitants as people interact in a more formal ways than those in the rural communities.
- **Population homogeneity:** Rural population are more homogenous than the urban population as rural areas usually have fewer strangers than the urban areas.
- **Closeness to nature:** Rural people are closer to nature than the urban people. These people are in direct contact with nature; hence, we see incidence of snake bites, mosquito bites, scorpion bite and so on whereas people living in urban areas hardly experience such incidence.
- **Occupation:** The major occupation among the rural people is farming while few of the engage in petty trading and other nonfarming activities whereas in urban centres, commercial activities, administrative works and other non-farm means of livelihood predominate. There is a high level of job diversification among the urban centre compared to rural areas.
- **Simplicity of culture:** Culture here refers to shared ideas, norms, and values and believes among people. It could be categorised as material and non-material culture. Urban centre has a very complex culture that is highly dynamic as a result of influence of western culture. People in urban centres have access to modern technologies and latest fashion but all these diffuse into rural areas gradually. This makes rural areas to have a more simpler culture than the urban areas in Nigeria. The high concentration of youth in urban areas also contribute to the dynamism of culture as they are prone to changes than the aged.

Social interaction: In the rural areas of Nigeria, primary social interaction (face to face) is the most popular while secondary social interaction is common in urban areas. In rural areas, people meet on the farms, markets, rivers/stream, within the compound while in urban areas, people interact using secondary media of interaction such as telephone, facebook, email, letter writing etc.

Marking Scheme: 1 mark for each correct answer and 2 marks for explanation. Total marks = 3X4 = 12

- b .Differences exist between male and women in rural societies in Nigeria. These can be seen in the following areas.

Social differentiation can be defined as assignment of individual to positions within a network of positions which differs in ranks, functions and cultures. It is a sorting process, which leads to categorisation of people within the society based on certain generally acceptable societal criteria. Physically, and socio-economically, men are differentiated from women in space and participation at the household and community levels in Nigerian rural society. It is an abomination for a male to be persistently engaged in the kitchen where food is being prepared for the household members. It is a taboo for a woman to regularly sit with men, especially during decision making period; usually under the tress in the evening of the day.

Marking Scheme: 2 marks for each correct answer. Total marks = 2X3 = 6

UNIT 5 GENDERED PATTERNS OF HUMAN MIGRATION

CONTENTS

- 5.1 Introduction
- 5.2 Learning Outcomes
- 5.3 Main Content
 - 5.3.1 Modern migration
 - 5.3.2 Types of migration
 - 5.3.3 Correlates of migration
 - 5.3.4 Patterns of movement
- 5.4 Conclusion
- 5.5 Summary
- 5.6 Tutor-Marked Assignment
- 5.7 References/Further Reading
- 5.8 Possible Answers to Self-Assessment Exercises within the Content

5.1 INTRODUCTION

Human migration is the movement of people from one geographical location to another or from one boundary to another. This can be in terms of internal migration i.e movement within a country/nation or international migration across borders.

It is the physical movement by humans from one area to another, sometimes over long distance or in large groups. The movement of populations in modern times has continued under the form of both voluntary migration within one's region, country, or beyond, and involuntary migration (which includes the slave trade, human traffic and ethnic cleansing, etc). People who migrate are called migrants or more specifically, emigrants, immigrants, or settlers, depending on historical setting, circumstances and perspective.

Forced migration has been a means of social control under authoritarian regimes yet free initiative migration is a powerful factor in social adjustment and the growth of urban population.

5.2 LEARNING OUTCOMES

At the end of the unit, you should be able to:

- explain types of migration
- discuss pattern of human migration
- describe human migration.

5.3 MAIN CONTENT

5.3.1 Modern migration

Industrialisation encourages migration where it occurs. As towns open up to form cities, more opportunities abound in the cities and people migrate in direction of opportunities and other benefits. Overpopulation, open agricultural frontiers, and rising industrial centres attract voluntary migrants. Also, under the modern migration, improved transportation system also encourages migration. In this situation, movement across border is a good example of modern migration.

Historically, transnational migration reached a peak of three million migrants per year in the early twentieth century. Italy, Norway, Ireland and quondong region of China where regions with especially high emigration rates during these years. These large migration flows influenced the process of nation state formation in many ways. Immigration restrictions have been developed, as well as diaspora cultures and myths that reflect the importance of migration to the foundation of certain nations, like the American melting pot. The transnational labor migration fell to a lower level from 1930s to the 1960s and then rebounded.

The twentieth century experienced also an increase in migratory flows caused by war and politics. Muslims moved from the Balkan to Turkey, while Christians moved the other way, during the collapse of the Ottoman Empire, 400,000 Jews moved to Palestine in the early twentieth century. The Russian Civil War caused some 3 million Russians, Ploes and Germans to migrate out of the Soviet Union. World War II and decolonisation also caused migrations. All these are seen as modern migration.

5.3.2 Types of migration

Migration could be grouped as follows;

- **Seasonal human migration:** This is the type of migration that occurs among farmers especially in developing countries where farming is seasonal. Farmers in developing countries depend solely on rain water for farming. During the dry season, scale of production may be small in most cases as manual irrigation has limitation. This makes most of these farmers to relocate from their farm settlement to towns and cities where they stay for this period. They retire back to the farm at the peak of the raining season when farming becomes easier to practice. The fishermen also practise seasonal migration as they move from one location to the other during the peak of raining season.

- **Rural to Urban migration:** This is also a common type of migration in developing countries due to industrialisation or urbanisation. The level of facilities and infrastructures in the urban areas usually attract the rural dwellers to the urban centres where people feel they can be comfortable. In African context, men move out of rural areas than women. Factors such as higher education of men, higher social status of men among others are the factors that responsible for more men leaving rural for urban areas than their women counterparts.
- **Urban to Rural migration:** This type of migration is common in developed countries of the world. It occurs as a result of the higher cost of living in urban areas. People that could not afford it will move out to a place where the cost of living is lower.
- **International migration:** This is the movement across boaders. People move from one country to another under this type of migration. In international migration, a lot of processes and steps are usually followed.

5.3.3 Correlates of migration

The correlates of migration can be seen as those factors or reasons that make people migrate from one location to another. The following are therefore, seen as correlates of migration.

- **Economic reason:** People sometimes move due to economic reason. Usually, people get higher paid jobs in the city. The greater the differences in opportunities existing in the rural and urban areas, the higher the rate of flow of people from rural to urban areas. Various governments do find a way of influencing the migration flow e.g by creating more socio-economic opportunities in the rural areas so that more people will stay there rather than migrating to urban areas. During the introduction of cocoa and rubber in Western part of Nigeria, many migrant farmers came from other parts of the country. However, most of them were mainly engage in food production because the native of each community where they settled were busy producing cocoa and rubber for export while the migrant farmers produced food crop for them to buy.
- **Land issue:** People also move because of insufficiency of land within the farmers' own village or ethnic territory.
- **Knowledge and skills:** People also migrate in order to gain more knowledge and skills.
- **People migrate to escape from social disturbance, violence, political instability, etc.**
- **People migrate to escape from boredom resulting from the low standard of living existing in the rural areas.**

- People also migrate due to adverse climatic conditions such as flood, drought, soil infertility etc.
- Change of status: This is mostly applicable to women when they get married. They move from where their parents stay to meet their husband after marriage. This movement could be within a community, a state or across the boarder.

5.3.4 Patterns of movement

Migration of people may assume the following patterns:

- Emigration: This is the movement from the place of origin to outside areas. People that move in this way are called emigrants
- Return migration: This occurs when people return after emigration for the first time to their country or region of origin.
- Translucent migration: When people move on to a second destination.
- Re-emigration: When people immigrate once again to the same destination after having return for the first time.
- Second emigration: When people migrate to a new destination after having returned to their place of origin from the first migration.
- Circulation: When people move to and fro between two places; usually between place of origin and destination.

In general, All the patterns of migration described above can be summarised thus:

- Direct migration
- Circular migration

Self-Assessment Exercise 30:

a. Discuss three correlates of migration. b. State three types of migration that you know.

5.4 CONCLUSION

Migration is described as the movement of people in and out of a place for economic and other reasons. This movement of people could be internal or external depending on the motives behind the movement. It is an internal if the migrants move from one place to the other within one locality or country whereas, external means movement outside one's country. Migrants could either be immigrants or emigrants. They could be settlers if they have decided to settle finally in a place. Migration could

be voluntary or force. Force migration occurs as a results of sudden occurrences such as war, flood, earthquakes etc. When these occur, people move away from such areas and they become migrants. Modern migration is brought about as a results of urbanisation. This is basically, seen as rural to urban migration.

5.5 SUMMARY

- Migration is the movement of people from one location to another
- It could involve movement of people across borders (away from one's country)
- Migration could be voluntary or force.
- It is voluntary when one moves out of a place for economic reason, but force when people relocate or move away due to outbreak of diseases or sudden climatic or environmental changes.
- Migration could assume the following types: rural-urban, urbanrural, international and seasonal migration.
- Correlates of migration are land, economic reasons, adverse climatic or environmental conditions among others.

5.6 TUTOR-MARKED ASSIGNMENT

- Discuss three correlates of migration
- State three types of migration that you know.

5.7 REFERENCES/FURTHER READING

Ekong E. Ekong (2010) *Rural Sociology: An Introduction and Analysis of Rual Nigeria* Dove Educational Publishers Uyo, Nigeria.

Jibowo Gboyega (1992) *Essentials of Rural Sociology* Gbemi Sodipo Press Ltd Abeokuta Nigera.

5.8 Possible Answers to Self-Assessment Exercises within the Content

Self-Assessment Exercise 30: a. Discuss three correlates of migration. b. State three types of migration that you know.

Answer:

- a. The correlates of migration can be seen as those factors or reasons that make people migrate from one location to another. The following are therefore, seen as correlates of migration.
- Economic reason: People sometimes move due to economic reason. Usually, people get higher paid jobs in the city. The greater the differences in opportunities existing in the rural and urban areas, the higher the rate of flow of people from rural to urban areas.
 - Land issue: People also move because of insufficiency of land within the farmers' own village or ethnic territory.
 - Knowledge and skills: People also migrate in order to gain more knowledge and skills.
 - People migrate to escape from social disturbance, violence, political instability, etc.
 - People migrate to escape from boredom resulting from the low standard of living existing in the rural areas.
 - People also migrate due to adverse climatic conditions such as flood, drought, soil infertility etc.
 - Change of status: This is mostly applicable to women when they get married. They move from where their parents stay to meet their husband after marriage. This movement could be within a community, a state or across the boarder.
 - Various governments do find a way of influencing the migration flow e.g by creating more socio-economic opportunities in the rural areas so that more people will stay there rather than migrating to urban areas. During the introduction of cocoa and rubber in Western part of Nigeria, many migrant farmers came from other parts of the country. However, most of them were mainly engage in food production because the native of each community where they settled were busy producing cocoa and rubber for export while the migrant farmers produced food crop for them to buy.
 - Various governments do find a way of influencing the migration flow e.g by creating more socio-economic opportunities in the rural areas so that more people will stay there rather than migrating to urban areas. During the introduction of cocoa and rubber in Western part of Nigeria, many migrant farmers came from other parts of the country. However, most of them were mainly engage in food production because the native of each community where they settled were busy producing cocoa and rubber for export while the migrant farmers produced food crop for them to buy.

Marking Scheme: 1 mark for each correct answer and 2 marks for explanation. Total marks = 3x6=18

- b. Seasonal human migration: This is the type of migration that occurs among farmers especially in developing countries where farming is seasonal. Farmers in developing countries depend solely on rain water for farming. During the dry season, scale of production may be small in most cases as manual irrigation has limitation. This makes most of these farmers to relocate from their farm settlement to towns and cities where they stay for this period. They retire back to the farm at the peak of the raining season when farming becomes easier to practice. The fishermen also practise seasonal migration as they move from one location to the other during the peak of raining season.
- Rural to Urban migration: This is also a common type of migration in developing countries due to industrialisation or urbanisation. The level of facilities and infrastructures in the urban areas usually attract the rural dwellers to the urban centres where people feel they can be comfortable. In African context, men move out of rural areas than women. Factors such as higher education of men, higher social status of men among others are the factors that responsible for more men leaving rural for urban areas than their women counterparts.
- Urban to Rural migration: This type of migration is common in developed countries of the world. It occurs as a result of the higher cost of living in urban areas. People that could not afford it will move out to a place where the cost of living is lower.
- International migration: This is the movement across boaders. People move from one country to another under this type of migration. In international migration, a lot of processes and steps are usually followed.

Marking Scheme: 1 mark for each correct answer and 2 marks for explanation. Total marks 3x3= 9