

**ASSESSMENT OF THE COMMUNITY ECONOMIC DEVELOPMENT
INITIATIVES OF HAJIYA MAIRO SHEKARAU WOMEN VOCATIONAL
EDUCATION CENTRE, NASSARAWA LOCAL GOVERNMENT AREA,
KANO STATE**

FATIYYA ABDULAZIZ ABDULLAHI

SPS/14/MAD/00012

**BEING A DISSERTATION SUBMITTED TO THE DEPARTMENT OF
ADULT EDUCATION AND COMMUNITY SERVICES IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF M.ED
ADULT EDUCATION (COMMUNITY DEVELOPMENT) OF BAYERO
UNIVERSITY, KANO.**

OCTOBER, 2017

DECLARATION

I hereby declare that this work is the product of my research efforts undertaken under the supervision of Dr. Idris Wada Aujara and has not been presented anywhere for the award of degree or certificate. All sources have been duly acknowledged.

Sign

Date.....

Fatiyya Abdulaziz Abdullahi

SPS/14/MAD/00012

CERTIFICATION

This is to certify that the research work for this dissertation and the subsequent write-up by Fatiyya Abdulaziz Abdullahi, SPS/14/MAD/00012 were carried out under my supervision.

.....

Date

Dr. Idris Wada Aujara

(Supervisor)

APPROVAL

This dissertation has been read and approved as meeting the requirements for the award of Masters degree in Adult Education (M.Ed Adult Education) with specialization in Community Development by the Department of Adult Education and Community Services, Bayero University Kano.

Prof. Yusuf Gana Balami
External Examiner

Date

Dr. Usman Abba Idris
Internal Examiner

Date

Dr. Idris Wada Aujara
Supervisor

Date

Dr. Idris Wada Aujara
Departmental Postgraduate Coordinator

Date

Dr Ya'u. Haruna Usman
Postgraduate Board Representative

Date

Dr. Idris Wada Aujara
HOD/Chief Examiner

Date

Prof Muhammad Ibrahim Yakasai
Dean School of Postgraduate Studies

Date

DEDICATION

I dedicate this research work to my parents, and my entire family.

ACKNOWLEDGEMENTS

All praise is to Allah (SWT) who enables me through His infinite mercy to come to the completion of this research work, may His Peace and Blessings be upon Prophet Muhammad (SAW) and all prophets and their family members. I wish to express my sincere gratitude and appreciation to my able supervisor and Head, Department of Adult Education and Community Services, Dr. Idris Wada Aujara for his guidance support and dedication throughout the supervision of this research work.

My deepest appreciation goes to my external and internal supervisors in persons of Prof. Yusufu Gana Balami and Dr. Usman Abba Idris may Allah reward them with Jannatul Firdaus, amen. Special appreciation goes to the entire members of staff of the department of Adult Education and Community development, Bayero University Kano for their tireless support and guidance in persons of Prof. Mohammad Bello Shitu, Prof. Abba Abubakar Haladu, Dr. Bala Zakari, Dr. Ya'u Haruna Usman, Muhammad Sani Bala Hassan, Dr. Ashiru Muhammad Sharada, Dr. Garba Muhammad Tofa, Dr. Gali Saidu, Dr. Babangida Ladan, Dr, Auwal Halilu. May Allah grant them Jannatul Firdau. I thank them all for the splendid encouragement I received.

I also wish to express my profound gratitude to Dr. Usman A. Idris for his guidance, advice and support. I must acknowledge all my lecturers for teaching me academic and moral behavior for completion and success of this work Allah (SAW) reward them all Ameen. Words will not be enough to show my deepest, sincere gratitude and thanks to my Husband Abba Isma'il Albasu for his tireless efforts and endless support throughout this work and beyond.

I am also grateful to my parents Alhaji Abdul-aziz Abdullahi, Hajiya Khadija Ibrahim for their support and advice throughout this work and in my life in general. I am also grateful to Head of Hajiya Mairo Shekarau women vocational education centre, Hajiya Zahra'u Wada Ali.

Lastly I am deeply indebted to all the respondents to my questionnaires whose sense of concern made it possible for me to collect the required data.

LIST OF TABLES AND FIGURES

	PAGE
Table 3.1 Showing the Population Distribution	32
Table 4.1.1 Analysis of Demographic Data of Beneficiaries	36
Table 4.1.1 Demographic Data of Facilitators	38
Table 4.1.2 Methods Utilized in the Delivery of Community Economic Development Initiatives	39
Table 4.1.3 Contents of Community Economic Development Initiatives.....	41
Table 4.1.4 Impacts of Community Economic Development Initiatives.....	43
Table 4.1.5 Problems or obstacles of Community Economic Development Initiatives.....	44

ABBREVIATIONS AND ACRONYMS

B.ED: Bachelor of Education

CED: Community Economic Development

CEDIBQ: Community Economic Development Initiative Beneficiary's Questionnaire.

CCI: Community Change Initiatives

DWS: Disable Work Scheme.

ITF: Industrial Training Fund.

M.ED: Masters in Education

MTI: Metallurgical Training Institute.

NABTEB: National Business and Technical Education Board.

NBC: National Business Certificate

NBTE: National Board for Technical Education.

NCE: National Certificate of Education

NERDC: National Educational Research and Development Council.

NPE: National Policy on Education

NTC: National Technical Certificate

NDE: National Directorate of Employment.

NOAS: National Open Apprentice Scheme.

PPMC: Pearson Product Moment Correlation

PRP: People's Redemption Party

PTI: Petroleum Training Institute

SWS: School on Wheel Scheme

TTTP: Technical Teacher Training Programme.

USAID: United States Agency for International Development

VTE: Vocational and Technical Education

WWS: Waste to Wealth Scheme

Table of Contents

Title	i
Declaration	ii
Certification	iii
Approval	iv
Dedication	v
Acknowledgement	vi
List of table	vii
Abbreviation and acronyms	viii
Table of contents	ix
Abstract	xii

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study	1
1.2 Statement of the Problems	5
1.3 Objectives of the Study	5
1.4 Research Questions	6
1.5 Significance of the Study	6
1.6 Scope and Delimitation of the study	7
1.7 Operational Definition of Terms	8

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Community Development versus Economic development	9
2.2 Women Empowerment	13
2.3 Vocational Education	13
2.3.1 Scope of Vocational Education	15

2.3.2 Methods of Vocational Education	16
2.3.3 Principles of Vocational Education	16
2.4 Vocational Education in Pre-colonial Nigeria	18
2.5 Vocational Technical Education in Nigeria after Independence	20
2.6 The Impact of Community Economic Development Initiatives	23
2.7 Challenges of Community Economic Development Initiative	24
2.8 An Overview of Hajiya Mairo Shekarau Women Vocational Education Centre	27
2.9 Summary of Literature Review and Uniqueness of the Study	28

CHAPTER THREE: METHODOLOGY

3.1 Research Design	29
3.2 Population and Sample for the study	30
3.2.2 Sample Size	30
3.2.3 Sampling Techniques	30
3.3 Research Instruments	31
3.3.1 Community Economic Development Initiatives Beneficiaries' Questionnaire (CEDIBQ).	31
3.3. Community Economic Development Initiatives Facilitators Questionnaire (CEDIFQ)	32
3.4 Validity of the Instruments	32
3.4.1 Validation of the instruments	32
3.4.2 Reliability of the instruments	32
3.5 Procedure for Data Collection	33
3.6 Methods of Data Analysis	33

CHAPTER FOUR: DATA ANALYSIS RESULTS AND DISCUSSION

4.1 Data Analysis	34
4.1.1 (a) Analysis of Demographic Data of Beneficiaries	34
4.1.1 (b) Demographic Data of Facilitators	36
Research Question One	37
Research Question Two	38
Research Question Three	40
Research Question Four	42
4.2 Summary of Findings	44
4.3 Discussion of Findings	45

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary	48
5.2 Conclusion	49
5.3 Recommendations	49
5.4 Recommendations for Further Studies	50
References	51
Appendix I Community Economic Development Initiative Beneficiaries Questionnaire	54
Appendix II Community Economic Development Initiative facilitators Questionnaire	58
Appendix III Table For Determining Sample Size From A Given Population	61

ABSTRACT

The study is an Assessment of the Community Economic Development Initiatives of Hajiya Mairo Shekarau Women Vocational Education Centre, Nassarawa Local Government Area, Kano state. The objectives of the study were to: determine the method utilize in the delivering of the community economic development initiative provided to participant in Hajia Mario Shekarau women vocational education center, the content of community economic development initiative programmes provided to participant in Hajia Mairo Shekarau women vocational education center, the impact of the community economic development initiative programme of Hajia Mairo Shekarau women vocational education center on socio-economic development of the participants and the challenges facing Hajia Mairo Shekarau Women Vocational Education Center in the delivering of the community economic development programme. The study adopted descriptive survey research design. The population for the study was 728 facilitators and beneficiaries of the Centre. A sample of 272 subjects were selected through simple random sampling technique. The research instruments consist of two questionnaires designed for collecting the data, and the data were analyzed using frequency counts and percentages. The findings revealed among others that the contents of the community economic development initiatives programmes provided to the beneficiaries in Hajiya Mairo Shekarau women vocational education centre includes Tailoring, Knitting, soap, tie and dye, and embroidery, the impact of the community economic development initiative programmes on socio-economic status of the beneficiaries included acquiring knowledge, attitudes and skills, gaining self employment, general improvement of home conditions, income generation, and standard of living and the challenges facing Hajiya Mairo Shekarau women vocational education centre in the delivery of its services included inadequacy of teaching facilities, lack of adequate relevant learning materials, paucity of funds and resources, lack of qualified facilitators, and sometimes attitudes of the facilitators towards learners and attitudes of the learners towards facilitators. The study recommended among others the use of group contact and demonstration techniques of delivery at the centre, adequate supply of industrial facilities and materials in the centre and building of more structures for the programme so as to meet the objectives of the beneficiaries and that government should provide funds to support community economic development initiatives programmes in the state.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Community Economic Development is fundamentally rooted in community. For community economic Development to happen, local people have to take the initiative, get involved, and learn to work together. Community economic development required active involvement of all concerned. It also demand partnership/collaboration for it to be successful. Diversification of the local economy is often an important goal of communities starting to do community economic development. This means that women has to be engage in several vocational training instead of relying on white collar jobs. Community Economic Development is not just economic development, but is about building communities by meeting the social needs of the community in order to gain economic benefits Community economic development initiative programmes helps to prepared women to be self employed and self reliance. Full community and national development cannot be achieved without women participation.

Education is the most valuable treasure any nation can give to its citizens. Functional education, which is geared towards the acquisition of knowledge and information as well as relevant competencies (skills, attitudes, aptitudes) should therefore transcend the mere literacy (ability to read and write) and numeracy. It should incorporate ability to “do” and “apply”, that is, it should equip the learners with some form of technical know-how, skills and competencies, otherwise known as vocational education.

Vocational education has been in existence in Nigeria long before the advent of the white men. The white men came to Nigeria and found the inhabitants of the colonies fully engaged in such vocations as farming, fishing, weaving, hunting, carving, barbing, and blacksmithing. Nigeria

scholars in the informal arena have devised means of importing this stock of knowledge to the young ones through the system of apprenticeship training and education.

In Nigeria, vocational education has been made an integral component of the National Policy on Education (NPE). According to the National Policy on Education (1998), the goals of vocational education shall be to:

1. Provide trained manpower in the applied sciences technology and business particularly at craft, advanced craft and technical levels.
2. Provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development
3. Give training and impart the necessary skills to individual who shall be self-reliant economically.

Pursuant to these objectives, item 43 of the NPE, 1998 prescribes that training in artisan is obtainable in vocational centers. Emphasis in such centers shall be placed on the crafts and cottage industries within the locality. The products of these centers shall be encouraged to take the National Technical Certificate (NTC) and National Business Certificate (NBC) examination (NPE, 1998).

In Kano state, the People's Redemption Party (PRP) Government of Alhaji Abubakar Rimi established the Kano State Agency for Mass Education as a result of the legislative edict No. 5 of 1981. The objectives of the agency among others include:

- a. To serve as an instrument for the eradication of illiteracy among adults, dropout youths and as a sources of enlightenment among people in the state and for the provision of facilities for continuing education.

- b. To develop in adults and youths the ability to use skills acquired to enhance their knowledge and understanding of their social and physical environment in order to improve their mode of living and their state of wellbeing.
- c. To prepare the adults and youths in promotion of such activities which the agency may deem purposeful and constructive in terms of overall development of the state and the nation.
- d. To develop in adults and youths alike, attitudes and commitment towards active participation in the transformation of their immediate locality and the nation at large.
- e. To serve as localized resources with training facilities in artisan craft, such as carpentry, plumbing, building, motor mechanic, electric fittings, photography, sewing, weaving, and cookery etc.

The government of Mallam Ibrahim Shakarau observed that some of the women living around the Giginyu quarters are not literate, have no skills that will make them self reliance and have no attitude of participating in their community. So the then government of Malam Ibrahim Shakarau established the center in order to eradicate illiteracy among the women, developed the women the ability to use skills acquired to enhance their knowledge and understanding of their social and physical environment and also to develop the women attitude to be active participant in their communities.

Pursuant to the above stated objectives, the agency established 50 women vocational education centers in all Local Governments Areas of Kano State. Hajiya Mairo Shekarau Women Vocational Education training center is the latest center established in Giginyu quarters, Nassarawa Local Government Area by the government of Malam Ibrahim Shekarau. The main objectives of the center are:

1. To teach women the ability to read, write and engage in simple arithmetic.
2. To serve as center for skills acquisition and vocational education training.
3. To empower women educationally and economically for self-reliance.
4. To train women to be good house wives.
5. To inculcate functional literacy.
6. To help dropout women to continue and further their education.

The center has two sections which are Literacy and Vocational sections. The subjects taught in school includes mathematics, English, civic educations, biology, government, IRK, economics, catering crafts and Hausa language.

It should be noted that in Nigeria poverty has been known to prevailed mostly among women. This is why community economic development initiative are known to focus predominantly on women. In most functional literacy training centres, women are laugh on various trades and skills with which they can engage trades, occupation and entrepreneurship activities as a means of empowering them economically. The vocational education section provides training in arts, craft and vocational apprenticeship activities such as tailoring, fashion and design, soap making, morning fresh/ car wash, bed sheet, baby set, shoes and bags, bead making, knitting and shampoo etc.

In Kano state, some vocations are specifically for men like plumbing, barbing, carpentry, welding, shoe shiner, black smiting, building etc, while some are specially for women like sewing, knitting, bead making, pomade, air freshener, car wash, dying, hair setting, turaren wuta, henna, soap making, curry, bed sheet etc.

This study is therefore initiated in order to assess community economic development initiatives of Hajiya Mairo Shekarau Women Vocational Education Center on the lives of women patronizing or who have enrolled and studied in the center.

1.2 Statement of the Problem

Women need to be empowered through education as their male counterparts in order to contribute their quota towards the development of their society. Chaband (1974) asserted that ‘if you educate a woman you educate a nation’. It therefore goes to explain that if women are trained in usable skills the nation will be empowered at large. This is because women transmit knowledge to children and to the present and future generation as whole. Moreover, in our society today, it appears that there is a wide gap or inequality between gender in many aspects of development such as in education, welfare services, governmental appointments, elective positions, and so on. To reduce this seeming imbalance, women should be empowered through various Community Economic Development Programmes so as to improve the quantum and quality of contributions they make in the development of the society. It is in line with this that Kano State Agency for Mass Education established Hajiya Mairo Shekarau Women Vocational Education Center. This study is therefore initiated to assess the Community Economic Development Initiatives of the center from its establishment to date.

1.3 Objectives of the study

The study was guided by the following objectives:

- i. To determine the methods used in the delivery of Community Economic Development Programmes provided to participants in Hajiya Mairo Shekarau Women Vocational Education Center.

- ii. To determine the content of Community Economic Development initiative programmes provided to participants in Hajiya Mairo Shekarau Women Vocational Education Center.
- iii. To determine the impact of Community Economic Development initiatives of the Hajiya Mairo Shekarau Women Vocational Education Center on socio-economic development of the participants.
- iv. To determine the challenges facing Hajiya Mairo Shekarau Women Vocational Education Center in the delivery of community economic development initiative programme.

1.4 Research Questions

The following research questions were answered in the study

- i. What are the methods used in the delivery of the community economic development initiative programme provided to participants in Hajiya Mairo Shekarau Women Vocational Education Center?
- ii. What are the contents of the Community Economic Development Programme provided to participants in Hajiya Mairo Shekarau Women Vocational Education Center?
- iii. What is the impact of the Community Economic Development Initiative on the socio-economic development of the participants in Hajiya Mairo Shekarau Women Vocational Education Center.?
- iv. What are the challenges facing Hajiya Mairo Shekarau Women Vocational Education Center in the delivery of the Community Economic Development Programmes?

1.5 Significance of the Study

This is a study on assessment of the Community Economic Development Initiative of Hajiya Mairo Shekarau Women Vocational Education Center, Giginyu, Kano. It will be significant to the leadership of the Center who will realize the impact they are making on the host community

and beyond. The study will also be significant to the Agency for Mass Education who are the sponsors of the Center. Findings of the study will show the progress being made by the Center and the challenges facing the Center.

The findings of this study will also serve as a guide to change agents, adult education facilitators and government parastatal in term of designing issues related to women vocational skills and women empowerment. Also the findings of this research is to bring about the awareness of our local existing vocations and find out their vital role played towards the improvement of economic roles among women. Also to find out the impact that Community Economic Development Initiatives has on women economic empowerment in Nassarawa local government, Hajiya Mairo Shekarau Women Vocational Education Center.

Finally this study is significant as it will benefit future scholars and researchers as a data base and a reference material.

1.6 Scope and Delimitation of the study

The study would comprise all participants of Hajiya Mairo Shekarau Women Vocational Education Center towards economic empowerment in Nassarawa local government area of Kano state. This study is delimited from other participants of other vocational education training center.

In addition the study would cover the method, contents, impact and challenges of the Community Economic Development Initiative Programmes of the Hajiya Mairo Shekarau Women Vocational Education Center.

1.7 Operational Definition of Terms

The following terms are defined in the context of their usage in this study:

Community Economic Development: This means the empowerment of women with occupational skills and abilities which leads to the promotion of their economic potentials.

Community Economic Development Initiatives: This refers to the programmes (knitting, tailoring, soap making and tie and dye and activities that leads to the empowerment of community members with occupational skills and abilities which leads to the promotion of economic potentials of the people

Participants in Hajiya Mairo Shekarau Women Vocational Education Center: This refers to the beneficiaries of the activities of Hajiya Mairo Shekarau Women Vocational Education Center.

Socio-Economic Development: This means the betterment of the household lives, occupations, general living conditions, income earning, and literacy level of the participants of Hajiya Mairo Shekarau Women Vocational Education Center

Vocational Education: Refers to practical skills acquisitions which enable an individual to be more productive.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 This chapter review the related literature related to the topic of the study, under the following headings:

2.1 Community Development versus Economic development

2.2 Women Empowerment

2.3 Vocational Education

2.3.1 Scope of Vocational Education

2.3.2 Methods of Vocational Education

2.3.3 Principles of Vocational Education

2.4 Vocational Education in Pre-colonial Nigeria

2.5 Vocational Technical Education in Nigeria after Independence

2.6 The Impact of Community Economic Development Initiatives

2.7 Challenges of Community Economic Development Initiative

2.8 An Overview of Hajiya Mairo Shekarau Women Vocational Education Centre

2.9 Summary of Literature Review and Uniqueness of the Study

2.1 Community Development versus Economic Development

Economic development is a process that influences growth and restructuring of an economy to enhance the economic well-being of a community (International Economic Development Council, 1992). Regardless of the definition used, economic development is often associated with two objectives:

(1) creation of jobs and wealth and

(2) Improvement of quality of life (International Economic Development Council, 1992).

The first objective typically leads to the second, but, generally, the focus is on the business aspects of communities. So the difference between community and economic development boils down to one approach (community development) focusing on broader community issues including but broader than jobs and businesses, while the other approach (economic development) focuses mostly on jobs and businesses. Both are processes taking place in a community or region.

Community and economic development are intertwined. It is important to distinguish them theoretically, but, in reality, they depend on one another to make a community sustainable. In other words, CED allows residents to mobilize and build assets to improve their quality of life in a sustainable way. If too much effort is placed on either at the expense of the other, the community will struggle and will not be sustainable. In this particular context, sustainability refers to engaging in practices that result in availability of resources, services, and quality of life for future generations.

CED is a complex process. Multiple moving parts and players are involved, and it may take years to bear fruit. However, with committed leaders and a clear vision of where the community wants and needs to be, CED can move communities forward in a comprehensive way. Community challenges and opportunities emerge together; it is up to the community to decide if it will focus on the challenges or on the opportunities.

CED is a process that allows a community to focus on both but, more importantly, to adapt to challenges and opportunities.

According to Swaack, M. 1992), Economic development Process that influences growth to enhance well-being Community economic development (CED) Process that allows residents to mobilize and build assets to improve their quality of life in a sustainable way.

A main operating assumption of Community Change Initiatives (CCIs) is that communities in general and community-based organizations in particular, can improve economic opportunities and outcomes in their communities through community economic development. It is hoped that by stimulating business activity in the local neighborhood, community economic development programs can enhance the quality of economic life by:

- a. Expanding access to capital and stimulating asset accumulation;
- b. Increasing local access to consumer goods and services;
- c. Expanding the local entrepreneurial base;
- d. Expanding local employment opportunities;
- e. Giving neighborhoods more control over ownership of local resources; and
- f. Connecting residents and businesses to the regional economy.

It is also assumed that, if operated at sufficient scale, community economic development projects might have considerable potential to help jump-start neighborhood revitalization. It should be stressed, nevertheless, that the challenges can be daunting and failure among specific projects is not uncommon. A principal difficulty is that the local neighborhood is not a self-contained economic unit, but part of and profoundly affected by larger markets and higher levels of economic activity and decision making. Moreover, community-level efforts may stimulate a greater number of healthy businesses or additional employment opportunities for local residents without affecting a neighborhood's overall economic condition. This can happen, in part, because the broad economic trends and governmental policies that were instrumental in creating the conditions that led to isolated neighborhoods of persistent poverty continue to have a major impact. As Otis Johnson, former Executive Director of the Chatham-Savannah Youth Futures Authority, notes: "it has been difficult for community-building initiatives to establish guideposts

for planning around economic revitalization because it is the realm in which poor communities have the least control over what happens.” All this suggests that even though community residents and organizations are necessary for community economic development, they are not sufficient to bring about the changes needed to reduce community poverty and inequality. What is especially significant about community economic development as an approach is not just that it focuses on economic development in a specific neighborhood, but also that it focuses on the process of community building. The “community” aspect of community economic development has three important dimensions. First, it is assumed that the community will play an active role in the economic development process and gain access, participation, and ownership of the economic activities in the locality. Second, it is argued that community development strategies and community-building activities can contribute to sustained economic development (and vice versa). Third, the field looks for outcomes relating to community building and community development in addition to economic outcomes. In this sense, community is treated as both an input and an output in community economic development. From an economic perspective, the primary purpose of community economic development is stimulating local job creation and aggregate business activity. Increasing the quantity and quality of jobs available in the neighborhood and ensuring that local residents are hired are also common objectives, as are altering the mix of businesses in the community so residents can have greater access to basic consumer goods and services. Increasing the access, participation, and ownership of community residents in the economic activities of the locality is another common objective.⁷ Some community economic development initiatives focus on developing internal community resources by stimulating entrepreneurship, reducing barriers to credit, and providing technical support and assistance to firms and businesses. Others focus on attracting outside investments and

metropolitan businesses to the local economy. Efforts to stimulate business activity in the neighborhood might also produce other beneficial community effects, such as:

- a. Improvements in the general appearance and physical infrastructure of the community
- b. Strengthened institutional capacity
- c. Development of community leaders and role models
- d. Increased community pride

2.2 Women Empowerment

Any developing country that wants to shake off its syndrome of poverty, insecurity, unemployment, underdevelopments and other social ills must accept that Community Economic Development Programmes is vehicle for such realization.

Community Economic Development activities creates an opportunity for most women to be better Women, when women are trained on certain vocational skills it helps to reduce the dependency among women. Community Economic Development helps the women to become good in terms of business like making shampoo, knitting, shoes, bags, Turaren Wuta etc. It also help to develop right attitude to among people, it reduces poverty among people by providing people with some forms of vocational skills that would help them to earn something for a living. Community Economic Development helps women to be socialized through interaction with different women at the training center, it also help to make people more productive, independent, self-confident, and self-reliance.

2.3 Vocational Education

Vocational education as an aspect of education involves giving systematic instructions to recipients to acquire knowledge, information and capabilities in specific skilled areas (Mafe

2010). Dike (2009) opined that vocational education is a practical instruction that give learners specific occupational skills. Vocation education refers to skilled training one undergoes for specific career one training that provides practical experience in particular on occupational field (NOUN, 2009). Accountant to Venkatiah (2002) is that Vocation education is the type of education given to persons for productive purpose or for people to be able to engage in useful productive work. Also the National Policy on Education (2004) defines technical and vocational education as a comprehensive term referring to those aspects of the education process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sects of economic and social life. Vocational education gives individuals the skills to live, learn and work as a productive citizen in a transformed society.

Therefore vocational education as discussed here is that type of education which seeks to impart usable skills and competences to persons for the purpose of engaging in trades and occupations such as electronic works, carpentry, apprenticeship, welding, artisan, craftsmanship and so on for the purpose of making an individual useful to himself and his community.

The concept of vocational education aims at equipping individuals to use their heads and hands in order to survive in a world that is essentially work oriented words such as vocation, job, work, occupation, profession, career, education, vocational training, prevocational training, vocational education e.t.c need to be thoroughly understood in order to appreciate the various forms of vocational education.

The philosophy of technical and vocational education in Nigeria hangs mainly on the above-stated philosophy of education this implies that any programme that will qualify as

“education” in Nigeria should not just offer “certificates” but must be work oriented. This will go a long way in solving under employment /Un-employment and the attendant problems.

It will also empower the graduates to become relevant producers of good and services as well as become sensible consumers of goods and services. The philosophy of technical and vocational education is basically to enhance human dignity and enthrone work and labour develop enough saleable and employable skills, competencies, attitudes as well as knowledge for reliance and comfortable living. The Nigerian dream of building a truly egalitarian society can only be achieved through the effective use of technical and vocational education.

2.3.1 Scope of Vocational Education

A good vocational education skill helps to prepare individual for self-employment and avail themselves the opportunity to set their own enterprises and eventually employ others. The National Policy on Education (2004) outlines vocational education programmes as follows:

1. Mechanical trades
2. Computer craft practice
3. Electrical engineering trade
4. Building trades
5. Wood tracks
6. Hospitality
7. Textile trades
8. Printing trades
9. Beauty culture trade
10. Business trade

Danko (2006) outlines some types of trade occupation and enterprise, though there are numerous trade under vocational and technical education programmes, which cannot be limited to the under mentioned.

- a) Agriculture trade
- b) Business trade
- c) Fine arts (painting and drawing)
- d) Home economic trades
- e) Poultry

The type of vocational education available under each category can be chosen by individual based on the interest and purpose of the learning.

2.3.2 Methods of Vocational Education

The major methods of providing learning experiences in vocational education would include individual contact, group and mass media. Usually women vocational education is nine months programme with minimum of twenty five participants in a class on the following trades tailoring /fashion design, pomade / soap making weaving, Knitting, bed sheet, baby set, air freshener, car wash and so on. They are using the spacemen log book and instructional materials. Evaluation of trade test and certificate is awarded.

2.3.3 Principles of Vocational Education.

Presser in 1940 developed what is considered the sixteen most important principles of vocational education these principles have had substantial influence on the administration of national education, globally but particularly in the United State of America the principles developed by presser are still as useful as they were first developed.

The principles quoted below are worthy of serious consideration in the administration of vocational education.

- i) Vocational education will be effective in proportion as it trains the individual directly and specifically in the thinking habits and the imaginative habits required in the occupation itself.
- ii) Vocational education will be effective in proportion as it enables each individual to capitalize his or her interest, aptitude and intrinsic intelligence to the longest possible degrees.
- iii) Effective vocational education for any profession can only be given to the selected group of individuals, who needs it, want it and are able to project by it.
- iv) Vocational training will be effective in proportion as the specific training experience for forming right habits of doing work are those of the finished skills necessary for gainful employment.
- v) Vocational education will be effective as the instructor has had successful experience in the application of skills and knowledge to the operations and processes of the under takes to teach.
- vi) The only reliable source of content for specific training in an occupation is in the experience of masters of the occupation.
- vii) Vocational education will be socially efficient in proportions as in its methods of instruction and its personal relations with learners.
- viii) The administration of vocational education will be efficient in proportion as it is elastic and fluid rather than rigid and standardize.

2.4 Vocational Education in Pre-Colonial Nigeria

This refers to vocational education before the arrival of the missionaries into Nigeria. During this era, vocational education had cultural inclinations and undertones. It was more of traditional vocational education. According to Ali (2000), before the introduction of formal, western education in Nigeria, at about 1892, different ethnic groups were already “training” young men and women in various occupations, trades as well as production of different material and services such as, brewing building, carving, spinning, fishing, hair-dressing, pottery, mining, herbalism, agriculture, black-smiting and so on this was done at family and sometimes community levels. Appropriate character training and disposition were also taught. This was the era traditional vocational education. At this time, certain skills, trades or vocations were traceable to or said to “run” in particular families, ethnic groups, villages and so on. Each tried to be perfect in and jealously guard the skills or occupations for which they were known.

During the era of traditional vocational education people generally engaged in vocations such as various types of farming (poultry, snail, livestock and so on) fishing, hunting, carving, carpentry, sculpturing, mat-making, dyeing, hair plaiting, barbing, traditional medicine, trading and so on. During this period, skills, knowledge, competences and attitudes were inculcated in the youths in two major ways:

- a) Informal methods
- b) Non- formal methods

a) Informal Traditional Vocational Education: Here the teaching team comprised of parents senior siblings and relatives. It appears that some children unconsciously acquired special vocational skills by just being part of specific families or villages while other children also unconsciously acquired relevant vocational skills in their families such as housekeeping, hair-plaiting, baby-care, cooking, vegetable farming, trading and

so on, for the girls, or hunting, fishing, livestock-keeping, barbing, traditional medicine, goldsmithing e.t.c for the boys. at the time it was almost mandatory that all children born into a family should learn their father's crafts (for the male children), or mother's vocation (for the female children) young men and women were thus identified and traced to specific lineages as a result of the type of craft or vocation they practiced.

b) Non-Formal Methods:- According to Evans (1981) quoted in Ekpenyong (2005), in non-formal (out of school) education, there is a conscious effort on the part of both the source of information (e.g.) parents, relatives or master crafts men) and the learners to promote learning. This was mainly achieved through the apprenticeship system.

Apprenticeship:- This refers to a system where by youths usually from the age of 12 were sent or bonded or apprenticed to relatives, family, friends or master craftsmen or women to learn or special vocation or trade for a given period of time. the duration of training varied from trade to trade. During the training period, the apprentice usually lived with and served the master's or mistress's household while the latter provided him with shelter, food, clothing, religions, civic as well as moral training along with the specified vocational training.

The apprenticeship system could be informal, less formal or formal. During the pre-colonial era, the informal method was mostly practiced at that time, and the apprenticeship system was more like an institution guarded by customs, traditions and sometimes rituals. After the specified period of time, the apprentice would be set free with a kind of ceremony as well as basic requirements or materials for starting off on his own.

Generally, the teaching method during the era of traditional vocational training included direct instructions, demonstrations, and question asking among others. While the learners had to listen, observe, respond to and ask questions, as well as engage in practical's at appropriate time.

The formal method of apprenticeship is still practiced today though it is not as dominant or popular as it used to be.

It is important to mention that during this time, the Birom people of plateau state and their counterparts at Awka in Anambra state were famous in blacksmithing, the “Benis” were famous in bronze and ivory carving, Abia state and environs were famous in “Akwete” weaving, Bida people were famous barbers, and so on some of these crafts are still traceable to these respective communities till date. It is equally pertinent to state that during that era, the society really appreciated and valued the dignity of labour. Vocational training then was highly relevant to societal needs, goals and values. Oranu (1995) quoted in Ille, Asoeqwu and Chukwugbo (2005) asserted that before the advent of the white man in Nigeria, labour and hard work were glorious and highly esteemed. However, the white-collar jobs of the white men gradually but systematically paved the way for the erosion of the dignity of labour. It appears that gradually, the functional and valuable traditional vocational training that our fore fathers worked so hard to establish was relegated to the background, as it was referred to as “blue collar” job and considered inferior to “white collar” jobs that merely involved the use of “pen and paper”.

2.5 Vocational Technical Education in Nigeria after Independence

By October 1960, when Nigeria gained her independence, it was obvious that the so-called education we inherited from the British government was not adequate to the societal and economic needs of Nigeria. It was clear that the inherited British literacy curriculum would not meet the educational and economic challenges of the emerging Nigerian nation. Consequently, vocational education began to receive the attention in the proposed national curriculum through the 1969 national curriculum conference the Ashby commission was a major landmark in the development vocational education in Nigeria. To closely study how the Ashby report affected

them, the three regions resolved to do so by setting up regional commissions or committees as follows:

- (a) The Dike committee for the eastern region
- (b) The Banjo commission for the western region
- (c) The Oldman commission for the Northern region

The reports of the various committees in their respective regions this is because the reports attracted financial aids from the United States agency for international development (USAID) that was used for the establishment of vocational technical institutions in the three regions respectively. The reports also re-echoed the need to replace the “grammar” and “high” school with “comprehensive” schools because the latter would offer a broader curriculum comprising both general and vocational subjects such as science, Agriculture technical studies, business studies and so on this was implemented with the assistance of USAID.

A panel on comparative technical education which published its reports in 1966 recommended the need for a national plan for vocational and technical education in Nigerian. Its recommendations made the National Educational Research and Development Council (NERDC) to recognize and sponsor a critical curriculum in 1969, as earlier indicated .This was followed by a seminar in 1973 which culminated in the formulation of the National Policy on Education in 1977 (revised in 1981, 1998 and 2004respectively).This blue print on education in Nigeria gave due attention to the issue of vocational education. The seminar, in addition to other achievements, led to the establishment of the National Board for Technical Education (NBTE) in 1976.It is pertinent to point out that in the 1960s, vocational education was primarily in the hands of voluntary and private individuals and agencies. However, in the 1970s, government’s participation in the establishment of vocational technical institutions was on the increase.

Government's achievements towards the development of vocational education in Nigeria after independence included the following:

- Establishment of a specialized ministry –The federal ministry of science and technology.
- Introduction of departments of vocational technical education in some universities
- Establishment of some universities of technology, agriculture and so on.
- Establishment of technical colleges, polytechnics and colleges of education (Technical)
- Establishment of monotechnics such as petroleum Training Institute (PTI) Metallurgical Training institute (MTI) and so on.
- The Technical Teacher Training programmer (TTTP)
- the industrial training fund (ITF) 1973
- The National Directorate of Employment (NDE)1987.
- The National open Apprentice Scheme (NOAS)
- The school on wheel Scheme (SWS)
- The waste to wealth scheme (WWS)
- The Disable work Scheme (DWS)
- The National Business and Technical Education Board (NABTEB).

Till date effort are still being made (though more in principle than in practice) to give vocational education its pride of place in the country's educational system. Most of these efforts do not meet with full implementation, funding and adequate monitoring. However, there is a ray of hope for vocational education as a result of its functionality and relevance to any nation, particularly Nigeria.

2.6 The Impact of Community Economic Development Initiatives

Any developing country that wants to shake off poverty, insecurity, unemployment underdevelopment and other social ills must accept that vocation educational is the vehicle for such realization. It is one aspect of education that is vital to the entire education system and national transformation. Functional vocation education as pointed by Manza (2010) will empower the people with technical skills needed for self-reliance and therefore in effect reduce poverty. helplessness, despair, unemployment, endemic conflict and other social ills militating against national security and transformation.

The concept of empowerment has different meanings depending on the socio-economic, political and cultural context in which it is presented. According to Schaller (1986) empowerment is defined as “the capacity to mobilize resources to produce beneficial social change”. Whitmore (1988) defines empowerment as “an interactive process through which people experience personal and social change, enabling them to take action to achieve influence over the organizations and institutions which affect their lives and the communities in which they live”.

As young, empowerment is a complete change of a processes and structures responsible for women’s inferior status in the society. Empowerment is a process of awareness and capacity building leading to greater participation, and to greater decision-making power and control and to transformative action.

According to Kate young (1993) women empowerment enables women to take control of their own lives, set their own agenda, organize to help each other and make demands on the state for support and the change. Women Empowerment is essentially a buttom-up process rather than something that can be formulated as a top –down strategy. Understanding empowerment this

way means that development agencies cannot claim to empower women-women must empower themselves. Women empowerment brings economic and social benefits for entire population's. Evidence from several countries shows that when women control more of the house hold income, either through their own earning or cash transfers, the family's spending habits change in a way that benefits children. Development and well-being also flourish when women are Empowered women. Empowerment reduces poverty and spurs development, gender equality is a cornerstone of development when women and men are equal in a society, poverty is reduced, economic flourish and the health of children improves.

2.7 Challenges of Community Economic Development Initiatives.

Generally, problems refer to constraints, difficulties, challenges, hindrances or obstacles. The problems of vocational education therefore refer to those factors or issues that affect the rapid development of technical and vocational education in Nigeria. The Problems include the following:

1. Wrong Perception of Vocational Education

The general Nigeria public tends to give wrongly perception to vocational education some seem to think of it as education for under achievers, unintelligent people, school dropout and the less --privilege. It has also been wrongly perceived as a "dirty" kind of education due to its practical Nature. These wrong perceptions are traceable to colonial days and lead to the next problem. Okeke (1995).

2. Societal Stigma.

As can be seen from the points above vocational education has for some time now seem to have received negative stigma .For instance parent would rather have their wards and children

study more “prestigious” and “glamorous” courses such as medicine ,law and engineering. Than to learn vocational education.

3. Lack of Vocational Guidance and Counseling

Lack of adequate vocational guidance has made it difficult to correct wrong perceptions pupils have about vocational education to be removed at the right time, remove the consequent societal stigma. There is therefore story need to mount vocational guidance and counseling programmers for the public and in various academic institutions for appropriate enlightenment on the subject.

4. Financial Constraints

Evans (1981) observed that, Technical and vocational education is a capital intensive discipline adequate amount of funds must be made available for its execution adequately meet the cost of personal, demonstration farms, studies building, equipment and laboratories etc.

5. Lack of Physical Resources.

These include basic infrastructure, such as buildings, laboratories work hopes and studios .most schools that offer vocational education courses are not provided with enough appropriate equipment and materials for training.

6. Lack of Power Supply: In some parts of the country, Effective vocational education is hindered by lack of or inadequate power supply to run the necessary equipment and machines. Moreover, sometimes the necessary spare parts for servicing and repairing the equipment are not readily available. Lack of water supply can equally pose a problem in some technical institutions.

7. Lack of Indigenous Textbooks:- Dike (2008) From observation the quality and quantity of indigenous textbooks in vocational education courses are rather poor. The said text books do not have accompanying workbooks to facilitate practical work-some of the books are sub-standard and poorly written, foreign textbooks are very scarce and even when they are available, they are not only expensive but not very relevant to the Nigerian situation.

8. Lack of Effective Entrepreneurship Education

Entrepreneurship education aims at equipping students with occupational skills, sharp business acumen and ingenuity to enable them create employment for themselves and others, it should therefore be an integral part of effective vocational education. It is not enough to just include “Entrepreneurship” as a course for vocational education students. The course content and method of delivery should have a practical orientation to make the programme really beneficial to students.

9. Administrative and Curriculum Problems

According to Ali (2000) Vocational education curricula most cases have been criticized as being either too academic, certificate –crazy or theory based with very little proportion of the content given to practice or field works. This explain why modern TVE curricula emphasize at least 70 % practical and 30 % theory at the lower level

10. Non-Involvement:- Of vocational educational practitioners in Policy Making and Planning When practitioners who are actually the implementers of VTE programmes are excluded at the policy and planning stage, it becomes rather difficult to get them totally committed to its successful implementation.

2.8 An Overview of Hajiya Mairo Shekarau Women Vocational Education Center

Education is the most valuable treasure any nation can give to its citizen's functional education should be geared towards the acquisition of knowledge and information as well as relevant competencies (skills, attitudes, aptitudes e.t.c). Effective education therefore should go beyond mere literacy –ability to read and write it should incorporate ability to “do” and “apply” that is it should equip the learners with some form of vocational skills.

A good vocational education helps to prepare women to venture in to self-employment, self-sustainable and economic activities so as to avail themselves with the opportunity to set their own enterprises, trades and occupations and eventually help employing others into their trades. The government realizes that full community and national development cannot be achieved without women participation there is a saying that goes on when a woman is educated, you educate the whole nation is educated this saying goes to explain that the future of any society lies in the hands of its women who bring-up and nurture the upcoming generations, therefore, to neglect will bring uneven national development, because no community can fully develop without the women cooperation and effective participation

Basically education is one of the most important means of empowering women with knowledge, skills and self confidence necessary to participate fully in the development process. As a result, Hajiya Mairo Shekarau women vocational education centre was established in order to reduce the level of illiteracy among the women in the area, provide them with some form of vocational skills, so as to alleviate poverty, oppressions, hunger and unemployment among them. Hajiya Mairo Shekarau women vocational education centre was established in the year 2007 by the then Governor Malam Ibrahim Shekarau. The centre was established in order to upgrade the lives of women in Giginyu quarters by providing them with vocational skills and literacy ability

so that they can be on their own. The center was opened for enrolment in January 2008 and it started with two sections. The request to open secondary section was granted in November, 2008. Learning continued up to the time the center registered participants for placement examination in the year 2014 and the senior section was opened in 2014.

2. 9 Summary of Literature Review and Uniqueness of the Study

In this review, literature related to the variables of this study were analyzed and discussed in relation to the objectives of the study. The review is on assessment of the community economic development initiative of Hajia Mairo Shekarau Women Vocational Education Center as one of the empowerment for women. First of all an overview of Hajiya Mairo Shekarau Women Vocational Education center was discussed, the review also discussed the concept of Community Economic Development, the concept of Vocational Education, the scope of Vocational Education, the methods of Vocational Education, principles of Vocational Education, Vocational Education in Pre-colonial Nigeria, Vocational Education in Nigeria after Independence, problem of Community Economic Development in Nigeria, the concept of Women Empowerment, the impact of Community Economic Development Initiatives and summary of the chapter and uniqueness of the study.

This study is unique in many respect because it concerned with assessment of Community Economic Development Initiatives and seek to determine the impact of Community Economic Development Initiative on the lives of women. The specific uniqueness is the attempt in this study to look at the impact of Community economic development initiative programme on the lives of women. The researcher use simple random sampling technique so that every one will stand a chance of been selected. And the researchers instruments for data collection were two sets of questionnaire. One for the facilitators and one for the beneficiaries

CHAPTER THREE

METHODOLOGY

This chapter presents the design of the study, population and sample size, sampling techniques, data collection instruments, validation of instrument, method of data collection and method of data analysis.

3.1 Research Design

The study adopted the survey research design. According to Fajemidagba (1985) survey research design is designed and directed towards determining the nature of a situation as it exists at the time of the study. Descriptive survey type of research involves learning new facts and principles through the study of documents and records in area of knowledge such as history, literature etc. survey research is also a quantitative study gathering data or measurement from a large number of units usually persons in try to obtain fact and figure about a current situation. It is usually an attempt to describe a condition or learn the status of something and where possible to draw valid general conclusions from the facts discovered. This type of research is also usually conducted in studying the demographic characteristics of a set of people, the social environment of a group of people as well as their activities. The descriptive survey design was employed because of suitability and reliability in testing factors. For this reasons, it lead to insight which in turn could be of benefit to the researcher. This is because the use of descriptive survey approach made the researcher to understand more clearly what will exist from the data that will be collected from the contents (the subject matter).

3.2 Population and Sample for the Study

3.2.1 Population for the Study

The population for the study consist of beneficiaries of the community economic development initiatives of Hajiya Mairo Shekarau, Women Vocational Training Centre and facilitators who teach in the programmes of the Centre. The grand total population for the study is seven hundred and twenty eight (728). Of which 704 were the beneficiaries and 24 are the facilitators. The population was found appropriate and suitable for this study because the study sought to assess the community economic development initiatives of Hajia Mairo Shekarau Women Vocational Training Centre and help to assess the performance of the Center, hence, as beneficiaries and facilitators, they are fit to take part in the study.

3.2.2 Sample Size

The sample size of this study will comprise of 248 women on community economic development initiatives Programme beneficiaries and 24 facilitators of the Center totaling 272 subjects. The choice of the sample of the population was in line with the specifications of Krejcie and Morgan (2006) sample determination table.

Table 3.1 showing the population distribution

S/N	POPULATION (Groups)	Sample (Number)
1.	Beneficiaries	248
2.	Facilitators	24
3.	Total	272

3.2.3 Sampling Techniques

Simple random Sampling techniques were used to select community economic development initiatives Programme beneficiaries and purposive technique for the facilitators in Women

Functional Literacy Centers of the Center. This is a process of choosing a sample in such a way that all members of the population stand equal chance of being selected. In other word, no segment of the population is deliberately excluded from the sample except by chance. The use of simple random sampling technique was based on the fact it allows fair representation of the population. In choosing the community economic development initiatives Beneficiaries and Facilitators, names of the respondents were put in a box and the required numbers of slips were picked randomly.

3.3 Research Instruments

For the purpose of collecting data for the research, two questionnaires were used, as sources of data collection for the study as follows:

- a) Community economic development initiatives Beneficiaries Questionnaire (CEDIBQ).
- b) Community economic development initiatives Facilitators Questionnaire (CEDIFQ).

3.3.1 Community Economic Development Initiatives Beneficiaries' Questionnaire (CEDIBQ).

These questionnaires were designed for community economic development initiatives beneficiaries. The question consists of four sections made up of 16 items including the demographic data of the respondents

Section A seeks to obtain personal data of the respondent. Section B seeks information on the content of community economic development initiatives programme. The respondents have two level of rating i.e. yes and no. Section C questionnaire in this section seek detail on the impact of the programme while section D seeks information on the challenges facing in delivery of the

programme. The items are closed ended type on community economic development initiatives of the Center.

3.3. Community Economic Development Initiatives Facilitators Questionnaire (CEDIFQ)

These questionnaires were designed for facilitators. The questionnaire has (3) sections. Section A seeks to obtain the bio-data of the respondents. Section B seeks information on the method of the delivery of the community economic development initiatives programme; and section C seeks information on the facilities of delivery in the centre. The respondents have two levels of rating i.e. Yes and No. It is closed ended types. This questionnaire was made up of 10 items including the demographic data of respondents.

3.4. Validity of the Instruments

3.4.1 Validation of the Instruments

The instruments were subjected to face and content validity tests. Copies of questionnaires Community economic Development Initiatives programme Beneficiaries and Facilitators were vetted by the Supervisor and some experts in Measurement and Evaluation in the Faculty of Education were critically vet the appropriateness of the items in the instruments in relation to the objectives of the study. Their corrections and observations were incorporated into the final version of the instruments.

3.4.2 Reliability of the Instruments

In establishing the reliability of the data collection instruments a pilot study using test-re-test method were conducted. The questionnaires were administered on the selected sample of 40 subjects within the interval of two weeks. The results obtained from the two different administrations during the pilot test were correlated using Pearson Product Moment Correlation

(PPMC). The result of r was 0.73 and 0.68 respectively which was used as the reliability coefficient of the two instruments.

3.5 Procedure for Data Collection

The instruments were used by the researcher to collect relevant information for the studies were questionnaires. These instruments were chosen because of their suitability for the study. The questionnaire for the community economic development initiatives beneficiaries was administered on the respondent by the researcher because it helped greatly to obtain reliable and valid information for this research especially with help of trained researched assistance on the strategies involved in data collection. He helped to distribute and explain the question to the respondents in order to yield a fruitful result. The questionnaire for community economic development initiatives facilitators will be administered by the researcher with research assistant at the Hajiya Mairo Shekarau Women Vocational Education Center.

3.6 Method of Data Analysis

Data analysis is the entire summary of the data collection from the study. Based on this, the data collected in the course of this study were analyzed by employing a descriptive statistics involving tabular presentations, frequency count, percentages.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

This chapter presents data analysis, results and discussions of the findings. This chapter was done under the following headings.

4.1 Data Analysis

4.2 Summary of findings

4.3 Discussion of findings

4.1 Data Analysis

Data generated from the instruments of the research were analyzed using frequency and percentages. In this study, n=248 for the beneficiaries questionnaire and n = 24 for the facilitators questionnaire. A total of 272 pieces of the two sets of questionnaires distributed were retrieved, collected and analyzed as follows.

4.1.1 (a) Analysis of Demographic Data of Beneficiaries (n=248)

Variables	Options	Frequency	Percentage
Age brackets:	18 -25	108	43.5
	26 – 39	120	48.4
	40 – above	20	08.1
Marital Status:	Single	68	27.4
	Married	105	42.3
	Divorced	45	18.1
	Widowed	30	12.1
Formal Educational Status	Primary School Certificate	48	19.4
	Junior secondary school certificate	60	24.2
	Senior secondary school certificate	130	52.4
	Any other	10	4.01
Occupational Status	Trading	225	90.7
	Civil Servant	20	8.1
	Any Other	03	1.2

Table 4.1.1 (a) Presents the demographic data of the first group of respondents who are the beneficiaries of community economic development programmes of Hajiya Mairo Shekarau women vocational education centre. According to the table above the age bracket of the respondents varies. Those aged between 18 – 25 years are 108 (43.5 %) and those aged between 26 – 39 years are 120 (48.4 %) and those between 40 and above are 20 (8.1 %) on their marital status, single beneficiaries are 68 (27.4 %), married beneficiaries are 105 (42.3 %), Divorced beneficiaries are 45 (18.1 %), widowed beneficiaries are 30 (12.1 %).

Regards to their formal educational qualification, the table above shows that 48 (19.4 %) of the beneficiaries have primary school certificate, 60 (24.2 %) of the beneficiaries obtained junior secondary school certificate, 130 (52.4%) of the beneficiaries obtained senior secondary school certificate and 10 (4.01%) of the beneficiaries have diploma and NCE certificate. Furthermore, the table above also shows that 225 (90.4 %) beneficiaries are traders in their homes, 20 (8.1 %) beneficiaries are civil servants and 3 (1.2%) beneficiaries are poultry rearers in their homes.

From this interpretation, none of the respondent belong to the age ranging from 51 – above. This is sad because education is lifelong and required by every individual of every age. Most elderly adults hold on tenaciously to the deficit theory of psychology which state that age affects adult learning. But this theory has already been disproved. Adult learn and continue to learn despite age. It is interesting to observe that among the respondents (beneficiaries) were young adults who were still single. This confirms that adults education is not necessarily meant for only old men and women it is not meant for adult alone and it is interesting to note that many of them were individuals who were not on paid employment. Finally all the respondents are

literate because the majority of them possess secondary certificate and there are some with even high certificate of education, like diploma and NCE.

Table 4.1.1 (b) Demographic Data of Facilitators (n=24)

Variables	Options	Frequency	Percentage
Age brackets	18 – 25	4	16.7
	25 – 30	3	12.5
	31 – 39	13	54.2
	40 – 49	2	8.3
	50 to above	2	8.3
Marital Status:	Single	4	16.7
	Married	17	70.8
	Divorced	3	12.5
Formal Educational Qualification	Primary School Certificate	00	0
	Junior secondary school certificate	3	12.5
	Senior secondary school certificate	3	12.5
	ND/NCE/B. Ed	17	70.8
	Other (M. Ed)	1	4.2

The table 4.1.1 (b) above presents demographic data of the facilitators of community economic development initiatives programmes of Hajiya Mairo Shekarau women vocational education centre. The table shows that 4(16.7%) are aged between 18 – 25 years, 3 (12.5%) have age range between 25 – 30 years, 13 (54.2 %) have the age bracket between 31 – 39 years, 2 (8.3 %) have the age between 40 – 49 and those between the age of 50 to above are 2(8.3 %). On their marital status, the table shows that 4 (16.7 %) are single, 17 (70.8 %) are married while 3 (12.5%) are divorced. On their formal educational qualification the table shows that none of the facilitators is a primary school certificate holder, 3 (12.5 %) have junior secondary school certificate another 3 (12.5 %) have senior secondary school certificate, 17 (70.8) possessed their National diploma or Nigerian Certificate in education (NCE) or Bachelor of education (B. Ed) certificate and 1 (4.2%) have possessed M. Ed.

Therefore, the result above indicates that the ages of the facilitators are very satisfactory for facilitating adults knowing and almost all of them are married, so they know about the situation of married women, and the problems with their qualification is, they need training and retraining opportunities on area of adult education to make them competent and skill in facilitating adult learning as well few of them have certificate in adult education.

4.1.1 Research Question One: What are the methods utilized in the delivery of community economic development initiatives provided to participants of Hajiya Mairo Shekarau women vocational education centre?

This research question was answered using frequency and percentage, and data presented on the following table (n=24).

Table 4.1.1 Methods of delivery of community economic development initiatives

Variables	Options	Frequency	Percentage
As a facilitator of community economic development initiative programme, what method are you utilizing in the delivery of community economic development initiative?	a. Group Contact	20	83.3
	b. Individual Contact	00	0.00
	c. Demonstration d. Techniques	04	16.7
	e. Mass Media Methods	00	0.00
		00	0.00
What teaching and learning materials are using in the delivery of your instruction?	a. Thread and cloth	7	29.2
	b. Knitting wool	5	20.8
	c. Paraffin wax and oil, perfume and colour	6	25
	d. Chemicals and colour	3	12.5
	e. Paper and pen	3	12.5
Are this materials adequate for the successful delivery of instruction?	a. Yes	19	79.2
	b. No	3	12.5
	c. Undecided	2	8.3

The table 4.1.1 above shows the opinions of community economic development initiatives facilitators on the methods utilizing in the delivery, based on the results above 20 (83.3 %) of the respondents indicated that the methods of delivery of community economic development initiatives program is more on group contacts, followed by 4 (16 . 7 %) that is demonstration techniques while 0 (o . 0%) to be individual contacts and mass media which indicates less use of the two methods. The table also shows the choice of the facilitator regards to the teaching and learning materials they are using in the delivery of their instructions that 7(29.2%) mostly use-thread and clothes, 5 (20.8) of the respondents use knitting wool, the 6 (25%) of the respondents use paraffin wax and oil, perfume and colour, 3 (12.5 %) of the respondent used chemical and colour and 3 (12.5 %) used paper and pen. The table also shows that the 19 (79.2 %) respondent of the facilitators indicates the adequacy is very sound, 3 (12.5 %) of the respondent indicates less satisfaction while 2 (8.3%) of the respondents stand neutral, so in summary, the result shows the adequacy of the materials by the facilitators.

From the interpretation, it is concluded that the major community economic development initiatives program methods utilized in the delivery are group contact and demonstration techniques and they are more effective by using thread, cloth, wool, paraffin wax, oil, colour, perfume, paper, pen and chemicals e.t.c and the materials are very adequate in the process of delivery.

4.1.2 Research Question Two: What are the contents of community economic development programme provided to participants in Hajiya Mairo Shekarau women vocational education centre?

This research question is answered using frequency and percentages and data presented on the following table (n=248).

Table 4.1.2 Contents of community economic development programme

Variables	Options	Frequency	Percentage
Do you participate in community development initiative programme? a.	Yes No Undecided	248 0 0	100 0 0
What are the contents of community economic development initiative programme in your area?	Tailoring Knitting Soap/Pomade making Tie and Dye Embroidery Others	83 45 50 30 40 0	33.3 18.1 20.2 12.1 16.1 0
Rate your participation in the programme	Irregular Regular Very regular	00 70 178	00 28.2 71.8
Are the learning contents offered to you in the programmes readily usable?	Yes No Undecided	248 00 00	100 00 00

Table 4.1.2 shows women participation in community economic development initiative programme which indicates that 248 women representing 100% beneficiaries answered that women participated actively in community economic development initiatives programme while nobody of the respondents said no or undecided for the participation. So it can be concluded that women participate very actively in the programs. The table also shows the contents of community economic development initiatives programme. Tailoring is 83 (33.3%), knitting 45 (18.1 %), soap/pomade making 50 (20.2%), tie and dye 30(12.1%), embroidery 40 (16.1%). In addition, the above table indicates that a total of 178(71. 8 %) respondent participated actively in the community economic development programme while 70 (28.2 %) are average and zero (0) representing (0. 00%) respondent are free. Neither regular nor very regular. Finally the table

shows that 248 (100 %) of the respondents satisfied that the program is readily usable for them and people in general.

From this interpretation, we can infer that the contents of community economic development programme of Hajiya Mairo Shekarau women vocational education centre included tailoring, knitting, soap/pomade making, tie and dye, embroidery respectively.

4.1.3 Research Question Three: What are the impacts of community economic development initiative programmes on the lives of the participants in Hajiya Mairo Shekarau women vocational education centre?

This research question is answered using frequency and percentage and the data is presented on the following table: (n = 248).

Table 4.13 Impacts of Community Economic Development Initiative Programmes on the lives of Beneficiaries.

Variables	Options	Frequency	Percentage
Community economic development initiatives has created opportunities for most women beneficiaries in centre do you agree?	Yes	240	96.8
	No	0	0
	Undecided	8	3.2
In which of the following ways did you benefit on the community economic development programme?	Acquiring knowledge, attitudes and skills.	50	20.2
	Gaining self-employment	23	9.3
	General improvement of your home conditions.	40	16.1
	Income generation.	15	6.0
	All of the above	120	48.4
In which of the following ways do you think the community can benefit from sponsoring	Economically, as a means of poverty reduction	60	24.2
	Socially, as a means of reducing family and community problems.	108	43.5

community development initiatives programmes?	Politically, as a means of empowering women folk and co-opting them into the affairs of their community. Others (specify	50 30	20.2 12.1
From your participation in the community economic development initiative programmes, what will you recommend women folk in Kano State as regards community economic development initiative programmes?	Community economic development programme has enabled me to increase my income. Community economic development programme as improved my professional skills. The programme has improved my productivity. The programme has improved my standard of living and developed in me self-confidence. The programme has enabled me to accept that women are partners in development of their communities.	50 55 40 60 43	20.2 22.2 16.1 24.2 17.3

The analysis on the table 4.1.3 above shows that 240 (96. 8%) of the respondent were in the opinion that the programme had created opportunity for women in the centre. 8.(3.2%) of the respondent become undecided. The table also shows that the respondent opinion on the way they benefit of the programme is acquiring knowledge, attitudes and skills with a frequency count and percentage of 50 (20.2%) and followed by gaining self employment with 23(9.3%) next is general improvement of your home conditions with percentage of 40(16.1%) 15(6.0%) of respondent are income generation. 120 (48.4%) of the respondent answer all of the above.

The table also shows the way the community can benefit from sponsoring Community Economic Development Initiative Programme 60(24.2%) of the beneficiaries agree that the programme can benefit the community economically as a means of poverty reduction. 108(43.5) are on the opinion that the progarmme serve as means of reducing family and community problem 50(20.2%) of the respondent indicate that politically community economic development can serve as means of empowering women. 30(12.1%) of the respondents ensure gender

representation. The table also shows that 50(20.2%) of the respondents indicates that the programme enabled them to increase their skills 40(16.1%) are on the opinion that the programme improved their productivity 60(24.2%) improved their standard of living while 43(17.3%) of the respondent are to be involved the affairs of their community.

From the result above it is concluded that the community economic development programme impacted on the participants to acquire knowledge, attitude and skills to gain higher self-esteem, confidence and sense of initiation.

4.1.4 Research Question Four: What are the challenges facing Hajiya Mairo Shekarau women vocational education centre in the delivery of community economic development initiatives programmes?

This research question is answered using frequency and percentage and the data is presented on the following table: (n = 24).

Table 4.1.5: Problems or obstacles of community economic development initiative programme perceived by the facilitators in the delivery of their services.

Variables	Options	Frequency	Percentage
Are there any problems being faced in the delivery and management of community economic development initiative programme in the centre?	Yes	17	70.8
	No	7	29.2
	Undecided	0	0.00
What are the problems?	Inadequacy of teaching facilities.	5	20.8
	Lack of adequate relevant learning materials.	2	8.3
	Paucity of funds and resources.	10	41.7
	Lack of qualified facilitators.	3	12.5
	Attitude of facilitators to learners.	2	8.3
	Attitude of leaners.	2	8.3
Are the problems seemingly related to the actions or inaction of Kano state agency for mass education?	Yes	20	83.3
	No	4	16.7
	Undecided	0	0.00

What measures will you suggest to remedies to the problems identified above?	a. Adequate teaching materials should be available.	4	16.7
	b. Provide relevant learning materials	2	8.3
	c. Funds and resources should be available.	10	41.7
	d. Provide qualified facilitators.		
	e. The facilitators should have good attitudes towards their learners.	3	12.5
	f. Learner's attitude should be change.	2	8.3
		3	12.5

The table 4.1.5 above shows the responses of the facilitators that 17 (70.8%) faced problems in the delivery of their services, 7 (29.2%) of the respondents faced less problems while 0 (0.00%) of the respondents were undecided.

In addition, the table shows the opinion of community economic development initiative facilitators on the problems encountered during delivery of their services, 5 (20.8%) of the respondent recognize inadequacy of teaching facilities, 2(8.3%) lack of adequate relevant learning materials, 10 (41.7 %) of the respondent showed the paucity of funds and resources, 3(12.5%) identified lack of qualified facilitators, 2 (8.3%) identified unfavourable attitude of some facilitators to their learners 3 (12.5) % were on the negative attitude of some learners.

Also the table indicates that 20 (83.3%) of the respondent indicated that the problems were related to Kano State Agency for Mass Education, 4 (16.7%) indicated the problem were not related to Kano State Agency for Mass Education and no body of the respondents is neutral (undecided).

The table also shows that 4 (16. 7%) were of the opinion that teaching materials should be adequate, 2 (8.3%) shows that relevant learning materials should be provided, 10 (41.7%) indicated that funds and resources should be available, 3 (12.5%) were for qualified facilitators, 2 (8.3%) the facilitators should have good attitude in dealing with their clients while 3 (12.5%) of the respondents are on the opinion that the learners too have to have good attitude.

4.2 Summary of Findings

From the proceeding data analysis, the following research findings were established: -

- i) The methods used in the delivery of community economic development initiative programme in Hajiya Mairo Shekarau women vocational education centre includes Group contact, individual contact demonstration techniques and mass media.
- ii) The contents of community economic development initiatives programmes provided to the beneficiaries in Hajiya Mairo Shekarau women vocational education centre Giginyu includes Tailoring, Knitting, soap, tie and dye, and embroidery.
- iii) The impact of community economic development initiative programmes on socio-economic status of the beneficiaries includes Acquiring knowledge, attitudes and skills, gaining self-employed, general improvement of home conditions and income generation, and standard of living.
- iv) The challenges facing Hajiya Mairo Shekarau women vocational education centre in the delivery of its services includes inadequacy of teaching facilities, lack of adequate relevant learning materials, paucity of funds and resources, lack of qualified facilitators, and sometimes attitudes of the facilitators towards learners and attitudes of the learners towards facilitators.

4.3 Discussion of Findings

The first finding of the study is that the methods been used in the delivery of the community economic development initiative programme in Hajiya Mairo Shekarau women vocational education centre includes Group contact, individual contact demonstration techniques and mass media. The finding revealed that immense contributions of skills acquisition to the overall development of women in Giginyu quarters. There are in the area of improved living standard, income generation, enhance financial status, and through this women can achieve and realize their potentials. This has helped women to contribute to up keep of their home. At the end of the training they are expected to use the acquired skills in order to help improve their standard of living and the successful completers are also issued with certificates. The result on research question one which shows the opinion of the community economic development initiatives facilitators as evidence from table 4.1.2 shows that group contact and demonstrative techniques methods serve as the major methods of community economic development initiative delivery for women in Hajiya Mairo Shekarau women vocational education centre, Giginyu. However the use of individual contact or mass media as a method of delivery is not in place at the centre. The group contact method of delivery can go a long way to motivate the learner to the programme. This view was also emphasized by Haladu (2002) when he submitted that adult learners would not only incline to attend vocational class regularly but also will be motivated if the vocational class was made in group. While considering the teaching and learning materials it is soundly matched or very related with the method applied.

The second finding of the study indicated that the contents of community economic development initiatives programmes provided to the beneficiaries in Hajiya Mairo Shekarau women vocational education centre Giginyu includes Tailoring, Knitting, soap, tie and dye, and

embroidery. The result on research question two revealed that women participate in community economic development initiatives programmes very actively. In fact large number of the beneficiaries of the programme stayed till completion of the programme and the rate of participation also is more than average. Furthermore, various skills were available in the centre for women to choose from which includes tailoring, soap/pomade making, tie and dye, and embroidery. The choice of the skills depends on the ability and interest of the participants.

Finding three of the study showed that the impacts of community economic development initiative programmes on socio-economic status of the beneficiaries includes Acquiring knowledge, attitudes and skills, gaining self employed, general improvement of home conditions and income generation, and standard of living. The results on research question three shows that a greater proportion of the community economic development initiative programme beneficiaries (at least 96.8%) perceives that the programme have given them opportunity to increase their income, gaining self-employment, improving home conditions and acquiring knowledge, attitude and skills. The respondent also agreed that the community economic development initiative programme have given them opportunity to have say in their family. They also perceived that the programme improved their productivity and increase their standard of living and development of self-confidence, poverty reduction and way of solving community problems. The above responses from community economic development initiative programme beneficiaries indicate that they appreciate how the programmes have contributed to their socio-economic development women who participate in a non-formal education programme were able to be creative and take initiatives thereby influencing their socio-economic condition positively. The result also shows that the beneficiaries perceived the programme enabled them to accept that women are partners in development and political events of their community. In this regards, Hopper (1999) stressed

that women who attended community economic development initiative programme were able to gain control over the social, political and economic forces.

The last finding of the study revealed that the challenges facing Hajiya Mairo Shekarau women vocational education centre in the delivery of its services includes inadequacy of teaching facilities, lack of adequate relevant learning materials, paucity of funds and resources, lack of qualified facilitators, and sometimes attitudes of the facilitators towards learners and attitudes of the learners towards facilitators. This result on the research question four (4) revealed a number of problems to have affected the community economic development initiative programme in Hajiya Mairo Shekarau women vocational education centre, Giginyu. the problems includes inadequacy of teaching facilities, lack of adequate relevant learning materials, paucity of funds and resources lack of qualified facilitators, attitude of the facilitators to learners and vice-versa during participation. It is believed that the programme will achieve its goals if the facilitators and the learners show right attitude to each other. Some of the beneficiaries expressed their dissatisfaction on the way government does not give the right attention to the programme. And if all mentioned recommendations are addressed the expected prospects of the programme would achieve positively to the benefit of community economic development programme of Hajiya Mairo Shekarau Women Vocational Education Centre.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 This chapter presents the summary, conclusion and recommendations as they relate to the study. This study was based on an assessment of community economic development initiatives programmes of Hajiya Mairo Shekarau women vocational education Centre, Giginyu. The respondents for this study were used because they are in the best position to report the state of operations of the subject matter. This chapter specifically contains the summary of the study, conclusion which was strictly based on the research findings, recommendations which are believe will help unfastening effective participation of Kano state agency for mass education in community economic development initiatives in Hajiya Mairo Shekarau women vocational education Centre and the nation at large.

5.1 Summary

This study was under taken to assess the community economic development initiatives in Hajiya Mairo Shekarau women vocational education Centre the specific objectives were to identify the major methods been used in the delivery of community economic development, the content of community economic development programmes, the impact of the programme as well as the challenges facing the Centre in the delivery of the programmes. Related literature were reviewed related to the study. The study employed two hundred and forty eight beneficiaries, twenty four facilitators in the study, and two sets of questionnaires were used for the study. The analyses of data were done using simple frequency counts and percentages the findings of the study provided a number of interesting results. The findings identities the major community economic development initiatives programmes for women in Hajiya Mairo Shekarau women vocational education Centre. The findings further indicated that women actively participated in the

programmes in terms of enrolment and completion. The results equally showed that group contact and demonstrative techniques of delivery are the major identified community economic development initiative programme methods of delivery by the study. The result also established that the programme have positive impact on socio-economic and political development of women in Hajiya Mairo Shekarau women vocational education Centre. The findings equally identified a number of problems to have served as barriers to the effective provision of community economic development programme which includes paucity of funds by government and inadequacy of teaching facilities.

5.2 Conclusion

This study assess the community economic development initiative of Hajiya Mairo Shekarau women vocational education centre, Giginyu from the findings it was revealed that the programmes have potential for improving the participants (women) as indicated in the contents and mode of delivery of the programme. The programmes have equally contributed positively on the socio-economic and political development of the women beneficiaries in Kano state some of the factors that lead to the problems faced the programmes are traced to the negative of the Kano state government towards adults and non-formal education.

5.3 Recommendations

Based on the findings of this study, the following recommendations are made:

- i. The government of Kano state through agency for mass education should maintain and improve the available skills that are at hand in the vocational centre at same time other more skills should be included to enable women to have many options to choose from the programme.

- ii. The contents of Community Economic Development Initiative Programme provided to the participants in Hajiya Mairo Shekarau Women Vocational Education Centre. Should be expanded to cover other skills
- iii. The Community Economic Development Initiative Programme on should be sustained for the greater benefit of community members.
- iv. Government should provide funds to support community economic development initiatives programmes in the state. Therefore agency for mass education officers should pressurize the government to give full attention to the programme through proper funding. The facilitators should form clusters where they can share ideas and information on how to improvise and discuss best practice in teaching and training women learners. This will require the facilitators attending seminars and conference on how to teach women learners.

5.4 Recommendation for Further Studies

This study was specifically carried out in Hajiya Mairo Shekarau women vocational education centre on the community economic development initiatives programmes of the centre, so it is suggested that further research should be carried out in all that local government areas women vocational education centres of Kano state, so that proper assessment of the trend and pattern of participation of women in community economic development initiatives programmes can be made with a view to taking appropriate measures to provide a quantitative as well as qualitative assessment of other variables around the women community economic development initiatives programmes in Kano state.

References

- Ali, A (2000). Educating Nigerians for the Next Century: Vocational and Technical Imperatives, in Esomenu, N. P. M and Obumineke, O. I (eds). The Imperatives of Vocational and Technical Education for a Developing Nations; Umunze: Research and Publications Unit, FCE (T)
- Alhadan, B.A (2012). Vocational and Technical education; a panacea for job creation and youth empowerment for the national transformation agenda. Paper presented at the school of education Kontagora. May 22nd
- An interview with the principal of Hajiya Mairo Shakarau Women Vocational Education Center
- Ayedusu, J.O Aubakar, M.L, Eziokwu, R. (2013). Vocational education. A vehicle for youth self-reliance and national security. In vocational business educator Vol.2 pp.11-116
- Chaban, E. (1974). Women's Role in Economic Development. London: George Alien and Unwin Limited.
- Charles, P. (1940). Principles of Vocational Education.
- Dike V.E (2009). Addressing Youth Unemployment and poverty in Nigeria: A Call for action to rhetoric, Journal of sustainable development in Africa.
- Dike, V.E (2008) vocational education missing link in Nigeria's development policy HCTP: /WWW.gamj.com/article 400/news 43 58htm
- Ekpenyoung, L E (2005). Foundations of Technical and Vocational Education: New Challenges for the 21st Century, Perspectives on Teacher Education in Nigeria, APOEN Volume 3
- Federal Government of Nigeria (1998).National Policy on Education, Government Printer, Lagos
- Foundation of vocational education, national open university of Nigeria
- Haladu A.A. (2002) on strategies for creating conducive learning environment for adult literacy learners in wambai. M.B (ed) reading in adult and non-formal edu Kano Dept of ADE com services, Bayero university Kano.

- Hopfer, C-(1999) I can now influence my life adult education and development.
- Halilu A. (2011): A comparative study of the output of government and non-governmental vocational training schemes in Kano state.
- Ille, C. M, Asegwu, M. N. N. and Chukwugbo, G.C. C. (2005). Essentials of Vocational Education and Technical Education for Beginners; Awkamapart educational Research and Publishers.
- Kano State Agency For Mass Education (2013). Vocational programme annual report.
- Kate Y. (1993). Global Journal of Human Social Science Sociology and Culture: Volume 13
- Keiffer, C. (1984) Citizen empowerment: A developmental perspective. Prevention in Human Services, 3 (16), 9 – 35.
- Krejcie, Robert V., Morgan, Daryle W. (2006) “Determining Sample Size for Research Activities”, Educational and Psychological Measurement.
- Mafe, A.T (2010). Effectiveness of SIWES with respect to chemical engineering invited paper mpresented at the workshop on achieving the necessary professional standards. At Afe Babalola Hall, University of Lagos, September 29.
- National Policy on Education (2004). National Policy on Education, Government Printer, Lagos
- NOUN, (2009). BED 115; Foundation of vocational education, NOUN downloaded from www.nou.edu.ng; Feb, 2015.
- Okeke E.A.C. (1995): women empowerment and rural development in Nigeria, Nsukka, ful da Publishing Company.
- Schaller M. (1980) Empowerment and the Law: Strategies of third world women (Washington, D.C).
- Scheie, D.M., Markham, J., Steven E., Slettom, J. & Williams, T. (1991). Religious institutions as partners in community-based development: Findings from year one of the Lilly Endowment Program. Minneapolis, MN: Rainbow Research.
- Swack, M. (1992, February). “Community economic development: An alternative to traditional

development.” Paper presented at the International Forum on Community Economic Development, Toronto, Canada.

Whitmore, E. (1988) Empowerment and the process of inquiry. A paper presented at the annual meeting of the Canadian association of schools of social work, Windsor, Ontario.

Appendix I

Community Economic Development Initiatives Beneficiaries Questionnaire (CEDIBQ)

Dear Sir,

I am an M. Ed. Adult Education student carrying out a research on community economic development initiatives of Hajia Mairo Shekarau Women Vocational Training Centre, Giginyu, Nassarawa Local Government Area, Kano. I would like to solicit for your cooperation to complete the attached questionnaire of the research. All your responses will be treated confidentially.

Please answer the questions as honestly as you can. You are assured that your responses will be kept in a strict confidence and used for academic purpose only.

Thanks in anticipation of your participation.

Instruction: Tick the appropriate option(s) or fill in the required response.

Section A: Demographic Data

1. Age bracket
 - a. 18 – 25 ()
 - b. 26 – 39 ()
 - c. 40 – Above ()
2. Marital Status
 - a. Single ()
 - b. Married ()
 - c. Divorce ()
 - d. Widowed ()
3. Formal educational qualification
 - a. Primary School Certificate ()
 - b. Junior Secondary School Certificate ()
 - c. Senior Secondary School Certificate ()

- d. Any other? (Please specify)-----
4. Occupational status
- a. Trading ()
- b. Civil Servant ()
- c. Any other? (Please specify)

Section B

1. Do you participate in any Community Economic Development Initiatives programme?
- a) Yes b) No c) Undecided
2. What are the contents of Community Economic Development Initiatives programme in your area?
- a) Tailoring b) Knitting c) Soap/Pomade Making
- d) Tie and Dye e) Embroidery e) Others..... (Specify)
3. Rate your participation in the programme
- a) Irregular b) Regular c) Very Regular
4. Are the learning contents offered to you in the programmes readily usable?
- a) Yes b) No c) Undecided

Section C

5. What are the methods of providing the training of Community Economic Development Initiatives programmes? a) Lecture Method b) Play way method c) Demonstrations method d) Practicals e) Others (Specify)
6. Which of the methods is most suitable in teaching community Economic development initiatives women are able to understand and appreciate their children's needs? a)
- Lecture Method
- b) Play way method c) Demonstrations method d) Practicals
- e) Others (Specify)

7. Are there practical activities and training programmes in the community economic development initiatives activities you are engaged in? a) Yes b) No c) Undecided
8. If Yes, what are the practical activities you are engaged in?

Section D

9. Community economic development initiatives programme has created opportunities for most women beneficiaries in the Center. Do you agree? a) Yes b) No c) Undecided
10. In which of the following ways did you benefit from the community economic development initiatives programme?
 a) Acquiring knowledge, attitudes and skills
 b) Gaining self-employment
 c) General improvement of your home conditions
 d) Income generation
 e) All of the above
11. In which of the following ways do you think the community can benefit from sponsoring Community economic development initiatives programmes?
 a) Economically, as a means of poverty reduction
 b) Socially, as a means of reducing family and community problems
 c) Politically, as a means of empowering womenfolk and co-opting them into the affairs of their community
 d) Others (Specify)
12. From your participation in the community economic development initiatives programmes, what will you recommend to womenfolk in Kano state as regards community economic development initiatives programmes?

.....
.....
.....
.....

Appendix II

Community Economic Development Initiatives Facilitators' Questionnaire (CEDIFQ)

Dear Sir,

I am an M. Ed. Adult Education student carrying out a research on Community economic development initiatives of Hajia Mairo Shekarau Women Vocational Training Centre, Giginyu, Nassarawa Local Government Area, Kano.

Please answer the questions as honestly as you can. You are assured that your responses will be kept in a strict confidence and used for academic purpose only.

Thanks in anticipation of your participation.

Instruction: Tick the appropriate option(s) or fill in the required response.

Section A: Demographic Data

1. Age bracket

- a) 18 - 25 ()
- b) 25 - 30 ()
- c) 31 - 39 ()
- d) 40 - 49 ()
- e) 50 - Above ()

2. Marital Status

- a) Single ()
- b) Married ()
- c) Divorce ()

3. Formal educational qualification

- a) Primary School Certificate ()
- b) Junior Secondary School Certificate ()
- c) Senior Secondary School Certificate ()

- d) ND/NCE/B Ed(Undergraduate) ()
- e) Others (Specify) ()

Section B:

1. As a facilitator of community economic development initiatives Programme, what methods are you utilizing in the delivery of community economic development initiatives programmes?
 - a) Group contacts
 - b) Individual contacts
 - c) Demonstration techniques
 - d) Mass media methods
2. What teaching and learning materials are you using in the delivery of your instructions?

.....

.....

.....

.....
3. Are these materials adequate for the successful delivery of instructions?
 - a) Yes b) No c) Undecided

Section C

4. Are there any problem(s) being faced in the delivery and management of community economic development initiatives Programme in the Center?
 - a) Yes b) No c) Undecided
5. What are the problems?
 - a) Inadequacy of teaching facilities
 - b) Lack of adequate relevant learning materials
 - c) Paucity of funds and resources
 - d) Lack of qualified facilitators
 - e) Attitude of the facilitators to learner
 - f) Attitude of learners
6. Are the problems seemingly related to the actions or inactions of the Kano State Agency for Mass Education? a) Yes b) No c) Undecided
7. What measures will you suggest remedies to the problems identified above?

.....

.....
.....
.....

APPENDIX III

TABLE FOR DETERMINING THE SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	223	136	480	214	1700	313	15000	375
70	59	230	142	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note” “N” is Population Size

“S” is Sample Size

Source: (Krecci, R., Morgan, V., 2006).