EXTENSION EVERYWHERE, EXTENDING NOWHERE: THE CACOPHONY OF AGRICULTURAL EXTENSION IN NIGERIA

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UNIVERSITY OF IBADAN

EXTENSION EVERYWHERE, EXTENDING NOWHERE: THE CACOPHONY OF AGRICULTURAL EXTENSION IN NIGERIA

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The Vice-Chancellor, Deputy Vice-Chancellor (Administration), Deputy Vice-Chancellor (Academic), Registrar, Librarian, Provost of the College of Medicine, Dean of the Faculty of Agriculture and Forestry, Dean of the Postgraduate School, Deans of other Faculties and of Students, Directors of Institutes, Distinguished Ladies and Gentlemen.

Preamble

To God Almighty alone be the glory, honour and adoration for the opportunity I have to stand before this august audience. It is a great privilege to be given an opportunity to present this highly exalted lecture among so many lectures an academic delivers in his/her career life. I deeply owe this opening to providence, because I took an appointment as an assistant lecturer at the University of Ilorin, after my MSc degree in Agricultural Extension in this University. After obtaining my PhD in 1990, in spite of the encouragement by the then Head of Department, Agricultural Extension Services (as the Department was then called), Late Professor Caroline Ebun Williams, that I should come over and join the Department, I decided to stay put at Ilorin. The simple reason was that virtually all my lecturers were fond of me; I could not fathom, in my imagination, how I would cope with running errands for them all. I rather chose to be their ambassador at a not-too-distant location. By divine arrangement, I found myself back to the Department ten years later in July 2000.

Though the prima facie for my promotion to reader had been established by the time I left Ilorin, I took a senior lecturer position here against common sense, not only as some of my sincere colleagues made bold to tell me; I also felt so inwardly. The confirmation that God always make sense out of nonsense came, when ASUU crises erupted in 2001 and 49 lecturers were sacked. I came to realize later; I would have been the 50th sacked lecturer! So, God simply shielded me from the hassles that lasted for nine solid years before the Supreme Court reinstated the lecturers, but not before some lives were lost, resulting from the anguish of the

sack. However, my chastisement came in delayed promotion. My professorship which would have been in 2003; but for the relocation, did not come until 2006. During the long wait, I sought divine help and God said it was the price I had to pay for the pride of not being willing to serve my teachers!

However, it is the Lord's doing that a young boy, in 1967, who was seeking admission to a secondary school – Oranyan Grammar School, Oyo; not only became a professor but standing here today to deliver an inaugural lecture. Then, I saw the pinnacle of successful career in the then school Principal – Reverend Kuti George and I aspired just to become like him! I believe I consolidated my fancy for agriculture due to my early exposure in that school, as I was a member of the Young Farmers' Club. Prior to that time my late father, who was a teacher in that school, but had a farm, exposed us children to farming, which we regarded as catching fun. It was at Obafemi Awolowo University (then, University of Ife, Ile-Ife), that I got to know a branch of agriculture, called Extension Education that entails assisting farmers to improve their livelihoods through better farming and I excitedly settled for it. I thought it was better for me to deal with humans, who have better ability to communicate rather than crops and animals.

Many thanks to the immediate past Dean and my good friend, Professor Eustance A. Iyayi, for giving me this slot on behalf of the Faculty, and in essence acceding to the desire of Professor Janice E. Olawoye; our Mama in the Department of Agricultural Extension and Rural Development, that our Department was long overdue for a chance to present an inaugural lecture, since the last opportunity in 2002 was when she delivered her own. This desire was expressed during her valedictory lecture which she delivered recently, before voluntarily retiring from the university service.

It is with great humility and honour that I deliver this lecture being the third coming from the Department of Agricultural Extension and Rural Development and also the first by a PhD product of the Department. The first inaugural lecturer from our department was Professor A.U. Patel. His lecture – titled, 'Adapting Agricultural Extension to the

Development Needs of Nigeria' was delivered in 1983. Nineteen years after, the second lecture, 'Giving a Voice to the Rural Population', was delivered by Professor Janice E. Olawoye in 2002. Mine is coming 14 years after! It is titled, Extension everywhere, extending nowhere: the cacophony of agricultural extension in Nigeria. Mr. Vice-Chancellor, Sir, I humbly wish to request that the department be given the opportunity to present another inaugural lecture within the shortest possible time as we have 10 professors most of who are longing to share their findings in diverse areas of research interests.

Philosophical and Historical Roots of Extension

Despite the fact that the term 'extension' is well known to all in development organizations and agencies, many laypersons still do not understand it, and therefore give wrong interpretations. Age long, agriculture, including crops cultivation and livestock husbandry had been practised as farmers generated and adapted their own technologies, which became transmitted to others across generations. The indigenous knowledge practices were without stress as long as the early farmers could take care of the food needs of their family members and have some kept for the succeeding season. Increasing pressure on land, growing population and natural disasters such as famine and disease epidemics destabilized the subsistence equilibrium. This made advanced knowledge generated in the universities and research institutes, acquired through scientific knowledge and research, to become relevant.

For a lecture of this nature, it is imperative to give deeper antecedents to the current stature [concepts] of agricultural extension. Establishing the divinity of extension as a discipline is premised upon the fact that God is the foundation of all knowledge. Left to the early humans of the world as recorded in the Holy Bible in Genesis Chapter 11, 'extension' would never have been conceived. I quote (the NIV version):

v.4 Then they said, 'Come, let us build ourselves a city, with a tower that reaches to the heavens, so that we may make name and not be scattered over the face of the whole earth.'

v.5 But the Lord came down to see the city and the tower that men were building.

v. 6 &7 The Lord said, 'If as one people speaking the same language they have begun to do this, then nothing they plan to do will be impossible for them. Come, let us go down and confuse their language so they will not understand each other.'

v. 8 So the Lord scattered them from there over all the earth and they stopped the building of the city.

v. 9 That is why it was called Babel – because there the Lord confused the language of the whole world.

From there God scattered them over the face of the whole earth.' It should not be a difficult task to find 'extending something' as a synonym of 'scattering it'. So it was upon the collapse of the Babelian project, that the divinity of extension as a discipline can be hinged.

At the mundane level, the distant origins of extension have been linked to the dissemination of relevant information and advice to farmers before the emergence of modern forms of agricultural extension. Table 1 presents the chronology of extension evolution showing dates, events, purposes and key actors. The development of agricultural education during the Renaissance, when a movement strongly influenced by Rabelais (1483 -1553) started relating education to needs of human life and to the application of science to solving practical problems has been documented (see table 1). The genesis of agricultural education was succinctly captured by True (1929) thus ''with the beginnings of the modern science in the sixteenth and seventeenth centuries, a desire to use the new knowledge in education soon appeared."

Table 1: Chronology of Extension Evolution

S/N	Events	Dates	Activities/Purposes	Key Actors/Scholars
Sundry Knowledge Application and Book Publication				
1	Pupils instructed to study nature as well as books and apply knowledge gained in daily occupation	-	Relate education to needs in human life; Application of science to practical affairs	Rabelais (1483 - 1553)
2	Publication of a book titled "An essay for Advancement of Husbandry-Learning"	1651	Advance the frontier of knowledge	Samuel Hartlib (1600 - 1670)
3	Publication of a book titled " Tractate of Education"	1644	Elaborate on study of classical literature including agriculture; Inception of the academies in England with curriculum studies having practical bearing	Milton
4	Emphasised the importance of manual and industrial activities in education	-	Advance the frontier of knowledge	Jean Jacques Rousseau (1712 - 1770)
Early Agricultural Trainings				
5	Conducted a school for poor children with activities such as raising farm products, spinning and weaving of cotton	1775 and beyond	Facilitate training in practical agriculture	Heinrich Pestalozzi "The Swiss educational reformer" (1746 - 1826)
6	Conducted manual-training schools which had considerable influence in the United States	-	Boys and girls were trained to do farm work and grow gardens on an estate of 600 acres with instructions in science related to agriculture	Philip Emanuel Von Fellenberg (1771 - 1844)

Table 1 contd.

7	Establishment of agricultural schools in Zarvas in Hungary, Europe	1779	Facilitate training in practical agriculture	-
8	Establishment of agricultural schools in Nagy-Michlos in Hungary, Europe	1786	To facilitate training in practical agriculture	-
9	Establishment of the Georgicon Academy at Kezthely in Hungary, Europe	1797	Remained as the model agricultural college of Europe for 50 years	-
Early Agricultural Publications				
10	Encyclopedia	1751 – 1770	Publication of works on agriculture	-
11	The Annals of Agriculture and Other Useful Arts (A periodical magazine)	1784	Promote the advancement of agriculture in Europe and America	Arthur Young (1741 - 1820)
Early agricultural Societies				
12	The Society of Improvers in the Knowledge of Agriculture	1723	Acquaint members with what was being done to improve agriculture	-
13	The American Philosophical Society	1744	Disseminate agricultural information through publications, newspaper articles and lectures	-
14	Philadelphia Society for Promoting Agriculture	1785	Publish articles on agricultural subjects	-
15	The Free Economical Society	1765	Establish local agricultural organisations	-

Table 1 contd.

16	Massachusetts Society for Promoting Agriculture	1812	Distribution of 1000 copies of an article to stimulate farmers to improve agriculture [Town clerks read this in town meetings]	-
17	The agricultural societies in North America		Organising fairs especially for educational purposes	-
Beginning of Extension-type Programmes				
18	Engagement of professional (practical and scientific farmer) to disseminate practical and scientific knowledge throughout the state	1843	First use of itinerate professionals to improve agriculture	Authorised by the committee on agriculture, New York Assembly
19	Professionals in agriculture were engaged to lecture on agriculture-related sciences among farmers' clubs in towns at least once a month	1845	Educate farmers in sciences and their application to agriculture	Suggested by N.S. Townshend, Dean of College of Agriculture in Ohio.
20	Establishment of the office of state agricultural chemist in Maryland	1848	Deliver one public lecture in each elective district and a course of lecture at each county town among other things	-
21	Establishment of farmers' institute that became the primary educational forerunner of agricultural extension in the United States	1853	Served as springboard for the establishment of agricultural extension	Recommendation from Edward Hitchcock, president of Amherst college and member of State Board of Agriculture

Table 1 contd.

22	Formal establishment of agricultural extension in the United States	1914	8861 farmer institutes were held the same year with total attendance of 3050150 farmers	-
23	Establishment of first modern agricultural advisory and instructional service in Ireland	1847 – 1851	Address the challenge of potato famine	-
24	Coinage of the term "Extension" in England with a system of university extension	1866		-
25	Coinage of the term "Extension Education" by Cambridge University	1873	Describe a particular educational innovation: to take educational advantages of universities to ordinary people	-

Table 1 captures the evolution of extension from sundry knowledge application and book publication to early agricultural trainings, publications and the founding of agricultural societies. It goes on to summarise the commencement of extension-type programmes involving engagement of professionals to disseminate practical and scientific knowledge. So far, the term extension was never used. Earlier to its coinage was the agricultural advisory and instructional service established in Ireland during the great potato famine of the mid-nineteenth century.

The term 'extension' was first used to describe adult education programmes in England in the second half of the 19th century, when travelling teachers used the programmes to expand or extend the work of universities beyond the campuses into neighbouring communities (Jones and Garforth 1997). This was then called university extension as the scope of knowledge extended was multifarious and not specific for any particular field. Common use of the term 'university extension' or extension of the university was first recorded in Britain in the 1840s which was greatly influenced by James Stuart, Fellow of Trinity College, Cambridge, when he gave lectures to women's associations and working men's clubs in the north of England. In 1871, by Stuart's prompting, the authorities in the University of Cambridge organized centres for extension lectures. Cambridge formally adopted the system in 1873, followed by London University in 1876 and Oxford University in 1878 (van den Ban and Hawkins 1996).

This idea was later adapted in the United States of America, where it was first referred to as extension education before it was ever applied to agriculture. The term agricultural extension was not widely put into use in the United States until the passage of the Smith-Lever Act in 1914, which gave operational responsibility of extension to the Land-Grant Colleges and Universities. The act provided a combination of federal, state and local legislative backing and funding for agricultural and home economics extension work. It developed into what is referred to as the cooperative extension system.

Extension work in other parts of Europe and America might have commenced at different times but largely took after the patterns described above. Thus, extension work took off in Canada, Australia, Germany, the Netherlands, Japan and some other parts of the world. In Europe, where extension is interpreted as 'advisory work', the focus is on solving specific problems while the cooperative extension system emphasizes educational functions which seek to educate people to solve their problems through knowledge and information. The development of modern agricultural education and extension work started spreading to the tropical world through the European colonial powers. The common pattern was through the establishment of 'botanical gardens', which served as sources of agricultural knowledge and innovation and provided opportunity for the Europeans to gain knowledge of tropical agricultural plants. Most of these colonies—India, several Caribbean Islands, African and Southeast Asian territories—had begun to be exposed to agricultural extension at the beginning of the 20th century, albeit at the rudimentary level.

Definition of Extension

In different parts of the world, the perceptions and interpretations of the term extension vary. This reflects in different ways extension is called in different parts of the world. According to van den Ban and Hawkins (1996) the following words in different cultures capture what extension means and its local connotations:

- Dutch – *voorlichting* [lighting the pathway ahead to help people find their way];
- Indonesia – *penyuluhan* [lighting the way ahead with a torch];
- Austrians – *Förderung* [furthering or stimulating you to go in a desirable direction; similar to Koreans word for rural guidance];
- German – *Beratung* [advisory work as in English]; Germans use other words such as: *Aufklärung*

[enlightenment]; *Erziehung* [education–as in US to stress that the goal of extension is to teach people to solve problems themselves].

- French – *vulgarization* [simplify the message for the common man];
- Spanish – *capacitacion* [improving people's skills, in other words meaning training];
- Thai, Lao – *Song-Suem* [to promote].

With this assortment of interpretations, coming to terms with a single definition for extension becomes a herculean task. As such, it has been defined variously and new definitions keep emerging. The term extension is broad but naturally a non-formal educational discipline. The general goal is to enable people to use scientific and technological information to improve their quality of life.

This lecture provides quite a handful of definitions, not only to indicate versatility of the subject matter, but also to reflect the robustness of its philosophy, principles and methods.

(1) Extension education has been described as an informal out-of school system of education, designed to help rural people to improve their standard of living by their own efforts, through making wise use of the natural resources at their disposal for the benefit of the individual, family, community and nation as a whole (Bradfield 1966).

(2) Extension is a service or system which assists farm people, through educational procedures in improving farming methods and techniques, increasing production efficiency and income, bettering their levels of living and lifting social and educational standards (Maunder 1973).

(3) Extension involves the conscious use of communication of information, to help people form sound opinions and make good decisions (van den Ban 1974).

(4) Extension is an on-going process of getting useful information to people [the communication dimension] and then assisting those people to acquire the necessary knowledge, skills and attitudes to utilize effectively this information and technology [the educational dimension] (Swanson and Claar 1984).

(5) Extension is a professional communication intervention deployed by an institution to induce change in voluntary behaviours with a presumed public or collective utility (Röling 1988).

(6) The essence of agricultural extension is to facilitate interplay and nurture synergies within a total information system involving agricultural research, agricultural education and a vast complex of information-providing businesses.

A cursory look at these definitions brings out the following salient elements of the subject:

(a) It is all about improving people's livelihoods through improved technology, knowledge, skills and change in attitudes, which would not occur naturally except certain concerted efforts ensue; e.g. assist, communicate, facilitate and share.

(b) There are fundamentally two aspects of getting extension work through: communicating the idea, in order to get clientele to know it exists [awareness] and knowing when to do and how to do what is to be done; and doing it on sustainable basis as the need arises. One component that tangentially can be inferred is growing in the ability of problem solving and improvement in managerial competence.

(c) There are various stakeholders involved in extension work with interplay of roles, which have to be synergistically pursued.

(d) Some definitions are emphatic on farmers as the target system while others simply put the subjects as people in general. This suggests that extension is applicable to any field or livelihood using the same philosophy and principles, though the commonest application has been towards agriculture and rural people.

The diversity of what extension really means has generated arguments among professionals such that some feel the word extension has misleading connotations, and that it is practically impossible to stretch the meaning of the concept as necessary. Some have all together renamed the field of Extension Science as Communication and Innovation Studies or Communication for Rural Innovation (Leeuwis and van den Ban 2004). This school of thought proposed a definition for communication for rural innovation as 'a series of professional communicative interventions amid related interactions that is meant to develop and/or induce novel patterns of co-ordination and adjustment between people, technical devices and natural phenomena, in a direction that supposedly helps to resolve problematic situations, which may be defined differently by different actors involved' (Leeuwis et al. 2004).

In my opinion, if what a definition does is to unlock or simplify the substance of a subject, the proposed definition above will not be of much use to burgeoning scholars or laypersons. However, the definition adopted at any point in time depends on the one hand, on the level of development attained in a particular society and on the other hand, on the goal of the individual, agency or institution pursuing extension work.

Mr. Vice-Chancellor, for the purpose of this lecture, Swanson and Claar's (1984) definition is adapted, with a slight modification that information is shared, not unilaterally transferred by extension to a passive and docile clientele and that in an ideal sense, the extension personnel plays a facilitative role. Thus, extension generically 'is a wide spectrum and non-formal educational discipline which grew

out of problem solving need, adopting an on-going process of sharing useful information with people and then assisting those people to acquire the necessary capability to utilize the information and technologies effectively (Ladele 2009, p.6).

It is called agricultural extension when it is focused on agricultural development; but in a broader perspective, extension education—when underscoring the inherent educational theories/principles and the issue in view is non-agricultural, but developmental and people-oriented. In this lecture, the three concepts will be used interchangeably but with utmost careful choice of appropriateness on the basis of the clarification made above.

Related Concepts

It is good to note that some terms are usually interchangeably used (wrongly or correctly as each case may be) as extension. A brief conceptual clarification will leave us in no doubt, as to what these terms mean, when used in the course of this lecture.

Adult Education: means any purposeful effort towards self development and improvement carried out by any individual without legal compulsion and without such effort becoming a major form of activity. From this definition, extension could be seen as a form of adult education, however, adult education objectives center on training for citizenship, leisure time activity, economic efficiency and vocational training. Nonetheless, the scope of extension covers all generations and not limited to adults.

Advisory Service: is concerned with providing organized technical services and publications to farm families by some progressive individuals called 'travelling teachers' of agriculture at the instance of agricultural societies promoting application of scientific knowledge to the field of agriculture.

University Extension: implies 'extension of the university' and it was first used in Britain in 1840s in Cambridge University. The term was used to represent an idea of

'extending' knowledge and technologies generated in the university to public members who were not privileged to come to the citadel of knowledge but who could benefit from such. University extension covered a broad scope of knowledge so generated in the university, without restriction to particular subject, so long as it was considered beneficial to the people out there.

Cooperative Extension System: first used in the United States of America where 'university extension' was particularly applied in agricultural issues in the Universities of Chicago and Wisconsin. This culminated into the passage of the Smith-Lever Act of 1914 as earlier discussed. Within this structure, extension work is domiciled in the Land-Grants Colleges/Universities which were established as a result of Morelli Act of 1862. Land-Grant Universities are those established and funded by government in the USA.

Technology Transfer: is discussed within the analytical framework of Agricultural Technology System which recognizes four major functional components; some of which are internal to the technology while others are external (Swanson 1986). The components comprise:

(i) Policy, which includes those external factors that directly impact the technology system including the utilization of farmers.
(ii) Technology development, which includes that part of agricultural research system that is devoted to applied and adaptive research.
(iii) Technology dissemination, which is broken down into the sub-functions of knowledge transfer and input transfer.
(iv) Technology utilization by farmers, with an emphasis on smallholders.

It is clear from the above that, it is erroneous to equate agricultural extension with technology transfer, because the latter includes functions of input supply and other agri-support services. Agricultural extension can therefore be

construed as a sub-set of the technology transfer process. What affects any components affects extension and the entire output of the farmer's effort. Figure 1 shows the components and linkages of technology transfer.

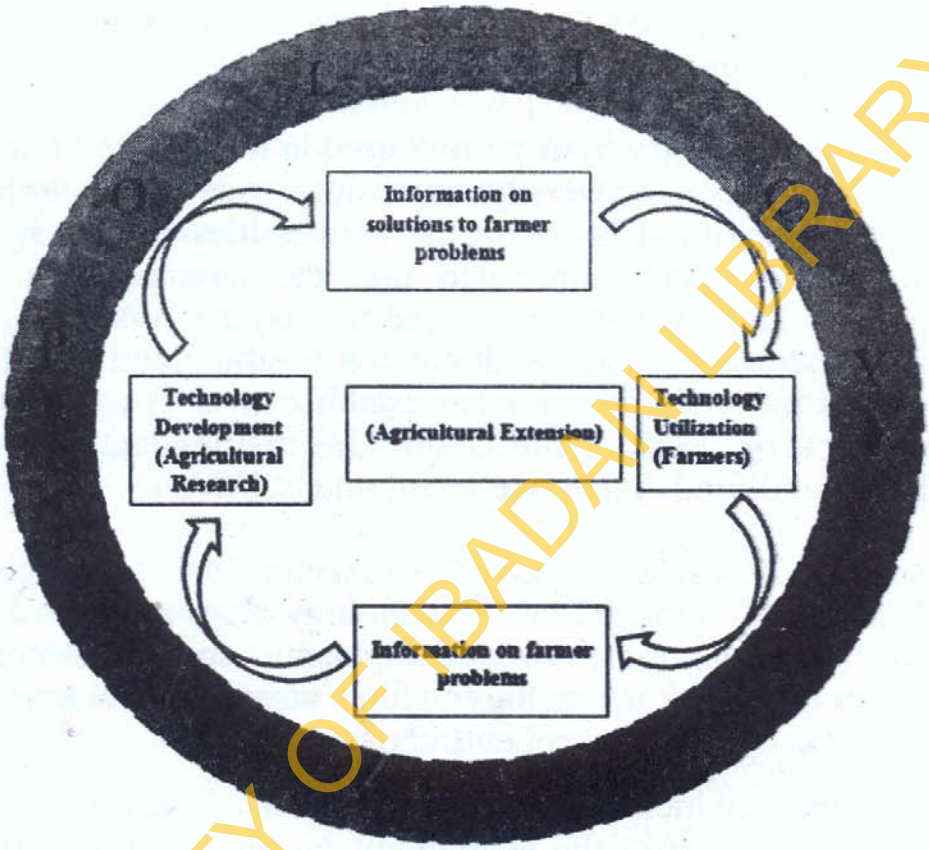


Fig. 1: Components and linkages of technology transfer. Adapted from R.G. Havelock 1976.

Spheres of Extension as a Discipline

From the build-up of this lecture, it is becoming manifest that extension as a discipline has a very broad applicability, premised upon its being rooted in 'information, knowledge and empowerment generated from the universities' to the less-privileged folks unable to acquire university education but are poised for making a noble living from their diverse choice of vocations. As a field of study, extension deals with the description, synthesis and analysis of variables, processes and results of changing behaviour of people (Ekpere 1990).

In this wast scope off coverage,, to be efffective,, extension has to be functionally supported by a firm grounding and expertise in the "human" social sciences such as sociology,, psychology,, anthropology,, administration,, economics and communications to mention just a few ((Ekpere 1990)). The competencies which are essential for transition from conceptual agricultural extension to effective and functional agricultural extension to occur in the agricultural extension system as elucidated by Ekpere ((1990)) are succinctly presented to include:: "

- *Appropriate science competence,* which agriculture, as an applied science must acquire through an eclectic integration of physics,, chemistry,, biology,, biochemistry,, mathematics,, and in today's world,, computer science to perform effectively..
- *Acquisition of scientific attitude/culture* is basic to human behaviour and survival in acceptance and use of improved technology..
- *A basic understanding of the philosophy of science,* the ability to conduct simple,, replicable experiments and adaptive trials which objectively validate innovations is essential for the optimal development of a competent extension package..
- *Technical competence* encompassing the level of knowledge,, understanding and experience relevant to the crops and animals which the farmer produces.
- *Production practices,* the condition of the farmer's home and family living as well as the physical environment in which he lives and works.
- *Economic competence,* implying the ability to weigh alternative product-input and commercialization strategies to determine whether the development,, production,, delivery and use of a given technology,, information or mode of behaviour is sufficient for minimax advantage..
- *Farming competence,* involving the skill and willingness to perform a range of physical tasks entailed in the production of crops, animal, fisheries

and forest products. Updates on technology improvement and mechanization advancements are add-on competencies which should be obtained through re-training programmes by the extension system.

It is good to note that additional competencies become essential for effective extension work in this modern dispensation that would make a pragmatic extension agency to be successful. These amongst others include (Ladele 2009):

- Participatory Learning and Action competence which involve the use of qualitative tools/methodologies developing out of greater recognition of local knowledge and involvement in development work. Though they are planning tools, their deployment leaves some permanent impression on local participants' capability.
- Competence in farm broadcasting, agricultural journalism, sales representative for agricultural business, public relations; largely able to deploy diverse modern communication tools [including radio and television with feedback capacity, audiovisual media, multimedia, electronic networking, social networking sites, rural tele-centers, Geographic Information System [GIS], call centres and mobile (providing services like SMS, MMS and GPRS)].

From the foregoing, it is obvious that so much is expected of a professional extensionist, which necessitates backstopping and regular re-training.

Extension as a Science Subject

Science can be described as the knowledge obtained from the systematic study of the structure and behaviour of the physical world, involving experimentation, measurement and the development of theories to describe the results of these activities. For long, man was kept off the scene of scientific

study as it was thought that he could not be subjected to stringent standards and principles of scientific investigation. It was later realized that social forms and processes are well organized and can be analyzed systematically, explained by some of its crucial parameters and offer some suggestions which can form the basis of prediction. This is because people do not generally act in a chaotic manner. Rather, man is guided by some rules of social behaviour, thus act in meaningful ways and maintain a form of social life.

Disciplines that touch on the scientific knowledge of human nature have been classified as *social sciences;* and extension education belongs to this family. It is relatively juvenile compared to some other social sciences such as economics, psychology and sociology as the historical antecedents discussed earlier have shown. Like other social sciences, it is an applied science, with their features of being less precise and accurate; manipulative and control limitation; less quantitative; replication and repetition limitation; and as 'man studies man' in social research, results are not subjected to high level of objectivity as prejudices and biases cannot be totally erased. The social sciences however, have the unique advantage of feedback opportunity from the subjects. Again, while physical sciences are tending to profundity, social research findings are readily comprehensible even by the layman.

In their comprehensive treatise on agricultural extension, van den Ban and Hawkins (1996) explicate that while most scientists try to explain why things are as they are, much of extension education research goes a step further by regarding itself as a tool to achieve change. They thus, describe disciplines like physics or biology as being conclusion-oriented while extension education is a decision-oriented science.

In other words, extension education is an applied and problem-solving science; which generally engages evidence-based empiricism, action-research and participatory tools in developing theories, models and approaches. Extension education builds on several conclusion-oriented sciences, especially psychology, sociology, anthropology and

economics, to help extension agents with their decisions and contribute to better extension work.

Many social scientists and extension authorities have propounded theories, models/paradigms, approaches, tools and methods which have contributed immensely towards understanding how extension education works and how it can be effective. These are so numerous that the scope of this lecture is too limited to cover them all. The innovation adoption and diffusion theories first published in 1963 by Everett Rogers (Rogers 1995); communication theories/ models (Schramm 1954 and Miller 2005) and several theories of administration [theory XYZ, decision making, contingency, social process theories and so on], have made considerable contributions in the field of extension.

Ekpere (1990), presents a robust conceptualization and modelling on the perspectives of extension as a discipline, a process and as a function of government agencies and educational institutions. From theoretical and conceptual perspectives, the task of agricultural extension is to help rural people apply science and technology to the day-to-day routine of farming, home management and other aspects of rural living. Transiting these in practice, however, has not been achieved over a long period in Africa.

Ladele (2002) asserts, "after so many years of research and extension work in Africa, the goal of agricultural/rural development is yet to be realized. Even proven technologies and strategies that had been effective in other parts of the world when adapted for Africa ended in dismal results. The Training and Visit Extension system that had worked effectively in Asia and some other regions of the world have not had significant success in most parts of Africa." It is in the midst of this despair that international development experts began to wonder if Africans can actually proffer solutions to the knotty problem, and also take their future boldly in their hands (Ameur 1994 and Cleaver 1994).

In Nigeria, after the expiration of World Bank donor support, government lacked the political will to sustain the gains of the project. Several nations like China, India, Brazil,

Mexico and Malaysia that were at par with Nigeria when it became independent have transformed their economies on sustainable basis, using agriculture as the springboard. It is justifiable as an extension researcher, to be concerned about how theories and models which worked elsewhere were unproductive in our own clime. The ongoing will examine the social elements in deployment of extension as a discipline.

The Sociology of Agricultural Extension

Sociology has been defined variously, but of direct relevance to this lecture are precise definitions. Marshal (1949) defines sociology as, 'the study of man-in-relationship-to-men', while Max (edited by Heydebrand 1994) gives more insightful definition as 'the science which attempts the interpretative understanding of social action in order to arrive at a casual explanation of its course and effects'.

In 'action' is included all human behaviour when and insofar as the acting individual attaches a subjective meaning to it. Action in this sense may be either overt or purely inward or subjective; it may consist of positive intervention in a situation, or of deliberately refraining from such intervention or passively acquiescing in the situation. Action is social insofar as, by virtue of the subjective meaning attached to it by the acting individual (or individuals), it takes account of the behaviour of others and is thereby oriented in its course (Max Weber, edited by Heydebrand 1994).

From the above, it is clear that the extension worker must possess a robust understanding of rural sociology since human behaviour is so complex, and that explains why the caveat '*ceteris paribus*' (meaning all things being equal) must be handy with the extension researcher and the field agent. The farmer's or rural folk's behaviour and decisions made are informed by vagaries of factors, such as cultural values, experience and personal convictions.

To be effective, an extension expert must apply the mixed bag of science and experience garnered over time. As the clientele's responses are influenced by their perceptions and

values, not readily expressed according to scientific process, understanding of social interactions, networks and group dynamics would determine the level of success attainable by the extension intervention. The fact that a model/strategy had worked somewhere does not guarantee its effectiveness everywhere. This explains why extension personnel require good knowledge of rural sociology. To this end, the extension workers' activities are guided by certain philosophies, principles and work ethics/values that inform professionalism in extension practice. It is worthwhile to highlight some philosophies, principles and objectives of extension.

The Philosophy of Extension

The philosophy of extension is essentially, an understanding of the ideas which individual extension workers hold about rural people and rural environment, shaped by professional upbringing and extension agency of the personnel. Some basic elements of extension philosophy include its conception as an educational activity that should lead to change in behaviour. Extension programmes should hinge on the philosophy that rural people are intelligent, capable and desirous of making use of information that will make them more effective rather than being seen as traditional, risk-averse, fatalistic and submissive. Such claims were borne out of insufficient understanding of the 'wisdom' in these rural folks, doing what they do, and for long constituted a setback to effective extension work. Currently, extension work operates with a philosophy that, since the rural people have a lot to learn from modern science and technology, extension personnel also have much to benefit from their indigenous knowledge.

A basic framework on which the philosophy of extension is premised is the importance of humanity, that is, people are important and must be treated thus. It goes on to uphold that sanctity of humans should be respected and that development of human mind through education takes precedence over physical and economic achievements, which are worthless unless the people's values are developed.

Objectives of Agricultural Extension

Objectives could be set at different levels, depending on the nature of the programme being mounted and the underlying philosophy of the change agency. Four frequently identified levels of objectives are listed as follows:

(a) ***Overall Societal Objectives*** – The overall objective of every society is for everyone to attain 'good life' within the provision of cultural values and social norms of the people. Effective programming strives at ensuring that objectives at lower levels are in tandem with the overall societal objectives.

(b) ***Programme Objectives*** – At this level, we have more specific social objectives which are stated in programme documents of development agencies including agricultural extension offices. Objective at this level may be group/community targeted.

(c) ***Extension Workers' Objectives*** – These objectives reflect specific changes the extension agent intends to accomplish at a specified time frame. They are useful in guiding the activities and form the basis upon which the performances of extension workers are evaluated.

(d) ***People's Objectives*** – Objectives at this level ideally represent what the people desire to accomplish.

The extension agency has the responsibility of harmonizing the objectives at all levels if the intervention will be effective and sustainable. Harmonizing objectives at all levels is a core responsibility of the extension manager requiring some professional competence as the unfelt need of farmers may have to be uncovered and understood before the extension process takes off.

The objective of all extension work is to change people's outlook towards their difficulties and assist them in solving the problems because this is the only way for permanent improvement to be achieved (Savile 1968). Extension

workers should never impose their will or government agenda on people; but rather convince them why a change is necessary and assist them to get it through. The agent should be a friend, counsellor, facilitator of stakeholders' forum wherein they could deliberate on better living conditions; how to obtain clear insight into their problem; and decide on how to overcome them.

It should be noted that women and youth were not given due attention in mainstream extension in the early days of extension work in many developing nations. As such, special programmes such as Women in Agriculture [WIA] and Children in Agriculture Programme [CIAP] are currently being promoted. In the USA and many other nations that have utilized agriculture to realize economic transformation, youth development programmes such as Future Farmers and 4-H Clubs have played a significant role in entrenching the young into their future roles as responsible citizens. In Nigeria, before the exploiting of oil at commercial scale, Young Farmers Clubs thrived, especially in rural communities as a way of harnessing the energies of the young ones towards productive ends and preparing them for useful future roles.

Principles of Agricultural Extension

Though people and conditions vary widely, and there are many extension approaches, some principles have been derived that are applicable to different extension conditions. Vital ones among these principles are as follows:

(1) Extension programmes must be directed towards satisfying people's needs and interests (see Albercht et al. 1989 p. 41-45). Programmes that deviate from people's need rarely enjoy their participation, cooperation and eventual success.

(2) Extension activities should start from the level of the clientele's understanding. They should be based on conditions that exist. An American adage of placing people on cider income on champagne lifestyle illustrates this.

(3) People must take part in every stage of extension work, because it is a democratic process, aimed at helping people to help themselves; it must neither be forced on people nor discriminate. This ensures adequate participation and sustainability.
(4) Extension workers should work with local leaders to help multiply their efforts and take advantage of the local leaders as legitimizers of technologies being extended.
(5) Each innovation must be tested locally and found technically sound, financially profitable and socially desirable before dissemination. Monitoring and evaluation should be in-built into the process.
(6) Extension personnel require basic and in-service training both in subject matter areas and extension methods. Extension agents should be skilled in using variety of methods, networking and group dynamics. They may need to be supported by relevant subject matter specialists, supervisors and administrators especially in unified extension system.

The critical issue on principles of extension centres on how change agents will apply them when implementing extension programmes and professionalism is required to deploy them effectively. In general, extension workers must aim for credibility and confidence with an open mind. The spirit of effective and sustainable extension intervention is expressed above and can also be captured as maxims put together in box 1, expressing professional nature an extension to be effective.

Box 1: Maxims expressing Professional Nature of Extension

- The adviser does not hold the ultimate key to 'development'. The maxim is 'listen, observe and say little, and respect the rhythm of the farm families.'
- Get to know the country and its people well. First get to know the conditions thoroughly and only then start elaborating concepts.
- Be considerate towards the language and customs of the farmers.
- Learn to see things with their eyes. The farmer bears the consequences of any change on his farm.
- Make the welfare of the farm family your center of interest.
- Learn from the farmer's example!
- Recognize the reasons for the use of existing techniques. First find out what the farmer knows better than you.
- Farmers can often explain things to other farmers better than extension workers can.
- Help to solve problems without imposing your own opinion.
- Recognize the farmers as independent and experienced partners.
- Aim for professional competence!
- Don't give contradictory advice.
- The extension worker must be able to combine theory and practice.
- Discuss the innovations with the farmers and adapt them to suit their resources.
- Assess with the farmers the overall impact of an innovation.
- Adapt innovations to local conditions and assess them within the overall context!
- Plan and assess together with those involved and those affected!
- Stop awhile, look back and reassess the work done with your partners.
- Listen to the farmers' opinions.
- The counsellor must ask the right questions.

Source: LBL, 1987 unpublished

Extension Tools of Practice

Apart from the concept and philosophy underpinning extension practice, based on diverse perceptions and goals of development agency, there are tools—approaches, models, strategies and methods—developed over time to get the work done. There are also other agri-support services complementing the effective functioning of extension and their linkages. As new lessons are learnt and the limitations of these tools in different climes are realized, new tools are

either entirely crafted or adjustments are made to give a new lease of life to their functioning. For the purpose of this lecture only those that are relevant to the subject will be discussed in brief.

A Systems Perspective of the Role of Agricultural Extension Agent

The usefulness of a systems approach for understanding and analyzing agricultural technology generation and dissemination is widely acknowledged (Elliot 1994 and Peterson 1998). Although, they are sometimes criticized because they are so abstract, systems analyses offer holistic vantage points for understanding the factors that impede or enhance the two-way flow of technology and information between farmers and the public organizations that constitute the system (Peterson 1998). It is within this framework that the role of the extension agent is presented.

(1) The extension agent, in performing communication and educational functions will be expected to inform, advise and share knowledge and experience with the clientele. This is a departure from the obsolete idea that extension agents teach farmers and the basis for the participatory model, wherein the extension personnel and the farmer are considered as partners on the platform.

(2) Earlier literature on agricultural extension described extension agent as a link between research and the farmers as with a linear model, called Transfer of Technology (TOT) model of agricultural innovation. This was found to be unrealistic in real life situation as information the farmer receive in actual sense is accessed through a complex of linkages and channels.

Figure 2 illustrates the TOT model which views the role of extension as the link between research and the farmer and as merely the purveyor of second hand information generated by research. A more realistic information system model recognizes various agencies are contributing information to a pool of knowledge from which all are drawing materials at the same time as

illustrated in figure 3. This forms the basis for the Agricultural Knowledge and Information System [AKIS] which consist of players in the agricultural sector, who are expected to be in constant interaction for effective agricultural development. The key players include all providers of agri-support services [input-supplier, credit provider, produce marketer etc.] apart from research, extension, farmer and the NGO.

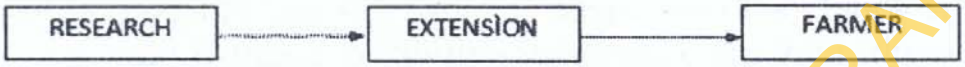


Fig. 2: The TOT model.

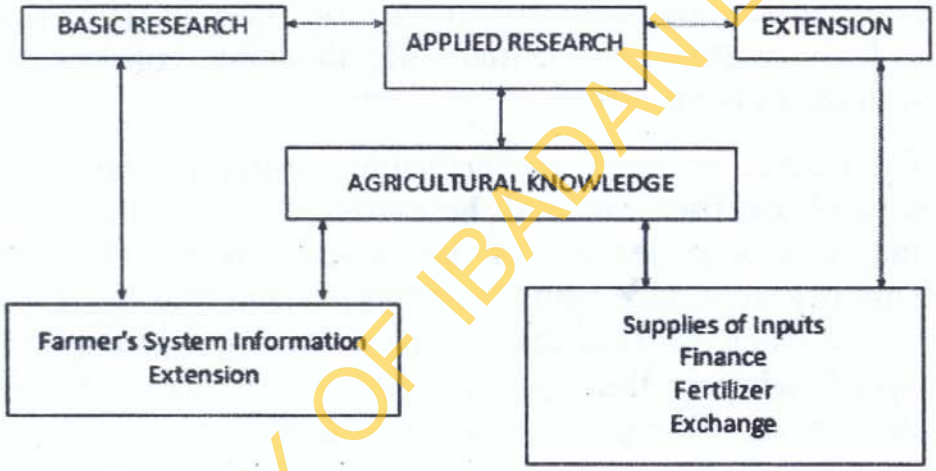


Fig. 3: Information system model.

Source: Figs. 2&3: Mortiss, P.O. (1991) The 'Bottom Up' Approach to Extension Programme Development, Workshop Proceedings, CTA.

(3) Extension agent serves as vehicle for rural/agricultural policy to reach the farmers. Additional responsibility has been recognized for extension in the spirit of participatory development wherein policy making is shifting from being supply-driven [dished out by policy makers without recourse to beneficiaries] to being demand-driven. Through advocacy, the extension agent works with farmers'/rural associations to present their position to the public and to relevant government agencies.

(4) Extension agent helps to develop leadership and organizational skills, so they can better organize, operate and/or participate in cooperatives, credit societies and other support organizations as well as participate more fully in the development of their local communities.

(5) Rural vacuum-filler role of extension agent: Apart from the professional role of the extension agent, he might have to perform some other functions based on needs according to the 'Rural Vacuum Theory' (Mosher 1978). While the communication and education definition of extension was widely accepted as ideal, when farmers do not have access to agri-support services, extension may have to fill such gaps. In developed economies, where there are agencies to provide the services, the tasks of extension workers can strictly be limited to facilitating farmers to know and adopt improved practices relevant to their needs.

(6) The government 'Local Errand Boy' role of extension agent. At the early stage of extension programming, agents have wrongly been used to perform certain duties for various government agencies. Such may involve polling agents, livestock census, tax collection, distribution of vaccines etc. Such practice could be counted as an abuse of extension work and thus should be discouraged.

An Overview of Agricultural Extension Practice in Nigeria

Historical Background

History of Agricultural Extension in Nigeria is linked with both the political and modern agricultural history in Nigeria. Prior to this period, techniques in farming were guided by tradition as passed across generations. There was no organized system of sharing agricultural knowledge. The history is classified under two different periods—colonial and post-colonial periods.

Colonial Period

In the era of British colonialism (1849 - 1960), modern agriculture started in 1893 with the establishment of the Department of Botanical Research at Olokemeji in Ogun State of Nigeria. Effort was aimed at an extractive agenda to source raw materials for growing industries in the British economy. The venture however, failed and was abandoned. In 1905, a British Cotton Growers Association came to being at the location now known as Moor Plantation in Ibadan, Oyo State with the intent of growing cotton for the British textile industry. This scheme was also unsuccessful and agricultural development lulled for a while due to the outbreak of World War I on July 1914. After the war, efforts in agriculture then were directed at improving export crops and raw materials to feed the European market.

In 1921, the Unified Department of Agriculture was established for the whole country. The Department of Agriculture concentrated effort on experimental work obviously because there was little knowledge on tropical agriculture to be extended to the indigenous farmers. The colonial government embarked upon several agricultural development schemes which were expected to have demonstration effect but were however not sustained as they did not suit the felt needs of the local beneficiaries.

Post-Colonial Period

The history of extension at this time also followed the trend of political history in Nigeria. When the Western, Eastern and Northern Regions were created, each region had its corresponding ministry of agriculture in which department of extension division was domiciled. Same pattern ensued when an additional Midwestern Region was created. Same continued as more states were created out of the regions—first 12 states in 1967; 19 in 1976, 21 in 1987 and finally in 1991 when 36 including the Federal Capital Territory were created. Notwithstanding the year of creation, each state still has a Ministry of Agriculture and Natural Resources with an

Extension Division. Various agricultural development programmes that were implemented at regional/state levels applied rudiments of extension, which by and large enabled the farmers to meet the needs of production of cash crops for export. Although, the overall composition of ministries differs from state to state, the pattern of extension organization in each state appears to be similar.

By the time federal ministry of agriculture and natural resources was established at the federal level, emphasis started shifting to food crop production because of impending difficulties in meeting the food need of growing urban population. The application of agricultural extension grew in implementation of several agricultural programmes in Nigeria. According to Jibowo (2005), the special agricultural development schemes introduced by the Federal Government were aimed at boosting food production and farmers income through provision of agricultural infrastructures, farm inputs and effective agricultural extension. They included: the National Accelerated Food Production Project, which was introduced in 1972; the Agricultural Development Projects, ADP (1975); the Accelerated Development Area Project, ADAP (1982); the Multi-State Agricultural Development Project, MSADP (1986). Other programmes were Operation Feed the Nation, OFN (1976); the River Basin Development Authority, RBDA (1973); the Green Revolution Programme (1980); the Directorate of Food, Roads and Rural Infrastructure, DFRRI (1986); the National Directorate of Employment, NDE (1986); the Nigerian Agricultural Insurance Scheme, NAIS (1987) and the National Fadama Development Project (1992). In the 2000s, the Poverty Alleviation Programme (2000), and National Economic Empowerment and Development Strategy, NEEDS (2004), were introduced, and specifically, the National Special Programme for Food Security was launched in 2003.

It is noteworthy that from the rudimentary application of extension to farmers' problems, public extension adopted Conventional Agricultural Extension Approach based in the

Ministry of Agriculture. However, it was riddled with many problems, which made extension to be grossly limited in effectiveness, which led to the adoption of project-based extension service delivery. When the ADPs were initiated, an extension approach called Training and Visit [T&V] Extension System was adopted. It brought professionalism into extension work, focusing strictly on communication and educational function of extension.

The ADP was sponsored by the World Bank in collaboration with the states and federal governments. Agricultural Development Projects were first established at pilot level in Funtua, Gusau and Gombe in 1975. The success of the pilot projects was scaled up, resulting in several projects with variety of designs—the original enclave projects (ADPs); the Accelerated Development Area Programmes (ADAPs), the phased ADPs, and the statewide projects. The ADP system is premised on the fact that a combination of factors comprising the right technology, effective extension service, access to farm inputs, adequate market and other rural infrastructure are essential elements for increased output and productivity, required to raise the income and living standards of the rural dwellers who are mainly farmers (Ayichi 1995).

All states in the country actively implemented statewide ADPs until World Bank finally withdrew funding at the expiry of the project. Development activities of ADPs declined considerably, though at varying degrees across the states, as government failed to meet the financial demand of these projects. Extension recorded significant success under this approach but the impact could not be sustained as it was capital intensive and was donor-driven. The impact could not be sustained when the World Bank [sponsor] withdrew its funding support.

Public extension in Nigeria up till now is domiciled in the ADP and still has the vestiges of T & V system with series of adaptation and significant shift from the original conception. The contemporary approach is pluralistic extension. It is good

to note that aside of the public extension delivery captured above were the university-based extension activities, the private sector and the Non-Governmental Organization type of extension services.

Early history of extension work in Nigeria indicates that the University-based extension project complemented the conventional extension model. The extension outreach programmes of Obafemi Awolowo University, Ile-Ife [at Isoya]; University of Ibadan [at Badeku] and Ahmadu Bello University [at Samaru], all in the 1970s were effectively integrated into the research and teaching functions of the respective universities. With the fund drain that followed that era, the laudable projects could not be significantly sustained.

When Nigeria resumed democratic rule, the expectation that the factors limiting the effectiveness of extension would better be understood and worked upon was dashed. Programme execution became politicized with the resultant outcome of not being sustained. I would not belabour this august audience on details of many programmes that have been implemented but without any appreciable effect. Table 2 presents the nature of various agriculture/development programmes and extension systems in Nigeria.

Table 2: Agricultural/Rural Development Programmes and Extension Systems in Nigeria

S/N	Name of projects	Objectives	Kick off/ Implementation Periods	Strength	Weakness	Remark
1	The Commodity Improvement Schemes	To organise crop production for export purpose under the colonial era	1893 -1921	Promotion of research, increased production and export trades	No technology to extend and increased production only through expansion of holdings	Beginning of scientific agriculture
2	The Ministry-based Extension Approach	To organise agricultural extension under the ministry of agriculture	1921	Compartmentalisation of extension service into various sectors	-Top-down messages - bureaucratic delays - diffused and non-focused extension service	
3	Farm settlement scheme	to settle young school leavers as modern farmers	1959 - 1965	Attracted young school leavers to farming as a career	- Top-down approach, faulty planning and poor linkage with research	Not sustained
4	The Directorate of Food, Roads and Rural Infrastructures (DFFRI)	to address the problem of food, access roads and rural infrastructures	1986 - 1993	Stimulate agric growth through rural road linkages and infrastructures	Inadequate funding and poor implementation	Not sustained
5	The National Accelerated Food Production Programme (NAFPP)	to accelerate food production through a unified system of research, extension and agro-service	1972	- Adoption of collaborative approach and counterpart funding	- Top-driven - Poor funding	Not sustained
6	Operation Feed the Nation	To stimulate public interest in agriculture and thereby increase food production	1975 - 1979	Raised public interest in agriculture	- Urban-centred - Not smallholder inclusive	Not sustained
7	The River Basin Development Authority Schemes (RBDAS)	To develop major river basins and provide irrigation infrastructures	1977	Abundance of human and physical resources needed.	Political interference, poor leadership and manpower	On-going, although in moribundity

Table 2 contd.

8	Green Revolution	To boost agricultural production	1979 – 1983	Raised public interest in agriculture	Lack of continuity by successive governments	Outcome not tangible to match expected outcomes
9	FADAMA	To fully utilise fadama potentials and sustainably increase income of fadama users	1992	Participatory design using Community-driven development approach	Poor release of counterpart fund by states	On going
10	National Special Programme On Food Security (NSPFS)	To achieve food security in low-income food deficit countries	2002 - 2006	Focuses on areas with high agricultural potential and employs proven technologies. Uses participatory approaches	Improved productivity without household food security. Poor authority delegation from PCU Abuja to State ADPs	Partial success as compared to expected outcome
11	Community Service Development Programme(CSDP)	To sustainably increase access of poor people to socio and natural resource infrastructural services	2008 - 2020	Participatory approach	To sustainably increase access of poor people to socio and natural resource infrastructural services	On going
12	Agricultural development project (ADP)	to increase production of food and fibre as well as producer incomes	1975 with enclave projects	Good design, piloted and up-scaled to cover all states of the federation	Poor funding after world bank loan withdrawal	On-going, although in moribundity
13	West Africa World Bank Agricultural productivity Programme (WAAPP)	To achieve MDG goal of reducing hunger and accelerate adoption of improved technologies	2013 - 2016	Intersectoral Approach, Technology generation and dissemination	Poor monitoring & evaluation. Late disbursement of fund	Under evaluation and preparation for the next phase
14	Agricultural Transformation Agenda	To revive the agricultural sector using a value chain approach and crops of comparative advantage across agro-ecological zones	2012 - 2014	Adoption of a value chain approach and adoption of E-wallet system	Poor funding as implementation was plagued by corruption	Yet to be sustained

The status of agricultural extension in Nigeria prior to the initiation of the recent Agricultural Transformation Agenda has been succinctly summarized thus (Arokoyo and Akeredolu 2013):

- Public extension system is still a dominant service provider for resource-poor small-scale producers;
- Multi-plural (public and private) agricultural extension system delivery exists;
- ADPs are using an unclearly defined or a corrupted T & V extension system in non-donor project areas of the states;
- A combination of modified Training &Visit and the Farmer Field School extension system at the National Programme for Food Security (NPFS) sites in only states that have paid the required NPFS counterpart funds;
- The Fadama Project in its areas of operation in all states using a participatory demand-responsive advisory service delivered mainly by private advisory service providers;
- Other donor-assisted projects (CBARDP, CBNRMP, etc) using various models of participatory extension;
- Public-private partnership in agricultural extension service delivery is growing, actively promoted by the donor community.

Synopsis of the Current Rural Nigeria and Agricultural Extension Impact

Nigeria is predominantly rural, less than half of Nigerian population lives in towns or urbanized settings. While the trend in the Nigeria's oil economy is characterized by rural exodus, rural economy in agricultural pursuits is undermined by migration due to long history of Nigerian urbanization spree (Oyesola and Thomas 2013). Thus, food shortages, lower productivity, lower income and increased poverty have ravaged rural Nigeria. These are partly and directly due to the inability of the peasants to have access to fertilizer for the

predominantly fertilizer-responsive High Yielding Variety (HYV) crops, inputs and other infrastructural facilities. This is a gap an effective extension system should naturally fill.

About 90 per cent of Nigeria's food is produced by small-scale farmers who cultivate small plots of land and depend on rainfall rather than irrigation systems. Surveys show that 44 per cent of male farmers and 72 per cent of female farmers across the country cultivate less than 1 hectare of land per household. Women play a major role in the production, processing and marketing of food crops. The poorest groups eke out a subsistence living but often go short of food, particularly during the pre-harvest period. The productivity of the rural population is also hindered by ill health, particularly HIV/AIDS, tuberculosis and malaria.

Rural infrastructure in Nigeria has long been neglected. Investments in health, education and water supply have largely been focused on in the cities. As a result, the rural population has extremely limited access to services such as schools and health centres, and about half of the population lacks access to safe drinking water. Neglect of rural infrastructure (rural roads, health, education and portable water supply) affects the profitability of agricultural production. Limited accessibility cuts small-scale farmers off from sources of inputs, equipment and new technology and this keeps yields low. Land degradation as a result of extensive agriculture, deforestation and overgrazing is already severe in many parts of the country. Drought has become common in the north, and erosion provoked by heavy rains, floods and oil pollution is a major problem in the south and south-east.

The relatively peaceful state of the nation in recent time is being threatened by the *Boko Haram* insurgency in most of the north-east of the country; militancy in the Niger Delta, gradually coming into the south-west and the sporadic waves of herdsmen's violent attack of arable farmers across the nation. While all these restive indications have political undertone, the remote causes are usually linked to poverty, food insecurity and mounting unemployment which are

expected to be moderate in a healthy economy where people's welfare is assured. The scenario thus painted suggests that the several decades of extension effort in Nigeria is yet to transform the rural economy into competitive entity that will support the boisterous Nigerian population.

However, despite these, there are pockets of research evidence on the impact of extension amidst the many unfavourable factors. For example, Taye (2013) reports that 'despite the fact that agricultural productivity in sub-Saharan Africa is lagging behind the rest of the world, the majority of impact evaluations conducted in the region have reported a positive impact of agricultural extension programmes. Of the 21 impact evaluation results analyzed, 15 (71%) impact evaluation studies reported positive impact. Similar findings are reported in other reviews. For instance, of 48 studies of extension reviewed by Birkhaeuser et al. (1991), as cited by Taye (2013), 36 (75%) showed significantly positive results. In addition, high rates of return to extension in the range of 13% – 500% were reported in various impact evaluation studies, including Birkhaeuser et al. (1991), as cited in Taye (2013).

While comprehensive studies on the impact of agricultural extension on people's livelihoods in Nigeria are rare, however, the various sectorial local reports show that where farmers had contact with extension the effect is usually felt, though it may not be widespread or sustained. We have example of poultry as Lawal, Torimiro and Makanju (2009) report thus, 'majority of the farmers had positive perception of the impact of the adopted poultry practices on increased income, improved household food security and nutrition and acquisition of more poultry equipment'. Other sectors have similar results, on cocoyam (Olagungu and Adesiji 2011) and on soya bean (Fabiyi 2015). These empirical evidences suggest that when farmers have contact with effective extension, more often than not, their livelihoods are imparted upon, and the real issue is that many of them do not have extension contact at all.

What Does Extension Everywhere But Extending Nowhere Mean?

As depicted by the Dutch interpretation of extension as *voorlickting* which means 'keeping a light in front of someone to enable him/her find the way.' It is apt for me to connect and liken what extension is, to the Biblical passage in Mathew 5: 13 – 15, which states:

> *13. You are the light of the earth. But if the salt loses its saltiness, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled by men.*
>
> *14. You are the light of the world. A city on a hill cannot be hidden.*
>
> *15. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and gives light to everyone in the house.*

It is in this direction that one of our legendary extension scholars Professor J.E. Ekpere, pursued a search of alternative paths of extension in his 1990 University Lecture—Searchlight of the Nigerian Small Farmer. Many scholars alike have also pursued the same search. It would appear nothing has been found in the dimension of a breakthrough or transformation on a sustainable basis.

Mr. Vice-Chancellor, I would like to present the strength of extension in a 3-D model. A three-dimensional model displays a picture or item in a form that appears to be physically present with a designated structure. Essentially, it allows items that appeared flat to the human eye to be displayed in a form that allows for various dimensions to be represented. These dimensions include width, depth, and height. The three-dimensional nature of extension everywhere which is reflected variously from the preceding discussions clearly presents extension as deep, broad, and methodical. The depth is seen in its application in many disciplines and in its endeavour to positively affect human livelihood.

The field of 'extension' now encompasses a wider range of communication and learning activities organized for rural people by educators from different disciplines, including agriculture, agricultural marketing, health, and business studies. Outside the departments of agricultural extension and rural development in universities, it is common to find people adding extension specialization to their core disciplines. We also have extension unit in virtually all institutes in the National Agricultural Research System. The technical base could be applied to various fields as practised and with enormous potential to expand the scope as it found expression in the following:

Agriculture – as in arable crop extension, livestock extension, forestry extension, fisheries extension, wildlife extension, farm management extension, hospitality extension and so on; rural extension; community development; home economics; medicine - as in public health.

Education – as adult education and home science; agricultural engineering (farm mechanization, water management and irrigation extension); geology; social work; peace and conflicts and even, underworld extension – methodologies adopted by cultivators of narcotic drug plants (such as Indian hemp) that are illicit, yet thrive.

The depth of extension also finds expression in its stability and flexibility over time and across economies—developed, developing and underdeveloped. What extension does and how it is done depends on the stage of agricultural development of a nation, region or local community. Kulp (1977) explains this in a model comprising six stages of agricultural development process, with farmers transforming through subsistence, mixed and specialized practices. Also, within the United States of America, state universities/land-grant colleges have traditionally cooperated with counties and the U.S. Department of Agriculture in doing extension besides education and research. Within the last 130 years,

extension goals of the land-grant colleges have shifted from practical education to technology transfer and more recently to a much broader concept of resource development.

Axinn (1987) also reflects the stability and flexibility of extension in a classification of agricultural extension into delivery and acquisition systems. The agricultural extension delivery system implies that there is a body of information along with other inputs, such as fertilizers, agro-chemicals, seeds and farm credit that an extension agency makes available to smallholder farmers. As farmers realize better the worth of extension and get enhanced in their productivity, they tend to transform the acquisition system in which the main idea is that group of farmers, organized in one way or the other, can reach out beyond their local communities to actively demand and acquire required extension services and other inputs (Ladele 2002).

Hoffman's (2013) argument, on the future of extension science, concluded that though there was a lull in extension interest in the last few decades in Europe and in Africa, and that the failure of T & V agricultural extension system, made extension seemed unnecessary and discredited, agriculture is back on the global agenda. 'The world needs more food, feed, fiber and fuel, as well as other land use products, and land is limited as well as water, phosphorus and other means of production, and climate is changing'. This reflects Jones and Garforth's (1998) projection on the future of extension that, 'the need for agricultural and rural information and advisory services is likely to intensify in the foreseeable future. In much of the world, agriculture faces the challenge of keeping pace with rapidly increasing population with few reserves of potentially cultivable land. Farmers will have to become more efficient and specialized.' There is indeed a great deal of tasks for agricultural extension in this.

On the second dimension of extension as being broad, hinges on the diversity of disciplines from which we must tap knowledge to be effective. The array of subject matters that are related to extension science and practice is growing as human problems transmute and technology advances.

Traditional subjects such as sociology, educational psychology, economics, social statistics, geography, political science, journalism, and so on, have recent add-ons such as ecology, computer science and media technology (including social media). The knowledge web presented in figure 4 indicates the complexity of subjects related with extension.

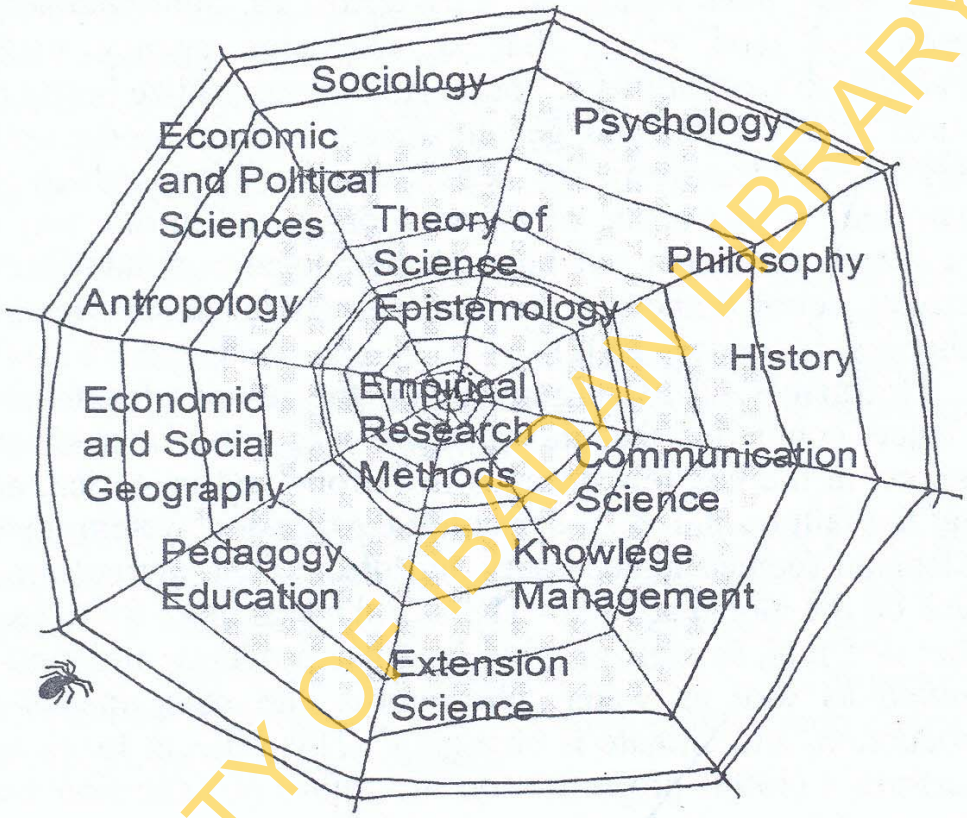


Fig. 4: Knowledge web of extension science.

Source: Hoffmann 2013

The third dimension is the research tools and methods that have been designed or adopted for use in arriving at empirical basis for problem solving. While new tools are being crafted in the discipline, theories, models and research methodologies propounded in other disciplines have found ample utility value in extension science and practice. Examples are found in learning theories, administration and management theories, models, social media and cyber-extension. This aspect of extension gives it a footing in social science.

Finally, the versatility of agricultural extension finds expression in its recurrence as a common factor in most development programmes/agencies targeted at increasing access to research and innovations for reducing hunger, poverty and unemployment. Sustainable Development Goals (SDGs), Comprehensive African Agricultural Development Programme (CAADP), Forum for Agricultural Research in Africa (FARA) and many national programmes such as Nigeria Agricultural Transformation Agenda give prominence to extension in achieving developmental goals.

Why is Extension Extending Nowhere?

If the goal of all extension work is to change people's outlook towards their problem and ultimately enhance productivity, attract remunerative income and improve on their livelihoods; the scenario in many African countries is not impressive. Despite the remarkable gain in the global report at the close of Millennium Development Goals (MDGs), it is clear that some regions have not delivered. The former United Nations Organisation (UNO) Secretary General, Ban Ki-Moon, reported that, 'in 2011, nearly 60 per cent of the world's one billion extremely poor people lived in just five countries.' He comments further, 'experiences and evidence from the efforts to achieve the MDGs demonstrate that we know what to do. But further progress will require an unswerving political will, and collective, long-term effort. We need to tackle root causes and do more to integrate the economic, social and environmental dimensions of sustainable development.' Nigeria undoubtedly accounted for part of the failure. Millennium Development Goal Reports reflect that progress towards five MDGs has being below average but, progress has been less satisfactory towards the three other MDGs. Upon the multiplicity of development interventions deployed to tackle hunger, poverty, insecurity and unemployment, not much has been achieved in most of Africa, including Nigeria. The case of Nigeria is most precarious as one out of every four Africans is a Nigerian and the population keeps growing. According to Nigeria Vice President, Professor Yemi Osinbajo, 'as of January 1, 2016, the population of Nigeria

was estimated at 184,635 million; and about 110 million were living in poverty with two-tenth in extreme poverty.' How can we then say extension is extending?

The smallholder farmers, who contribute most of our food supplies, have not experienced any significant technological advancement and enhanced productivity despite, the critical mass of adoptable farm technologies. In the past three decades, before President Goodluck Jonathan's administration, the most robust attention ever given to agricultural extension in Nigeria, was within the Agricultural Development Projects using Training and Visit and later modified into Unified Agricultural Extension Service (UAES). It was financially supported through a tripartite funding provided by World Bank loans and counterpart funds from both federal and state governments.

It is good to know that the outcome of the capital intensive international funding arrangement has not made any sustainable impact, as far as the smallholder farmers are concerned. Ekpere (1990) recaps the experience that, 'the Nigerian smallholder farmer has, through the extension programmes of ADPs responded positively to the searchlight on his/her production constraints and acted to remove them.' Falusi (1990) indicates that the indices of agricultural production and staple crop production increased at an annual average of 6.4% and 8.3% respectively between 1985 and 1989. However, as Professor Ekpere predicted in his 1990 University Public Lecture, that due to the problem of poor competence, unskillful and uncommitted management, on the side of the public extension agency and the policy inconsistency from government quarters, agricultural growth may not be sustained. This is more or less the state of the contemporary public extension service in Nigeria, as Ladele and Akinyemi (2014) aver that 'the public extension system in Nigeria has been in comatose, post-World Bank support. The structures and capacity so developed are in heavy lethargic state'. This is largely because the extension instrument lacks the political will to get it moving. The socio-political environment in Nigeria appears to be currently unsuitable for virtually any sector to make progress.

Agriculture is on the concurrent list in the Nigerian constitution and therefore policy implementation and programmes on agriculture are to be executed at the state and local government levels. What is probably considered as public extension work in reality is the engagement of field extension agents by pockets of international support agencies and grants hovering over the nation's development programme's space. Key among these support agencies are, the World Bank, African Development Bank and International Monetary Fund. The others are essentially development agencies of their respective governments, including United States Agency for International Development (USAID), Department for International Development (DFID) of the British government, International Fund for Agricultural Development (IFAD), Food and Agricultural Organization of the United Nations (FAO), GIZ of the German government, JICA of the Japanese government, among others (Ononiwu 2014). Their support comes mainly in form of technical assistance and grants. For some, their support means assistance that is solely funded through multilateral or bilateral agreements in the development initiative, while others provide short- or very long-term loans at subsidized interest rates.

At the national level, bold steps were taken to revamp the agricultural sector by Goodluck Jonathan's administration led by the then Minister of Agriculture, Dr. Akinwumi Adesina, through the Agricultural Transformation Agenda (ATA). A revamped and efficient agricultural extension delivery system was construed as a *sine qua non* to the success of ATA. This led to the articulation of an Agricultural Extension Transformation Agenda and the establishment of Department of Agricultural Extension in the Federal Ministry of Agriculture and Rural Development. Upon the wide acceptance and premium hope placed on ATA, whatever was realized in about eight years of the programme is insignificant and now is at the risk of not being sustained. Even though the empirical basis might be weak, emerging evidence is showing more political coloration than realistic gains. The unsettled debt of about ₦45billion on fertilizers supplied for the

Growth Enhancement Support scheme, leaves much to be desired, when the total budgetary allocation to agriculture in 2016 was just ₦57billion. There is also the tendency of good policies being stifled and not sustained when the consultant bureaucrats and political office holders are gone, and no provision was made for effective programmes to mature.

These specific comments on extension perhaps help us to agree that extension is extending nowhere. Benor and Baxter (1984) report that a review of 31 World Bank supported extension projects of which 90% were modelled after the T & V system found persistent problems such as failure to address the needs of particular farmers, inadequate human resources capacity, weak government commitment and non-sustainability of most of the projects.

The weakness of public extension system in Nigeria is reflected in the final report of the agricultural extension component of the Agricultural Transformation Agenda of the Federal Ministry of Agriculture and Rural Development, stating that agricultural sector had significantly underperformed and it is unfortunate that Nigeria's National Agricultural Research and Extension System (NARES) has not been able to engender the sustainable agricultural development that would have ensured both national and household food security, improved rural household and make Nigeria's agriculture competitive in the world agricultural market of today. The report affirms that 'a virile knowledge-based, demand-driven agricultural delivery system is necessary for the implementation of the transformation agenda (Federal Ministry of Agriculture & Rural Development 2011). It is cacophonic that not a single one of the problems of agricultural extension has been deleted from the list we have carried around for more than five decades since independence.

Cacophony of Agricultural Extension in Nigeria

Mr. Vice-Chancellor, it is apt to take some time to explain the term cacophony and clarify the application because of its prominence in this lecture's title. Cacophony, simply means, 'An unpleasant mixture of loud sounds.' In linguistics/

literary studies, euphony and cacophony are sound patterns used in verse to achieve opposite effects: euphony is pleasing and harmonious; cacophony is harsh and discordant (Encyclopaedia Britannica 2016). Cacophony is a frequent poetic device used in both poetry and prose. Here are a few examples of cacophony in literature.

The 19th century English poem, written by Jane Taylor, we know 'Twinkle, Twinkle Little Star' goes like this:

Twinkle, twinkle, little star,
How I wonder what you are,
Up above the world so high,
Like a diamond in the sky.

Similarly in Soyinka's novel, *The Interpreters*, one of the characters, inspired by alcohol in his veins, complained of:

the screeching sounds of a metal chair being
dragged on
on the concrete floor thus,
"Metal on concrete jars my drink lobes."

As applied in music, it means unpleasant loud 'noise', or sounds [Merriam-Webster's Learner's Dictionary 2016]. Words that descend from the Greek word *phōnē* are making noise in English. Why? Because *phōnē* means 'sound' or 'voice.' *Cacophony* comes from a joining of the Greek prefix *kak-*, meaning 'bad,' with *phōnē*, so it essentially means 'bad sound.' *Symphony*, a word that indicates harmony or agreement in sound, traces to *phōnē* and the Greek prefix *syn*, which means 'together.' *Polyphony* refers to a style of musical composition in which two or more independent melodies are juxtaposed in harmony, and it comes from a combination of *phōnē* and the Greek prefix *poly-*, meaning 'many.' And *euphony*, a word for a pleasing or sweet sound, combines *phōnē* with *eu-*, a prefix that means 'good.'

Coming closer to my application, what cacophony translates to in communication is, 'loud bad noise'. Communication is the process of transmitting information from one person to another. Noise is any type of disruption that interferes with the transmission or interpretation of information from the sender to the receiver.

As the elderly are particularly vulnerable to the effects of noise, an understanding of the interplay between auditory, cognitive, and social factors and its effect on speech communication and social participation is also critical. Communication is a strong pillar in extension science and practice. We in extension always make sure that any form of noise in communication is kept to the barest minimum, since most of our clientele are adults and often elderly. Unfortunately, extension practice in Nigeria over the years has operated under loud, harsh, dissonant, discordant—in short cacophonic environment. So, anything that disrupts or interferes with the proper functioning of extension science, research and practice (development activities) constitutes a cacophony.

With this clarification, Mr. Vice-Chancellor, I shall in this lecture, present seven cacophonies that have marred extension effectiveness in Nigeria. Several attempts at resolving what are called problems of extension in Nigeria have not yielded any meaningful dividend. Movement from ministry-based extension to project-based (ADPs) participatory extension, training and visits, farming systems research and extension, public extension, pluralistic extension, farmer field schools, agricultural extension transformation agenda, and so on, is like chasing the shadows and will get us nowhere as long as these cacophonies are not addressed.

(1) Farmers' Production Environment and Value Chain – Public extension work has always put emphasis on assisting farmers to meet their on-farm needs, such as enhancing their productivity through improved yield, which in itself has not been an easy task, and even when farmers manage to attain this status, every post-harvest burden along the value chain till the commodity gets to the end user is the farmer's

headache. Note that these are men and women with meagre productive resources with limited or no access to friendly farm credit sources. The only institution that rescues them in this lacuna is the itinerant middlemen, with their fierce and nefarious merchandising that makes farmers to be heavy losers. The use of innovation platforms for various commodity value chains is a recent development which needs the support of government to be functionally established. Attempt at addressing this issue was a component of ATA, which was to concentrate investments in infrastructure to unlock economies of scale for food processing and value-added activities in areas known as Staple Crop Processing Zones (SCPZs). It is hoped that this dream will not die with Goodluck Jonathan's administration. When farm produce ends up in post-harvest losses, there is no strong urge to adopt farm innovations. Price incentives and guaranteed markets for farmers' produce are a most potent euphony to motivate farmers to utilise extension services.

(2) Weak Judgment and Faulty Agricultural Policy Implementation – It is absurd that despite the major role extension needs to play in transforming our agricultural/rural economy, there is yet to be in place an agricultural extension and advisory service policy in Nigeria (though, one is currently in the pipeline). More worrisome is the fact that many structures put in place to strategize the execution of programmes are not based on sound judgement and objectivity. Appointments are politicized and based on party patronage. Non-professionals may be appointed as project managers when competent professionals are available and willing to do the job. Some states did not key into the ATA effectively, for political reasons at the expense of farmers at the grassroots. For instance, registration for Growth Enhancement Support (GES) scheme was conducted at the ward level, suggesting that the platform for registration has political coloration wherein real farmers may not register. As agriculture is on the concurrent list in our national constitution, implementation of agricultural programmes is

the responsibility of local and state governments. Lack of stable and functional linkage between the state and federal governments poses a discordant tune to any meaningful agricultural transformation.

(3) Poor Funding – Agriculture in Nigeria has not been generally adequately funded to reflect the position of agricultural sector in the national economy as the largest non-oil contributor to the Gross Domestic Product [GDP]. Despite the lip service paid to diversification of the economy, and the lessons from several countries that, through agriculture and deploying extension, have been able to transform their economy, agriculture has been underfunded. Despite the consensus within the African Union forum on NEPAD that a minimum of 10% annual budgetary allocation should go to agriculture, the annual allocation has not risen above 3% in the last one decade. The downturn in our national economy currently leaves no one in doubt that the oil wealth of Nigeria has not been properly managed. It is not a sound judgment for a nation with so much agricultural potentials to commit her enormous foreign exchange to food importation. Less than half of the amount committed to importation could have been better used to grow the economy through agricultural development.

(4) Poor Extension Contact and Capacity Building – An extension agent/farm family ratio of 1:3,000 was typical of the pre-ADP era. The contact of 1:800 was targeted when ADPs enjoyed World Bank assistance. As time went by, ratio attained in the earlier days of ADP progressively got worse, that is in 1995 – 1: 1,189; 1997 – 1:1,615; 2003 – 1: 1,722 (Agbamu 2005). When this ratio is compared with what obtains in Mexico [1:800], Japan [1:252] and South Korea [1:500], it is easy to appreciate the limitation in extension effectiveness in Nigeria. With the growth in population and high attrition, without fresh recruitment in the extension work force in states across the nation, it is clear that the majority of Nigerian farmers do not have extension contact.

The effectiveness of extension is further hindered by poor logistic support for the field staff. Inadequate learning aids, poor mobility and supply of working materials for demonstration have made the work of extension agent frustrating. While higher agricultural education institutions keep churning out mid-level and senior extension professionals, the staff personnel retiring from service were not replaced. Opportunities for training and re-training are rare; thus extension personnel lack contemporary knowledge and skills in the profession (Ladele, Igodan, Agunga and Fadairo 2015). The number of extension agents need not be very large if they have built up capacity in hi-tech Information and Communication Technologies. Only few extension agents have training on cyber-tech and internet facilities such as Web.2 and social media use. Ladele et al. (2015) recommendation of Communication for Development (C4D) becomes handy, if diligence and professionalism are assured.

(5) Professionalism in Extension and Collaboration

In the past, it was usual for people to ask us what we are extending (Ekpere 1990 and Olawoye 2016). Today, many people know better. However, many have assumed that anyone having business in the rural sector could as well do extension. Positions that ought to have been filled with extension professionals are occupied by laypersons. There is this long standing debate on whether extension really should have a subject-matter base or not. Experience and research have however shown that over the years, what extension science/practice entails should rather position the extension expert in networking and collaborative mode with subject matter specialists in diverse fields. Unfortunately, these specialists are often too eager to go the whole hug solo, than opening doors to collaboration.

This often results in unnecessary waste of meager resources and non-sustained outcomes. It is appropriate to see everyone having business in knowledge and skill impartation as change agents; but not all can be classified as professionals in extension. The College of Medicine – Public Health & Community Medicine on the Ibarapa Community and

Primary Health Care (under the directorship of Professor M.C. Asuzu) and Centre for Petroleum Economics & Energy (under the directorship of Professor Adeola Adenikinju) should be commended for doing the right thing as they collaborate with us on their programmes. Collaborative platforms, involving all relevant experts prevent the trial and error syndrome very common these days.

(6) Climate Change and Security Challenge

These two factors that are external to farmers control over the years have become serious issues that have dealt a severe blow to the production efforts of farmers and extension service effectiveness. It is clear now that climate change is real. In recent times, the late season arable cultivation (especially maize and soybean) in derived and guinea savannah of southwest have failed due to erratic rainfall pattern and prolonged dry spell between July and August. Elsewhere, the challenge is unusual flooding. Of what benefit could be our extension efforts if farmers are trained and supported for enhanced productivity only to be hindered by rainfall pattern? Extension cannot go far unless copious effort is made to combat climate change. Without irrigation facilities and proper schemes to harness/channel water (in flood plains), farmers are at the mercy of natural forces they unilaterally cannot control. Apart from the huge financial losses stemming from these cacophonies, extension work is significantly affected when farmers' efforts cannot come to fruition.

Similarly, insurgency in the northeast, militancy in the Niger Delta and widespread Fulani herdsmen/cattle rustlers attacks on villages and arable croppers have had devastating effect on humans, farms and agricultural trade. Many lost their lives, were injured and have been displaced, thus dislocated from their livelihoods. Within the last one year, no fewer than 3,094 Nigerians have been killed by suspected *Boko Haram* insurgents and herdsmen (the *Punch* May 28, 2016). If efforts are not made to curb the security challenges in Nigeria, the potential of extension in assisting small-scale farmers to achieve better life would be highly limited.

(7) Culture of Impunity and Corruption

Impunity means freedom from punishment or unpleasant results of something that has been done and it is a cacophony that permeates the entire society. Before I am faulted for evidence of the relevance of this to my discipline, it is good to note that the thesaurus of impunity includes license, exemption, freedom, liberty and immunity. Immunity approved for some of our political leaders has been abused across board. Even some other political authorities are requesting for right of immunity to cover their acts which are inimical to the progress of the state. Immunity which has translated to impunity in our own clime, is gradually grounding us to a 'state of anomie', where we treat formal structures informally. Bureaucratic bottlenecks are deployed to stifle normal course of due process in public administration. Why should we recognize hunger, poverty, unemployment, insecurity, poor governance as national challenges when we discountenance the root causes of all these, if we subject them to problem-tree analysis? Mr. Vice-Chancellor, Sir, I submit that we social scientists have failed in our intellectual responsibility and scholarship to shape our society towards attaining 'wellness' because we tend not to pay enough attention to certain societal ills. I consider the contents of Rural Social Problems and Public Policy (a course we teach) inadequate and perhaps obsolete if our students are not thoroughly sensitized to all these ills, we live with, in our contemporary society and how to ameliorate them. Everyone talks about culture of impunity and it presents virtually in all aspects of our social life. Rather than tackle them, we choose the sitting-in-a-limbo approach. Many unimaginable things are happening and we who are supposed to be visionaries and the conscience of the nation choose to look away. Time was, when the fear of the people in the citadel of knowledge was the final check on the excesses of those in government.

How does this concern my 'social laboratory' which is the rural community? When the chips are down, the rural communities are the worst hit. Empirical evidence abounds

on the prevalence of poor infrastructure, poverty, food insecurity, insurgency and environmental pollution in the rural than urban area.

I am in total agreement with Professor Kassey Garba's concluding remark in her inaugural lecture, that the Nigeria development remains crippled because the formal rules are not enforced not because the laws were not sound, but because of lack of an effective and impartial system of laws and courts for the enforcement of formal rules. In addition, the systemic corruption of societal sanctions that enforced norms of behaviour; and the systemic corruption and weakening of the personal standards of honesty and integrity that provided individuals, households, business agents and government agents with intrinsic motivation to act in accordance with social good (Garba 2012).

In an attempt to explain how corruption in government affects public welfare, Lambsdorff (2001) reviews several theories on corruption including principal-agent theory, rent-seeking theory and X-inefficiency theory. There is a growing empirical literature based on comparative country studies, emphasizing that corruption lowers investment, capital productivity, capital inflows and many other macroeconomic data that are relevant to public welfare (Lambsdorff 1999). Lambsdorff (2001) concludes that corruption distorts agents' decisions and limits the contractual space available to agents and the government, acting as a benevolent principal. Furthermore, a corrupt principal creates allocative inefficiencies, cripples its credible commitment to effective policies, and opens the door to opportunism.

There are several empirical evidences of indirect and direct damage official corruption has inflicted upon the welfare of rural people. Idachaba (2011 and 2014) reports that Nigerian newspapers are filled with stories about endless financial scams running into billions of naira such that it becomes difficult to justify further release of funds for policies implementation. It is safe to assert that the situation

where 'about 27 states owe workers salaries ranging from two to seven months as at June 30th 2016', in an oil-rich nation is a reflection of a combination of impunity and corruption. Even rubbing on our own sector was the case of an acting governor for three months, alleged to have stolen ₦1.9billion, meant for the establishment of the faculty of law in his state university; not to talk of the $2.1billion meant for the purchase of arms to combat intractable insurgency in Nigeria! The happenings in our legislative assemblies have become a monumental national shame. Our quiescence resulted in our salaries now being decimated. We have failed to hearken to the reason of Edmund Burke's saying that 'all that is necessary for the triumph of evil is for good men to do nothing'.

Before I become too emotional on this cacophony, I would like to recall that the mention of corruption as hindering extension dates back to the 1980s (Eker 1981). Moris (1991) asserts, 'corruption when widespread affect agricultural extension in complex ways'. Up to date, huge amount of funds stolen has been recovered and a lot is yet to be recovered. Box II provides a summary of an official record amount recovered by the Buhari's administration in one year. The total amount in cash translates to $388,545,928 ($1=N394 and £1 = $1.32). One could rightly posit that the capital laundered into foreign economies, if retained here and utilized judiciously would have transformed not only our rural sector but the entire national economy. What other countries that have transformed their economies within a short period of time do with their resources could be seen in figure 5 and illustrated in this video clip on a recent news item from China (follow this link – *movies.forumspotz.net/view/**china**-has-opened-the....s....**sea-bridge**/jLCxIB2PwMM).* The news of the official opening of the longest sea bridge in the world, a 42km bridge over the ocean which took only four years to build and costing only about $1.5billion with life expectancy of 100 years is simply awesome. Bridges similar

to the one illustrated in figure 6 is not uncommon in our rural areas and broken bridges are now common scenes even in urban locations.

Box II: Interim Report on Financial and Asset Recoveries made by the Federal Government of Nigeria from 29 May 2015 to 25 May 2016

President Muhammadu Buhari on Saturday partially fulfilled his promise to publish specific details of funds traced to and recovered from corrupt former government officials as part of his war against endemic graft.
The names of the corrupt officials from whom the assets were recovered were however not disclosed.

Details of the recoveries, published by the Federal Ministry of Information, showed that the Nigerian government successfully retrieved total cash amount N78,325,354,631.82, $185,119,584.61, £3,508,355.46 and €11, 250 between May 29, 2015 and May 25, 2016.

Also released were recoveries under interim forfeiture, which were a combination of cash and assets, during the same period: N126,563,481,095.43, $9,090,243,920.15, £2,484,447.55 and €303,399.17.
Anticipated repatriation from foreign countries totaled: $321,316,726.1, £6,900,000 and €11,826.11.

The ministry also announced that 239 non-cash recoveries were made during the one-year period.
The non-cash recoveries are – farmlands, plots of land, uncompleted buildings, completed buildings, vehicles and maritime vessels, the ministry said.

Since May 29, the president had endured intense criticism from the Nigerian public who criticised him for failing to fulfill a promise he made on May 14 in London.

Source: http://www.premiumtimesng.com/news/headlines/204676-nigeria-publishes-details-of-recovered-assets-withholds-names-of-looters.html. June 4, 2016 (retrieved on 8/9/2016).

Fig. 5: World's longest sea bridge in China. *http://www.bing.com/images/search?q=World%27s+Longest+Sea+Bridge+China&view*

Fig. 6: 'Bridges' that take courage and faith to pass. *Source*: Olawoye (2016)

If Ilorin to Ibadan express highway cannot be fixed in 16years and Lagos – Ibadan highway is still in a deplorable state, how can the network of rural roads ever get a facelift, except we jointly say no to corruption?

My Research Effort, Contribution to Knowledge and Community Service

The place of farmers' cooperatives, associations and groups in agricultural technology transfer was my original research focus. The discovery that the limiting challenges of farmers' capacity to produce and have a good livelihood transcends their fields and immediate local environment but linked to the policy arena and the activities of others in the agricultural knowledge and information system, made me to look beyond the farms. This brought me to the field of policy advocacy and lobby.

I also ventured into alternative means of arriving at more effective uptake of farm innovations and improved productivity. How can the youth help? Can the private sector and NGOs also help? I delved into studies on involvement of the private sector and finally summoned courage to look at a much talked about subject matter, that rarely got any research attention – corruption. My research focus currently is on private extension and corruption in agriculture. I will highlight the major research findings by my co-researchers and I here:

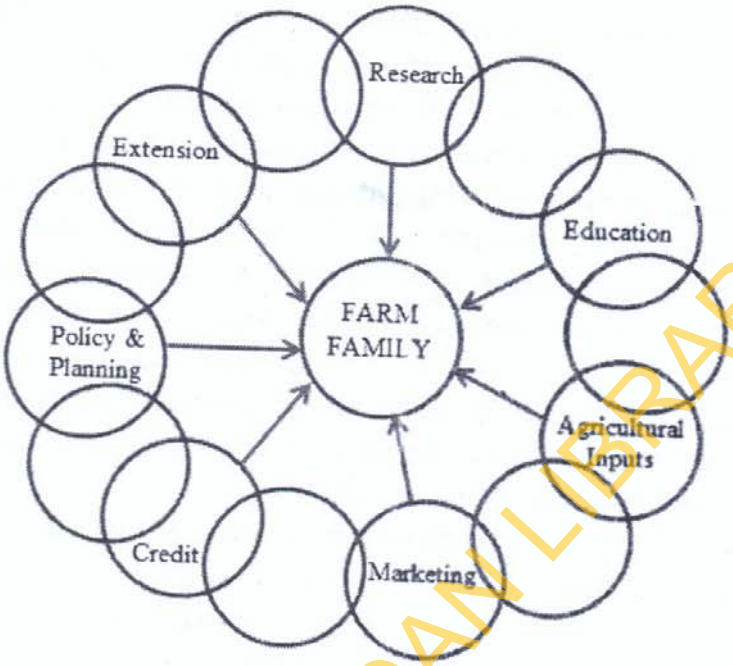
(1) Agricultural Cooperatives – Borne out of the desire to find out why there has been a wide gap between the potentials of these farmers' groups and their performance in reality. Before my research work commenced, much of research emphasis on cooperatives had been on business and economic dimensions with little attention paid to the implications of the social aspect.

Premised on the notion that smallholder farmers are of small means and they are incapacitated, but when they pool resources in cooperative forum, they become a formidable force to achieve feats which otherwise would be impossible if each farmer were working alone. An empirical study of 142 cooperative and 63 non-cooperative farmers in Oyo and

Kwara States provided evidences to an agricultural cooperative model in rural development (Ladele 1991). The model provided insight into the fact that cooperators and non-cooperators were similar in their personal characteristics, with cooperators higher in economic status, adoption level, family health status, socio-economic status and social participation. Ladele, Olowu and Igodan (1994), also found that farmers' cooperatives contributed significantly to some dimensions of members' socio-economic well-being, but under-utilized cooperatives as a medium for disseminating agricultural innovations; while the level of participation rather than mere membership contributed significantly to some aspects of members' socio-economic well-being.

It was inferred that many cooperative members displayed half-hearted commitment [instead of the groups being true self-help associations] because they were formed on wrong premise. Many were formed by passive members since the society is seen as a channel for obtaining their share of the 'national cake'. It was therefore recommended that cooperative promotion would thrive better if activities expand beyond farm orientation, thus deepening and widening the scope of cooperative activities.

(2) Agricultural Cooperatives as Linkage to Agri-support Services – If appropriately applied, farmers' cooperatives could be entrenched into the linkages of agricultural support system to service the farm families. It implies that cooperatives could serve as conduit through which farm supplies (inputs), market for farm produce, production credit, local verification trials (research), extension services and farm to market roads could be more accessible to farmers transforming from peasantry to agri-business. From a model of linkages supporting the farm family (Watts 1984) in figure 7a, Ladele and Omotesho (1997), designed an agricultural support model with farmers' cooperative as facilitator in figure 7b. The structural adjustments required for cooperatives to play this role effectively were also specified.



(a)

(b)

Fig. 7: (a) Linkages supporting the farm family; (b) Agricultural support model with farmers' cooperatives as facilitator.

(3) ***Cooperative Participation Index*** – In-depth analysis on cooperative participation culminated in the construction and validation of a 'Cooperative Participation Index' (CPI), consisting of 15 items. It is a scale that has been found useful in cooperative studies. Since only five percent of potential members of farmers' cooperatives were actual members, the attitude of the rural adult towards joining cooperatives was investigated. Major factors accounting for this include narrow scope of activities and lack of cooperative awareness.

(4) ***Evaluation of Extension Approaches*** – Upon the insight gained from earlier research and field experience on the relevance of farmers' groups, different extension approaches were evaluated (both public, non-governmental organizations and private). It was found that public extension is still relevant but bottom-up and participatory principles must be emphasized for sustainable technology transfer. This culminated in formulating the 'Phased Participatory Extension Education System' Model (Ladele 2002). The key elements include functional phasing of extension, grassroots participation and literacy programmes. The model made a significant contribution to finding solution to the slow pace of technology transfer in Africa compared to the developed nations and other developing nations, particularly most of Asian and Latin American countries. Against the knowledge of the attitudes and social values of members of farmers' organizations and the designing and utilization of this model, the agricultural sector has a better chance of improving on its contribution to the national economy.

Furthermore, years of research experience have indicated that an effective means of enhancing the productivity and well-being of rural folks is to consider production as system-based with emphasis placed on all stakeholders. Thus, they could harmoniously and collaboratively work together to enhance productivity in the entire production system. This has diversified my research outlook from a narrow focus on producers alone to also include relevant stakeholders. This implies a broader outlook on cooperative studies which I hope has a lot of promise for transforming the agricultural/ rural sector of Nigeria economy.

(5) Corruption Studies and Corruption in Agriculture – Corruption has been labelled as 'number one enemy of effective governments' (Verma 2005). According to Transparency International (TI), the cleanest countries are also the richest and the most corrupt are among the poorest. Using a scale, Corruption Perception Index (CPI), TI since 1995, annually ranks countries across the globe on level of corruption. CPI Score relates to perceptions of the degree of corruption as seen by business people and country analysts and ranges between 100 (highly clean) and 0 (highly corrupt).

Table 3: Corruption Perception Index of the Cleanest and most Tainted Countries

Cleanest		**Most tainted**	
Finland	97	Bangladesh	15
New Zealand	96	Haiti	15
Denmark	95	Nigeria	16
Iceland	95	Myanmar	17
Singapore	93	Chad	17

Source: Verma, Om S. "Edifice of Corruption", *Journal of Extension System* Vol. 21, No. 1, i-iv. June, 2005

Though, uncovering the myths surrounding the impossibility of evidence-based research on corruption received a big boost with the crafting of CPI by TI, and empirical research on it increased globally, the subject has no appeal to the Nigerian social scientists generally. I received the urge to pursue empirical work on corruption in agriculture because of the increasing reports on serious official corruption on the pages of newspapers and other media, possibly more than other social problems like poverty, youth unemployment, food insecurity and hunger. Some analysts are even alluding the recent widespread cases of armed robbery, abduction, insurgency, terrorism, militancy and cyber-crime to high level of corruption of official corruption in our society.

My interest received a further boost, after Professor F.S. Idachaba gave a lecture at the International Institute for Tropical Agriculture, on Agricultural Research, Food

Security and Hunger, in which he enunciated the elements of research in the hunger equation. He pointed out several neglects that are accountable for in-balance and unsustainable livelihoods in Africa. In an attempt to proffer reasons why research efforts have not eliminated hunger, he came up with at least two vectors of explanatory variables—vector of variables within the knowledge-technology generation and technology dissemination continuum, and vector of variables outside the knowledge-technology generation and technology dissemination continuum. He concluded that while research alone cannot eradicate hunger, the interaction of research and non-research constraints would have to be put in place to fight against hunger (Idachaba 2001 cited in Ladele 2010 p. 30).

My first attempt on corruption studies was towards examining the contemporary implications of some social values in Yoruba culture as reflected in some proverbial adages, seeming to encourage corruption (e.g. *ti a ba fun were l'oko, odo ara e, ni o r'oko si*, meaning 'even a mad person will attract resources to himself, if given the opportunity'). Ladele (1997) concluded that it was not the culture *per se* that coveted corruption but lack of proper understanding or flagrant and mischievous misapplication of these sayings.

Mr. Vice-Chancellor, Sir, the effort to pursue corruption research headlong later manifested in a doctoral research project that I supervised on, 'Perceived Level of Official Corruption, Attitudes and Practices among Public Office Holders in the Agriculture Sector in Southwest Nigeria', by Dr. Olushola Fadairo. This was the first major empirical research on official corruption in agriculture in Nigeria. The research findings as reported in Fadairo (2011) and Ladele and Fadairo (2011) are summarized as follows:

- Majority (51.7%) of the respondents indicated favourable attitude to corruption. In similar vein, about 53% of the respondents also showed a favourable perception of corrupt practices; an indication that official corruption is fast becoming a cultural problem in our social system.

- Majority of respondents indicated favourable attitude to patronage (78%), pork barrelling (70%), influence peddling (89%), bureaucratic conflict of interest (56%), and private use of government resources (65%). Just about 50% of the respondents indicated favourable attitude to nepotism. On the other hand, majority acknowledged bribery (67%), impropriety (57%) and abuse of office (72%) as unfavourable.
- A significant relationship existed between respondents' state of survey (χ^2 = 11.319, $p<0.05$); gender (χ^2 = 4.495, $p<0.05$) and their attitude to corruption. On the other hand, no significant relationship was found between respondents' level of education, age, job satisfaction and their attitude to corruption. This result implies that the state where people live and work (cultural background) and their gender influence their attitude to corrupt practices. This finding is consistent with the argument of Anderson (2002) that individual's definition of what is corrupt and what is not can be influenced by their origin and societal norms. In addition, the significant relationship between gender and attitude to corruption gives credence to the popular opinion that women are less likely to be corrupt when compared with men. This study also contributed to methods of pursuing evidence-based research on corruption by designing an instrument that projected the positive values—transparency, accountability and due process rather than the negative. Potential respondents are uncooperative when you introduce your subject of research as corruption. The level of corruption is extrapolated through inverse relationship between transparency and corruption.

(6) Sharp Practices – The revelation from our early studies on corruption that majority of people in the public sector have positive disposition towards corruption made us look at the informal sector, where corrupt practices are more often termed 'sharp practices'. The idea was that this sector is at the receiving end, but to our chagrin, it appears corrupt practices

permeate the entire social fabrics of our society. This was captured in a study, 'Incidence of sharp practices along the maize value chain in Oyo State', with data from Oyo, Shaki and Ogbomoso agricultural zones. Some of our findings are reported as follows:

Land Preparation – tractor operators deliberately do a poor job so that farmers would not have a choice than to embark on second ploughing. They also do less than the number of hectares they claim for unsuspecting farmers.

Planting – the hired labourers deliberately omit several holes without dropping maize seeds just to finish the work on time. They also widen the planting spacing against the prescribed practice towards the middle of the farmland where quick discovery is less likely.

Weeding – the hired labourers do shoddy weeding so as to leave the field early, after being paid.

Fertilizer Application – wrong labelling from fertilizer dealers, poor fertilizer application by not covering up the fertilizers with soil, applying fertilizer far from maize stands are reported cases of sharp practices.

Spraying of Chemicals – labourers hired to spray chemicals steal some and dilute the remaining.

Harvesting – farm employees play all sorts of tricks to pilfer farmers produce. For instance, some maize cobs were deliberately left on the farm for pick up subsequently after the general harvest.

Shelling and Processing – processors engaged to shell maize produce withhold some of the produce for themselves. Sometimes they deliberately leave grains in the shelling machine or in the chaff which they will later winnow for their own personal gains.

On Seeds, Fertilizers and Chemicals – incidence of fake seeds, adulterated chemicals and expired agro-chemicals bought from open markets are rampant. They also experienced incidence of expired chemicals and high price of the chemicals.

On Measuring Scales and Bags – some produce buyer who used plastic bowl for measurement normally dip the bowl in hot water to shrink or enlarge the measure as the case may be in order to cheat farmers. Some produce buyers underpay farmers as they deceive them on the quality of their produce or by using adulterated and adjusted bags.

To this end, it is apparent that evidence-based cases of sharp practices at various nodes of implementing agricultural programmes are characterized by dishonesty at both the high and low level of operations. For instance, agricultural value chain and other key actors in the Growth Enhancement Support Scheme redemption centres of Oyo for fertilizers and seeds promoted by the Federal Ministry of Agriculture (Ladele and Oyelami 2015), and in credit allocation and utilization among staff and beneficiaries of Bank of Agriculture in Oyo State (Ladele, Oyelami and Balogun 2015).

Based on all these, it is evident that sharp practices are widespread and farmers' productivity could be reduced which invariable result in a negative effect on farmers' income. Some farmers also have unscrupulous practices, which imply that the sharp practices in crops value chain did not exonerate any player in the Agricultural Knowledge and Information System (AKIS).

(7) ***Youth in Agriculture*** – My research interest in youth studies stemmed from the widening generational gap observed in farming among smallholders as a result of declining interest of youth in agriculture, poor rural infrastructure and consequent influx of rural youths into

urban locations. The fact that the mean age of the small-holders left in agriculture is above 50 years and decent jobs are few is worrisome. Series of studies were conducted to gain evidence-based knowledge on how to redress these challenges. It was on this note the following research works were pursued:

(i) The potentials of the Practical Year Training Programmes of University of Ibadan and University of Agriculture, Abeokuta for farming entrepreneurial skills development were analysed. It was found that 'while most trainees somehow appreciated the programme, many still prefer career in non-agricultural establishments. It was clear that studying agriculture does not amount to aspiring towards career in practical agriculture. However, about 32% would choose career in practical farming, given appropriate motivation and incentives. It was recommended that a special degree programme be mounted for the cadre of trainees' (Ladele and Agbebaku 2006).

(ii) Regeneration of the youths towards rural development in Nigeria through a restructured National Youth Service Corps scheme (Ladele and Ogunsumi 2002). It found that the scheme that took off with 2,364 corps members has grown to an average of 100,000 participants annually in recent times. While the scheme had achieved its major targets in the earlier years, the same could hardly be said of its recent achievements. Corps members no longer found the scheme exciting, fulfilling and rewarding as a whole (Ladele and Fadairo 2008). We submitted that through a well designed and implemented NYSC scheme, the total picture of rural development and the bleak future for the Nigerian youth could be reversed in a gradual process. It was recommended among

others thus: (a) Making the NYSC voluntary and expanding the scope to secondary school level. The secondary school scheme could be coordinated at state and local government level but in conjunction with the NYSC; (b) Opportunity for corps members to serve beyond a year and plan towards self-employment in rural areas; and (c) structuring programmes on sectoral bases: agricultural, rural infrastructure, rural health and sanitation, environment and conservation, community development, education and social work and family planning and community based security services as demonstrated by the vigilante groups and civilian task forces.

(8) Linkages in the Agricultural Knowledge and Information System and Frameworks for Sustainable Extension Service Delivery – The interest in this area arose from the desire to find how extension service could best be delivered to the teeming small-scale farmers with utmost effectiveness. There is no doubt that public extension remains dominant and that the service delivery comes in varied shades as pluralistic extension. The farmer field school programmes, training of trainers and lead farmer approaches have gained wide acceptance. The structure and interactions among the key players in an innovation platform matter a lot. My major contributions in this area are reflected as follows:

(a) Phased Participatory Extension Education System Study (PPEES)

The designing of a framework for phased participatory extension education system for Africa [PPEES]. The key elements include functional phasing of extension, grassroots participation and inclusive education (Ladele 2005). The PPEES process finds suitable application in group/ community based interventions.

(b) *Involvement of Private Sector in Extension Service Delivery*

(i) *Agri-Input Dealers' Study*: The study examines the technical capacity of Agri-Input Dealers in Advisory Service to Arable Farmers. Ladele, Aderinto and Mould (2008) found that agro-input dealers are potential channels of advisory service delivery; they however require further technical and financial empowerment to be effective. More linkages with research and extension agencies are essential.

(ii) *Commodity Alliance Model (CAM):* One of the innovative approaches being applied to boost cassava and rice production in Nigeria is the use of groups of out-growers. However, out-growers' schemes have often ended in failure and disappointment resulting from faulty structures and application. Upon the lessons learnt from the USAID/MARKETS's Rice Alliance project (African Institute of Applied Economics 2005), the Farm and Infrastructure Foundation (FIF) has packaged a robust Commodity Alliance Model for sourcing raw materials for agro-based companies using out-growers in Nigeria. It is also called ***'Business Partnership Model' [BPM]*** and has root in Public-Private-Partnership [PPP]. The major elements of CAM (Ladele and Ayoola 2011) include the following:

- Backward Integration Programme: This involves the private sector operating strictly for business and profit by investing in the production of their raw material need in a well organized out-grower's scheme arrangement.

- Purpose-Driven Partnership: Must involve securing raw materials supply to identified users and supplying the commodity at price remunerative to farmers and in the long run making agricultural inputs accessible and affordable to end users.
- Key Stakeholders: The stakeholders in the standard FIF BPM for any commodity are–Target Farmers [in commodity group], Users' company, Partnership Manager, Farm Input Suppliers, Other Farm Service Providers.
- Partnership Charter: The charter of partnership among the stakeholders will specify roles of all members based on their capabilities and needs, details of responsibilities clearly expressed in a Memorandum of Understanding (MOU). The MOU is the legal framework for partnership which should be complemented with social safeguards and social capital development.

This model is being utilized with very promising results in several agricultural development programmes by NGOs and some private agri-business agencies in Nigeria. The Commodity Alliance Model is graphically presented in figure 6.

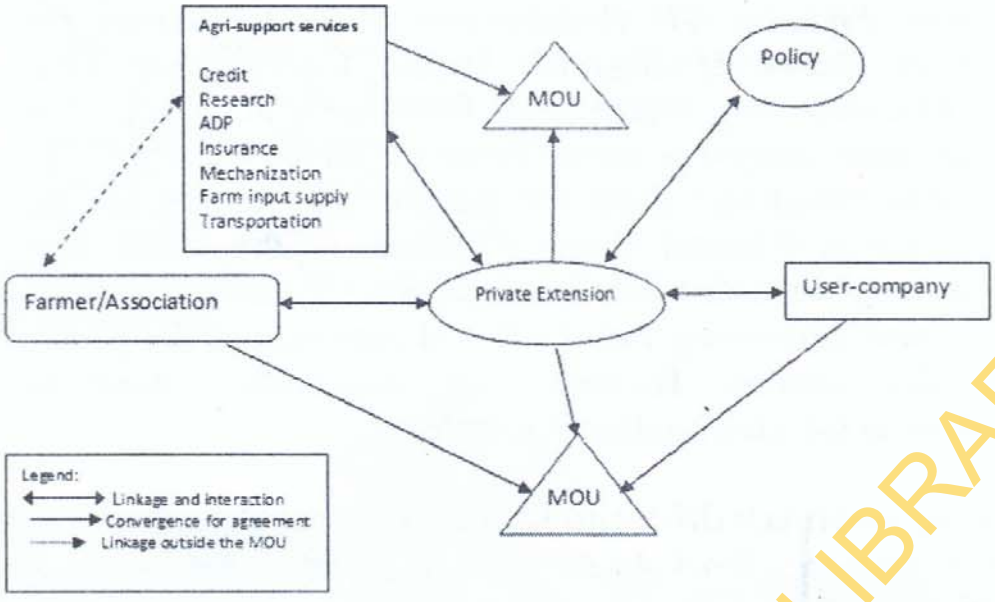


Fig. 8: Commodity alliance model.

Commissioned Research Projects

***National Agricultural Research Project Study (Central Zone)*:** This was a collaborated study under the leadership of Professor F.S. Idachaba along with other 39 researchers in diverse fields in agriculture. It was funded by World Bank/FGN-NARP. The high potentials of the natural resource endowment of the Central Zone of Nigeria were profiled. It was also concluded that appropriate agricultural policy, institutional reforms and general revamping of the basic infrastructure is a *sine qua non* for harnessing the potentials effectively (Idachaba et al. 1994).

***Demographic Survey of the Bia Reserve in the Western Region, Ghana Study*:** (Protected Area Development Programme, Ghana; funded by European Union). This is a collaborated study led by Professor Sakyi-Dawson with other four researchers. The study provided management strategies to enable regular and reliable monitoring of population and ensuring a reliable record of demographic information is maintained for use (Sakyi-Dawson et al. 1999).

***National Fadama (II) Development Project covering the Southern States of Nigeria*:** Project Coordinating Unit, FMARD; funded by World Bank: Olawoye et al. 2002] – The collaborative study was led by Professor Janice Olawoye. The study concluded that there are greater opportunities for the expansion of Fadama farming system in the south than hitherto exploited. It has a great potential to further improve the income generating and livelihood activities of the people especially women. However, all stakeholders must be involved to forestall conflicting interests.

Development Activities and Community Services

Policy Advocacy Work on Fertilizer Regulatory System in Nigeria

Strengthening the capacity of Agri-input Dealers Associations of Kano, Bauchi, Oyo States and the Federal Capital Territory and their collaboration at federal level under the auspices of the Farm and Infrastructural Foundation (FIF) and with the sponsorship of IFDC/MIR Project. Several training workshops for technical empowerment in association building and policy advocacy were conducted. These efforts have assisted the associations to be more proactive and productive, particularly, the policy advocacy work with all fertilizer stakeholders on Fertilizer Regulatory System for Nigeria has succeeded in accelerating the process of enacting the fertilizer policy within which fertilizer regulation is incorporated. Our research and development leadership at FIF is facilitating the establishment of more Agri-input Dealers in other states and finally culminated in the establishment of West African Agri-Input Dealers Association (WAAIDA).

To demonstrate the policy advocacy role of extension experts in collaboration with relevant stakeholders, the Farm and Infrastructure Foundation (FIF) organized an event of mass action in 2006 for an advocacy demanding the establishment of a fertilizer regulatory system in Nigeria. For the purpose, the farmers and agri-input dealers associations were mobilized to stage a peaceful demonstration at the 2006

meeting of the National Council on Agriculture at Abeokuta, Ogun State, which involved the engagement of two masquerades (otherwise known as mascots), hired to carry placards before the Minister of Agriculture at three locations (see figure 9). The peaceful demonstration was a success at the Oba's palace where the Minister paid a courtesy call on the paramount ruler, the *Alake of Egbaland*, who also lent his words in support.

Fig. 9: A policy advocacy event for the establishment of a fertilizer regulatory system in Nigeria, Abeokuta, Ogun State May 2006.

The demonstration was not so successful at the Governor's office where the Minister was also expected to pay a courtesy call on the State Governor, but the masquerades were prevented by policemen to stay in the premises. The demonstration turned sour at the venue of the meeting itself where the advance party of security men in the

convoy of Governor and Minister were directed to dislodge the demonstrators and both the organizers and the masquerades fled in different directions (Ayoola 2009). Hence, the all-important question: Suppose that situation had degenerated further than that, leading to the arrest and detention of the policy advocate and his masquerades, who would have bailed them out? In any case, this is the kind of advocacy professionals need to shape our policies at various levels of governance and legislation for a more prosperous country where people will feel secured and protected by government and enabling laws.

The Fertilizer Policy for Nigeria was approved by the Federal Executive Council on 14 June, 2006. This implies that a regulatory system would have to be put in place. While the contribution of the advocacy action may not be unilaterally determined in this study, the lessons from the experience by stakeholders and the fact that they got what they wanted and laboured for could be very gratifying. It was also learnt that associations, linkages and networks are very important in policy advocacy work. Furthermore, associations involved have learnt that they could have a voice in civil matters of relevance to their livelihoods if they choose to and coordinate themselves. Farmers, agricultural traders and indeed all players in the agricultural sector would need technical empowerment and strengthening not only on their respective vocation but in the analyzing, understanding the policy environment within which they operate, and generating collective willpower to do something to change adverse policy environment. When people who seem apathetic about their situation identify those who genuinely want to help to improve their situation, they cooperate. It would appear that in this society, we still demonstrate infancy in democratic principles both as citizens and public servants. In advanced democracy, everybody recognizes and respect people's right of expression and association, especially when done in non-violent and peaceful manner.

It would be essential that government functionaries should continually educate their aides that the right of people to express themselves is inalienable and therefore should stop harassing people unnecessarily. On the side of citizens, it is high time we knew that we have the right to participate in policy making to arrive at good governance. The capacity to achieve this is enhanced if people develop interest groups/ associations that centre not only on improved livelihood but also participate proactively in policy re-shaping and demand good governance.

Monarchs such as the *Alake* of *Egbaland*, Oba Adetokunbo Gbadebo deserves the appreciation of the stakeholder community and the citizenry at large, for his sensitivity to the issue and quick response to further the course of the people in his domain. The implication of these lessons is that in policy advocacy lies a key that can propel the agriculture and the rural sectors and indeed the whole nation into the most desired sustainable development. The real culture of democratic lifestyle ought to be imbibed quickly while we put behind us supply-driven policy process that obtained in the military era (Ladele and Ayoola 2009).

The UI Community Radio

Diamond FM 101.1 is the 3rd community radio in Nigeria after Unilag FM and Unizik FM The initiative that produced the radio station emanated from my discussion with Dr. M. K. Yahaya (now Professor) when I was the acting Head of Department of Agricultural Extension and Rural Development in 2005 on the need to adopt the briefcase radio facility as a tool to disseminate improved farm technologies to farmers within the catchment of the University. It was immediately reasoned that a more robust facility for the use of the entire University would be better. With a dodged determination of a committee of twelve (12) under my chairmanship, the community radio station was formally established on 30th October, 2008. The radio station with the call-phrase, 'promoting values and excellence' was designed

to be students friendly, volunteer-driven, inclusive and interactive by providing opportunities for all members of the University community to share their knowledge, ideas, expertise on the University of Ibadan Project. It aims at positioning the community radio powerfully in the University and its immediate environment and make positive impacts for the good of all. For our own purpose in extension the radio station, over the past eight years, has been a virile tool for reaching out to farmers and rural communities within its catchment on improved rural livelihood and community development agenda. The programmes we mounted on this dial include Farmers' Forum [and the Yoruba version, *Apero Agbe*], *Agbe Lere* [profitability of farming] and Community and Social Development Project Review.

On a general note, the FM station has served as a power tool to give a voice to all in the UI community and to connect 'town and gown'. This station is today a foremost voice of the UI community with remarkable impact, so far so good, including today's live broadcast as in the case of previous inaugural lectures and other important events in UI. The potentials of the station have been decimated by the University policy on integration of all media facilities on campus. To be more effective as a community radio, the station needs some kind of autonomy, an academic professional as director responsible to the Vice-Chancellor's office.

Community Telecentre at Ile-Ogbo *(funded by AE&RD during tenure as HOD)*

After the expiration of the Community Integrated Rural Development Project funded by John D. and Catherine Mac Arthur and led by Professor Janice E. Olawoye, the Department decided to assume the responsibility of facilitating and backstopping the various improved livelihood groups to consolidate the ensuing gains on a sustainable basis. Within the several unfolding projects is the Ile-Ogbo Community Telecentre, which was founded to establish digital technologies to support community's economic,

educational and social development; and also reducing isolation, bridging the digital divide, promoting sound health and reaching out to the rural youths.

To this end, under my leadership as Head of Department, we established this community telecentre to foster the cordial relationship that exists between the community and the University thus translating into improved socio-economic development of the community, while helping the University achieve her tripodal mandate of Teaching, Research and Extension. After the community delightfully provided an office space for the centre, the Department funded the furnishing and stocking of equipment. Mr. Vice-Chancellor, Sir you graced the commissioning ceremony, representing the then Vice-Chancellor, Professor Isaac Adewole, in your capacity as the Deputy Vice-Chancellor (Academic) of this great University (see figures 10 and 11 on the official commissioning of the Telecentre).

Fig. 10: Official commissioning of the Telecentre at Ile-ogbo.

Fig. 11: Official commissioning of the Telecentre.

Since commissioning, the centre has served as a community link to the outside world, training youths on computer skills especially to handle computer-based examinations. For the University, the telecentre serves as a laboratory for social research being carried out by lecturers and students on development communication research. It enhances the opportunity for the University to offer wide range community services.

GoldenLad-Pricewell Partnership

In one of my recent outreaches to Ayetoro in Yewa North local government area of Ogun State, the consultancy outfit I head (Pricewell) was engaged to manage an outgrower scheme among maize farmers to outsource maize raw material for GoldenLad Nigeria Limited—a company in Ikorodu, Lagos State which processes maize into an intermediate product to be marketed to Nigeria Distilleries. I was not surprised when a farmer enlisted as an outgrower in the scheme expressed the usual attitude common to typical rural farmers. He retorted during our first visit: "Will you

now come and be teaching us how to cultivate maize? A crop we have been cultivating since childhood as mentored by our fathers. Moreover, did you not learn all you know from us each time you came with forms to ask us how we cultivate this crop?" Obviously, he referred to the usual questionnaires administered to them in previous times. As extension practitioners, good communication skill is a must, so our response was simply that, all we learnt from them was quite appreciated; however, we had built upon such knowledge. Our goal was not to teach them how to cultivate maize but work with them to move from a yield of 1.0 ton/ha to above 2.0tons/ha. When we observed their reluctance in adopting recommended practices, we quickly decided to set up a demonstration plot to enable them appreciate our recommended practices and the outcome. At the end of the production cycle, the difference came out clear from outgrowers' yields (which ranged from 766kg/ha to 1.03ton/ha) compared to the demonstration plot's yield which was 2.1tons/ha. At this point, these farmers apologized and requested for another round of cultivation where they will fully implement our recommended practices.

Provision of Technical Support to 2,500 Maize Farmers
(under the auspices of Pricewell Agrext Consults)

This is a consultancy project which I led and was funded by USAID through NIGERIA MARKETS II Project (2013 and 2014). This was targeted at providing technical support through training and linkage with agri-support services to 2,500 smallholder farmers for enhanced maize production in selected LGAs in Oyo State. This project assisted farmers to increase their knowledge and skills in maize production. Farmers groups were technically empowered to produce maize with increased yields, have better access to farm inputs and develop their capacity on group dynamics. Figures 12–15 are pictures of field events captured during these outreaches.

Fig. 12: Professor Ladele addressing some farmer groups in Otu, Itesiwaju LGA of Oyo State (02/09/2013)

Fig. 13: Maize demonstration plot in Iwajowa LGA of Oyo State (29/08/2014).

Fig. 14: Maize yield from the demonstration plot (03/10/2014).

Fig. 15: A female maize farmer on her field (29/08/2014).

However, certain setbacks including dependence on rain-fed agriculture and inadequate access to farm credits made farmers to return low yields. The project thus decided to put emphasis on promoting maize in the northern zones with higher productivity than what obtains in the south (Olaniyan 2015).

Promoting Soybean Productivity through Out-grower Scheme involving Up-takers and Farmers Associations in Oyo and Ogun States under the Auspices of Pricewell Agrext Consults

This project is on-going at a pilot level and it is purely private extension arrangement to demonstrate how extension intervention can be commercialised. It is targeted at improving the technical capacity of soybean farmers to increase their productivity and meet the raw material need of agro-allied industries. After sourcing up-takers as market for soybean, over 700 farmers in groups were trained on how to attain yield level of 2.5t/ha against less than one tonne average before this intervention. The package of practice included use of recommended practices, improved and healthy seeds and Nodumax (an IITA product boosting nodulation and enhancing yield by 30 – 40%). The pilot project which is in its second year was affected by the dry spell experienced last year between mid-July to mid-August last year (2015) as many that enlisted in the scheme could not plant, because rain became established after the normal planting period. Out of the farmers that still planted, a promising yield of about 2.2t/ha was obtained in Ogbomoso area against less than 1t/ha (see figure 16 showing some of the soybean fields of farmers that participated in the scheme).

Fig. 16: Farmer's soybean field in Saki-west LGA, Oyo State, Nigeria (16/09/2015).

Consulting for IITA on AgResults Aflasafe Maize Project as Aggregator under the Auspices of Pricewell Agrext Consults

Aflatoxin is a highly toxic metabolite produced by *Aspergillus Flavus*. This fungus resides in the soil and crop debris from where it infects crops either on the field or in stores. Aflatoxin is detrimental to human and animal health as it causes cancer, immune suppression, stunted growth and kwashiorkor in children. To control this challenge, IITA developed a bio-control product called aflasafe and partnered with extension organizations such as Pricewell through which this technology could be disseminated to maize farmers. This involves provision of technical support to maize farmers to produce aflatoxin free maize and facilitate linkages to necessary agri-support services where they will obtain remunerative prices for their produce. This project is also on-going and Pricewell has trained over 120 groups of farmers at various locations in Oyo and Ogun States in the last one year. We have also sensitized maize up-takers processing maize into human foods and livestock feeds to opt for aflatoxin free maize to generate increased demand and better market for aflasafe maize as a premium crop.

Farm to School Project *(pilot project at International School, Ibadan [ISI])*

It is clear there is a strong disconnect in the socialization process that can sustain food security for our nation, going by how school children were exposed to farming prior to crude oil discovery in commercial scale and what obtains globally, even in developed nations. It is an aberration to find secondary schools with farms/gardens, even in rural areas! How then do we expect our youths to have positive disposition towards agriculture? Our research finding presupposes that 'indeed school pupils could develop positive attitude towards agriculture if such is presented to them in the right frame, using appropriate tools and in friendly manner (Ladele and Oladokun *in press*).

Nora Painten's experience in a summer school farm project at Brownsville, Brooklyn in New York, USA is worthy of note (*www.youtube.com/watch?v=bMQRe6-ce8A*). It is on this note that a pilot project on Farm to School (a FGN/TETFUND supported project, 2015) was initiated at ISI in collaboration with the school administration and The Young Agropreneurs (TYAs). The agenda was to launch a youth-friendly farm as school project on voluntary club platform. It is targeted towards making club members have a feel of nature by knowing how to produce certain crops/livestock, learn the rudiments of agri-business and catch fun while on the farm and understand that modern agriculture transcends hoes and cutlasses. This project is still ongoing and the story so far is presented in figures 17 and 18 showing the poultry birds and '*Ugwu*' cultivated in the TYAs/FGN/TETFUND project.

Despite the generous cooperation of the school administration in this project, the major challenge among others remains that the students have not had sufficient time to participate in the project due to their tight school curricula and slow attitudinal adjustment of the interested club members.

Fig. 17: ISI Agropreneur club poultry birds (7/08/2016).

Fig. 18: ISI agropreneur club members show-casing harvested *ugwu* vegetable (6/06/2016).

Concluding Remarks and Recommendations

Mr. Vice-Chancellor, it is clear that Nigeria is well endowed agriculturally to utilize her resource base as a lifeline to transform its economy. I have in this lecture made an attempt to establish the robustness of extension science and practice as a launch pad for achieving a healthy and sustainable agricultural sector and in effect a vibrant national economy. This position is further buttressed by the fact that about five decades of over-dependence on fossil oil has only succeeded in setting the nation backward. I have also tried to make it clear that, the fact that thus far, the extension system has not achieved its desired goals, is a matter of our choice rather than an inherent design. Extension is a weak instrument alone but it becomes powerful when combined with essential agri-support services, all operating within appropriate policy frame.

Public agricultural extension will have to be properly revamped as a comprehensive agricultural extension policy, structured and coordinated among the three tiers of government. Pluralistic extension system should be entrenched in the extension policy instrument with well-defined role and recognition given to the private sector. Agricultural extension has a major role to play in our most required agricultural transformation. A situation where we as professional extensionists do not have target groups we are working with, on a regular basis, is like scientists without laboratories or medical teachers without teaching hospitals. Doing research using data generated by our supervisees without development activities in the rural communities is inappropriate. Our research efforts generating data from our clientele devoid of community intervention amounts to a 'rape'.

On a general note, if we in the ivory tower cannot position ourselves to be 'lords' to the policy implementers with the appropriate strategy and euphony (convincing communicative skills) to spur the policy makers to adopt recommendations to letter, then we are yet to fulfil our calling. We ought to be sages and visionaries to political authorities to be respected

and listened to. I could imagine in the traditional Yoruba culture when kings turned despots such that their governance became dangerous to the society, the council of advisers summarily dismissed such kings by causing them 'to open the calabash'.

Kings in the Bible days looked up to prophets and wise men because they were seers that could not be ignored. The examples of Joseph in Egypt, Daniel in Babylon and so many others in political history should be remembered. A contemporary illustration was demonstrated by our erstwhile Vice-Chancellor, Professor Olufemi Bamiro, who got the then President, General Olusegun Obasanjo to rescind the decision to privatise the students' hostel accommodation, by a superior logic presented through a graphic power point at a meeting of committee of Vice-Chancellors with the President.

If the immerging culture of impunity is allowed to continue to thrive, the decay of our rural infrastructure grows into the urban sector. Today, as we have influx of youth and able-bodied men into our cities, so is rurality creeping into the urban centres. Urban facilities such as roads, portable water and power supply have become caricature of what they were in the past. Mr. Vice-Chancellor, it is absolutely nostalgic that the symbolism of such is right in front of our domain with the dilapidating Agbowo Shopping Complex telling the egg heads in the ivory tower our country is sick! It was the effort of Academic Staff Union of Universities (ASUU) in the past struggles that stemmed the decay of the 1980s and 1990s on our campuses. Mr. Vice-Chancellor Sir, I hope you will agree with me that such struggles must continue.

Though extension has a dominant role to play and it has the latent capability to turn around the rural economy, its effectiveness hinges on appropriate policy, necessary structures and linkages to have it function as a virile tool. There must be concerted efforts to ensure that the resources committed to food importation are channelled to the agriculture sector in general and ensuring that an ample portion gets to agricultural extension transformation.

Underdeveloped farmers' cooperative is a structural issue which has to be addressed. Proper re-orientation of in-school children and youths, with curriculum review giving space for technical empowerment in farm to school projects and the use of modern technologies are highly essential. Relying on rain-fed and hoe and cutlass based agriculture will not attract our youth.

To this effect, the following recommendations are made:

(1) A policy and funding arrangement for a special university entrepreneurial programme for our graduates should be enacted. The funding could be obtained from the Federal Government-TETFund Scheme for all faculties of agriculture using a public-private-partnership arrangement to promote comercial agriculture and youth entrepreneurship. The success story of the IITA Agripreneur Programme could be the launch pad for the take off of such programme. We need to design a robust programme to engage our jobless graduates of agriculture in schemes, setting them up in commercial farming by partnering with them for profit. This can come under the university entrepreneurial skill development scheme.

(2) The community radio is a powerful instrument in development communication and it started very well on that note. It however moved outside the original design when it got streamlined with our media outfits in the University without an academic as the station director. Diamond FM now is like any other station and has lost ample listenership in recent time. There is need for a comprehensive audience analysis to reposition the radio station as a tool for development. Rural community radio and other media channels should be promoted across the nation so that the Nigerian rural space is saturated with appropriate information that will drive transformation and ensure that a voice is given to the rural people.

(3) There should be a strong policy targeted at 'university extension' through which stronger link could be established for the University to better play a leadership role in the economy. If we cannot package our findings and technologies in an acceptable manner for public use, we err. Garba (2012) entreats us to the reality that, sound economic outcomes are impossible if managerial and leadership skills are unsound. The university should take the reins of leadership to chart the trajectory of our destiny as a nation; otherwise the lame will continue in leadership while the able-bodied are led. A video clip is presented to illustrate this scenario (see link – funny road crossing video: *https://www.youtube.com/watch?v=dXGivJ3i9wA*).

(4) The northern part of Nigeria has a better use of irrigation facilities and this has helped in more robust agricultural productivity. The river basin development schemes that have become moribund in most of the southern states need to be revamped. Governments at the three tiers should design affordable and sustainable irrigation programmes in partnership with the irrigation engineers in our universities, National Centre for Agricultural Mechanisation and the private sector. Furthermore, programmes on channelization and harnessing water resources in flood prone area should be crafted.

(5) The establishment of the Federal Department of Agricultural Extension and Advisory Services (FDAEAS) is a step in the right direction. The establishment along with the agricultural extension policy which is in the pipeline should ensure that professionals are put in extension practices. This will guarantee effective delivery and reduce quackery in the industry. Policy instrument ensuring that extension graduates are engaged in extension work

should be in place. It should also engender a harmonized linkage between the federal and other tiers of government devoid of political underpinnings. Attention should be directed towards ensuring that states that have the principal responsibility of implementing agricultural programmes are mandated to do so through policy and constitutional provisions. National Forum for Agricultural Advisory Services (NIFAAS) in collaboration with FDAEAS should promote visibility of agricultural extension to deter the masking of extension by other disciplines.

(6) Mr. Vice-Chancellor Sir, we in extension are by practice field oriented. The rural communities are our social laboratory. We need to step out the more to have firsthand knowledge of the people we serve, that we hitherto do not have sufficient access to. I humbly request that the administration support us with a vehicle spacious enough to take our students to our laboratory. Mr. Vice-Chancellor Sir, I assure you that by doing this for us, you would have put us on the pathway of extending very far.

Acknowledgements

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At this final point, I will like to pronounce the priestly blessing on you all:

> The Lord bless thee and keep thee:
> The Lord make his face to shine upon thee, and be gracious unto thee:
> The Lord lift up his countenance upon thee, and give thee peace. Amen.

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BIODATA OF
PROFESSOR ADEMOLA ADEKUNTE LADELE

Professor Ademola Adekunte Ladele was born in Oyo on October 13, 1956 to late Chief T.A.A. Ladele and Mrs. S.A. Ladele (nee Layanju), both native of Okeho, in Kajola Local Government Area, Oyo State. He attended Oranyan Grammar School (1968-1972) and Olivet Baptist High School (1973-1975) both in Oyo, where he obtained the West African School Certificate and Higher School Certificate respectively. He later proceeded to the University of Ife (now Obafemi Awolowo University) Ile-Ife from 1976 – 1979 where he obtained B.Sc. Agriculture [with specialization in Agricultural Extension]. He had a stint of lecturing at Oyo State College of Education, Ila-Orangun (now Osun State College of Education), before he gained admission to the University of Ibadan where he obtained M.Sc. in Agricultural Extension in 1983 and Ph.D. Agricultural Extension in 1990. He benefitted from Cocoa Board Award at the Obafemi Awolowo University and University of Ilorin Staff Development Award during his undergraduate and masters degree programmes respectively.

Professor Ladele was appointed an Assistant Lecturer with his M.Sc. degree at the University of Ilorin in 1985. He was on *prima facie* for the position of Reader before he took a Senior Lecturer appointment in the Department of Agricultural Extension and Rural Development, at the University of Ibadan in July 2000. He was promoted to Reader in 2003 and to the rank of Professor in 2006.

While in the University of Ilorin, he served his department, faculty and the university in various capacities. He was Chairman, Faculty of Agriculture's undergraduate seminar (1994 - 1997); Faculty representative on Library and Publication Committee (1994 - 1997) and an Associate Editor [Science edition] of Centrepoint—University of Ilorin multidisciplinary journal (1995 - 1997). He was the first Editor-in-Chief and Chairman, editorial board of Agrosearch—a journal of agriculture, food, and development.

In the University of Ibadan, he was Chairman, Staff Seminar Committee, 2000 – 2003; Editor, the Ibadan Extension Monograph series, 2000 – 2003; and Postgraduate Programme Coordinator, 2002 – 2003. He served the department as acting Head of Department from 2004 to 2006, when he spearheaded the movement of the Department to her permanent building; the relocation thus put an end to the department's 26years of tenancy on campus. He led the UI Radio Project Committee as Chairman (2005 - 2010) to establish Diamond FM Radio; the 1st community radio in Ibadan environ. Professor Ladele became a substantive Head of Department (2010 - 2013) when he led the department to resuscitate the outreach programme, a core activity of the Department, which was moribund for several years due to lack of fund.

Professor Ladele has successfully supervised about 40 undergraduate students' projects; 25 masters and 10 Ph.D. They are all contributing to the Nigeria project and one of them has indeed risen to the rank of professor. Ademola Kuponiyi is a Professor of Rural Sociology at Ladoke Akintola University of Technology, Ogbomoso.

Professor Ladele's areas of specialization include technology transfer, agricultural cooperatives and participatory extension; and his research interests gravitated from farmers' groups, agricultural systems and linkages to policy advocacy and corruption in agriculture. He has over 85 publications in both local and international outlets, spread amongst electronic-prints, chapters in books, learned conference/workshop proceedings, technical papers and journals; with over 50 of the publications as journal articles. He is a member of several professional bodies such as Association for International Agricultural Extension and Education [AIAEE], International Rural Sociology Association [IRSA], ExtensionAfrica and Nigerian Forum for Agricultural Advisory Services [NIFAAS]. In addition, he is a life member of Agricultural Extension Society of Nigeria [AESON]; and Rural Sociological Association of Nigeria

[RuSAN], where he served as the Editor-in-Chief of the journal of the Association (2006 to 2010) and currently the President.

As regards research and development activities, Professor Ladele is the Programme Director of Farm and Infrastructure Foundation [FIF] – an NGO promoting policy best practices in agriculture and rural development towards poverty reduction and livelihoods improvement. He is also the Chairman of Pricewell Agrext Consults Limited which is a private extension and farm management outfit promoting the transformation of smallholder farmers to agribusiness. He was a recipient of Senate Research Grants and Tertiary Education Trust Fund (TETFund) Research Project Grants. He consulted for NIGERIA-USAID/MARKETS II project and IITA AgResults Aflasafe Project both under the auspices of Pricewell Agrext Consults.

Professor Ladele has served as external examiner to the Obafemi Awolowo University (OAU), University of Ilorin, Ilorin, Federal University of Agriculture, Abeokuta (FUNAAB), University of Benin, Benin; Ladoke Akintola University of Technology (LAUTH), Ogbomoso; University of Nigeria, Nsukka and Federal University of Technology, Akure. He also served some university off Nigerian shore in external examiner capacity including University of Ghana, Legon, and Cape Coast University, Ghana; Njala University, Sierra Leone and North-West University (Mafikeng), South Africa. Professor Ladele has travelled on several scientific meetings that took him to the Netherlands, the United States of America, India, Tanzania, Kenya and South Africa.

Professor Ladele was a visiting scholar on sabbatical leave to University of Ghana, Legon and Olabisi Onabanjo University, College of Agricultural Sciences, Ayetoro, Ogun State and Bowen University, Iwo, Osun State. Professor Ademola Ladele is Christian; an ordained Assistant Pastor in the Redeemed Christian Church of God, and he is happily married with children.

NATIONAL ANTHEM

Arise, O compatriots
Nigeria's call obey
To serve our fatherland
With love and strength and faith
The labour of our heroes' past
Shall never be in vain
To serve with heart and might
One nation bound in freedom
Peace and unity

O God of creation
Direct our noble cause
Guide thou our leaders right
Help our youths the truth to know
In love and honesty to grow
And living just and true
Great lofty heights attain
To build a nation where peace
And justice shall reign

UNIVERSITY OF IBADAN ANTHEM

Unibadan, Fountainhead
Of true learning, deep and sound
Soothing spring for all who thirst
Bounds of knowledge to advance
Pledge to serve our cherished goals!
Self-reliance, unity
That our nation may with pride
Help to build a world that is truly free

Unibadan, first and best
Raise true minds for a noble cause
Social justice, equal chance
Greatness won with honest toil
Guide our people this to know
Wisdom's best to service turned
Help enshrine the right to learn
For a mind that knows is a mind that's free