

The Obstacles of Rural Women Participation in Agricultural Development in Erbil Province of Iraq

Abstract

The role of rural women's in agricultural activities is substantial in Iraq, especially in Erbil province. The aim of the study is to determine the problems of rural women faced during agricultural activities. This study was conducted in Erbil province which is located in the North of Iraq. The data was collected from 250 women from through face to face interviews. The results showed that the obstacles of women's role in agricultural development are lack of literacy due to their poor academic background. The majority of the respondents claimed that their obstacles lay on increasing work inside and outside of activities of rural women. Due to the family obstacles, the women always face disagreement with their family while attending to social and economic activities. The women also have obstacles in the agricultural development due to the gender discriminations. The respondents every time encounter obstacles because of the low attendance of women NGOs to track their problems.

Keywords: Obstacles, agricultural development, rural women, Erbil, Iraq.

1. INTRODUCTION

Today's globalized community has preferred the agriculture as an engine for the overall growth and development of the world. It plays a crucial role to reduce the poverty level in the countries as it is regarded as the main occupation of the poor people [1]. Women make essential contributions to the agricultural and rural economies in all developing countries. Their roles vary considerably between and within regions and are changing rapidly in many parts of the world, where economic and social forces are transforming the agricultural sector. Rural women often manage complex households and pursue multiple livelihood strategies. Their activities typically include producing agricultural crops, tending animals, processing and preparing food, working for wages in agricultural or other rural enterprises, collecting fuel and water, engaging in trade and marketing, caring for family members and maintaining their homes [2]. Many of these activities are not defined as "economically active employment" in national accounts but they are essential to the well-being of rural households, but the facts that nowadays people involve less in the agriculture sector rather

commercial. People are attracting to the commercial business activities like banking, financing, cooperating , etc. as people see more profit and quality life in that sector rather than agricultural sector [3]. In many developing countries, rural women are regarded as the foundation for everyday family survival and agriculture. Though women play a major part in the agriculture, women are probably facing different problems which obstruct women empowerment [4]. Economic status of Northern Iraq has been primarily dominated by the agriculture sector. Despite the shift towards industrialization, this sector has been a mainstream source for rural economy contributing to the overall socio-economic status of the community [5]. Therefore, it is obvious that improvement in the agriculture sector is the fundamental activity needed to reduce poverty and improve quality of life especially in rural parts where woman is central in agricultural activities. Iraq, being an agricultural based country, the role of woman in the agricultural sector is same as in other parts of the rural community. The women are primarily involved in farming, maintaining of livestock, crop harvesting activities and other household works. Women have to work through the whole day to feed children [6]. Women in rural areas can contribute to the agricultural and economic development in all developing countries. It is said that around 50% of rural women inhabitants have a considerable role in the economic and social development [7]. Additionally to develop sustainability, it is very important to pay attention to the condition of women beside men for the participation in various economic and social development activities. In spite of huge efforts of rural women, their role is ignored in economic developmental activities. Thus, a certain group of rural women and young people are involved for the overall developmental of rural areas [8] Agriculture has the potential to again be a dynamic contributor to the economy of the Kurdistan Region and to the economy of Iraq as a whole [9]. Extension, in general terms, is a function that can be applied to various areas of society. It operates in the industrial, health and education sectors, as well as agricultural and rural development. The term «extension» is, therefore, applicable to various areas of development. If extension is assumed as an educational process with the aim of conveying useful information for rural producers and changing their insight, knowledge, attitude and skills in order to access a better life for their family and society[8]. Rural women participation is very significant for the sustainable development, and also they are considered as the center of the development process and help to improve the agricultural condition [10]. Rural women considers 70% of agricultural workers, 80% of food producers and percent of rural women process basic food stuff and are

involved in the marketing activities also from around 60% to 90% [11]. The study of different researchers shows that the lacks of information about the new and latest technological equipment are the hindrance for the agricultural development in the rural areas [12]. Women should be encouraged and motivated [13]. From the viewpoint of macro-economic like creating income, production, and entrepreneurship, science and technology development, women participation is equally important. The involvement of the rural women in the agriculture not only contribute to the progress of macro-environment factors but also gives respect, status, social position as well as it evolves the feeling of dependability from the social viewpoint [1]. The effective result from any activity is not gained by the single involvement, expertise, knowledge and personal management rather participation of both male and female. Men and women work together in a society and yet affect with the job conditions that are provided to them [14].

2. MATERIAL AND METHOD

2.1. Research Methodology

This chapter aims is to outline the research methodology used for the study. In this section, the methods and procedures used for conducting research have been briefly discussed. The plans, structure, and scheme are considered to support the research process along with finding the answers to the questions raised [15]. The researcher has maintained the confidentiality of the information gained from the participants. Also, the researcher follows the principles of ethics like objectivity, honesty, openness, integrity along with respect for the intellectual property [16]. Since the survey is conducted through questionnaire, the respondents are assured to maintain the privacy of their answers, views and opinions and won't be disclosed without their permissions.

2.2. Research Survey Method and Data Collecting

The study was conducted in northern region of Iraq during 2016. Sampling procedure and sample size from the identified towns/ villages in the local government Area, 25 of them were randomly selected. In the second stage, ten registered female farmers from each of the selected villages were randomly chosen and interviewed for the purpose of this study. Thus, a total of 250 women were used for this study. The selected women participated in providing answers to the 21 questionnaire about the obstacles of rural Women participation in Agricultural development and

factors that impact agricultural extension training programs women farmers. The location of Erbil provinces between latitudes 35° 30' and 37° 15 N, and longitudes 43° 22' and 45° 05' E. [17]

2.3. Data Analysis Methods

Data analysis Statistics by SPSS program were used to analyze data: Such as percentages and frequency distribution tables were used to analyze data on selected personal and socio-economic characteristics of the women, their access to economic resources, technical and professional skill information (extension services). Further, a (m × n) contingency table with Chi-square was used to test whether a statistically significant relationship exists between some categorical variables and rural women's participation.

3. RESULTS AND DISCUSSION

The interpretation of results and analysis aligns with the general objectives of the study, which was to determine the obstacles of rural women participation in agricultural development in Erbil province.

3.1. Socio-Demographic Characteristics or Respondents

Demographic characteristics of participants have important value attributes to any society as they reflect their behavior in decision making and its probable expected responses too many stimuli exposed to them. The general characteristics of respondents examined in this study were: The marital status, educational levels, and the age of the respondents. There is a tendency that productivity will continue to fall owing to their declining strength. In Table 1, the result shows the age of respondents categorized into four groups, the first group was 17.27%, second 27.31%, third 32.53% and the forth group was 22.89% and it was found that the majority of participants in the survey were young age. In many studies that older women more involved in the institutions activity and agriculture production. In generally the household size should measure the number of working member's participation in agricultural production; this probably means that, younger members of the households are not participating actively in agricultural production [18, 19, 20]. This finding is in agreement with the report [21] which indicated the age characteristics of the household head as positively contributing variable if he/she is in middle age

category because he/she could actively engage in agricultural activities; and with the report by [22] which indicated an individual may lose ability and energy to get involved in agricultural activity of yield increasing practices as he/she gets older and older.

As shown in the Table 1, the 92.77% of women are married, and it takes the time and opportunity of women to participate effectively. Firstly, the woman is responsible for child care and household activities. This can be time-consuming depending on the type of task, size and structure of the household. According to [20], the primary reason for women's inability to expand their work to market is their extensive involvement in family care and household activities.

As shown in Table 1, the majority of the respondents which is 59.84% were uneducated. It is likely to be more efficient in the use of inputs from counterparts little or no education, farmers have higher levels of education majority of farmers where uneducated, they barely know how to read and write only. Education status plays an important role in the acquisition of skills and technology transfer. Respondents reported different levels of educational attainment. The percentage of women completed elementary school was 30.92%. In addition, it was only 0.44% of the respondents have university diploma. The minority of the respondents had professional (BSc) educational achievements in agriculture. This low level of education, no doubt, affects the level of adoption of technology and skills According to [19]. The higher levels of education have the potential to provide some of the deficiencies in the human, that is understood and communication boosts in the field of agriculture.

Since in the study area illiteracy rate was very high 59.84 % of respondents, this finding is in agreement with argument of [23] that stated educational status of a household head positively affects the knowledge, attitude and practices towards accessing to modern agricultural extension service and better agricultural production technology. Thus, we concluded that high illiteracy rate could be one of the limiting factors for women's access to agricultural extension service for all women's farmers in general and for female farmers in particular in Erbil province.

146 **Table 1. Sociodemographic characteristics of respondents in Erbil Province.**

Sociodemographic characteristics of respondents		Frequency	Percentage (%)
Age of rural women farmers	18-25	43	17.27
	25-35	68	27.31
	36-45	81	32.53
	46-60	57	22.89
The Marital Status of women farmers	Married	231	92.77
	Single	6	2.41
	Widow	12	4.82
The educational levels of rural women farmers	Illiterate	149	59.84
	Primary	77	30.92
	Secondary	14	5.62
	High school	8	3.21
	Bachelor	1	0.40

147 **3.2. The Obstacles of Rural Women Participation in Agricultural Development**

148 Rural women work hard for long hours, usually for a small reward, often neglected by
 149 extension services. As women have been playing an important role in the agricultural sector, they
 150 are considered as the backbone for rural and national economic development. Women consist of
 151 43% of worlds' total agricultural labor that increases up to 70% in some nations [2].

152 **3.2.1. Individual obstacles**

153 The individual obstacles for women farmers and the main difficulties cause the women
 154 farmers do not engage with activities and training on agricultural extensions due to the lack of
 155 education and also their chores in the home looking after family members especially in cooking
 156 and cleaning. In addition, outside of the home low accessibility of rural women to various
 157 resources, including participation in the extension programs due to social and family obstacles
 158 has hindered the role of women in the agricultural development [15]. Furthermore, the results
 159 indicate that the participation of rural women in the extension programs increases with the

increasing education in contrast to the findings from [15, 25]. They reported that the level of education and experience in the cultivation influence the participation of rural women in the extension programs [26].

Table 2. The individual obstacles of rural women participation in agricultural development.

Individual obstacles	Never (%)	Sometime (%)	Always (%)	Mean (*)	Std. Deviation
Literacy	6.00	71.0	23.0	1.17	0.51
Lack of self-confidence	77.0	23.0	0.00	0.23	0.42
Inferiority feeling and resignation	93.0	7.00	0.00	0.07	0.25
Increased work inside and outside	0.00	5.00	95.0	1.95	0.22
Home affairs	0.00	8.00	92.0	1.92	0.27
Handicrafts and ranching	0.00	6.00	94.0	1.94	0.25
Low information	4.00	56.0	4.00	1.36	0.56
Their applied scientific knowledge	4.00	46.0	49.0	1.17	0.51

*The Mean of Never = 0; Sometimes = 1; Always = 2

The results of the statistical analysis show the respondents sometimes faced with the obstacles of literacy due to their poor academic background. The survey results showed that obstacles of the respondents in regards to the lack of self-confidence are never. The majority of the respondents claimed that their obstacles lie in the increased work inside and outside of activity of rural women (Table 2). Since rural women take different responsibilities and roles, such as producers of crops, ranching and keeping poultry, children's education, housekeeping, supervising family economy and managing it, and so, would not be effective in developing rural societies. So, the importance of education is very critical for rural women especially extensional educations.

The results of Table 2 show the majority of the obstacles of women in agricultural development are the easy availability of low information and handicrafts and ranching as well as the findings of the researchers from the individual obstacles. Illiteracy is beyond many of the problems, leading to decrease in self-confidence, feelings of inferiority and resignation. And activities through high recruitment and an increase in home and abroad for various reasons, including seasonal activities for migration in seasonal both men and women in rural changes areas (nursery, home, business, agriculture, handicrafts, and animal) wealth and low information and knowledge, in particular, the application of knowledge scientifically [1].

Rural women have the potential to work for increasing food production, but, to meet the future demands, it won't be sufficient. To ensure the best living conditions in vulnerable communities, special measures should be taken to fight malnutrition in the region. In most UN reports, women have been considered as the greatest deprived group of the human societies. While at the global level, about two third of all affairs are done by women, however, they form 50% of the workforce in agriculture and they produce half of the foods all over the world. So, educating women is important, as concluded by [27].

Table 3. Factors affecting the rural women's participation in agriculture extension training with individual obstacles.

Individual obstacles.		Agriculture extension training			x ² test (P-Value)
		Sometimes (%)	Never (%)	Total (%)	
Literacy	Always	67.2	32.8	100.0	0.328 (0.849)
	Sometimes	64.2	35.8	100.0	
	Never	60.0	40	100.0	
Lack of self-confidence	Sometimes	58.6	41.4	100.0	1.206 (0.277)
	Never	66.5	33.5	100.0	
Inferiority feeling and resignation	Sometimes	64.7	35.3	100.0	0.000 (1.00)
	Never	64.7	35.3	100.0	
Increased work inside and outside	Always	64.4	35.6	100.0	0.125 (0.488)
	Sometimes	69.2	30.8	100.0	
Home affairs	Always	65.1	34.9	100.0	0.207 (0.409)
	Sometimes	60.0	40.0	100.0	
Handicrafts and ranching	Always	66.5	33.5	100.0	5.519 * (0.021)
	Sometimes	37.5	62.5	100.0	
Low information	Always	63.6	36.4	100.0	0.075 (0.788)
	Sometimes	65.3	34.7	100.0	
Their applied scientific knowledge	Always	65.0	35.0	100.0	1.886 (0.389)
	Sometimes	66.1	33.9	100.0	

***Statically important at 5% level**

*** If P-Value ≤ 0.05 statistically significant**

*** If P-Value > 0.05 not statistically significant**

Table 3 gives the result of χ^2 between agriculture extension training and individual obstacles that would show the relation between non-participate the women farmers in the extension training and handicrafts and ranching. The result means that the majority of women

farmers work manually in all activities such Handicrafts and ranching as field preparation, planting weeding. However the majority of respondents in the districts disagreed that married women were forbidden to speak to male strangers, there was no significant relationship between the lack of participation of rural women in activities and training courses for agricultural extension and other individual obstacles.

Women's daily workloads do not usually allow them to be absent from home for residential training; even attending short courses may cause insuperable problems in arranging substitute care for children or the home. And second, even where attendance of women is quite high as a proportion of the total, women are given instruction mainly in home economics and craft subjects, not technical agriculture [28] Networks operating in rural areas especially rural women's organizations are involved in the conception of development programs, these organizations must be aware of the local reality. [29].

Gender, cultural norms and security issues make it more difficult for women than for men in accessing public services, social protection, employment, and markets [30]. The problems of rural women can be divided into four main categories that are economic, social, family and individual [31]. These problems are interconnected and they are closely linked to environmental, social and political changes. The level of education and experience in the cultivation influences the participation of rural women in the extension programs. As a result, female individuals may not be able to attend meetings and training opportunities program benefit or extension of a relationship because they simply do not have time, Although the proportion of time available between the various regions varies, as well as across different types of households, it is estimated the most of women work for about 16 hours a day [32].

3.2.2 Family obstacles

The result shows the family obstacles always faced disagreement of their family while attending at the social and economic activity (Table 5). That result the main difficulties causes the women farmers do not engage with activities and training on agricultural extensions due to the gender discriminations. The survey results showed that negative attitude about the women's abilities was never. And that women have always faced obstacles in agricultural development

because of gender discrimination; respondents revealed that in some cases, have faced obstacles in agricultural development because of the economic poverty of the family. Those factors come similar to the conclusion of researchers from Family biases and husband and father's disagreement with women's attendance at social and economic activities due to various cultural reasons and also the lack of knowledge about how to behave with girls and women [33].

Table 4. The Family obstacles of rural women participation in agricultural development.

Family obstacles	Never %	Sometime %	Always %	Mean (*)	Std. Deviation
Disagree family attendance	0.0	12.0	88.0	1.88	0.32
Gender discriminations	2.0	12.0	86.0	1.84	0.42
Economic poverty of family	16.0	81.0	2.0	0.86	0.41
Lack of knowledge, behave them	16.0	84.0	0.0	0.84	0.37
Negative attitude about their abilities	93.0	7.0	0.0	0.07	0.26

*The Mean of Never = 0; Sometimes = 1; Always = 2

Due to their involvement in household activities and child-rearing women are only able to participate in self-employment opportunities rather than high paying employment programs. The extension program should be introduced to meet the demands and interest of many family members.

The Table 5 shows the χ^2 test between agriculture extension training with family obstacles. This part of the study was intended to relation between extension training with family obstacles. Identify the factor that hinders women attendance and participation in training programs. The results showed although there is a strong correlation between the lacks of participation of rural women in agricultural extension training with the negative attitude about the woman abilities. The participation of men and women members in extension training organizations are conditioned by economic, social and cultural factors, several authors have analyzed the factors affecting women's participation in producer organizations and identified major barriers for women's participation. These include: socio-cultural norms and gender perceptions; women's double burden and triple roles; women's status, age and previous membership in an organization; access to assets and resources; organizations' rules of entry;

legal and policy environment; women's preferences and motivations; and women's education, training and access to information [34, 35, 36]

Table 5. Factors affecting the rural women's participation in agriculture extension training with family obstacles.

Family obstacles		Agriculture extension training			x ² Test (P-Value)
		Sometimes (%)	Never (%)	Total (%)	
Disagree family attendance	Never	45.5	54.5	100.0	2.403 (0.148)
	Always	66.4	33.6	100.0	
	Sometimes	51.7	48.3	100.0	
Lack of knowledge, behave them	Sometimes	65.6	34.4	100.0	0.453 (0.308)
	Never	60.0	40.0	100.0	
Negative attitude about their abilities	Sometimes	83.3	16.7	100.0	2.961* (0.057)
	Never	63.2	36.8	100.0	
Gender discrimination	Always	65.0	35.0	100.0	0.079 (0.961)
	Sometimes	62.9	37.1	100.0	
Economic poverty	Sometimes	65.9	34.1	100.0	3.666 (0.160)
	Never	58.5	41.5	100.0	

***Statically important at 5% level**

*** If P-Value ≤ 0.05 statistically significant**

*** If P-Value > 0.05 not statistically significant**

The policies for rural agriculture development should be tested and reassessed when necessary to ensure effective social learning by rural women. The women who possess expertise and expertise should be treated as important part of the development process; this finding is in line with the findings from [15]. The rural women had the least participation in the items;

attending the training courses, reading the extension brochures and interaction with the male extension workers. However, as noted in previous chapters, various family members and the community facing their own and have their own needs that must be taken into account in the guidance programs obstacles. The reason may be in some cases the lack of knowledge regarding how to behave with the women and girls resulted into obstacles in agricultural development. Women organizations and other farmers having concepts for developmental programs should be provided with financial and political support for implementing their ideas and introducing income generating activities in rural areas. Researchers have noted the less availability of time and cultural norms, male dominance, etc. These constraints faced by women farmers [37, 38]. It is essential to understand the roles of men and women in production practice, their information desires, the nature of the special constraints faced by females, and the implications of these constraints for extension [39]. The findings of this study conclude that the rural women in Erbil province participation in the extension programs are lower than average. But training needs to be complemented by other strategies to bring about change in institutional behaviors, but critical adjustments which can increase women's access to and the relevance of extension significantly, even where most field agents are male but the low accessibility of rural women to various resources, including participation in the extension programs due to social and family obstacles has hindered the role of women in the agricultural development [12].

3.2.3. Social obstacles

According to social obstacles which are shown in Table 6. The 85% of participants said that bad habits and traditions may be the reason for the lack of effective participation of rural women. As we noted that 88% of respondents thought the patriarchy or disagreeing is one of the social reasons behind the lack of effective participation in agricultural activity, more than 82% of the respondents believed the low presence of women is the cause. The researchers noted that the factors facing rural women The researchers noted that the factors facing rural women are the bad customs and traditions, factors of production, arrival of being access to extension services, the extent of rural low wages compared with men labor, low attendance of women's organizations, community to follow up on their cases and problems low enrollment of women in rural areas management [39]. Gender differences become clearer when looking at women's workloads. It is

estimated that women provide 85-90% of the time spent on household food processing and preparation across a wide range of countries [40].

Table 6. The social obstacles of rural women participation in agricultural development.

Social obstacles	Never (%)	Sometime (%)	Always (%)	Mean (*)	Std. Deviation
Patriarchy and disagreeing	0.0	12.0	88.0	1.88	0.33
Low extent of rural women's	0.0	13.0	87.0	1.87	0.34
Being far of accessibility	0.0	14.0	86.0	1.86	0.35
Bad customs and traditions	0.0	15.0	85.0	1.85	0.36
Low attendance of women	0.0	18.0	82.0	1.82	0.39
Limited number of females	21.0	76.0	3.00	0.82	0.46
Problems of access	33.0	66.0	1.0	0.67	0.45
Low women's access	90.0	10.0	0.0	0.10	0.29

*The Mean of Never = 0; Sometimes = 1; Always = 2

The table indicates that the respondents always faced obstacles because of the low attendance of women NGOs to track their problems and issues. Rural women, as the half of human population in rural areas, play a significant role in social and cultural realms along with economic roles in rural areas. Women usually are not able to actively participate in programs of economic possibilities. Though norms may differ slightly from different culture and time, women are mostly involved in household activities such as rearing of livestock and child-rearing. This work is unpaid and acts as a burden to expand them to participate in economic opportunities, which would result in low income [41].

Accordingly, it is important to pay attention to how we can increase their participation and involvement in a development process, especially because of past research efforts, so often ignored, or misrepresented them. Most of the women are illiterate or less educated and often unable to attend or continue formal training courses, social or economic services. In these conditions, rural women remain passive with less chance to develop their own abilities [40]. As a

result, this situation has caused the women to be the most vulnerable group in rural development programs.

As shown in Table 7. To find a relationship between agriculture extension training and social obstacles. This part of the study was intended to identify the factor that hinders women attendance and participation in training programs. These results indicate that most women farmers the lack of participation in agricultural extension training Because Patriarchy and disagreeing and the difficulty of access to agricultural extension services were the major social constraints faced by rural women as reported by the respondent.[41]

Table 7. Factors affecting the rural women's participation in Agriculture extension training with social obstacles.

Social obstacles		Agriculture extension training			χ^2 Test (P-Value)
		Sometimes (%)	Never (%)	Total (%)	
Bad customs and traditions	Always	64.2	35.8	100.0	0.161 (0.852)
	Sometimes	67.6	32.4	100.0	
Patriarchy and disagreeing	Always	66.7	33.3	100.0	3.207* (0.058)
	Sometimes	50.0	50.0	100.0	
Low women's access	Sometimes	79.2	20.8	100.0	2.444 (0.087)
	Never	63.1	36.9	100.0	
The difficulty of access to agricultural extension services.	Always	68.7	31.3	100.0	10.836* (0.02)
	Sometimes	40.0	60.0	100.0	
Limited number females	Sometimes	62.2	37.8	100.0	2.348 (0.146)
	Never	73.6	26.4	100.0	
Problem so f access	Sometimes	64.5	35.5	100.0	0.09 (1.000)
	Never	65.1	34.9	100.0	
Low extent of rural women's	Always	63.4	36.6	100.0	1.084 (0.334)
	Sometimes	72.7	27.3	100.0	
Low attendance of women	Always	67.0	33.0	100.0	2.625 (0.125)

***Statically important at 5% level**

*** If P-Value ≤ 0.05 statistically significant**

*** If P-Value > 0.05 not statistically significant**

Married women's movement may be restricted in certain circumstances and when asked about the causes of labor constraints, cited the time they spent looking after their families, working in their husbands' gardens and producing food for their households as reasons for their inability to expand production in the market [41]. When discussing gender issues, literature and actors in the development tend to distinguish the concept of men and women as two separate categories, but none of the two is a homogeneous group, can be found on the homogeneity across the levels of the economic situation or social status, ethnicity, age, origin or religion, and so on [19, 42]. Recent studies have suggested that rural women faced a full range of obstacles and hinder their participation further. These can be summarized obstacles as follows cultural, must be cultural obstacles even in the customs and traditions and religious practices. In some communities, women are prohibited from speaking directly with men outside the family [43].

4. Conclusions and recommendations

Based on the findings of this study, women farmers in the study area are faced with a lot of barriers in their quest for effective participation in agricultural production. Some of the barriers observed that inhibit participation of women farmers in agricultural production generally are: The difficulty of access to agricultural extension services and access to extension staff; and, inadequate training and low standard of education, work manually in all activities such handicrafts and negative attitude about the women abilities important that these barriers be addressed by the federal, state and local governments so as to facilitate effective women's participation in agricultural production activities. This will boost their output and ensure greater food security in the study area and the nation. The findings also revealed that the socio-economic characteristics of the women farmers have a positive relationship with their effective participation in agricultural production. Based on the findings of this study, the following recommendations were made:

1. Extension agency should encourage the formation and membership of cooperative

Social.

2. Women's access to information resources and educational references.

3. Perform basic education programs (literacy, religious, cultural and economical-social education).

REFERENCES

1. Rivera, W. M., & Qamar, M. K. Agricultural extension, rural development and the food security challenge. rome: Food and Agriculture Organization of the United Nations. 2003; P90
2. FAO, The state of Food and Agriculture. Women in Agriculture Closing the Gender gap for Development.2011; 7-16
3. Boon, K. F. A critical history of change in agricultural extension and considerations for future policies and programs (Doctoral Dissertation). 2009; p92.
4. Chowa, C., Garforth, C., & Cardey, S. Farmer experience of pluralistic agricultural extension, Malawi. Journal of Agricultural Education and Extension. 2013; 19(2):147-166.
5. Moscovice, I. and Rosenblatt, R. Quality of Care Challenges for Rural Health. The Journal of Rural Health. 2000; 16(2): 168-176.
6. Ranjha, H.M., S. Ali and M. Luqman. Role of women in agricultural development. In: Outlook, Multan Kitab Ghar, and Multan Pakistan. 2009; p200.
7. Oluwasola, A.O. Analysis of Effectiveness of Agricultural Extension Service in among Rural Women: case study of odeda local government, ogun state, Nigeria. Journal of Agricultural Science. 2013; 5 (12):65.
8. Mbori, S. O. Effectiveness of Rural Advisory Services (RAS) on improving household food security: A Case Study on Maize Production of Rural Small Scale Farmers in Koderia Village, Rachuonyo District-Kenya.Master Thesis. 2013; P44.
9. USAID, Kurdistan Region Economic Development Assessment, Final Report December. 2008; 66-67
10. Fami S. Evolution concepts and goals of rapid rural assessment and participatory rural assessment. Sci. Monthly.2000 ;(227): 6-11.

11. Umeta, G., Lemecha, F., & Mume, T. Survey on women access to agricultural extension services at selected districts of mid rift valley of Ethiopia. *Journal of Agricultural Extension and Rural Development*. 2011; 3(3): 51-63.
12. Benson, A., & Jafry, T. The state of agricultural extension: an overview and new caveats for the future. *Journal of Agricultural Education and Extension*. 2013; 19(4): 381-393.
13. Amghani, M. S., Gholami, H., Shiri, N., & Fami, H. S. Obstacles of women presence in Iranian rural management: A case from Osku County. *International Journal of Agricultural Management and Development (IJAMAD)*. 2013; 3(3): 3-6.
14. Andeca, R. Attitude of women farmers towards agricultural extension services in Ifelodum local government area, Sun state. *American Journal of Social and Management Sciences*. 2012 ;(3)3: 99-105.
15. Soltani, S., Ahmadpour, A., & Feali, S. Factors Influencing Rural Women Participation in Agricultural Extension Programs. Case Study Mazandaran, Iran. *International Journal of Agricultural Science and Research*. 2011; (2):17-24.
16. Israr, M.,. Economic incentives and satisfaction of the agricultural extension agents. *International Journal of Agricultural Extension*, 2014; 2 (1): 13-19.
17. Hawler Governorate. <http://www.hawlergov.org/ar/page.php>; 2015.
18. Warner, M. W., Al-Hassan, R. M., & Kydd, J. G. Beyond Gender Roles. Conceptualizing the Social and Economic Lives of Rural Peoples in Sub-Saharan Africa *Development and Change*. 1997; 28(1):143-168.
19. Agarwal, B., Participatory exclusions. *Community forestry and gender: An analysis for south Asia and a conceptual framework*. *World Development*; 2001; 29(10): 1623-1648.
20. Adams ME. *Agricultural Extension in developing countries. Intermediate tropical agriculture services*. Longman group limited Essex, UK. 1982; p 69.
21. Rebecca, Ayoade Adenike. "Attitude of women farmers towards agricultural extension services in Ifelodum local government area, Osun State." *American Journal of Social and Management Sciences*. 2012; 99-105.
22. Maser, Chris. *Social-Environmental Planning: the design interface between every forest and every city*. 2009; (1):p16

23. Adekunle, Ogundiran Oluwasola. "Analysis of Effectiveness of Agricultural Extension Service in among Rural Women: Case study of Odeda Local Government, Ogun State, Nigeria." *Journal of Agricultural Science*. 2013; 65.
24. Elias, A., Nohmi, M., Yasunobu, K., & Ishida, A. Effect of Agricultural Extension Program on Smallholders' Farm Productivity: Evidence from Three Peasant Associations in the Highlands of Ethiopia. *Journal of Agricultural Science*. 2013; 5(8): 163.
25. Al-Rimawi, A.S. The role of Jordanian women farmers in livestock production with implications to agricultural extension education. *Journal of International Agricultural and Extension Education*. 2002; 9(1): 11-12.
26. FAO. Gender equality and food security—women's empowerment as a tool against hunger Mandaluyong City, Philippines: Asian Development Bank. 2013; p113.
27. Doss, C. and Team, S. The role of women in agriculture. The Food and Agriculture Organization of the United Nations. 2011; 11(2): 12-15.
28. Dinar, Ariel. "Extension commercialization: how much to charge for extension services." *American Journal of agricultural economics* . 1996; 1-12.
29. Swanson, B. Improving agricultural extension. Daya Books Department, Tehran. <http://lib.dr.iastate.edu/etd>. 2005; p111.
30. UN .Women Commission on the Status of women CSW5. <http://www.un.org/womenwatch/daw/csw/csw56/documentation.html>. 2012.
31. FAO. Higher Agricultural Education and Opportunities in Rural Development for Women An Overview and Summary of Five Case Studies. Information Division, Food and Agriculture Organization of the United Nations, Rome, Italy. 1997; p81.
32. Carr, M., & Hartl, M. Lightening the load: Labour-saving technologies and practices for rural women. International Fund for Agricultural Development. 2010; P56.
33. Varzgar, sh. and azizi. M. Evaluation of labor force participation of rural women in cotton *Journal of American Science*. 2012; 8(9):499-502.
34. IFAD., International Fund for Agricultural Development. norwegian ministry of foreign affairs. 2013; p4.
35. Meinzen-Dick, Ruth, and Margreet Zwarteveen. "Gendered participation in water management: Issues and illustrations from water users 'associations in South Asia .1998; 337-345.

36. Coleman, Eric A., and Esther Mwangi. "Women's participation in forest management: A cross-country analysis." *Global Environmental Change*.2013; 193-205.
37. FAO. Research and Extension: A Gender Perceptive. Women in Development Service (SDWW): Women and Population Division, Rome, Italy. 2001; p48.
38. FAO. Women, Agriculture and Rural Development. A Synthesis Report of the Near East Region, Rome, Italy. 1995; p42.
39. Fontana, M and Natali,L. Gendered Patterns of Time Use in Tanzania: Public Investment in Infrastructure Can Help.Master Thesis. 2008; p51.
40. Thomas D. Intrahousehold resource allocations – An inferential approach. *J. Hum. Res.* 1990; 25(4): 635-664.
41. Manfre, C., & Rubin, D. Integrating gender into forestry research: A Guide for Cifor Scientists and Programme Administrators. Cifor.2012; P106.
42. Whitehead, A.Women's solidarity—and divisions among women. *Ids Bulletin*.1984; 15(1): 6-11.
43. Van den Borne, H.W. The patient from receiver of information to informed decision-maker. *Patient Education and Counseling*.1998; 34(2), pp.89-102.