AN ASSESSMENT OF THE COMMUNICATION APPROACHES OF I-CARE WOMEN EMPOWERMENT PROGRAMME IN KADUNA STATE

BY

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MA/ARTS/7632/2011-2012

JANUARY, 2017

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS IN DEVELOPMENT COMMUNICATION

DEPARTMENT OF THEATRE AND PERFORMING ARTS,
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AHMADU BELLO UNIVERSITY,
ZARIA

JANUARY, 2017

DECLARATION

I, Ogbe Sunday John hereby declare that this dissertationentitled ***An Assessment of the Communication Approaches of I-Care Women Empowerment Programme in Kaduna State*** was written by me and is a product of my own research. It has not been presented in any previous application for a higher degree. All quotations are clearly indicated and sources of information have been acknowledged by means of reference.

_____ _____

OGBE, Sunday John **Date**

CERTIFICATION

This dissertation entitled ***An Assessment of the Communication Approaches of I-Care Women Empowerment Programme in Kaduna State*** by OGBE, Sunday John **(MA/ARTS/7632/2011-2012)** meets the regulations governing the award of the degree of Master in Development Communication of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated first to My Awesome Creator and Destiny Provider-God, and Jesus Christ My Lord, King and Everlasting Saviour. Secondly, to my late parents Mr. John Ogbe and Mrs. Alice Ogbe Igoche. Thirdly, to my wife Ogbe, Helen Stephen (Maama) and beautiful daughter Ogbe Egahikowoicho Alice (Enenu). And finally, to late Professor Jenkari Zakari Okwori, Professor Samuel Kafewo Ayedime and Dr. Martin Adegbe Ayegba of Blessed Memory, they are an inspiration.

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ABSTRACT

The absence of participatory communication approaches in empowerment interventions over the years has manifested in the exclusion of women in development process raising the question of sustainability. Against this backdrop, the imperative is to interrogate the extent of the adoption of participatory communication components and approaches by I-Care within the MDG three (3) framework. This study, therefore, was aimed at assessing the communication approaches used in I-Care development activities in Kaduna State in order to establish the extent and impact of women participation in the economic empowerment schemes of the organisation. The research postulated two null hypotheses and was tested using a model specification through an Ordinary Lead Square (OLS) regression analysis at 0.05 level of confidence. The Theory of Participatory Development Communication was used as the theoretical framework for this research. The study made use of both the quantitative and qualitative research. From the results of the data gathered and analysed so far, it was discovered that I-Care made use of participatory communication approaches which allowed women participation significantly in the delivery of the economic intervention in their communities. The test of significance of the hypotheses revealed p-values of $0.000 < 0.05$ for the two null hypotheses. Based on the results, the null hypotheses were rejected, and alternate hypotheses were stated. The research concludes that women inclusion in the process of development which is crucialwould lead to their socio-economic empowerment is very important. Therefore, it recommended that there is need for I-Care to reinforce this form of participatory communication approaches by creating a link first with the women in order to bring about effective monitoring and evaluation of the programme and secondly with other development agencies so as to obtain more funding that could lead to the consolidation and sustainability of the programme.

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CHAPTER ONE

INTRODUCTION

1.0 General Introduction

Several communication approaches have been introduced in communicating development interventions and projects. Some of these communication approaches allows for participation and inclusion while others do not. The interest of this study is on how participatory communication approaches used by I-Care was effective in achieving women empowerment and development in Kaduna State.

1.1 Background of Study

Development intervention programmes like the Better Life for Rural Women-BLRW, Family Support Programme-FSP, Family Economic Advancement Programmes-FEAP, and I-Care Women and Youth Initiatives over the years have been seen as an attempt to deliver real development indices to the people. In this regard, strong efforts are being made round the world to accelerate the pace of economic growth and development to cut across all the boundaries of gender. In the attempt to address the challenge of development, areas such as poverty eradication, empowerment of women, and improvement in education became the new frontiers for development facilitation.

The United Nations Population Fund Report of 2013 projected an increase in world population from 6.0 billion in 2013 to 8.1 billion in 2025, and to further increase to 9.6 billion persons in 2050 and 10.9 billion by 2100. According to the National Population Census of 2006 the population of Nigeria stood at 140, 431,790 million persons out of which 71,345,488 million persons were men while the remaining 69,086,302 were women representing over 48% of the country population (NPC, 2014). Consequently, by 2015, the country's population was projected to increase to 182,201,962 million persons at a growth rate of 2.71% out of which 92,558,596 million persons are men and 89,643,365 million persons are women, an indication of over 49% of the country's population. It is the import of the growth of the female population and the possibilities of their contribution to the society and national development that make the case for the empowerment of women an issue worthy of attention of this research.

The Millennium Development Goals-MDG's is a development initiative aimed at ensuring the poverty alleviation and empowerment of persons mostly in development. This covers several aspects of poverty alleviation and empowerment from socio-economic, educational, health, hygienic and so on (UN 23rd Governing Council, 2005). In 2000, the world made a commitment to end or reduce the poverty of those at the periphery of development. This constitutes developing countries and those on whose shoulder the burden of poverty lay squarely-women. To a large extent, the task of achieving the MDGs rests on the participation of the people at the periphery. Thus, participation in the processes of poverty alleviations and empowerments become fundamental in amplifying and informing people about the need for this alleviation and subsequent empowerment.

In many developing countries, Nigeria inclusive, there is the manifestation of a widening gap between people especially women living in poverty and socio-economic inequalities, as many people are still unable to enjoy the basic necessities of life, access basic human rights, security and empowerment. A remarkable aspect of this social misdemeanour induced by rising global population which has become an important part of the quest to bring about evenness and equity in development is the issue of the empowerment of women. According to Annan (2002), the need to address extreme poverty and hunger, cannot be achieved if questions of population and health are not addressed squarely. And that means stronger efforts to promote women's rights and a greater investment in women education, health with its attendant result on reproductive health and family, as well as socio-economic viability and sustenance.

The need to foster the development and empowerment of women necessitated several actions and advocacy like the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), in 1979. According to United Nations Office

for Gender Equality and Women Empowerment Report (2009), explain discrimination against women as:

> any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

The economic aspect of the definition is one that is very important and explained more succinctly in Part III Article 11, 13 and 14 which considered the employment, social and economic benefits of rural women to the scope of this study even though the rest of the concept in the definition are still relevant to women empowerment in a broader sense. Another declaration which is also relevant to the development of women is the Beijing declaration and Platform Action in 1995. This declaration was the outcome of the Fourth World Conference on Women, held in Beijing, China, in September 1995.According to United Nations Office for Gender Equality and Women Empowerment Report (2014:16):

> The Platform for Action is an agenda for women's empowerment. It aims at accelerating the implementation of the Nairobi Forward-looking Strategies for the Advancement of Women1 and at removing all the obstacles to women's active participation in all spheres of public and private life through a full and equal share in economic, social, cultural and political decision-making.

Of interest to this study was the declaration in Chapter IV part B, F, G & H where it declared that (i) education and training of women, (ii) more women involvement in the economy (iii) the empowerment of women in decision making process and (iv) establishment of institutional mechanism for the advancement of women. Noting the import of the issuesreported in the two documents amidst growing manifestation in the widening of socio-economic, academic, cultural and other gaps continentally and globally, Heads of States and Governments from 189 countries including Nigeria signed the Millennium Development Declaration in September 2000 (UN, 2003) to address the challenges of underdevelopment especially those that affects women and children

Conversely, the Millennium Development Goals became the result of the Millennium summit through the adoption of United Nations Resolution 55/2. The resolution was premised upon a strong commitment to the right to development, to the eradication of the many dimensions of poverty, and to gender equality and the empowerment most especially among women in urban, semi-urban and rural areas or communities.

The declaration culminated into the global development agenda of eight (8) mutually reinforcing the Millennium Development Goals-MDG's and eighteen (18) targets. All these goals wereaimed at driving national development and international cooperation to attain most if not all the goals and target by the end of 2015. Out of the 8 MDGs, the document expressly stated as its Third goal that, by the year 2015, to promote gender equality and empower women; (and) eliminate gender disparity in primary and secondary education preferably by 2005 and at all levels by 2015.

Thus, the Millennium Development Goals and targets entail that:

1. Extreme poverty and hunger should be eradicated. Here it was targeted that between 1990 and 2015, the proportion of people whose income is less than one dollar a day should be reduced. More so, that within same time line, the proportion of those who suffered from hunger should have also reduced by half the world's population.
2. Universal Primary Education should be achieved. This stated that by 2015, children, boys and girls alike, will be able to complete a full course of primary school.
3. Promote gender equality and women empowerment. In this regard, the declaration encapsulated in clear terms that gender inequality and disparity in all social sphere including education, (Onja, 2010) politics, governance and the

economy should be reduced with more women becoming empowered within this sphere by 2015.

The third goal as explained here formed the crux of the assessment which this study undertook to understand how this has been effectively carried out and the attendant successes and challenges so far.

4. Reduction in child mortality: The target of this goals entails that between 1990-2015, mortality rate of children between the ages of 1 month to five years should be reduced by two-thirds (2/3) through routine minimization.
5. Improve maternal Health: This goal stipulated that maternal mortality ratio should also have been reduced by three-quarter from 1990-2015 through skilled health personnel and midwives in primary health centres.
6. Combat HIV/AIDS, malaria and other diseases: This was aimed at stopping and reversing the spread of HIV/AID and other killer diseases prevalent in the society by 2015. This could be achieved with the adoption and usage of safe sex practices, contraceptive, Mosquitoes Treated Nets (MTDs), free-retroviral medications and free treatment for tuberculosis among others.
7. Ensure environmental sustainability: The goals encouraged nations to initiate policies that would bring sustainable development and efficient use of earth resources. The target of the goal is to increase by halve those who have access to safe drinking water; improved sanitation and habitat as well as energy efficiency.
8. Develop a partnership for development which could be local or global:Here, the goal clearly opined that there should be an open, rule-based, predictable and non-discriminatory economic system that ensures a commitment to good governance.

Furthermore, for these goals to be attained, there is the need for enhanced export from least developed and low income countries. Other way in which these goals could be attainted was through the provision of debt relief through the cancellation of official debt and commitment to poverty reduction (MDG Nigeria, 2004: V).

Sofar as these goals and targets could be seen as plausible and achievable, there is the need to emphasize the role which participatory communication plays in the actualization of these goals. Since the MDGs were set out to bring about human development, it is pertinent to note that the implementation of the goals contained in the declaration could be given the needed impetus through participatory communication in order for it to achieve human socio-economic emancipation, alleviation and empowerment. To become more effective, communication becomes the fulcrum on which the effectiveness, success and sustainability of the declaration hinges.

Communication within development planning and implementation must be streamlined and mainstreamed into the developments agendas, objectives, goals and aspirations of the people (Del-Castello and Braun, 2006). The vestige of the past in the notions of communication through the mainstream media has been mainly a one way, vertical and top-down model of information flow and communication of messages on any issues that affect the overall development and interest of the publics. Although, this has been the case in news journalism, such models and methods of communication over the years have not engendered sustainable development amongst the people. This again, results in the gap of empowerment as the development agenda falter on the threshold of lack of inclusion and participation of the beneficiaries.

As knowledge of participation becomes an essential ingredient for development interventions, the people, most especially, women need to collectively identify and articulate their aspirations, analyse the options available for their development and

empowerment to occur. The specificity of roles within this sphere still remains poorly understood and little prioritized. The role of participation in amplifying citizens' voices and to provide forum for them to understand and realize their own needs of development was not given the attention from the onset of the MDGs (UNESCO, 2007) and this has been the challenge of earlier development interventions which has been noticed within the framework of the MDG.

The ability of human beings to contribute to their development notwithstanding the facilitation of development by government and donor agencies is to a large extent neglected in the formulation of development policies and interventions (NILG, Karubi 2006). This problem has resulted in the neglect of the people capacity to articulate their problems, and consequently evolve a development process that would attract attentions towards empowerment and development as have been done with development agencies and interventions in most developing countries around the world including Nigeria (NILG, 2003).

Brief on I-Care Women and Youth Initiative

I-Care Women and Youth Initiative (ICWYI) is a non-profit, non-partisan, Non-Governmental Organization founded in September 2007 as a proactive response to the high rate of poverty, illiteracy and inadequate life skills amongst many women, youths, and the physically challenged in Nigeria. It is the project of Her Excellency, Hajiya Amina Namadi Sambo, Wife of the former Vice President of Nigeria (I-Care, 2012). In July 2008, as the Wife of the Executive Governor of Kaduna State, Her Excellency, embarked on a two - week tour of the twenty-three (23) local government areas of the state in order to have first-hand experience of the plights of many rural women and youths (I-Care, 2012).

According to I-Care (2012), the inspiration for the project was borne from the need to alleviate the poor status of rural women across the Kaduna state in particular and Nigeria in

general. The passion for this work has led to the expansion of initiative across Nigeria as a wayof contributing to the attainment of the Millennium Development Goals (MDGs) and Nigeria's Vision 2020-20. The I-Care Women & Youth Initiative is collaborating with development partners like Nigeria's National Agency for the Control of AIDS, National Directorate of Employment, National Poverty Eradication Program, UNICEF and UNFPA. The partnerships are making significant impact towards safeguarding the welfare of women, children and youths.

From the I-Care (2012) reports, the objectives of the organization are:

i. To provide women and youth with vital information on their rights as well as economic empowerment opportunities.
ii. To empower the less-privileged by initiating, developing, and implementing programmes, that will enhance their standard of living and make them responsible, useful citizens.
iii. To advocate developmental policies that safe-guard vulnerable groups.
iv. To mobilize and increase participation of women and youths in decision-making (from family unit to the larger society).
v. To collaborate with development partners in building the capacity of community actors for effective holistic engagement and meaningful societal development.
vi. To engage religious and traditional institutions in value re-orientation of women and youths, encouraging moral rejuvenation and self-empowerment.
vii. To reduce stigma and discrimination against People Living with HIV and AIDS and educate them so that they make informed choices.

From the above objectives of the organization, five (5) out of the seven (7) objectives were aimed at addressing women development issues that could lead to empowerment. It is on these

premises that the need to understudy and assess the organization's use of the communication approaches in its women empowerment interventions becomes necessary.

Communication Strategies of I-Care Women and Youths Initiatives

These are the communication strategies used so far by the organization:

i. Community Hall meeting with women groups and opinion leaders to establish areas of needs and intervention.
ii. Sensitization on the empowerment opportunities.
iii. Advocacy.
iv. Women need assessment and pair-wise ranking

The extent to which these strategies has impacted and advanced women participation in achieving empowerment within the framework of the MDGs Three (3) is what this study would seek primary information on.

1.2 Statement of the Research Problem

The absence of participatory communication approaches in several empowerment interventions manifested through the exclusion of women in the planning, design and implementation processes, raising the question of sustainability according to development scholars and researches (Igbuzor, 2013; Prammer and Martinuzzi, 2013; Sule, Alinno and Ikwegbe, 2013; Simon, 2012; and Arogundade, Adebisi and Ogunro 2011). Again, the lack of empirical research on how I-Care uses the participatory communication approaches is also area of concern which this research interrogated. Against this backdrop, the imperative is to interrogate the reasons for the extent of the adoption of participatory communication components and approaches by I-Care within the MDG three (3) framework.

The question is how can the participatory communication be incorporated into development intervention processes? How effective would this approach bring about women empowerment? Do development facilitators take into cognizance participatory communication

components in development interventions by engaging women before evolving and adopting development programmes? The search for these answers as well as the gaps identified in alienation of participatory communication process reinforces the need to undertake a study on the impact of participatory communication strategies in ensuring the success of development interventions such as the MDG's Goal (3) with a special focus on I-Care Women and Youths Initiative activities in Kaduna State.

1.3 Research Questions

The research answered the following questions.

1. What is the nature and effectiveness of approaches used by I-Care in delivering women economic empowerment in Kaduna State?
2. What is the extent of participation through the communication approaches used by I-Care on the economic empowerment intervention in Kaduna State?
3. What are the impacts of the communication approaches adopted by I-Care on women empowerment in Kaduna State?
4. How can the programme be made to benefit other women in other communities in Kaduna State?

1.4 Aim and Objectives of the Study

This study was aimed at assessing the communication approaches used in realizing women empowerment through I-Care development activities in Kaduna State with a view to examining the advanced usage of the communication approaches to attain sustainability and continuity of women economic empowerment within the framework of MDG's (3).

The following are the objectives developed for this study:

1. To investigate the nature and effectiveness of participatory communication approaches used by I-Care in realizing women economic empowerment in Kaduna State.

2. To determine the extent of women's participation through the communication approaches used by I-Care on the economic empowerment intervention in Kaduna State.
3. To assess the impact of the communication approach on the economic interventions of I-Care's programme on women empowerment in Kaduna State.
4. To suggest ways in which the programme can replicated and made to benefit to women in other communities in Kaduna State where the initiatives have not been introduced.

1.5 Hypotheses

The following research hypotheses were stated for the study and were tested on a 95% level of confidence or at 0.05 level of significance:

Ho1: I-Care participatory communication approaches are not effective in encouraging women participation in empowerment interventions in Kaduna State.

H1: I-Care participatory communication approaches are effective in encouraging women participation in empowerment interventions in Kaduna State.

Ho2: I-Care participatory communication approaches have no significant impact on women empowerment in Kaduna State socio-economically.

H2: I-Care participatory communication approaches have significant impact on women empowerment in Kaduna State socio-economically.

1.6 Significance of the Study

This study is apt in making us understand the import and impact of participatory communication process in carrying outdevelopment interventions. This study believed in the essence of the paradigm in giving women the opportunity to decide the interventions needed for the overall socio-economic empowerment and development. This study was carried out in Kaduna State especially in Kaduna North and Kaduna South local governments respectively, this was done as a way of advancing the adoption of the alternative paradigm to development and how development facilitators and organizations like I-Care women could leverage on the

use of the participatory communication paradigm as one that can lead to a more inclusive participation in all the process development planning and implementation makes it the more significant.Consequently, this study has been able to reveal the relevance of the participatory communication paradigm to today's development intervention and how I-Care has been advancing its women economic empowerment by localizing the endogenous participatory communication approaches.

1.8 Scope of the Study

The study covers development interventions being carried out by I-Care based on the MDG Goal Three which emphasizes more on Gender equality and women empowerment. The study assessed the I-Care empowerment intervention in 2015. The aspect of women economic empowerment was the main focus of this study. Places visited during the study were communities in two selected local government areas in Kaduna State namely Kaduna North and Kaduna South especially in communities where I-Care carried out their empowerment intervention. Communities like Kakuri Hausa, Kurmi Gwari, Ungwan Barde, Ungwan Mission, Dam Quarter located in Kaduna South and Ungwan Kaje, Badiko, Ungwan Sanusi, Ungwan Muazu, Kabala West and Ungwan Makama located in Kaduna North were the communities where the communication approaches on women empowerment activities was assessed.

The study was based on the theoretical framework of participatory communication. The research was carried out via the mix-method research (that is quantitative and qualitative as well as model specification based hypotheses)with the objectives of assessing the level of women participation and their involvement in the entire process of the empowerment intervention as well as measured the impact of communication approaches used by the organization on women empowerment in Kaduna State.

1.9 Definition of Terms

Assessment: The Merrian-Webster dictionary defines assessment as the act of assessing; appraisal; and evaluation or the act of making a judgment about something; the act of assessing something. For this study, assessment is seen as the process of appraising a development strategy in order to appreciate its success and failure. By this process, the strengths and weaknesses of the programme would be known and relevant recommendations made to address them**.**

Communication: According to Merriam-Webster Dictionary, communication is the act or process of using words, sounds, signs, or behaviours to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else. However in this research, communication is seen as the act of evolving and involving endogenous communicative tools that are adaptable and acceptable to the people in sharing and passing on of developmental message

Development: According to the Business dictionary Online (2016), development is the systematic use of human, scientific and technical knowledge to meet specific objectives or requirements. Development in this context is seen as the process in which needs of women especially those with high financial burden but with low income earning capacity and commercial skills through participatory intervention. This intervention is geared at achieving one aspect of development which is empowerment**.**

Empowerment: According to the Business dictionary (2016) isa management practice of sharing information, rewards, and power with employees so that they

can take initiative and make decisions to solve problems and improve service and performance. Empowerment is based on the idea that giving employees skills, resources, authority, opportunity, motivation that would contribute to their competence and satisfaction. In the context of this study, it is the state in which women are said and seen to have the necessary capacity and capability to add value to their lives, families and environment socio-economically.

Empowerment communication: This signifies a way of exchangingand sharing meanings (much in line with the original semantic meaning ofcommunication), knowledge and experiences without pretending to know what isbetter "for them." In the context of this research, it is the process of mostly endogenous communication tools that are understood by the women to communicate, process and take actions that would translate their betterment from previous statuses.

MDG: The acronym for Millennium Development Goals, a United Nations declaration in 2001 to reduce incidence of underdevelopment around the world by half before 2015. They are the world's time-bound and quantified targets for addressing extreme poverty in its many dimensions-income poverty, hunger, disease, lack of adequate shelter, and exclusion-while promoting gender equality, education, and environmental sustainability.

Participation: Participation according to Melkote and Servaes (2001) refers to different mechanisms for the public to express opinions – and ideally exert influence – regarding political, economic, management or other

social decisions. As used in this research, it is a stage in the development intervention process in which beneficiaries are included in the process of developmental proposition in order to warrant its sustainability.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter reviews relevant literatures on the concept of communication, development and the admixture of the words a "communication and development." The chapter also reviewed related literatures on empowerment, forms of empowerment, participation, typology of participation and their relevance to women empowerment within the framework of MDG three (3). Furthermore, empirical literatures were reviewed in order to buttress the gaps as well as challenges that this research need to fill and address. The chapter concludes with the theoretical perspectives of the research which hinges on the Participatory Communication theory of development.

2.2 Conceptualizing Communication

Harnessing the views of several, communication can be referred to the sending and reception of information, signals and message. The communication of message is carried out through a given medium, channel, process, modes and method from the sender, originator, and encoder to the receiver or decoder. Messages communicated could be interpersonal, group, public, mass, and even mediated (Baran 2003, Laswell, 1948; and Goyer, 1970). Communication could also mean dialogue, enabling people to understand the key factors of their physical, social, economic and political environment and their interdependence so that rising information can be shared. Modern Communication and information sharing incorporates feedback. Hence, communication is the transmission belt between information production and dissemination (GTZ Rioplus, 2006).

This conceptualization of communication has been observed to be too plausible for journalistic endeavour of news coverage and reports. It is also seen to be a one-way flow, one-dimensional, too unilateral and subsumed the voice of the target public by making

them passive audience to a large extent and cannot be seen to be at the nucleus of real development communication according to development scholars like Chambers (1983), Escobar (1995), Freire (1979), Moemeka (1989) and Okwori (2010). Conversely, there must be a better way to reach the people at the periphery of development, thus a new way to attain this necessitated the communication for development paradigm.

Common Types of Communication

Type	Purpose/Definition	Main Functions
Interpersonal Communication	Create room for personal interactions, sharing of ideas and felicitations. Avails the facilitator a one-on-one or face-to-face interactions with stakeholders and participants in the campaign	Use verbal, oral talk, signs and gesture, writing of letters to promote interactions that would enhance personal relationship between individuals.
Mass Communication	To Inform. Educate, Enlighten, Entertain, Sensitise	Use mass media platforms like newspapers, radio
Corporation communication	Communicates the mission and activities of an organization to both its internal and external audience	Uses media tools like press releases, memos to promote organisational information, products, values and relevant activities
Advocacy communication	Influence change at public or policy level; promotes issues related to development, i.e. Agricultural and health communication.	Raise awareness on development issues, uses communication methods and media to influence specific audience to support intended change.
Strategic Communication	Strategic communication ensures that development policies are properly designed, with the participation of all concerned parties, that their goals are to some extent shared by all stakeholders	The involvement of stakeholder on how to select media channels in communicating the pre-planning, planning, implementation, monitoring, and evaluation of an intervention
Development Communication	Support sustainable change in development operations by engaging key stakeholders. i.e strategic, behavioural change and participatory communication	Establish conducive environment for inclusion and participation of key stakeholders in assessing benefits, risks, empowerment and other

		human development opportunities; disseminate information; induce behaviour and social change

Source: (Mefalopulos, 2009:5).

2.3 Conceptualizing Development

Development has become a household concept in both the developed and developing countries. It is, however, conceptualised variously by different people. Some take it to mean change while some see it as an advancement, improvement, empowerment or progress (Serveas, 2002). To others, development entails modernization or westernisation (Ele, 2006). Okoli and Onah (2002) asserts that development involves progression, movement and advancement towards something better. They emphasised further that the movement should be on both the material and non-material aspects of life. In essence, development goes beyond economic and social indicators to include the improvement of human resources and positive change in their behaviour. In any case, the prevailing conception of development in the view of Okoye (2000) connotes essentially enhancement in the wellbeing of people. Indeed, basic to any development process is man's desire to a better life and better environment (Simon, 2012). The following are models of development which this study explored in the context of this study.

The modernization paradigm was a paradigm that evolved after World War II. This paradigm emanates from United State of America' President Truman's inaugural speech of 1949. It saw development as a challenge to bring the "underdevelopment countries" out of their condition of poverty by modernising them and by promoting economic growth spurred by free-market. The best way, if not the only way, to achieve these goals consisted in the diffusion and adoption of the values, principles, and models that ensured the success of the way of life in wealthier countries. The origin, principles, and applications of the

paradigm situate within the context of the post-war years, also known as the cold war period. Then, world influence was polarised by two superpowers: the United States and the Soviet Union. Their influence impacted on every aspect of life, including development. In this context, the modernization paradigm promoted by political scientists and scholars of western countries became so strong and so pervasive in every dimension of social life that it became also known as the "dominant paradigm."

Culturally, modernization advocated for a change in the mindset of individuals in poor countries to abandon traditional beliefs, considered an impediment towards modernization. They were to embrace attitudes and behaviours favourable to innovation and modernity (Lerner, 1958). At the technocratic level, modernization required people with inquisitive minds who were guided by faith in the scientific method and rooted in the Principles of enlightenment. In politics, it required staunch advocates of the doctrine of liberalism based on political freedom and the adoption of democratic systems. Finally, at the economic level, it required blind faith in the virtues and power of the free market, with no or minimal government intervention.

Thus development concept maintained a linear shape based on the trust in science, reason, technology, and the free market. Communication was to persuade people to embrace the core values and practices of modernization with its inherent principles, strategies and values. To its credit, the modernization paradigm succeeded in establishing a more systematic and rigorous approach to development initiatives. However, this theoretical approach to development, with its related bag of practical tools, did not deliver the expected results. By the end of the 1980s, it became evident that the promises of the modernization paradigm had not materialised and that poor countries across the world had failed to improve significantly (Chambers, 1997). Despite the generous contributions from various international aid agencies, private foundations and individuals, today, one billion

people counties to live in extreme poverty "surviving on USDI a day or less. For one person in eight, hunger is a constant potentially, deadly companion" says Bill Gates). This decline exacerbated the criticisms of the dominant paradigm and brought it under fire for being culturally insensitive, theoretically flawed and methodologically inadequate. (Servaes, 2002).

Critics of this paradigm attacked its predominance if not, exclusive economic focus. In its quest to develop, modernization neglected the relevance of other socio-cultural variables. It failed to take into account a number of historical and broader sociopolitical factors in the Servaes, (2002) that impeded the autonomous development of many developing countries. By providing ready-made recipes emphasizing what a country should do to develop itself, modernization's proponents overemphasized the power of individual countries and ignored elements, such as colonization, past exploitation of resources, and, more recently, globalization, all of which greatly affect and limit the individual capacities of countries in the political and economic arena.

Gradually, the criticisms of this paradigm became so intense that even some of its stronger supports began revisiting some of its hitherto strong theoretical assumptions and practical underpinnings. For instance, in the mid-1970s, Rogers (1995), a renowned scholar associated with modernization, announced "the passing of the dominant paradigm." In reality, this passing never materialised completely, because the principles of this paradigm still permeate many of the theories and concepts of current development practices.

In the communication field, Rogers (1962), and Schramm (1964) became particularly interested in studying how communication could be used to foster national development, which at that time was conceived predominantly in economic terms. Hence, communication was expected to help modernise people's attitudes and ways of thinking, which would support the economic model already adopted successfully by the west, in

accordance with the belief that individuals had to change before development could truly take place (Melkote and Stevens 2001).

Communication in dominant paradigm is basically associated with the linear, mass media model aimed at transmitting information and messages from one point to another or many others, usually in a vertical or top-down fashion. This idea was rooted in the strong belief in the persuasive power of the media, especially until the 1970s. Development communication was associated with the use of media to persuade people to achieve, maintain, and strengthen development goals, and the media's role was paramount. UNESCO, for example, considered media to be a crucial means of promoting change, and in the 1960s, it provided guidelines about a country's desirable per capita consumption of television sets, radio receivers, newspapers, and cinema seats. This heavy emphasis on media was hinged on the belief that, when used properly, the mass media was capable of changing people's attitudes and perceptions.

The common conception of strategic communication is also rooted in this theoretical framework. The failures attributed, directly or indirectly, to modernization caused a rethinking of the theoretical models of reference for communication. Thus, it became increasingly evident that media alone could not change people's perceptions and behaviours. Theories such the "the hypodermic needle theory" or "the bullet theory," which overemphasised the power of media over people, became questionable. With time, it became progressively more evident that media impact was not as direct and as paramount as commonly believed, and that audiences were not as passive, either. It was only during the late 970s and early 1980s that new perspectives in development communication began to grow stronger. The Latin American school of thought was very influential in promoting the new communication conception, based on the two-way horizontal model. Luis (2006) and Bordenave (2006) were some of the most influential scholars working on this idea.

Dependency model is another example of a major alternative theoretical framework that is rooted in a political-economy perspective. It originated in latent America, at the beginning of the 1970s. Frank (1969), reflected critically on the assumption of modernization, which placed full responsibility and blame on developing countries for their conditions of underdevelopment. On the basis of a structural analysis of the international capitalist system, he posits that development and underdevelopment are two faces of the same coin, shaped by specific historical, economic, and political factors. Hence, neither the causes nor the solutions of underdevelopment should be sought exclusively, or even mostly, within the poorest countries, but within the broader international scenario and forms of exploitation such as the richest countries colonial past.

Dependency theory claims that the imbalances in the world's state of affairs were mainly owing to the international division of labour and to the continuation of past patterns of domination. According to this perspective, the world was separated into two blocs: the core composed of a few rich countries, and the periphery, composed of many poor countries. Core countries took advantage of their technological know-how, superior infrastructure, and economic power to strengthen their lead while the main role of peripheral countries was restricted to that of supplying raw materials and cheap labour to the richer ones, making it impossible for them to ever catch up.

To address this problem, dependency advocates proposed a plan that works on two levels. Nationally, developing countries on the periphery were to become economically self-reliant and less dependent on foreign import. Internationally, they world form alliances among themselves to create a stronger political presence. The ultimate goal would be to change the overall international set of relationships by forming a bloc of many countries with similar aspirations. Consequently, the dependency theory had a significant impact on the economic and development policies of a number of Third world country, especially in

the in the 1970s and early 1980s, resulting from the adoption of import-substitution policies by the human of those countries (Escobar, 1995).

However, it does not provide practical recipes to successfully address development challenges. Moreover, similar to modernization models, the dependency theory has been accused of being too economically focused and of not paying enough attention to social and cultural factors. Endogenous communication and participation here too is not given more attention necessitating the need for an alternative development paradigm which is the participatory development paradigm.

Participatory or 'bottom-up' approaches to development evolved to embrace the complexity of developments which the modernization and dependency paradigms failed to address, the need for multiple actors to play a role in order for change to be successful and sustainable. These approaches emphasises the importance of cultural identity, of democracy and participation at all levels – international, national, local and individual. They point the way for people to come together to identify issues and to seek joint strategies to address issues (Dubois et. al, 2008). The common approaches to participation as opined by Tufte and Metalopulos (2009) is that it is an offshoot of a social movement and project-based perspective. This implies that therefore an understanding to bring on board inclusive endogenous initiatives and development as part of communicative participation through the involvement of ordinary people in their development process. Furthermore, the fundamental aim of participation is to empower the people to handle challenges and to also influence the direction of their own live. Narayan (2006:5) was of the view that at this juncture, the participation of the people, thus become the turning point in their overall development, change and empowerment. He went on to state that:

Empowerment is the expansion of the assets and capabilities of the poor people to participate in, negotiate with, influence, control and hold accountable institution that affects

their lives. Thus, participatory communication centres its attention on the people and their various modes of endogenous communication which could be harnessed to bring about their own development. Participatory communication according to Srampickal (2006:8) supports people's participation in their development by enabling groups and communities to diagnose the problems they face, make well informal decisions, mobilise for actions and assume responsibility for their own development.

2.4 Conceptualizing Communication for Development

Media, no matter how technologically advanced; messages, no matter how skilfully packaged; and information, no matter how relevant, are not enough to bring about meaningful and sustainable results. These results can only be achieved if the people involved (stakeholders) are part of the process leading to change. This realization shifted the focus of today's communication for development from media to people, from the products to the process (Srampickal, 2006).

Conversely, this kind of communication must be streamlined and mainstreamed into the development agendas, objectives, goals and aspirations of the people (Del – Castello and Braun, 2006). The vestige of the past in the notions of communication through the mainstream media has been majorly a one way, vertical and top-down model of information flow and communication of messages on any issue that affects the overall development and interest of the publics. Although, this has been the case in news journalism, such models and methods of communication over the years have not engendered development or communicated development to the people.

One of such models was the one created by Harold Lasswell in 1948 which later evolved into what is termed as Laswell's communication. Here, the communication process was premised on five (5) process of (i) who sends the message (ii) what is the content of the message (iii) what is the channel through which the message should be committed (iv)

whom in the message sent to and (v) what effect is the message on the receiver (Lasswell, 1948).

As plausible as the communication process here seem, it is only a linear process that often at times render the receiver passive. The Lasswellian model of communication tend to promote the dominant paradigm otherwise referred to as the modernist school of thoughts or development theories. The development theories from modernization theory which stressed the need to transform the "backward" nature of the third world economies into "modern" economies to the dependency perspective which was centered on capitalist penetration of developing economies industrially as opined by Black, (1967), and Taylor, (1979). Others in this paradigm are the world economy perspective which premiered the term globalization through interdependency as a way of development thereby evolving a New Economic Order, (Ghai, 1977) instead of development. This list is inexhaustible, all of which culminated into one way, uni-direction and even more recent diffusion of innovation communication model as propounded by Rogers (2005).

It was in this regard that the United Nations Resolution 51/172 issued in 1996. Communication for development stated that:

> the need to support two way or a multifaceted communication systems that enable dialogue and that allow communities to speak out, express their aspirations and concerns and participate in the decisions that relate to the development.

According to Servaes (2006) the United Nation definition of communication that geared toward development and empowerment is consistent with today paradigm of communication which amplifies the voice of the people through either facilitation or participation garnered and harnessed for social change, empowerment and development of the people. Communication for development differs from communication which emerged as a form of a broader development and reconstruction effort after the Second World War, (Servaes, 2002). Communication as a mode serves to transmit in the view of Rogers, 2005)

information related to health, agriculture and other sectoral development issue from the North, empowered by sciences and technology, to "Third World" whose behaviour as was assumed would change for the better on the basis of the information received.

Conversely, the notion as earlier stated, one way or top-down, based on the assumption of technical knowledge via the mass media believed to transform traditional societies into modern ones. Since the process of communication suggest that rural development must be chiefly the people's wielding the development and social change. The Rockefeller's 1997 report clearly buttressed this form of communication when it stated that the communication for development and social change among the people must be:

> A process of public and private dialogue through which the people themselves defines who they are, what they need and how to get what they need in order to improve their own lives. It utilizes dialogue that leads to collective problem identification, decision making, and community – based implementation of solutions to development issues, (Tufte and Mefalopulos, 2009:2).

This conceptualization of a multi-dimensional and multifaceted approach to development could further be seen to be focused on the development of the skills of those at the periphery who shoulder the burden of poverty in its entire ramification.

In a joint submission by UNESCO and UNDP (2007), these two bodies opined that most definition of communication for development focus on the characteristics that defines it, which is as a participatory and two way process, and distinct from external relation, and public relation or news journalism. Retracing our step once again to the definition as adopted by the UN General Assembly Resolution 51/172 of 1996 Article 6, communication for development stressed the need for people to speak about their own development by themselves and for their selves and not some kind of alien agenda forced on them. Buttressing this view, the World Congress on Communication for Development – WCCD (2006) Redefined communication for development in a statement commonly referred to as the Route Consensus. Thus, communication for Development and Social Change is

> A Social process based on dialogue using a broad range of tools and methods. It is also about seeking change at different levels, including listening, building trust, sharing knowledge and skills. More so, it is about building policies, debating and learning for sustained and meaningful change. It is not public relation or corporate communication," (UNESCO, UNDP 2006:38).

This definition completely upheld empowerment as the nexus for development. Furthermore, this definition could be amalgamated into the 9th UN roundtable on communicating the MDGs for effective development. Thus, UN (2007) roundtable argues that:

> Communication for development is about people, who are the drivers of their own development; it contributes to sustainable change for the benefits of the poorest; it is a two way process and is about the people coming together to identify their problems; great solutions and empower the poorest, it respects indigenous knowledge and culture and that local context is key; it is critical to the success of the Millennium Development Goals, (UNDP, 2007:38).

It could be stated here that all theirredefinition of communication is targeted at one central message – empower the people at the periphery of development which in most cases are the women. This communication enables the people who are primarily vulnerable, to participate in shaping, decisions that affect their own lives. Here in this case, the role of communication as empowerment contrasts sharply with how the communication is currently ferreted within the development system through the mass media, which often than not could be seen as focused on enhancing the public profile of development institutions and advocacy groups or programmes. Therefore, there is need to truly understand the processes of people at the periphery of development. This has further led to the new paradigm within the framework of communication for development known as participatory communication.

Development communication rests on the premise that successful development calls for the conscious and active participation of the intended beneficiaries at every stage of the development process; for in the final analysis, rural development cannot take place without changes in attitudes and behaviour among the people concerned. To this end, Development

Communication is the planned and systematic use of communication through interpersonal channels, and audio-visual and mass media:- to collect and exchange information among all those concerned in planning a development initiative, with the aim of reaching a consensus on the development problems being faced and the options for their solution.- to mobilize people for development action, and to assist in solving problems and misunderstandings that may arise during project implementation- to enhance the pedagogical and communication skills of development agents (at all levels) so that they may dialogue more effectively with their audiences:- and last but, by no means least, to apply communication technology to training and extension programs, particularly at the grassroots level, in order to improve their quality and impact.

Development communication can help to ensure that the design and action plan of a development project take into account the attitudes, perceived needs and capacities of the people whom the project is trying to help. Many projects have failed in the past because assumptions were made about the willingness and capacity of rural people to absorb new technology and development infrastructures into their way of living and working. Abandoned irrigation schemes and settlement programs, broken down equipment, and the slow adoption of improved crop varietiesare examples that bear witness to this failure to bring about attitudinal and behavioural change.

As an adjunct and complement to the usual situation analysis that is done for project formulation, development communication helps to identify attitudes, felt needs, capacities, and constraints to the adoption of change. Thus, through the dialogue and consultation process it employs, it naturally elicits the participation of the intended beneficiaries of a development action.Any development programme should be a complete and integrated response to the peasants' situation. An integrated development programme cannot be put into practice without necessarily evolving a system in the process of identifying and

analysing the extent to which the programme has been implemented and how the planning and implementing allocation are carried out as well as the monitoring and evaluating the results.

The two most prominent approaches to development communication-diffusion of innovations and participatory communication-provide different definitions for the concept of “development communication.” The most prominent diffusion scholar, Rogers (1995), viewed development communication as “the process by which messages are transferred from source to a receiver. Communication causes the receivers to change an existing behavior.” Melkote and Steeves (2001), provided an alternative-participatory-definition of Communication ... is a complex process, inseparable from culture, which is sustained and challenged by global and local economic, political, and ideological structures and processes" Jacobson and Servaes (1999) defined development communication.

Their definition suggested that development communication is “empowerment of marginalized individuals, groups, and organizations communication as a “dialogic process” through which community members learn “self- management”. Jacobson & Servaes, (1999) believed that the communication aspects of development involve "the articulation of social relations between people". For the purposes of this study, the definition of development communication is viewed as a social activity with a goal to "improve the living conditions of society" (Melkote & Steeves, 2001). Development communication is culturally contextual, people oriented, empowering, and egalitarian yet it entails a process of transferring (diffusion) of a new idea (innovation) from the encoder (source) to the decoder (receiver).

2.5 Women Empowerment

The concept of women’s empowerment is increasingly used to understand what is needed to change the condition of poor, vulnerable and powerless women. The situation of

women particularly in the third world and the developing countries does not seem to be very encouraging. They have fewer opportunities and less choice in making decisions of their lives (Khan, 2013).

Datta and Kornberg (2002) argue that women's empowerment occurs when individual and group efforts correspond with the needed development *intervention* (emphasis is mine). This is in turn is made possible when policies and programs that states and international organizations undertake to alleviate the adversities that women face every day are well within the purview of empowerment. Khan, (2013) again argues that empowerment is a process that cannot be imposed by the outsiders, although appropriate support and intervention can speed up and encourage it.

Furthermore, empowerment of women is taken as a process that involves shifting from a position of powerlessness towards the achievement of socio-economic and political participation. The role of international organizations and states may be questionable from a women's empowerment point of view, but there is agreement among the scholars that empowerment in its simplest sense means 'enablement'. However, an average woman in a developing country may not be in a position to 'enable' herself to attain power over resources and have a say in decision-making. Therefore, an external agent is needed (either a state's department or some other organization) to facilitate women's empowerment by creating enabling conditions (Mosedale, 2005).Hence, empowerment of women is a continuum involving change at individual level as well as change at social and political levels.

2.6 Forms of Women Empowerment in Development Intervention

Aref (2010) aptly explained that empowerment of women means for them to have the necessary ability to undertake number of tasks so that they have further access to and

control society resources. Since women constitute three fifth of the world poor, (UNIDO, 2003), their poverty level is worse than that of men as clear as gender disparity in education, employment opportunities and decision making power exist.

Regrettably, most of these women live in the rural areas of our societies where there are not enough support for them to sustain their lives and families. Thus, there is the need to understand the nature of empowerment which they need from them, by then, through an inclusive communication approach. Lennie (2002) recommended the following types of empowerments that could be used to reduce, halve and completely eradicate poverty, gender disparity by 2015.

i. **Political Empowerment**: More women should be encouraged to participate in governance so as to affect policies and decision of government. They could also form groups and corporative that could canvas for project that are their own initiatives to development agencies and partners for rural benefits and women empowerment in a nutshell. The need for political empowerment of women becomes more significant in a development context where 'power within' cannot be much beneficial until women are not strong and empowered from political point of view. Friedmann (1992: 32-34) conceived power in three forms: social power, political power and psychological power.

ii. **Social Empowerment:** Sociological empowerment often addresses members of groups that social discrimination processes have excluded from decision-making processes through - for example - discrimination based on disability, race, ethnicity, religion, or gender.

iii. **Economic empowerment:** Economic empowerment concentrates on factors that help women succeed and advance in the marketplace. This includes increasing skills and access to productive resources, improving the enabling and institutional environment, and assisting women in their ability to make and act upon decisions in order to benefit

from economic growth and development of the society. Most women across the globe rely on the informal work sector for an income (UNRISD, 2010). If women were empowered to do more, the possibility for economic growth becomes apparent. Empowering women in developing countries is essential to reduce poverty since women represent most of the world's poor population (UNRSD, 2012). Eliminating a significant part of a nation's work force on the sole basis of gender can have detrimental effects on the economy of that nation (UNICEF, 2007). In addition, female participation in counsels, groups, and businesses is seen to increase efficiency (Argawal, 2010).

The inclusion of women in the formal workforce can increase the economic output of a nation. Therefore, women can also help businesses grow and economies prosper if they have, and if they are able to use, the right knowledge and skills in their employment (World Survey on The Role of Women in Development, 2009). Hence, approaches to women empowerment, must recognize that economic empowerment is intertwined with social and political empowerment. Taking into account the social and cultural factors that limit women's ability to interact and participate and benefit from the marketplace economically. How well and far has this been achieve in Nigeria in general and Kaduna state in particular is also of great importance to this research especially through the communication approaches used by I-Care Women and Youth Initiatives, a Non-governmental organization that have designed and carried out empowerment in some communities in Kaduna state in this regard.

iv. Educational Empowerment: The plight of women's education in Nigeria is such that provisions for improving women's participation had to be made in the Nigerian National Policy on Education. Section 3, paragraph 11 of the national policy states thus:

> *With regard to women's education, special efforts will be made by Ministries of Education and Local Government Authorities in conjunction with Ministries of*

Community Development and Social Welfare and information to encourage parents to send their daughters to school (Federal Republic of Nigeria, 2004).

Education helps in the fulfillment of women's obligation politically, socially, economically and again it engenders and enforces her commitment to the wellbeing of her family and community. An educated woman will be able to help her children with their school assignments. She may also go beyond that to further enlighten them in their school work. A woman can beware of all these harmful conditions if she is educated, since most enlightenment campaigns against diseases are transmitted either through the radio, television, newspapers, posters, pamphlets or magazines or in the local languages or English language.

Thus, empowering women through the communication process understood by them should not be seen as a vestige of the past, but we must now all include in our modern day strategies and process of development even the MDGs.

2.7 The Millennium Development Goals (MDGS)

The Millennium Development Goals could be designed as a human rights approach to development issues with emphasis on equality and non-discrimination. Biao (2005) asserts that the maintenance of a life-sustaining environment forms the main fulcrum around which this human development agenda (MDGs) revolves. Each goal has a definite target and indicators which are explicitly spelt out as a basis of evaluating the achievements of each of the Millennium Development Goals. The MDGs aims are designed to encourage development by improving the social and economic conditions in the world's poorest countries. The MDGs were developed out of the eight chapters of the United Nations Millennium Declaration signed in September 2000. There are eight goals with twenty one targets and a series of measurable indicators for each target to be achieved in the year 2015.

The Millennium Development Goals was seen to be directly related more to women, thus reinforcing the need for their empowerment so as to achieve the goals for the benefits of women in particular and the society in general. Looking through the MDGs, it is clear that majority, if not all the MDGs are directly having an effect on women development. The 2006 population census in Nigeria revealed that women constitute about 49% of the country's population and the majority of them reside in the rural communities. This means that women constitute a significant proportion of the nation's population whose participation in the process of development cannot be ignored if the desired result must be achieved. The educational situation of these women is not only low but pathetic and puts them at a disadvantage. Yet, education is the basis for full promotion and improvement of the status of women. It is the basic tool that should be given to women in order to fulfil their roles in achieving the noble objectives of MDGS in Nigeria.

Education for empowering women does not imply just formal education for children and adolescents at the primary, secondary and tertiary levels; it implies also education on part-time basis given to adults of all educational backgrounds who are already working and participating in the development efforts. Education is the basis for the full promotion and improvement of the status of women. It is the basic tool that should be given to women in order to fulfil their roles as full members of the society. The education of women is particularly valuable as a strategic investment in human resource, as the social returns are high.

The education of women according to Economic and Social Commission for Asia and the Pacific (ESCAP) (2005) has a tremendous impact not only on their development, but also on that of their families and communities. It acts as catalyst in virtually every dimension of development and poverty alleviation; with outcomes such as reduced fertility, reduced infant mortality, improved child survival, better family health, increased

educational attainment, higher productivity, and generally improvement in the nation's economic situation. Studies have shown that education influences decisively a woman's overall health, and access to paid employment, and therefore enables her to make informed decision about herself and to assume a status and identity beyond those that are linked with child rearing and family.

ESCAP (2005) further emphasized that literacy is not merely about basic skills of reading and writing; it is about providing individuals with the capabilities for understanding their lives and social environment as well as equipping them with problem-solving skills. Literacy therefore, is a foundation of human resource development and is critical to enhancing the general quality of the people's life. As important as education is to women and national development, available statistics show that women lag behind men in all areas of education.

For instance, UNESCO (2006) observed that in spite of the many declarations aiming at making gender parity and education a reality, gender disparities persist throughout the education system. It is observed from data on enrolment, retention and transmission that in many countries, girls and women lag behind boys in early childhood education, primary, secondary, and higher education and in non-formal and literacy education programmes as well. In Nigeria, Oyebamiji (2006) observed that women make up more than 50% of the Nigerian population. By virtue of their physiology, women are the givers and nurturers of life. The social responsibilities that come with this biological function make women a peculiar force in the overall national growth and development; hence, their condition in the society would definitely affect the overall development of the country and achievement of the MDGs.

However, a very small fraction of the women are educated. Sixty seven percent (67%) of Nigeria women are illiterate. Based on the peculiar nature and position of women

in the society, i.e. as mothers, wives, sisters and teachers in the home, mass education for women is critically needed to prepare them fully for their inevitable socialization roles. Such education is indeed fundamental to their preparation for contribution to national development. Literacy rate among adults between the year 2000 – 2004 stand at an average of 51.8% females and 68.2% for males. These disparities in literacy rate between males and females had been attributed to many related factors. Such factors as UNESCO (2006) observed, could be economic, social, cultural or political. In the worst situation, they all act together to erect a wall that not only deprive females of education but the whole society of a better future.

2.8 Development Interventions in Empowering Women in Nigeria

According to Karubi (2006), the Better Life Programme which was founded in 1987 by Maryam Babangidawas the first empowerment intervention to stimulate women in rural areas towards achieving a better and higher standard of living. The programme had the following objectives:

a. The mobilization of women for effective national development.
b. The need to bring women together for better understanding and resolution of the problems through collective actions.
c. The need to raise women's consciousness concerning their activities, rights, social, political and economic responsibilities.
d. The procurement of machineries and improved crops for rural women's agriculture outputs.
e. additionally advocates women's social consciousness and equally mobilizes or encourages rural women to seek leadership roles in all spheres of national life

f. BLP educates rural women on the importance of "maternal child health/family planning".

In order to achieve these goals, the programme adopted the following approaches:

a. The use of co-operative societies to bring women together for better understanding, and resolution of their problems through collective actions and to raise their consciousness about economic responsibilities.
b. Socially, the programme was much interested in expanding the range of recreational activities in the communities.
c. Facilitating increased awareness and participation in the States' health care delivery programmes such as Expanded Programme on Immunization, O.R.T (Oral Rehydration Therapy), drug abuse, etc.

This attempt at women empowerment failed because of the lack of women participation from the very beginning that is to say, the planning, implementation, sharing of benefits, monitoring and evaluation and the sustainability of the programme. Hence according to Arogundade et, al. (2011), Sule et, al. (2013) the programme was discontinued after the end of the regime.

Again Karubi (2006) opine that another attempt at women empowerment was the establishment of the Family Support Programme-FSP in 1994 by Mrs Maryam Sani Abacha and later renamed as FEAP-Family Economic Advancement Programme (FEAP). The Family Economic Advancement Programme (FEAP)was initiated to finda way out of debilitating poverty, as this was the period that marked Nigeria's relapse into the global bracket of 25 poorest nations. This programme was a shift of policy thrust on the role of family in national development, particularly as it affects major social sectors such as health, education and economic empowerment amongst others.

Similar to the Better Life Programme, the Family Support Programme (FSP) had theseobjectives in the following areas:

a. To improve and sustain family cohesion through the promotion of social and economic wellbeing of the Nigerian family for its maximum contribution to national development.
b. To promote policies and programme that strengthen the observance and protection of human rights and the advancement of social justice and human dignity.
c. To promote decent health care delivery in reducing material and child mortality and morbidity through improved health care system.
d. To sensitize government on the need to provide adequate shelter for all Nigerians.
e. To carry out public enlightenment campaigns to sensitize the general public on matters of human decency, civil responsibility and concern for the welfare of the disadvantaged.

Like the women empowerment programme before it, Family Support Programme communication approaches are as follows:

a. Sponsoring media captions, news talk, television and Radio discussions.
b. Establishment of relevant clubs and societies so that the rural family-life shall be touched through the assistance given to women by loan and etc.
c. Mounting workshops, seminars, symposia and public lectures to mobilize the people through competitions and quizzes, publications and training schemes.

Despite the adoption of these approaches, the programme again failed as a result of the lack of inclusiveness and participation of women in the process of development and specifically the development intervention geared at their socio-economic empowerment (Orji, 2005; Arogundade et, al. 2011; Sule et, al. 2013).

2.9 Understanding Empowerment in the Context of Development

Empowerment is acknowledged as one of the keys to sustainable development but is loosely defined in development interventions, and there are few instruments or indicators for monitoring empowerment outcomes (The concept of empowerment ranges from encouraging people to play a more active role in their work. This could be through involvement in taking active roles and responsibility, to enabling them to make more and bigger decisions without having to refer to someone more senior (Ako-Nai, 2005). On its part, the World Bank sees empowerment as an expansion of freedom of choice and action which means an increase in one's authority and control over the resources and decisions that affect one's life (World Bank, 2003).

Furthermore, the World Bank (2011) again emphasise that empowerment is the process of enhancing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. Central to this process are actions which both build individual and collective assets, and improve the efficiency and fairness of the organizational and institutional context which govern the use of these assets. In essence empowerment speaks to self-determined change. It implies bringing together the supply and demand sides of development – changing the environment within which poor people live and helping them build and capitalize on their own attributes. Empowerment is a cross-cutting issue. From education and health care to governance and economic policy, activities which seek to empower poor people are expected to increase development opportunities, enhance development outcomes and improve people's quality of life.

The explanation on the concept of empowerment is a never ending one. It could mean different things to different people depending on their role position in the society. For this study, empowerment is explained as a strategy designed like the MDG to improve the economic and social life of a specific group of people while the disempowered includes the

rural poor. Since empowerment within this context is targeted at development, Ekanem, (2004) stresses that it also means extending the benefits of development to the poorest among those who seek a livelihood in the areas whether rural or urban (Ekanem, 2004: 52).

Thus, it could be expressed that empowerment is taken to mean socio-economic or political act by the state or its agencies, private individuals or corporate organizations aimed at transforming the socio-economic well - being of the disempowered. This group includes the rural and urban poor, small - scale farmers, the landless and the unemployed, the economically and politically excluded and even those, though employed, but whose remuneration cannot afford them the basic necessities of life. The group also includes the sick and the maimed who cannot have access to quality healthcare services, the illiterate, who have no access to educational facilities and the destitute who cannot afford decent meals and shelter. The call for their empowerment means that they need to participate in the process that would lead to sustainable empowerment.

2.10 Participation as a way of Empowerment

Participation in development can be defined as the process through which people with an interest (stakeholders) influence and share control over development initiatives and the decisions and resources that affect them. In practice this involves employing measures to: identify relevant stakeholders, share information with them, listen to their views, involve them in processes of development planning and decision-making, contribute to their capacity-building and, ultimately, empower them to initiate, manage and control their own self-development (African Development Bank, 2001).

According to Mohammad (2010), people's participation is the *sine qua non* for development. The notion of people's participation in their development has been gaining momentum in the process of human empowerment and development. Contemporary development scholars have been advocating the inclusion of people's participation in development projects as they believe the avowed objectives of any project cannot be fully achieved unless people meaningfully participate in it. Stone (1989) argues that people's participation in development projects may help bring effective social change rather than impose an external culture on a society.

Similarly, referring to the experience of rural development programs across the globe, Shrimpton (1989) states that community participation in the design and management of a project greatly enhances the likelihood of project success due to improved goodness of fit and increased sustainability. Furthermore, the fundamental aim of participation is to empower the people to handle challenges and influences the direction of their own lives, inherent in the participation.

Narayan (2006:5) is of the view that people's participation in the development process marks the turning point in their overall development, change and empowerment. He went on to state that "Empowerment is the expansion of the assets and capabilities of the poor

people to participate in, negotiate with, influence, control and hold accountable institution that affects their lives." Development over the years have faltered because of the near absence of people oriented participation in development initiatives even as it has been accepted that people's participation in participatory planning is highly demanded from different corners of the society in order to achieve sustainable development (Mohammad, 2010).

The National Institute of Local Government (NILG) (2003), reported that "Real development has not been achieved because in a top-down method, the demand felt by the people is not reflected and there is no participation and sharing of the people in making plans (NILG, 2003:225). This report found that people's participation is the basic tool for achieving national goals of development. In order to implement governmental policies in right perspectives, the people -- the real clients of the governmental operations, are to be involved at all stages of development intervention. But because of bureaucratic preponderance and distrust by the successive governments to the people, people's participation in a large scale in local development process remained beyond the reach of the ordinary people.

People's participation is a popular concern amidst academics, development partners, UN agencies and subsequently most of the Third World governments over the last three decades. Though the mushrooming growth of its offshoots is evident in every specialized branch of development studies such as economics, political science, sociology and lately public administration and public policy analysis, yet participation as a concept still lacked a systemic theoretical ground and empirical basis of judgment in the social sciences.

Today, people's participation has emerged as an umbrella term for a new approach in development intervention. Conceptualizing participation is not a simple task. The term participation is generally operationalized differently depending on the context and field in

which it is studied. In ancient Greece participation was viewed as a matter of voting, holding offices, attending public meetings, paying taxes and defending the state (Samad, 2002: 49). Participation is closely linked with the concept of empowerment. Without empowerment participation may be meaningless. People's participation is the process of empowerment of the deprived, marginalized and the excluded (Samad, 2002: 58).

Participation also means putting the last first. Participation is also partnership. The concept of partnership comes very close to the concept of empowerment. Cohen & Uphoff (1980) viewed participation with regard to development projects as "people's involvement in decision making processes, in implementing program, their sharing in the benefits of development programs" and their involvement in efforts to evaluate such program. Popular participation can be defined as the active involvement of the local people in the planning and implementation of development projects. For effective plan formulation, control of projects and sharing of benefits of development, participation is necessary. Uphoff (1987) defines four types of participation as stated below:

a. Participation in decision making, in identifying, formulating alternatives, planning activities, allocating resources etc;
b. Participating in implementation, in carrying out activities, managing and operating programs, partaking of services;
c. Participating in evaluation of the activity and outcomes'; and
d. Participation in economic, social, cultural or other benefits, individually or collectively.

Since its inception, social scientists, development practitioners and development agencies have been conceptualized the term "participation" in their own view and its scope and meaning are still open to debate. Khan (1998) summarizes the definitions of participation to date and prepares a list of those. Participation is-

i. an organized effort to increase control over resources and regulative institutions;

ii. people's involvement in decision-making, implementation, benefit-sharing and in evaluation of programs;

iii. people's capacity to take initiative in development, to become "subjects" rather than "objects" of their own destiny; this can only be achieved through a de-professionalization in all domains of life in order to make "ordinary people" responsible for their own well-being;

iv. Participation involves a reversal of role playing: people should be the primary actors and government agencies and outsiders should "participate" in people's activities.

The common approaches to participation as opined by Tufte and Metalopulos (2009) is that it is an offshoot of a social movement and project based perspective. This implies that therefore an understanding to bring on board as a form of participation, the involvement of ordinary people their development process leading to change. Furthermore, the fundamental aim of participation is to empower the people to handle challenges and influences the direction of their own lives, inherent in the participation. Thus, participatory communication center it attention on the people and their various mode of communication most especially indigenous in nature that could be harnessed to bring about their own development. Participatory communication according to Srampickal (2006:8) supports people's participation in their development by enabling groups and communities to diagnose the problems they face, make well informal decisions, mobilize for actions and assume responsibility for their own development.

To achieve this, Uphoff (1986) enunciated four different way participation could be achieved.

1. Participation in decision making: People must be allowed to initiate, discuss, conceptualize and plan activities they will do as a community.
2. Participation in implementation where the message is communicated, people must be allowed and actively encouraged and mobilized to take part in the implementation and actualization of the project. In this regard, they are given certain responsibilities and set certain tasks or required to contribute specific resources.
3. Participation in the benefit: Upon the completion of the project, people take part in enjoying the fruits of the project, such as water, Medicare, skill acquisition centers or any projects that they have specified as their own need.
4. Participation in the evaluation: Upon the completion of the project and through the participation in its benefits, the people should be invited to critically review and critique its success and failure over a period a time. As such, areas that need attention and sustenance could be visited and addressed for the longevity of the project as well as reaping the empowerment status of the project.

2.11 Types of Participation that Could Bring about Empowerment

Types or ladder of participation should be observed carefully to measure the level of participation. Pretty (1995) have described stages of participation varying levels of involvement in the community.

a) Passive participation: People participate by being told what is going to happen or has already happened. It is a unilateral announcement by an administration or project management without listening to people's responses. The information being shared belongs (only) to external professionals. This kind of participation is a continuum of paradigm that disregarded the shared experience of the people in matter of development intervention planning and implementation.

b) Participation in information giving: People participate by answering questions posed by extractive researchers using questionnaire surveys or similar approaches. People do not have the opportunity to influence proceedings, as the findings of the research are neither shared nor checked for accuracy. Again, this kind of participation in planning and implementation negates the inclusiveness and involvement of people in leading roles in the sustainaibility of development intervention.

c) Participation by consultation: People participate by being consulted, and external people listen to views. These external professionals define both problems and solutions, and may modify these in the light of people's responses. Such a consultative process does not concede any share in decision-making, and professionals are under no obligation to take on board people's views.

d) Participation for material incentives: People participate by providing resources, for example labour, in return for food, cash or other material incentives. Much on-farm research falls in this category, as farmers provide the fields but are not involved in the experimentation or the process of learning. It is very common to see this called participation, yet people have no stake in prolonging activities when the incentives end.

e) Functional participation:People participate by forming groups to meet predetermined objectives related to the project, which can involve the development or promotion of externally initiated social organisations. Such involvement does not tend to be at early stages of project cycles or planning, but rather after major decisions have been made. These institutions tend to be dependent on external initiators and facilitators, but may become self-dependent. This form of

participation encourages manipulation of the process by facilitators and has the tendency not to make the people own the development intervention.

f) Interactive participation:People participate in joint analysis, which leads to action plans and the formation of new local institutions or the strengthening of existing ones. It tends to involve interdisciplinary methodologies that seek multiple perspectives and make use of systematic and structured learning processes. These groups take control over local decisions, and so people have a stake in maintaining structures or practices. This is the best form of participation as it has the tendency to not only allow for inclusion and involvement of the people but encourages them to determine the nature and process of development intervention thereby resulting to its sustainability.

g) Self-mobilisation:People participate by taking initiatives independent of external institutions to change systems. They develop contacts with external institutional for resources and technical advice they need, but retain control over how resources are used. Such self-initiated mobilisation and collective action may or may not challenge existing inequitable distributions of wealth and power (Phuyal, 2008).

2.12 Communication for Women Empowerment

Looking through the MDGs, it becomes pertinent to note that most of all the MDGs are directly having effect on women empowerment and development. Here in Nigeria, the 2006 census revealed that women constitute about 49% of the country's population and the majority of them reside in rural communities. This in the assessment of Oyebamiyi and Amini-Philip (2012:541) means that they constitute a significant proportion of the nation's population whose participation in the process of development cannot be ignored, if the

desired development and empowerment must be attained for the good of the women and the society as a whole.

This idea as explained in the assessment of Oyemaniyi et al encapsulates the definition of Empowerment as expressed by World Bank (2002) which stated that:

> Empowerment of the people should be seen as the expansion of freedom of choice and action of assets and capabilities to participate in, negotiate with, influence, control and hold accountable institutions that affects their lives"

As important as empowerment is to women and national development, Statistics still shows that women lag behind men in all ramification. UNESCO (2006) report stated that, "despite the MDGs declaration aimed at halving and ending poverty, as well as promoting gender equality by empowering women gender parity as well as women impoverishment still persist. The persistence of these has completely refused to yield to women empowerment, which in the views of Boeren and Eskamp, (1992) must coincide with essential tools of participatory development communication fundamental to empowering women through communication and knowledge of the forms, modes and tools for communication.

The constructions of women across the globe in every field of development can no longer be overshadowed by patriarchy or male dominance paradigm. Hence in the postulates of Einsiedel, (2000) emphasis of empowering women is now on all essential communication modes that would first provide the necessary space, action and process for the articulation of their needs, competencies and action which in the words of Riano (1994) is derivable from their personal experiences, family experiences, and then group experiences.

Riano (1994), further exposed that, since they (women) are central to development, their experiences should be harnessed through the various communication modes and process as envisaged by the economic commission for Africa Report (2005) at local, state,

national, regional and continental level. Moreover, women communication of shared experiences and needs should be developed in all form and process, from individual to group; group to community, community to national to enable them attain their goals.

Conversely, this led us to explore the communication tools that would be enhancive of nature of empowerment en-route development. Mindy and Compton (1991) opines that the indigenous communication and knowledge of the people must be in the frontline in the communication of any development message. Here, it stressed that all forms of the people cultural life; tradition must be encapsulated in their mode of communication. Mundy et al (1991) opined that the indigenous communication is more participatory because the people are more familiar to it as they are more skeptical about exogenous form of communication which are radio, television and their kinds. They submitted that where the people's indigenous communication modes are ignored in communicating development, it could hamper the effectiveness of the development efforts in this case the MDGs.

Indigenous communication leading to participatory development can take many different forms.

a. **Interpersonal interactions:** This is a form of communication which encourages the exchange of information between two or more people. It is a very significant process of communicating development ideas, knowledge and practice. Development Interventions adopt this strategy because it involved person-to-person or small group interaction and exchange which has a more significant level of acceptability and consensus at whatever is agreed on.
b. **Social Gathering:** This form of communication occur in meetings of groups and associations to which the woman belonged or subscribed apart from a semi-formal communication which it permits, it provides opportunities for the sharing of needs

and experiments which could be tapped into for the women empowerment and development.

c. **Advocacy:** People and communities have existing knowledge, ways of working together and their own capacity that must be recognised and then tapped. Rooted advocacy requires grassroots people and local civil society organisations to get more involved in scrutinising development intervention through their participation more in the decision-making process. Most of the tools used in rooted advocacy include the use of opinion, religious and youth leaders, printed and audio-visual materials etc.

d. **Town Hall Forum:** A town hall meeting is an informal public meeting, function, or event derived from the traditional town meetings of New England. Typically open to everybody in a town community and held at the local municipal building, attendees generally present ideas, voice their opinions, ask questions. Most town hall meetings are open to the public and encourage participation from the audience.

Furthermore, other exogenous or alternative tools like Need Assessments, Information Education and Communication as well as Community theatre which could be explored and adopted to propagated development massages to the women in this case study would be explored in line with the study objectives so as to know whether other forms of communication strategies was used in this study.

Communication for empowerment is an approach that put the information and communication needs of the people as well as the interests of the disempowered marginalized group and those at the periphery of development at the centre of the development support (UNDP, 2006). Conversely, the aim of this form of communication is to ensure that the message developed has the capacity and capability to provide the information needed by the people and also serves as a channel and forum for them to

discuss and voice their views, opinions and perspective on the issues that matters and concerns their empowerment as well as development.

2.13 Empirical Studies on Women Empowerment

Khan's (2013) study on Women's Empowerment through Poverty Alleviation: A Socio-Cultural and Politico-Economic Assessment of Conditions in Pakistan was aimed at aim exploring whether the goal of women empowerment through poverty alleviation programmes of NGOs is possible within the broader socio-cultural and politico-economic environment using a descriptive as well as the extent women's empowerment is related to NGOs' poverty alleviation programs.

The study which was qualitative in nature was able to find out that Pakistani women are trapped in the cycle of dependency and subordination due to their low social, economic, and political status in society. The majority of women suffer from all forms of poverty. The study went on to reveal that women's exclusion from decision-making bodies at the local, provincial, and national levels does not provide them any opportunity to voice their concerns or promote their perspective on governance. The male-dominated governance structure has been creating and recreating gender inequalities. Political party structures are male-dominated.

Women in political parties are not given decision making positions within the parties and are often not fielded as candidates during elections on the pretext that they lack political skills. The study from this point is relevant in that it points out one of the indices being assessed in this research which is participation engendered political empowerment. The difference between the research and this study is that it is focused on the entire Pakistan nation and on political empowerment while the current study is limited to Kaduna state in Nigeria and on economic empowerment. And again, the study is only a qualitative research while the current research is both qualitative and quantitative in nature.

The Canadian Department of Foreign Affairs, Trade and Development (2013) undertook a study into women economic empowerment. The study was basically purposed

to address women economic empowerment in Canadian International Development Assistance-CIDA's programme level of strategies and interventions. Being a quantitative and qualitative research, the study found out that women are concentrated in low-productive, low-paying employment and low marketing businesses.

According to the research, women receive less income for their labour than men and are likely found in irregular, informal and vulnerable forms of employment. The study also revealed that growth rate and profitability of businesses led by women lag behind those led by men and fewer women are found in position of economic leadership. To be precise, women living in rural areas have difficulty obtaining specialized skills and knowledge as men; accessing financial credit facilities, technologies and linking up with profitable markets.

Having noticed this, the study therefore recommended that increasing women economic opportunities by supporting women to secure decent work, successfully establishing and growinf their businesses or increase their agricultural productivity would go a long way in empowering them economically. The study further suggests that development interventions should be geared towards strengthening women agencies by building women ability to identify and act on economic opportunity, define, influence and make decision and challenge social and cultural norms impeding their empowerment economically.

The findings from this research is important to the present research in view of its economic considerations on women empowerment which is one of the aspect of empowerment being assessed in line with MDG's intervention in Kaduna state. The study use of qualitative and quantitative approach could be said to be applicable to this present research. The area of differentiation is that this study formulated some hypotheses and

model which would be tested from the results of data that would be collated from primary respondents an aspect which the above study did not consider.

The National Institute of Local Government-NILG of Bangladesh (2003) carried out a study on Local Governance and Service Delivery to the Poor. The study was undertaken to analyze relative efficiency, effectiveness and quality of different institutional arrangements for local infrastructure and service provision. An emphasis has been placed on a comparison of the impact of the more innovative arrangements for decentralised service delivery to women under the UNCDF sponsored Sirajganj project with the less decentralised mechanisms of the Annual Development Plan grant.

The study adopted a participatory research mode among 120-200 women population that encourage ward level participatory process for consideration of problems of development and possible development projects. The project has sought to ensure that women and the poorest are given 'voice' within the planning process and that their priorities are, to some degree, represented in the final scheme selection. In the case of women, this has been attempted through requiring that at least one third of schemes selected reflect women's needs. The outcome of this research was the development of a Participatory Performance Assessment concept. The performance concept was an evaluative tool to review the impact of the development intervention as well as stirred its sustainability.

The import of this study to the present research work is the participatory performance assessment concept. Although, this concept will be considered as an aid to the designing of the research instruments, the current research is not hinged on only performance assessment of the MDG goal three (3) but the extent in which women empowerment has been achieved through their participation and benefiting from MDG interventions politically, economically and academically.

Khan and Ara (2006) investigated women's equal participation in political life and how it plays a pivotal role in the general process of the advancement and empowerment of women politically. They opined that systematic integration of women augments the democratic basis, the efficiency and the quality of the activities of local government. The study opine that local government need to meet the needs of both women and men through an equal representation at all levels and in all fields of decision-making, covering the wide range of responsibilities of local governments.

Accordingly, Women's role in decision-making is one of the most important questions for consideration in the movement for their empowerment. The study being a qualitative research, reviewed the level of women participation in the political process by voting and being voted for. Noting the growth in women participation in the local governance between 1992, 1997 and 2003 where 8, 20 and 23 women were elected as chairmen of local councils and had 20, 110, and 79 women as counsellors, the study revealed that there is a significant increase of women participation in the political process as well as being empowered in the decision-making process.

This lend credence to Women Political Empowerment which emphasizes the idea of women as active agents, rather than passive recipients of development strategies. Therefore, participation is considered as an essential first step in order to empower women. The importance of this to the present study is that this is an empirical research that has considered the political empowerment of women which is also one aspect of the MDG (3) objectives. The present study differs from the one conducted by Khan and Ara (2006) in the sense that it is both a qualitative and quantitative research that centred on economic empowerment of women within I-Care empowerment activities as seen through the eye of MDG (3).

Ojobo (2008) opined that education is a fulcrum around which the quick development of economic, political, sociological and human resources of any country resolves. The study further stressed that education empowers women by improving their living standard. It is the starting point for women's advancement in different fields of human endeavour. Noting this import, provisions for improving women's participation in education had to be made in the Nigerian National Policy on Education.

This study adopted descriptive survey method to investigate the role of education as a catalyst for women empowerment in Nigeria. The study found that women education would bring about the enhancement of the quality of living-food and helps in the fulfilment of women's obligation. This study is relevant to the present research in the sense that the aspect of education is one of the variable being considered in this study. Being also descriptive study that is interested in the educational empowerment, the study by Ojobo (2008) becomes germane in the sense that findings on the extent of educational empowerment on the national level could form the baseline for this study that is investigating women empowerment from the perspective of education within the MDG (3) objectives.

Karubi (2006) undertook a research on Development, Micro-credit and Women's Empowerment: A Case Study of Market and Rural Women in Southern Nigeria. The research was basically set to investigate the effect of micro-credit intervention on small and medium scale business operated by women in selected states like Oyo and Imo in Southern Nigeria. Specifically, women intervention programmes such as Better Life Programmes-BLP, Family Support Programme-FSP.

The study opined that economic crisis has further increased women's financial responsibilities in the household. In fact some of the obligations or responsibilities of male members of the family can be temporarily suspended but definitely not those performed by

women. Therefore, the empowerment approach in Nigeria focuses more on how women can increase their power to control their own lives and to influence the direction of changes, particularly "through the ability to gain control over crucial material and non-material resources.

The study adopted a descriptive survey approach which considered mostly past women development interventions such as the BLF, FSP and other numerous interventions through the micro-credit schemes or financing aimed at shrinking women's poverty and unemployment, and towards encouraging economic empowerment and family sustainability. The economic variables investigated were Poultry farming, Fisheries farming, Palm oil processing, Cassava (Garri processing), Yam, Cocoyam, Vegetables etc farmers and Livestock husbandry (goat, piggery and sheep).

The research was both a quantitative and qualitative in nature undertaken to investigate by measuring empowerment indicators which would engenders women's economic empowerment. These indicators includes

1. Capital or credit accessibility
2. Market or customer accessibility—being able to directly source goods or raw materials and equally sell these products directly to primary and end users without the interference or exploitation of the middleman
3. Availability of resources to enable a decent living standard, or access to and control over productive assets and
4. Market and rural women's individual rights and equality in transaction of businesses.

The research which was descriptively analyzed using simple statistical tables for the quantitative research and the transcription of interviews as part of the qualitative analysis. Through this process, the study was able to find that the provision of independent sources

of income outside the home as well as micro-credit tends to reduce economic dependency of women on their husbands and thus enhances economic autonomy. This study is very important to the present research in the sense that it considered development interventions indicators targeted at women empowerment although from the perspective of the economic which is certainly its limitation.

However, the fact that it was able to draw certain economic indicators which it used to measure the level of economic empowerment made it very relevant to this study. This aspect would aid the researcher in the development of an instrument that would borrow from this indicator when investigating the aspect of economic empowerment from the whole concept of empowerment being investigated. Also, the choice of both quantitative and qualitative approach to the study was factored as very important to this study. This is so because the present study is also a quantitative and qualitative study being limited to Kaduna state within the MDG (3) framework and not a particular section of the country as was considered in Karubi (2006) study.

2.14 Participatory Communication Theory

Participatory communication theory is a theory propounded by Guba (1990), Jacobson, (1994), Chambers (1997), Melkote and Steeves, (1991) as a theory and practices of communication used to involve people or allow people to participate in the decision-making of the development process. The participation in the development process according to Melkote and Steeves, (2001) cut across the planning, design, implementation and evaluation circle of any development intervention. Participatory communication theory according to Servaes (2002), Tufte and Mefalopulos (2009) as well as, Abah (2002; 2007) and Okwori (2010) is an alternative paradigm that engenders the basic privileges of the people.

The advocates of this "paradigm-to-be," or group of theoretical approaches, are not even attempting to provide a grand-theory, aimed at a theoretical interpretation of the world. They seem more interested in identifying and analyzing drawbacks and limitations of current development practices, especially at the community level, and in attempting to identify normative approaches that could provide operational guidelines in the field. Some of the basic features of this approach are the emphasis on people, the endogenous vision of development and attention to power issues. Incommunication, the proponents of this perspective are supporting a radically different conception from the traditional one: a model that is characterized by dialogue and by a horizontal flow of information.

This is a paradigm that encourages the participation of the people in all facets of development intervention processes. It presents the people, with the open opportunity to address development issues and needs through their shared experiences and sensitivities. The participatory communication paradigm encourages the use of endogenous approach like town hall meeting, village square gathering oral and folkloric, participatory learning and action-PLA, Theatre for Development-TfD to communication. The endogenous mode encourages the people or society to have a form of interaction and communication that is largely understood, acceptable, facilitate trust and ownership of the development process.

This way, the exogenous forms of communication which uses the mass media becomes supportive tools rather than a domineering one that expects the people just to accept and become accustomed to the development interventions messages being communicated to them. The domineering posture of the exogenous development form of communication could be adduced to have been the bane of most development interventions failure and unsustainability for the past three decades.

This theory according to Inagaki (2007), emphasizes the following principles: (1) the beneficiaries participate in one or all the stages of the communication project, (2)

horizontal instead of vertical communication, (3) trust and mutual understanding instead of persuasion, (4) programs on a local level instead of a national level, (5) local knowledge, (6) equal roles for participants and specialists in development instead of foreign directors, (7) communication processes instead of result evaluations, (8) communication in order to articulate profoundly entrenched relationships (Inagaki, 2007).

Participation theory as explicated here explained the various communication approaches and how they are relevant to development interventions. Accordingly, since participatory communication thrives on input, connection and interaction from people of all walks of life and of every socio-economic sphere the use of social gathering, women meeting, community town hall, advocacy and so on to communicate as well as promote development needs of the women further lend credence to the use of this theory. Therefore, The notion of participation which the theory evolve makes it plausible as a theory that could explain the various communication approaches adopted by the organization in achieving women empowerment in selected areas of Kaduna State. Furthermore, the extent to which the communication approaches used by I-Care allow women to freely participate, interact, comment and influence the nature of empowerment they individually and collectively received makes the adoption of the paradigm the more reliable. The various of interactivity and immediate feedback in the process of decision making, planning, implementation, monitoring and evaluation as well as continuity which this paradigm allows the women to undertake further concretized the relevance of this perspective to development intervention.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Research Methodology is central to research as it forms the building block of every research. The methodology used in this study is discussed under the following:Research Design, The Population of the Study, Sampling Technique and Sample Size, Instruments of Data Collection which are The Questionnaire and The In-depth/Key informants Interviews. Other includes Method of Data Collection, Validity, and Reliability of the Instrument,Model Specifications and Method of Data Analysis

3.2 Research Design

Development interventions on women empowerment supported by the MDG's have been reported by both the print and electronic media, political analysts as well as other researchers. Based on the importance attached to women development and overall empowerment, it is needful to carry out further analytical and empirical research that would qualitatively and quantitatively present us with a clearer picture on the extent and impact of the intervention hence the adoption of the survey research mix-methods to obtain relevant data. The study employed the survey research mix-method (quantitative and qualitative) that is descriptive, inferential and narrative in nature.

3.3 The Population of the Study.

Recent reports by UNFPA, (2015) gave the total population for Kaduna State projected at 7,764,149 at a growth rate of 3%. Based on this growth rate, there were an estimated 3,928,569 (50.6%) male and 3,835,580 (49.4%) female population for Kaduna state. By this data, the population of women in Kaduna State is put at 49.4%. Furthermore, a

breakdown of the population for the areas where women benefiting from the I-Care interventions are located that is Kaduna South and Kaduna North.

Kaduna North population was projected to be 463,010 persons at a growth rate of 3% by 2015. Based on this growth rate, there were an estimated 237.524 (51.3%) male and 225,486 (48.7%) female population for Kaduna North local government. Similarly, Kaduna South local population was also projected to be 511,688 persons at a growth rate of 3% by 2015. Based on this growth rate, there were an estimated 260,449 (50.9%) male and 251,239 (49.1%) female population for Kaduna South local government

So far, the organization has carried out women empowerment interventions and activities in Kaduna North, Central and South Senatorial Zones of the State. This population was reduced to a sample size specifically to reach the group of women that I-Care has been able to work with within Kaduna State.

3.4 Sampling Technique and Sample Size

The study employed the probability sampling technique especially the cluster sampling. A common motivation for cluster sampling is to reduce the total number of the population in order to achieve a degree of representativeness. The population of women from the two local governments that is 225,486 women in Kaduna North and 251,239 women in Kaduna South were combined bringing the total to 476,725 women. In reducing the population to a sample size that was used to investigate the phenomenon, this formula as propounded by Krejcie and Morgan (2001) was used to determine the sample size of the known estimated population of 476,725 women from the two areas in Kaduna state.

$S = x^2NP(1-P) \div d^2(N-1) + x^2P(1-P).$

S = required sample size.

x^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be 0.50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Thus $s = x^2NP\ (1- P) \div d^2\ (N -1) + x^2\ P\ (1-P)$.

= 3.841x476,725x.50 (1-0.50) /0.05x0.05 (476,725 -1) +3.841x.50 (1-0.50)

= 915,550.3625 (0.5) ÷ 0.0025(476,724) +1.9205x0.5

= 457,775.18125 ÷ 1,191.81+0.96025

= 457,775.18125 ÷1,192.77025

= 383.79

= 384

The calculated sample size for the study is therefore 384 women.

This was used to locate women groups and a population that have been direct beneficiaries of I-Care interventions in the state in line with the MDG goal three on women empowerment.The number was distributed among women in the communities where I-Care carried out their empowerment intervention. Communities like Kakuri Hausa, Kurmi Gwari, Ungwan Barde, Ungwan Mission, Dam Quarter located in Kaduna South and Ungwan Kaje, Badiko, Ungwan Sanusi, Ungwan Muazu, Kabala West and Ungwan Makama located in Kaduna North were the communities where empowerment activities have been undertaken by I-Care Youth and Women Initiative.

3.5 Instruments of Data Collection

The instruments used in this study include questionnaire to investigate the phenomenon quantitatively and In-depth Interview-IDI as well as Key Informant interview-KII to review the participatory communication approaches of I-Care qualitatively among staffs and beneficiaries.

3.5.1 The Questionnaire

The questionnaire used in this study is basically closed-ended structured in Likert scales comprising response ratings of Very Frequent, Frequent, Occasionally, Rarely and Never for the first objective; Very Effective, Effective, Fair, Ineffective and Very ineffective for the second objective. Similarly, Strongly Agree, Agree, Disagree, Strongly Disagree and Undecided was used for the third objective while Fully Participatory, Participatory, Partial Participatory, Less Participatory and Not Participatory as well as again Strongly Agree, Agree, Disagree, Strongly Disagree and Undecided were used for the fourth objective. A theoretical mean of 3.0 according to Davies (2005) was taken as a criterion to judge the means for the items in the structured questionnaire having five Likert rated format.

Theoretical Mean Formula for Likert Scale is:

$$\frac{1+2+3+4+5}{5} = \frac{15}{5} = 3.0 \qquad \ldots\ldots\ldots\ldots \text{(i)}$$

The Likert theoretical mean calculation was meant to cater for Likert questions with five (5) items. Therefore, any item in sections of the instrument was scored and regarded according to their eventual mean score.

3.5.2 The Key-Informant and In-depth Interview

The Key-Informant and In-depth interview was conducted with the interviewees which includes three (3) the Programme Coordinators of I-Care, two (2) Leaders of benefiting women groups, two (2) women beneficiaries from the women groups in the selected

communities where the activities of the organization on women empowerment were carried out. An interview guide or check list was designed for the researcher (interviewer). The choice of these informants is premised upon the case study as well as the different aspect of empowerment that was considered in this study.

3.5.3 Method of Data Collection

The collection of data was carried out quantitatively and qualitatively by the researchers using the structured and designed instruments as described above. The researcher administered the instruments to the sampled population within the two selected local governments' Kaduna North and Kaduna South communities where I-Care empowerment activities were carried out.

3.6 Validity and Reliability

In order to ensure validity of the instrument for this study, the original questionnaire that was drafted by the researcher was reviewed by the supervisors. Their instructions, experts' feedback and suggestions provided the study face validity of the questionnaire. To establish content validity, the questionnaire was also submitted to the supervisors who reviewed the sections of the instrument and made recommendations concerning clarity, relevance and readability of items. Corrections were made based on their recommendations, the contents in the questionnaire were restructured. A Pilot Study was also carried out on selected women in Samaru, Sabon Gari Local government of Kaduna State. The Statistical Package for Social Sciences (SPSS) v.20 was used to calculate the reliability coefficient of the pilot study using Cronbach Alpha. The Scores yielded a reliability coefficient of 0.807 which is approximated to 0.8.

3.7 Reliability of the Instrument

An instrument is only reliable to a degree that it measures accurately and consistently what it is supposed to measure, yielding comparative results when administered a number of times (Guar and Guar, 2009). In determining the reliability of the instrument, data from the pilot study were tested the result was calculated using Cronbach alpha. The Cronbach alpha is simply a way of approximating the degree of correlation among items on a test. The closer it is to 1 the more reliable is the instrument. These are considered adequate, according to Guar and Guar (2009). They asserted that an instrument is considered reliable if its coefficient lies between 0 and 1.

Case Processing Summary

		N	%
Cases	Valid	38	100.0
	Excluded[a]	0	.0
	Total	38	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.807	.807	100

The test yields 0.807 reliability coefficient and approximated to 0.8 which is regarded as satisfactory seeing that it is closer to 1. Hence, the result according to Guar and Guar (2009) is reliable enough for the instrument to be used in carrying primary data collection for this study.

3.8 Model Specification

Emanating from the discussion of the empirical literature on the nexus between participatory communication and women empowerment vis-à-vis the I-Care intervention in Kaduna State was specified as below;

$PARTCOMM = \alpha 0 + \beta x1 + \beta x2 + \beta x3 + \mu$ ……..……..……..…….. (1)

$WOMENPOWEM = \beta 0 + \gamma x1 + \gamma x2 + \nu$ ……...……..……..…….... (2)

$WOMENPOWIMP = \beta 0 + \gamma x1 + \gamma x2 + \gamma x3 + \nu$ ……...……..……..…….... (3)

$\beta x1 \geq 0, \beta x2 \geq 0, \beta x3 \geq 0, \gamma x1 \geq 0, \gamma x2 \geq 0, \gamma x3 \geq 0$

Where PARTCOMM represented as participatory communication, $\alpha 0$ and $\beta 0$ are the intercepts. $\beta x1$ is the rating on frequency and effectiveness of the participatory communication approach to women empowerment, $\beta x2$ is the respondents' level of the

agreement with the statement regarding the involvement of women in participatory communication approaches. More so, βx3 is the analysis of the agreement on the impact of participatory communication approaches used for the intervention. WOMENPOWEM is represented as the Women involvement in the empowerment intervention while WOMENPOWIMP is represented as the impact assessment of the approaches used in the empowerment intervention. γx1 is the analysis of the participation of women in the empowerment intervention through the I-Care, γx2 is measurement on their involvement while γx3 is the impact assessment. Hence, μ and ν are the stochastic disturbance terms assumed to be white noise.

3.9 Method of Data Analysis

Data analysis refers to the strategies and effort to categorize, summarize and seek patterns and relationships within relevant information gathered (Wimmer and Dominick, 2011). Data analysis for this research is descriptive, inferential and narrative. Descriptive statistics deals with methods and techniques of summarizing and describing data while the inferential analysis deals with the statistical results for the test of hypotheses and model that would be formulated in this study (Kothari, 2004). This was aimed to address the mostly the quantitative data analysis aspect of this research. In analyzing the inferential data for the models specified, the IBM SPSS version 20 analytical tool was used to establish the nexus between variables and test the hypotheses posed in chapter one. For the qualitative method, information gathered through the in-depth interview, a narrative was used to present the information gathered from the interviewees in line with the objectives of the study. Furthermore, Alston and Miller (2001), composite index/mark-off points shown below was used to make deductive remark on each of the items result that would be provided by the quantitative data.

Composite Index/Mark-off Points for Likert Scale

1. 1.00 – 1.49 Never
2. 1.50 – 2.49 Rarely
3. 2.50 – 3.49 Occasionally
4. 3.50 – 4.49 Frequent
5. 4.50 and above Very frequent

1. 1.00 – 1.49 Very ineffective
2. 1.50 – 2.49 Ineffective
3. 2.50 – 3.49 Fair
4. 3.50 – 4.49 Effective
5. 4.50 and above Very effective

1. 1.00 – 1.49 Undecided
2. 1.50 – 2.49 Strongly Disagree
3. 2.50 – 3.49 Disagree
4. 3.50 – 4.49 Agree
5. 4.50 and above Strongly Agree

1. 1.00 – 1.49 Not participatory
2. 1.50 – 2.49 Less participatory
3. 2.50 – 3.49 Partial participatory
4. 3.50 – 4.49 Participatory
5. 4.50 and above Fully participatory

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the quantitative, qualitative and inferential analysis of the data and information gathered from the survey carried out on women in the eight selected communities in Kaduna North and Kaduna South Local Government Areas councils. The data gathered was obtained collectively from three hundred and sixty (360) copies of questionnaire administered to three hundred and eighty four (384) women. The total response and return rate for the completed and coded copies of questionnaire was approximately 94%. Based on this, the returned copies of questionnaire and respondents response rate was considered statistically very significant a response rate to be used for the presentation of the data, its interpretation as well as inferential test to accept or reject the hypotheses formulated in chapter one.

4.2 Presentation and Interpretation of Data

The data was presented in descriptive statistical format showing variables, frequencies, percentages and aggregate mean values. Further deductions or inferences on views was guided by the theoretical mean set at 3.0 as well as the Alston and Miller (2001) Likert scale composite index table adopted for this research. Where the collective views expressed on a variable had a mean score of more than 3.0, the views was considered statistically significant and the deductive remarks made in accordance with the aggregated mean values scored by the items vice versa. The quantitative analysis was further supported by qualitative information provided through key informant interview and in-depth interview carried out with the facilitators and beneficiaries of the empowerment intervention. Also, the ordinary lead square regression analysis was used to test the

hypotheses formulated using the model specified earlier. Acceptance of results of hypotheses was premised on both the critical and p-value at 95% confidence level or 0.05 level of significant. Finally, the presentation and interpretation of both quantitative of mid qualitative data were in line with the research questions and objectives.

The first table below presents the analysis of the Socio-demographic characteristics of respondents administered the instrument in this study.

Table 4.2.1: Respondents Socio-demographic characteristics

S/n	Variable	Characteristic	Frequency	Percentage%
1.	Gender	Female	336	93.3
		Male	24	6.7
		Total	**360**	**100.0**
2.	Age	20-29 years	125	34.7
		30-39 years	82	22.8
		40-49 years	58	16.1
		50 years and above	95	26.4
		Total	**360**	**100.0**
3.	Education	Qur'anic Education	129	35.8
		Primary Education	138	38.3
		Secondary Education	54	15.0
		College of Education/Polytechnics	29	8.1
		University's Education	10	2.8
		Total	**360**	**100.0**
4.	Occupation	Livestock husbandry	20	5.6
		Fishery	15	4.2
		Farming	28	7.8
		Commercial/Trading	57	15.8
		Tailoring	39	10.8
		Food Restaurant/eatery	35	9.7
		House wife	166	46.1
		Total	**360**	**100.0**
5.	Communities	Kakuri Hausa	38	10.6
		Kurmi Gwari	38	10.6
		Ungwan Barde	38	10.6
		Ungwan Mission	37	10.3
		Dam Quarter	28	7.8
		Ungwan Sanusi	43	11.9
		Badiko	40	11.1
		Ungwan Muazu	41	11.4
		Kabala West	20	5.6
		Ungwan Makama	37	10.3
		Total	**360**	**100.0**

Source: Researcher's field survey, 2016

From the Table 4.2.1, 93.3% which is majority of the respondents from the selected communities were female while the remaining respondents were male. The reason for having more women respondents here is not unconnected with the fact that the research target population was basically women. The fewer men who responded in this research did

so on the ground that they cannot give their wives such express chance to provide information because of socio-cultural inhibitions. Which they subscribed to in their areas. However, the restriction, their women made very significant input into the responses provided to the study and thus used in this research. Here also, most of the respondents were between the ages of 20-30 years while there was a significant representation of respondents between the ages of 30-34 years, 40-49 years, as well as 50 years and above. This means that respondents in the research were largely young adult and adults who can expressively provide the research with views on their socio-economic statures in their immediate communities.

Another variable whose information was collated was the educational statuses of the respondents. Here in this table, 35.8% and 38.3% which is majority of the respondents have Qur'anic and primary education with a very few of them obtaining secondary and tertiary education. One of the reasons leading to low level of educational among women according to scholars and reports like Malhotra (2010), Mathur, Greese and Malhotra (2003) and UNICEF (2005) have attributed this to early girl marriages. This singular act has the tendency of depriving women the chance to obtain quality education that could significantly provide them with the opportunities of improving their socio-economic statuses in the community. In this table also, data on the occupations of respondents was collated. As shown, 46.1% of the respondents were house wives with little or no economic engagement that would serve as the nexus for their empowerment. However, other respondents indicated significantly other forms of economic occupations that have the tendency to bolster their empowerment in their respective communities. Finally, in this table, respondents from the communities surveyed in this research responded to the instrument. The representation of respondents' communities was considered very

significant in order to help the research make empirical deduction on the objectives of the study derivable from the responses provided from these communities.

Table 4.2.2, Table 4.2.3 and Table 4.2.4 below presents data and information collated from respondents through the instruments with a view at answering the first research question which asked what is the nature and effectiveness of approaches used by I-Care in delivering women economic empowerment in Kaduna State?

Table 4.2.2. The Nature of Economic Empowerment Activities Carried out by I-Care

S/n	Activities	Answer	Frequency	Percentage%
1.	Provision of grinding machine	Yes	155	43.1
		No	120	33.3
		No response	85	23.6
		Total	**360**	**100.0**
2.	Provision of Hairdressing tools	Yes	179	49.7
		No	95	26.4
		No response	86	23.9
		Total	**360**	**100.0**
3.	Free training in Soap and Cosmetic making	Yes	217	60.3
		No	70	19.4
		No response	73	20.3
		Total	**360**	**100.0**
4.	Free training in ICT	Yes	80	22.2
		No	125	34.7
		No response	155	43.1
5.	Training in tailoring and fashion Design	Yes	177	49.2
		No	125	34.7
		No response	58	16.1
		Total	**360**	**100.0**
6.	Training in Thrift and Investment savings	Yes	106	29.4
		No	79	21.9
		No response	175	48.6
		Total	**360**	**99.9**
7.	Free training in Cake, Bread, yoghurt and confectionaries	Yes	120	33.3
		No	95	26.4
		No response	145	40.3
		Total	360	100.0

Source: Researcher's field survey, 2016

Respondents across the communities surveyed in both Kaduna North and Kaduna South Local government areas were able to indicate the nature of economic empowerment that they have received from the organization. From the Table 4.2.2, 43.1% of the respondents indicated that they were provided with grinding machine, 49.7% indicated being provided with hairdressing tools, while over 60% received free training in soap and cosmetic making. Other forms of economic intervention provided by the organization as to improve women economic statuses in the communities as indicated by respondents were free training in ICT (22.2%), tailoring and fashion design (49.2%), approximately 49% had training in thrift and investment saving while over 40% had free training in cake, bread, confectionaries making.

All these economic activities, were taught the women so as to help them start small businesses that would not only seek to empower them financially but provide them with income that could make them less dependable on handouts from families and friends as well as enable them cater for their immediate needs and that of their families. Thus, it could be said that the provision of these tools as well as adequate training on how to establish small scale businesses are very significant in assisting them to become economically empowered.

Table 4.2.3 Respondents Views on the Frequency of the Approaches Used in Carrying out The Empowerment Activities

S/n	Strategy	Degree of Frequency					Total (%)	Mean	Remark
		Very frequent (%)	Frequent (%)	Occasionally (%)	Rarely (%)	Never (%)			
1.	Women meetings and social gathering	185 (51.4)	84 (23.3)	38 (10.6)	49 (13.6)	4 (1.1)	360 (100.0)	4.1028	Frequently
2.	Advocacy, mobilisation and sensitization	125 (34.7)	98 (27.2)	67 (18.6)	45 (12.5)	25 (6.9)	360 (100.0)	3.7028	Frequently
3.	Community town hall forum	168 (46.7)	88 (24.4)	49 (13.6)	38 (10.6)	17 (4.7)	360 (100.0)	3.9778	Frequently
4.	Needs assessment and pairwise ranking	137 (38.1)	79 (21.9)	52 (14.4)	42 (11.7)	20 (13.9)	360 (100.0)	3.5861	Frequently
5.	Interpersonal interactions or communication	118 (32.8)	89 (24.7)	68 (18.9)	58 (16.1)	27 (7.5)	360 (100.0)	3.5917	Frequently
6.	Information, Education and Communication materials-IECs	72 (20.0)	55 (15.3)	103 (28.6)	59 (16.4)	71 (19.7)	360 (100.0)	2.9944	Occasionally
7.	TfD/Community Theatre	199 (55.3)	74 (20.6)	37 (10.3)	28 (7.8)	22 (6.1)	360 (100.0)	4.1111	Frequently

Source: Researcher's field survey, 2016

From the Table 4.2.3, over 51% and 23% of the respondents indicated that the facilitator was able to very frequently and frequently respectively communicate the programme stages to the women through women meetings and social gatherings. Taking a closer look at the aggregated mean score of 4.1 obtained for their response, it could be said that the organization made use of this approach frequently because it has the tendency for allowing inclusion and participation in the process.

Another approach which was considered appropriate based on the response of approximately 35% and over 27% respondents was the use of the combined communicative processes of advocacy, mobilization and sensitization. These approaches were considered as being frequently used by the organization based on the mean value of 3.7 obtained from their responses. Similarly, approximately 47% and over 24% of respondents revealed that the community town hall forum was very frequently and frequently used by the organization as a process of enabling inclusion and participation of the community on the ideal and benefits of the intervention.

Further analysis on the mean score showed a mean value of approximately 4.0, this indicates that community town hall forum was a communication approach that was frequently used to pass on the messages of the intervention. Again in Table 4.2.3, over 38% and approximately 22% of the respondents indicated that another communication approach that elicits participation of the community women was the use of assessment and pairwise ranking of needs. This process was common participatory learning and action tools that not only create room for inclusion but allowed the community beneficiaries and recipients of development intervention the chance for them to select areas of needs in which they needed help or intervention. Based on the mean score of approximately 3.6 obtained

for their responses, it could be said that this process was also frequently used within the frame of the organization communication strategy.

Another very important way a communication approach could be carried out is through interpersonal interactions or communication. Item 5 in Table 4.2.3 shows that about 33% and 25% of the respondents indicated that this was very frequently and frequently used by the organization. Their responses to the use of interpersonal interaction as a way of eliciting participation in the intervention obtained a mean score of about 3.6. This was considered significant and thus implies that it was a tool that was frequently used to reach the women that participated in the intervention. During training and teaching on skills acquisitions, one communication tool that was less used was the Information Education and Communication-IEC materials. Respondents indicated that since most of the training and teaching on skills and so on were mostly practical, the IEC's were occasionally used. Their views were further statistically supported by the mean score of approximately 3.0 (please refer to composite index in chapter three for clarifaication). Finally, item 7 on Table 4.2.3 shows over 53% and about 21% of the respondents indicated that theatrical performances were also carried out very frequently and frequently respectively to encourage women to participate in the intervention as well as benefit from it. With a mean value of 4.1 scored for the responses, it could be inferred here that this aspect of communication approach was also frequently used by the organization.

The key informant interview (KII) information provided by facilitators from I-Care explained narratively how the organization developed and deployed its communication approach to communicate the economic empowerment intervention to women in the selected communities in Kaduna state.

> First and foremost, at the organizational level, I-care identified the resources and the key stakeholders. We drew up an action plan, after that, we adopted *advocacy* as part of our communication strategy. Being an intervention that has to cut across all the religion, we paid advocacy visits to the Christian Association of Nigeria (CAN) and Jamatul Nasir Islam – JNI in Kaduna state. The focal areas of the organization were basically education, health and empowerment. For empowerment, we decided on skill acquisition for women and youth.

Information from key informant on the other forms of communication approaches explained how it is being carried out by the organization.

> After the advocacy, we moved into dialogue with relevant stakeholders and beneficiaries of the scheme. Through this *dialogue and interpersonal interaction,* we asked them to help us identify people in their respective communities and religion institutions who are economically un-empowered. This stakeholders becomes one of the reference point for us to verify those who really needed the empowerment intervention.

Another approach used in communicating the programme to the women was through sensitization. According to the informant:

> We sensitize the community members so that they become aware of not only the empowerment programme but have access to certain skills that would make them become self-reliant in the long run. The sensitization of women was mostly done in *town hall* gathering where the women stakeholders interacted participatory about the importance and benefit of the intervention. The town hall meeting also enlisted the use of existing women groups like market women associations, widowhood association, and people living with HIV/AIDS and the creation women groups where none existed. This become the criteria for selection of women that could benefit from the programme (*Interview with Mallam Abdulrahaman Mikail, Project Manager, I-Care Women and Youth Initiative, Kaduna*).

The approach or strategy used in communicating any development intervention to the public is an important strategic tool that would aid the success of the program implementation or mar it. The above communication tools were used in reaching out to the women in the communities on empowerment activities by I-Care. Thus, from the data and information presented and analysed above, it could be deduced that I-Care Women and

Youth Initiative made use of the various communication tools as part of their communication strategy in eliciting women participation in the empowerment schemes that would lead to them becoming economically empowered in the long run.

Table 4.2.4 Respondents Views on the Level of Effectiveness of approaches used by I-Care in carrying out its empowerment activities

S/no	Strategy	Degree of Effectiveness					Total (%)	Mean	Remark
		Very effective (%)	Effective (%)	Fairly effective (%)	Ineffective (%)	Very ineffective (%)			
1.	Women meetings and social gathering	178 (49.4)	75 (20.8)	39 (10.8)	42 (11.7)	26 (7.2)	360 (100.0)	3.9361	Effective
2.	Advocacy, mobilisation and sensitization	147 (40.8)	88 (24.4)	68 (10.8)	27 (7.5)	30 (8.3)	360 (100.0)	3.8194	Effective
3.	Community town hall forum	118 (32.8)	89 (24.7)	73 (20.3)	45 (12.5)	35 (9.7)	360 (100.0)	3.5833	Effective
4.	Needs assessment and pairwise ranking	159 (44.2)	78 (21.7)	58 (16.1)	39 (10.9)	26 (7.2)	360 (100.0)	3.8472	Effective
5.	Interpersonal interactions or communication	162 (45.0)	98 (27.2)	49 (13.6)	27 (7.5)	24 (6.7)	360 (100.0)	3.9639	Effective
6.	Information, Education and Communication materials-IECs	96 (26.7)	99 (27.5)	100 (27.8)	9 (2.5)	56 (15.6)	360 (100.0)	3.4722	Fairly effective
7.	TfD/Community Theatre	168 (46.7)	79 (21.9)	45 (12.5)	31 (8.6)	37 (10.3)	360 (100.0)	3.8611	Effective

Source: Researcher's field survey, 2016

From the Table 4.2.4, over 49% and approximately 215 of the respondents indicated that reaching out to the women through meeting and social gathering was very effective and effective respectively. A closer analysis using the mean score showed a mean value of approximately 4.0 obtained for their response. This implies that the approach was significantly effective. Similarly, approximately 41% and over 24% of the respondents indicated that using tripartite approach of advocacy, mobilization and sensitization was very effective and effective respectively. In order to aggregate their responses, the mean score of 3.8 was obtained. By this, it could be inferred that the approach too was effective.

In this table also, respondents were asked to measure the effectiveness in the use of community town hall forum as a strategy used to communicate the empowerment programme. Here about 33% and 25% of the respondents indicated that the forum was very effective and effective respectively as an approach to pass on the empowerment scheme. With a mean score of about 3.6, which is above the theoretical mean score, it could be said that this approach is also effective. Another measure on the effectiveness of use of participatory needs assessment and pairwise ranking was carried out in this study. Here, in this table, over 44% and about 22% of the respondents indicated that this process was very effective and effective. The responses on the participatory needs assessment and pair wise ranking obtained a mean score of approximately 3.9 and could be deduced here to mean that the approach was significantly effective. The effectiveness of interpersonal interaction used to communicate the empowerment scheme was also assessed. In this regard, 45% and over 27% of the respondents in this table indicated that the approach was very effective and effective. A further analysis of the respondents' responses showed a mean score of about 4.0 which is above the theoretical mean average. By this, it could be said that this approach

was considered effective. In assessing the effectiveness of the IEC materials as over 27% of the respondents indicated that it was fairly effective and effective respectively while about 27% of respondents indicated that it was very effective. With a mean score of about 3.5, it could be deduced that this approach was fairly effective in ensuring women participation in the empowerment. Finally on Table 4.2.4, about 47% and 22% of the respondents indicated that the use of community theatrical performance to communicate the empowerment scheme was very effective and effective. These responses had a mean score of approximate 3.9 and was considered as effective.

The Monitoring Officer of I-Care has this to say about the effect of programme on women:

> Before we talk about the effectiveness of the scheme on women, we first of all had to know their economic status. In order to do such, we undertook the household vulnerability assessment. Through, this, we knew the level of poverty and income generating activities of each household. With this, we were able to know which category of women needs income generating activities, financial literary as well as village loans and saving groups. The most effective intervention so far has been the village loans and saving Trust-VLSF. Here women come together to save money for social funds and economic intervention. Through this form of financial saving, loans were being issued to contributors at a barest minimal interest. These loans are conditional, the condition here is for those seeking the loans to establish businesses. The members themselves monitors how it is being used. A good example for instance is a member who accessed the loan just about N20, 000 to start the business of making "Awara" (local cheese). The business so far is a success and the loan paid back to the group (*Interview with Mr. Ashafa Abdulkadir, Monitoring and Evaluation Officer, I-Care*).

Buttressing the explanation given by Mr. Ashafa, Mallam Ibrahim also this to say:

> Today, the woman who started little, is now selling "awara" as wholesale to other women, who buys from her and sells them to the public. The success story is her case would not have been possible without the intervention of the organization in setting up the VLSF. By this, I could say that the intervention here has impacted positively on the women in that area and thus effective as an empowerment intervention (*Interview with Mallam Ibrahim Ayuba, Household Economic Strengthening Officer, I-Care*).

Agreeing with the facilitators, one of the head of women group in Ungwan Sanusi has this to say:

> When they first approach us to seek out our needs economically, they met us in groups and spoke to us in a way that enabled us to tell them what we need. We got the consent of our husband after a meeting was called at the *Sarki*(village chief) place and explanations was made about their mission and how it could benefit women. After this, the other meetings that we held, was for us to state again what we skills need individually. They helped us to make decisions, planned the days we meets, chose those from among us who are already skilled to trained others. With this kind of approach, we were surprised as no groups bringing empowerment interventions have used this method *(Interview with Hajia Amina Hassan, Chairperson, Ungwan Sanusi)*

The approach used in communicating any development intervention to the public is an important strategic tool that would aid the success of the program implementation or mar it. Adopting several approaches to reach out to the target beneficiaries of any intervention is such that the programme would achieve it aim and objectives effectively through the people's participation in this regard. From the data and information analysed here, it could be deduced that all the communication approaches used in reaching out to women with the empowerment scheme as well as their involvement and participation in the scheme was considered significantly effective.

Table 4.2.5 below presents data and information collated from respondents through the instruments with a view at answering the second research question which asked what is the extent of participation through the communication approaches used by I-Care on the economic empowerment intervention in Kaduna State?

Table 4.2.5: Respondents Views on the extent of the Involvement of Women in the Economic Empowerment Scheme carried out by I-Care

S/no	Views	Degree of Agreement					Total (%)	Mean	Remark
		Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)	Undecided (%)			
1.	Women in the community through the various programmes approaches were involved in deciding the nature of empowerment they receive based on their felt needs.	186 (51.7)	95 (26.4)	26 (7.2)	33 (9.2)	20 (5.6)	360(100.0)	4.0944	Agreed
2.	I-Care facilitators/ Participants drew out empowerment needs and pairwise ranked them.	135 (37.5)	89 (24.7)	45 (12.5)	52 (14.4)	39 (10.8)	360(100.0)	3.6361	Agreed
3.	The economic empowerment action plan was the product of women in the communities.	158 (43.9)	77 (21.4)	46 (12.8)	43 (11.9)	36 (10.0)	360(100.0)	3.7722	Agreed
4.	Women were able to make the choice of the economic empowerment they receive.	168 (46.7)	69 (19.2)	51 (14.2)	38 (10.6)	34 (9.4)	360(100.0)	3.8306	Agreed
5.	Community theatre and sensitization were used in the edutainment and training of women beneficiaries in the communities	192 (53.3)	88 (24.4)	25 (6.9)	30 (8.3)	25 (6.9)	360(100.0)	4.0889	Agreed
6.	IECs materials and interpersonal interactions were further used in the conveyance of the empowerment interventions.	160 (44.4)	93 (25.8)	38 (10.6)	35 (9.7)	34 (9.4)	360(100.0)	3.8611	Agreed
7.	Facilitators and women collaborated in the implementation of the economic empowerment interventions.	167 (46.4)	86 (23.9)	43 (11.9)	29 (8.1)	35 (9.7)	360(100.0)	3.8917	Agreed

8.	The empowerment items and training were equitably distributed among the women based on their felt needs.	198 (55.0)	75 (20.8)	35 (9.7)	23 (6.4)	29 (8.1)	360(100.0)	4.0833	Agreed
9.	The women were satisfied with their share of empowerment interventions.	179 (49.7)	83 (23.1)	43 (11.9)	30 (8.3)	25 (6.9)	360(100.0)	4.0028	Agreed
10.	The economic empowerment create wealth and enhances the income capacity of the women in the community.	201 (55.8)	79 (21.9)	25 (6.9)	40 (11.1)	15 (4.2)	360(100.0)	4.1417	Agreed
11.	The women/facilitators in the community regularly evaluates the progress of the empowerment interventions.	176 (48.9)	96 (26.7)	42 (11.7)	25 (6.9)	21 (5.8)	360(100.0)	4.0583	Agreed
12.	Women created a team to monitor and evaluate the performance of individual beneficiary of the intervention	169 (46.9)	92 (25.6)	38 (10.6)	30 (8.3)	31 (8.6)	360(100.0)	3.9389	Agreed
13.	The facilitator assisted the women to develop an action plan to aid the sustainability of the empowerment interventions.	182 (50.6)	127 (35.3)	0 (0.00)	25 (6.9)	26 (7.2)	360(100.0)	3.7972	Agreed
14.	The facilitators assisted the women in the forming of groups that would make them revolve the empowerment scheme.	198 (55.0)	88 (24.4)	25 (6.9)	30 (8.3)	19 (5.3)	360(100.0)	4.1556	Agreed
15.	Facilitators develop engages more endogenous approaches to sustain the empowerment initiatives	192 (53.3)	103 (28.6)	25 (6.9)	30 (8.3)	10 (2.8)	360(100.0)	4.2139	Agreed

Source: Researcher's field survey, 2016

In assessing the involvement of women in the first stage which is planning and decision making, about 52% and over 26% of respondents strongly agreed and agreed respectively that the women in the communities through the various communication approaches adopted and used by organization were considerably involved in planning and deciding the nature of empowerment they received. Their responses had a mean score of about 4.1 which is high and above 3.0 which was the theoretical mean baseline. Based on this, suffice to say that there were significant inclusion and participation of women in the planning and decision making processes of the intervention.

About 38% and 25% of the respondents strongly agreed and agreed that they were also included in the needs assessment as well as pairwise ranking of their most felt needs. Their responses had a mean score of 3.6, still above 3.0 which is the mean baseline. From this result, it could be inferred that there was a significant level of inclusion and participation of women in needs assessment and pairwise ranking recording to their needs in the communities. After the planning and decision making stage, about 43% and over 21% of respondents strongly agreed and agreed that the need assessment as well as the subsequent pairwise ranking of their needs was the product of the consensus reached. This data obtained a mean score value of about 3.8 and was considered significant. Thus, it could be said that there was also a considerable level of inclusion in this process that indicate which of their needs should become the priority of the organization.

Furthermore, in order to make the intervention more beneficial to those who were in need of skills and teaching on the various dimensions of intervention, women were independently given the chance to suggest the form of empowerment they wanted. In Table 4.2.5, about 44% and over 21% of the respondents strongly agreed and agreed that they had

the independence of choice on the nature of empowerment they received. Their response was further backed by the mean score of 3.8 which signifies that they were significantly allowed to make their choices on the areas they need to be empowered. The next stage was implementation of the intervention where over 53% and 24% of the respondents strongly agreed and agreed that their participation in the stages took the form of theatrical performances and sensitization on how to learn and practice the training on the agreed empowerment scheme. With a mean score of about 4.1, it could be said that respondents significantly agreed that they participate in this process.

Furthermore, over 44% and about 26% of the respondents strongly agreed and agreed respectively that IEC materials were further used in the training, teaching and learning of skills to some extent. This had a mean score of about 3.9 which was more than the mean baseline at 3.0. Thus, it could be said that agreement on the participation of women even with the use of IEC materials designed and tailored for their specific need was considerably significant. Finally on this stage, over 46% and about 24% of respondents strongly agreed and agreed that they also participated by collaborating with the facilitators in the implementation of the schemes in their areas. Their responses also obtained a mean score of about 3.9 which is to say that there is a significant level of agreement that participation was achieved in the implementation of the scheme.

The next stage of the use of the communication approaches used for the project intervention which relates to the eventual recipient or beneficiaries of the intervention. In this table, 55% and about 21% of the respondents strongly agreed and agreed that the empowerment schemes were equitably distributed to women according to their needs with a mean score of about 4.1 which is high, it could be said here that women were in

agreement that one of the benefit of the scheme was the equal distribution of empowerment materials to them according to their needs. Furthermore, about 50% and over 22% of the respondents strongly agreed and agreed respectively that the women were satisfied with the intervention that they got. A closer analysis of their responses, showed a mean score of 4.0 and thus, it could be said that there was a significant level of agreement that women were satisfied with the intervention. Finally on this stage, about 56% and 22% of the respondents strongly agreed and agreed that as part of the benefit which intervention brought was the new opportunity to wealth creation and increase in income capacity of women in the community. With a mean score of 4.1, it could be said that women involvement in the intervention had the tendency for wealth creation for them.

After the processing information and data on the benefit stage, the next and one very crucial stage is that which concerns monitoring of the implementation process as well as the evaluation of implementation performance of the development intervention. In Table 4.2.5, about 49% and 27% of the respondents strongly agreed and agreed that as a way of ensuring the monitoring and evaluation of the scheme, the facilitators and women stakeholders go round the community to monitor the progress and evaluate the performance of the scheme regularly. A mean score of about 4.1 was obtained for their agreement. Hence, it could be said that a significant level of agreement was reached indicating that this was a way of monitoring and evaluating the scheme in their communities. Similarly, about 47% and 26% of the respondents strongly agreed and agreed that as a way ensuring proper monitoring and evaluation, women in the benefiting communities create a stakeholders groups and teams to monitor and evaluate individual recipient of the intervention supporting their agreement, a mean score of about 4.0 was obtained. Hence, it could be said

that a significant level of agreement was reached and that the creation of women monitoring team by the communities themselves is a good way of engaging them in the process.

The last stage of involvement of women in the intervention is that which concerns the continuity and sustainability of the scheme long after the facilitator leaves the communities. In this Table, about 51% and over 35% of the respondents strongly agreed and agreed that the facilitators assisted the women in drawing an action plan that would ensure the scheme beneficiaries continue with the scheme and also train others to benefit from them. A mean value of about 3.8 was obtained for their agreement. By implication, this means that the mapping out of action plan on what, whom to benefit from the intervention is a good way of revolving the intervention so that most women could benefit from the programme. It also provide the avenue of holding initial beneficiary accountable to the organization and community members.

Another way of ensuring sustainability of the intervention was through the creation of women groups where none existed and strengthening others where it does exist. In Table 4.2.5, 55% and over 24% of the respondents strongly agreed and agreed that older and newer groups saddled with the responsibilities of monitoring, evaluation, and revolving of the scheme ensuring women in the communities was a very good way of sustaining the scheme. With a mean score of about 3.8, it could be deduced that adopting this method was significantly agreed to be effective in ensuring project and intervention sustainability especially as it relates to women empowerment. Finally on this stage, over 53% and about 29% of the respondents strongly agreed and agreed that adopting endogenous communal processes like the involvement of community opinion, religion and traditional leaders, age

grades and local enforcement agents was a very good way of ensuring accountability and sustainability as well as avoiding default on scheme like the thrift and investment saving programmes. Their agreements obtained a mean score of 4.2 which is considerably high and thus imply a significant level of agreement that adopting this approach could aid sustainability and continuity considerably.

Providing insight on how the communication approaches allowed for the independence of choice, one of the interviewees made this elaboration:

> Since most of us were not that educated, our literacy (*ilimi*) greatly impede our ability to learn skills like phones repairs and computer. So what we did, was to tell them allow us do what each of us want to do first before learning other skills. We did talked about this in our meetings with the facilitators. I must say, this made us more involved in the process. I choose to make yoghurt and local cheese (a*wara)* and today, I am a wholesaler, people come to me daily to buy and sell. Right now, I have joined my other mates in learning new related enterprise like cake, bread and sweet making (*Interview with Hajia Amina conducted at Ungwan Sanusi).*

The process of engaging individuals in any development interventions is done through the cycle of project development and implementation. This starts from planning, decision making implementation, benefits, monitoring and evaluation and final sustainability/continuity. The extent to which the people get involved in these processes or stages could have significant impact in ensuring how the final stage is effectively reached. Thus, from the data and information provided by the respondents, it could be deduced that women were significantly involved and participated in the delivery of the empowerment interventions in their areas.

Table 4.2.6 below presents data and information collated from respondents through the instruments with a view at answering the second research question which asked what is the extent of participation through the communication approaches used by I-Care on the economic empowerment intervention in Kaduna State?

Table 4.2.6 Respondents Assessment on the Involvement (Participation) of women in the Empowerment Scheme by I-Care

S/no		Extent of Participation					Total (%)	Mean	Remark
	Stage of programme intervention	Fully participatory (%)	Participatory (%)	Partially participatory (%)	Less participatory (%)	Not participatory (%)			
1.	Planning and Decision Making	227(63.1)	0 (0.0)	97 (26.9)	0 (0.0)	36 (10.0)	360 (100.0)	4.0667	Participatory
2.	Implementation and Execution	237 (65.8)	0 (0.0)	123 (34.2)	0 (0.0)	0 (0.0)	360 (100.0)	4.3167	Participatory
3.	Benefit and sharing	220 (61.1)	0 (0.0)	125 (34.7)	0 (0.0)	15 (3.4)	360 (100.0)	4.1389	Participatory
4.	Monitoring and Evaluation	226 (62.8)	0 (0.0)	114 (31.7)	0 (0.0)	20 (5.6)	360 (100.0)	4.1444	Participatory
5.	Continuity and Sustainability	315 (87.5)	0 (0.0)	26 (7.2)	19 (5.3)	0 (0.0)	360 (100.0)	4.6389	Participatory

Source: Researcher's field survey, 2016

In this Table 4.2.6, over 63% of the respondents indicated that they fully participated in the planning and decision making stage, about 27% and 10% of the respondents indicated that they participated partially and did not participate in this stage respectively. The assessment provided by the respondents had a mean score value of approximately 4.1, this implies that women participation at this stage was considered participatory. The next stage where the participation was also assessed was the implementation stage; here in this table also, about 66% and over 34% of the respondents indicated that women fully participated and partially participated in the implementation respectively. A closer analysis from the mean score value of about 4.3 mean that it achieved a significant level of participation.

Similarly, over 61% and about 35% of the respondents indicated that full and partial participation was achieved when the women were benefiting from the intervention. A further analysis from the mean score of about 4.1 obtained for their assessment imply that participation was achieved in the assessment of about 63% and 32% of the respondents, full and partial participation in the process of monitoring and evaluation was achieved while about 6% of the respondents indicated that there was no participation. Drawing the deduction from the mean score of about 4.1, it could be said that participation was also achieved as assessed by the women. Finally on this table, about 88% of the respondents indicated that this process was fully participatory. With a mean source of 4.6 it was deduced to more participatory than all other process where the women were involved in the intervention.

Mallam Ibrahim, a facilitator with I-Care supports this position by stating that:

> the intervention was community driven. We facilitate, while they drive the process, for example, the VLSF association started same time with links for children project in 2010. While the link for children project folded up 2012, uptill today the VLSF association within these communities are still holding among women because it

> community driven. The women came together elect their own leaders and took them to the facilitators. The only duties performed by the facilitators is that of supervision and financial literacy advices. Even if I-care, this form of economic intervention cannot collapse since it has the people as it base of ownership. We do not need to go back to these communities, because the people have claimed ownership which is essential for the continuity and sustainability of the programme (*Interview with Mallam Ibrahim Ayuba, I-Care Household Economic Strengthening Officer*).

On how the programme could be sustained and continued, a beneficiaries from Ungwan Mission at the Television area of Kaduna South gave this information:

> We also request for the monitoring and evaluation of this intervention regularly especially from I-Care in conjunction with key stakeholders. This would ensure accountability and responsible management of financial resources committed by I-Care and women into the empowerment scheme. Because of the Structure and Training Receive from the Facilitators of this programme, the mere fact that they stop coming to our aid would not lead to the discontinuity of the empowerment. We have entrenched in ourselves and association certain mechanism that would forestall imminent foreclosure of the programme. Since we have been trained and equipped with the requisite skills, we are not empower to start-up businesses but as another trainer to our immediate family members especially the girls, our children and by extension are extended family. Thus the sustainability of the programme lies squarely on us even without the presence of I-Care (*Interview with Mrs. Mary James Ishaya, Ungwan Mission, Television*).

One of the ways to ascertain people's involvement in any development intervention is by assessing the extent of their participation through the five (5) stages of project and intervention cycle. From the data and information provided by the respondents and interviewee above, it could be inferred that the women were allowed to significantly participate all through the stages of the empowerment interventions carried out by I-Care.

Table 4.2.7 below presents data and information collated from respondents through the instruments with a view at answering the third research question which asked what are the impacts of the communication approaches adopted by I-Care on women empowerment in Kaduna State?

Table 4.2.7 Respondents Views on the Impact of I-Care Economic Intervention on Women Empowerment

S/n	Views	Degree of Agreement					Total (%)	Mean	Remark
		Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)	Undecided (%)			
1.	Women household income increased because of the empowerment intervention by I-Care	157 (43.6)	87 (24.2)	48 (13.3)	36 (10.0)	32 (8.9)	360 (100.0)	3.8361	Agreed
2.	The empowerment interventions led to learning, training and acquisitions of new skills and job creation among women.	178 (49.4)	93 (25.8)	49 (13.6)	20 (5.6)	20 (5.6)	360 (100.0)	4.0806	Agreed
3.	The economic empowerment schemes introduced to the women brought about unhealthy rivalries and business competitions	86 (23.9)	75 (20.8)	61 (16.9)	83 (23.1)	55 (15.3)	360 (100.0)	3.1500	Disagreed
4.	The empowerment of women is affecting negatively the traditional relationship between spouses in their homes	77 (21.4)	64 (17.8)	48 (13.3)	96 (26.7)	75 (20.8)	360 (100.0)	2.9222	Disagreed
5.	Misuse and default of capital has led to non-payment of loans thereby depriving the revolving of the loans to other beneficiaries	58 (16.1)	75 (20.8)	73 (20.3)	109 (30.3)	45 (12.5)	360 (100.0)	2.9778	Disagreed

Source: Researcher's field survey, 2016

From Table 4.2.7 above, about 44% and 24% of the respondents strongly agreed and agreed that the empowerment scheme significantly led to the increase in household income of women. This agreement had a mean score of 3.8, this implies that there is the tendency that the intervention significantly brought about the increase in women household income that provide them with wealth they could use to cater for their needs. In this table also, over 49% and about 26% of the respondents strongly agreed and agreed that economic programme has led to the creation of new skills and jobs among women in the communities. With a mean score of about 4.1, it could be said that respondents were in agreements that economic scheme promoted by I-care significantly enabled women to learn newer skills, trade and craft that would make them create jobs, make sales and increase earnings all geared at the economic empowerment of women.

Investigated in this study, was also the possible negative impact that the economic scheme would have brought about among women in the communities. From this table, about 25% and 21% of the respondents strongly agreed and agreed that the scheme has brought about unhealthy rivalries and business competitions. Over 23% and about 17% as well as over 15% of the respondents strongly disagreed, disagreed and were undecided. With a mean score of 3.2, it could be said that respondents disagreed with this investigation. Similarly, over 21% and about 18% of the respondents strongly agreed and agreed that the economic empowerment scheme is affecting their traditional roles and relationship with their spouses. However, about 27%, about 21% and over 13% of the respondents strongly disagreed, were undecided and disagreed with the agreement made in this regard. A further analysis using the mean score of 2.9 which is approximately 3.0 signified that overall responses were inferred as disagreed, implying that no such things

occurred in the communities as a result of the intervention. Finally, on this table, over 30% and 20% of the respondents strongly disagreed and disagreed that women in the communities misuse the materials providedthem for their own empowerment as well as also default in payment of revolving loans thereby depriving other women such opportunities. Here also, about 21% and over 16% of the respondents agreed and strongly agreed that they do. With a mean score of 2.97 which is approximately 3.0, it could be said that the overall aggregated views of respondents is that they disagreed that misuse of loans have never occurred in the course of the intervention.

Speaking on the impact of the programme on women, one of the beneficiaries from Badiko made this submission:

> One of the most important positive impacts of the economic empowerment scheme is the fact that we are now financially empowered. Some of us, couldn't even boost of having between 5,000 to 10,000 naira monthly. With the skills acquired through the communication approaches used, we have not acquired new skills only but also start-up businesses that is giving us more incomes ranging between 5,000 and 20, naira and more that is empowering us to become self-reliant. Today, through this gave us some financial independence and increased our ability to cater for immediate and extended family (*Interview with Hajiya Sa'adatu Salman at Badiko, Kaduna North Local Government*).

Hajiya Sikiratu who had also benefited from the intervention so far corroborated how the programme has affected families in the community.

> Some of our husbands initially were apprehensive of our exposure to this intervention. After due consultation with them and evidence of how progressive the intervention to our economic empowerment, they gave us the nod to participate. Today, we can say that it has increased family closeness, unity and cooperation. We have been able to drawn more other family members into the scheme because of its acceptability with our men (husband). This acceptability was hinge on the fact that an increase in the financial status of the women (wives) is invariably an increase in the family income. Funny enough, some of our husbands were the ones that keeps reminding us of our meeting days (*Interview with Sikiratu Idris, beneficiary from Kakuri Hausawa, Kaduna South*).

One of the beneficiaries again from Kaduna south has this to say on how the approaches to communicate the empowerment interventions have impacted her.

> The impacts of the economic empowerment scheme among here is that it has increased the level of cooperation among women in the community. More so, it enables those of us in cooperatives like the VLSF to cater for ourselves especially in times of child birth, marriages and even death of any of our members. We come together to facilitate, commiserate and even condole with families by this, it has therefore increased unity amongst (*Interview with Mrs. Ishaya Barde, from Ungwan Mission, Kaduna South Local Government*).

The narratives of the information presents below from the qualitative instrument was used to answer the fourth research which asked How can the programme be made to benefit other women in other communities in Kaduna State?

Ways in which the programme could benefit other women in Kaduna State

Interview questions put forward to the beneficiaries were able to provide the information needed to address the above. Mallama Amina a recipient of I-Care programme in Ungwan Muazu expresses these view:

> I appreciated the effort of I-Care at reaching out to us which this model of economic empowerment. However, our financial literacy capacity is still very low and this is manifested in the fewer number of members in the VLSF association. We suggest that a forum where younger and older women would be taught financial literacy and saving skills should be arrange. This would go a long way in increasing our knowledge in financial investment and thrift management (*Interview with Hajiya Amina Hassan, Chairperson- Village Loan and Saving Fund, Ungwan Sanusi*).

Another interviewee who thought that the intervention could be extended to women in other communities in the state gave their view thus:

> Those who do not wait for people or outsiders to come and do things for them and they start on their own. That would bring interest for people and organization to come and support them. Women are very resourceful as we have discovered from our interventions, what they do need is guidance. I-Care cannot touch or reach out to all the communities in the 23 local governments in the state, what we have been able to do is to pick representatives from sister non-governmental organization – NGI's and community-based organization-CBO who are from these communities,

> train and empower them with skills. After this is done, they are sent to their communities to replicate this empowerment process so that other people can benefit. There is that shift now, which is not only about providing people with resettlement tools but about building their skills, once they are empowered that way, they achieve a lot. I-Care is there to assist other communities. People should look at their immediate environment, if there is a tailor in a community, people there should be interested to learn tailoring for them (*Interview with Hajiya Halimatu Mariam Abdulahi at Kabala West, Kaduna North local government area*).

Corroborating the possibility of the continuity and sustainability of the intervention, one of the facilitator from I-Care proffered a way forward thus:

> Furthermore, beneficiaries of the empowerment schemes themselves can take this message home to their communities in other local governments since Kaduna South and Kaduna North local government are largely cosmopolitan in nature. Women beneficiaries become the agents that promote empowerment skills they have learnt. For example, a beneficiary in television village went back to their village in Kachia local government to start a similar economic empowerment programme before I-care steps in to assist the people. The best practice is to think more about income generating activity. The reason for this is not for fetched, initially after training them, we gave some of them materials and other some money for start-up. We realized that some of women after training and being given the materials sells them at the very spot to other people and then use the money which they may not be up to the cost of the materials. The long term plan now, for instance, like tailoring, instead of giving each person a sewing machine in the community, we group them together and give them 2-3 sewing machine, get a shop for them and notify the community leaders to monitor the progress of the empowerment. The involvement of the community stakeholder does not safeguard this empowerment process so that it enhance the success of women empowerment, a review of which will serve as the template for subsequent women empowerment intervention in the state (*Interview with Mallam Abdulrahaman Mikail, Project Manager, I-Care Women and Youth Initiative, Kaduna).*

The impact of the intervention on the women from the data and information gathered from the women communities covered as well as I-Care field staff showed that the programme had significant positive impact on the women and their household. Hence, it could be deduced that the positive impact of the programme does not end with the provision of empowerment incentives but a continuum or sustainability of the scheme to the betterment of the women, their household and their respective communities.

4.3 Test of hypotheses through Model Specifications

Hypotheses

The following research hypotheses were stated for the study and were tested on a 95% level of confidence or at 0.05 level of significance:

Ho1: I-Care participatory communication strategies are not effective in encouraging women participation in empowerment interventions in Kaduna State.

Ho2: I-Care participatory communication strategies have no significant impact on women empowerment in Kaduna State socio-economically.

Model specifications

$PARTCOMM = \alpha 0 + \beta x1 + \beta x2 + \beta x2 + \mu$ …….……..…….. (1)

$WOMENPOWEM = \beta 0 + \gamma x1 + \gamma x2 + \nu$ ……...……..…..……..... (2)

$WOMENPOWIMP = \beta 0 + \gamma x1 + \gamma x2 + \gamma x3 + \nu$ ……...…….……..... (3)

$\beta x1 \geq 0, \beta x2 \geq 0, \beta x3 \geq 0, \gamma x1 \geq 0, \gamma x2 \geq 0, \gamma x2 \geq 0$

Where participatory communication represented asPARTCOMM where $\alpha 0$ and β are the intercepts. $\beta x1$ is the rating on frequency and effectiveness of the participatory communication approach to women empowerment, $\beta x2$ is the respondents' level of the agreement with the statement regarding the involvement of women in participatory communication approaches. More so, $\beta x3$ is the analysis of the agreement on the impact of participatory communication approaches used for the intervention. WOMENPOWEM is represented as the Women involvement in the empowerment intervention while

WOMENPOWIMP is represented as the impact assessment of the strategies used in the empowerment intervention. $\gamma x1$ is the analysis of the participation of women in the empowerment intervention through the MDG's, $\gamma x2$ is measurement on their involvement while $\gamma x2$ is the impact assessment. Hence, μ and ν are the stochastic disturbance terms assumed to be white noise.

The test of the hypotheses formulated in this study was informed by the results from the Ordinary Least Square (OLS) Linear Regression Analysis of the estimated models specified in chapter three.

4.3.1 Test result for first Null hypothesis

Ho1: I-Care participatory communication approaches are not effective in encouraging women participation in empowerment interventions in Kaduna State.

This first model specified was used to the test for the first null hypothesis:

PARTCOMM = $\alpha 0 + \beta x1 + \beta x2 + \beta x2 + \mu$ …….…….…….. (1)

In order to run the analysis for the model specified above, the data on Table 4.2.3 and the first data on Table 4.2.4 from the data, the following result was gotten from Nonlinear regression analysis run.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.973	.946	.946	.26059	.946	6286.201	1	358	.000	.225

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	426.886	1	426.886	6286.201	.000
	Residual	24.311	358	.068		
	Total	451.197	359			

a. Predictor: (Constant), Women meetings and social gathering.

b. Dependent variable: Women in the community used the approaches in deciding the nature of empowerment they received based on their felt needs

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
(Constant)	.396	.049		8.122	.000			
Women in the community used the communication approaches such as social gathering, town hall forum, IECs etc in deciding the nature of empowerment they receive based on their felt needs.	.905	.011	.973	79.286	.000	.973	.973	.973

PARTCOMM = 0.396 + 0.905
(8.122) (79.286)
N: 360
Multiple R: .973
R-Square: 0.946
Adjusted R-square: 0.946
Standard Error: 0.26059
F- Statistics: 6286.201
Durbin-Watson: .225

The Multiple R is 0.973 which suggests a strong positive relationship between the dependent variable that is: women meeting and social gathering and the independent variable: Women in the community used the approaches in deciding the nature of empowerment they received based on their felt needs. The adjusted R^2 of 0.946 suggests that 95% of the dependent variable significantly affects or is attributed to the Independent variable.

Coefficient

The table above gives us summary statistics. Reading across, the first box tells us the Correlation (0.973 which presents us with a strong, positive, linear relationship). Then, we see the standard error of the estimate: 0.26059 (This is the standard deviation around the regression line). Reading from the second box here shows that if t=8.122 then PARTCOMM = 0.396 + 905.

F-TEST

The analysis of variance shows that $F(1,358) = 6286.201$, $p<0.5$ or ($F(1,358)= 6286.201$, $p=0.000$ base on the interpretation of OLS and the Analysis of Variance (ANOVA) which presented a statistically significant result, the first hypothesis based on the estimated model.

Furthermore, If F*>F, we reject the null hypothesis and if otherwise, we accept the null hypothesis. Given the results on the ANOVA table, the observed F* = 6286.201.

At 5% level of significance, our theoretical F, given our level of significance and degree of freedom is F0.05 = 3.84 comparing these values

F* > F0.05

i.e. 6286.201> 3.44

The conclusion from such result is that we reject our null hypothesis that all bi are zero and accept our alternative hypothesis that all bi different from zero. The decision rule thus, is that I-Care participatory communication strategies are effective in encouraging women participations in empowerment interventions in Kaduna State.

DURBIN WATSON (DW)

The Durbin Watson which tests for the presence of serial correlation between error term i.e. it tests whether adjacent residuals are correlated. This however varies between 0 and 4. The greater the value of the DW above 1 shows uncorrelated residuals. And vice versa when it is less than 2. The result shows that the Durbin Watson is 0.225. This shows a fairly positive auto-correlation of the residuals.

The 't' Test

The t-test according to Koutsoyiann (2003) indicates that to arrive at a conclusion there must be a comparison between the observed t and the theoretical t (at a chosen level of significance) which are the critical values that define the critical region in a two tail test with N-K degree of freedom.

Where;

N= sample size

K = no of parameters

If the t falls in the acceptance region (with N-K degree of freedom) we accept the null hypothesis i.e. we accept that bi is not significant. Alternatively, if t falls in the critical region we reject the null hypothesis and accept the alternative hypothesis. From our results the t^x are (8.122) and (79.286).

The critical value of t for (N-K) = 360-2 = 258. Degree of Freedom at 5% level of significance. The theoretical t gives the value of t =1.660

Comparing the result of t^x and t shows that for all bi we reject the null hypothesis and accept the alternative hypothesis since the $t^x > t_{0.05}$ as;

For Xo t^x = 8.122> t = 1.660

For X_1 t^x =79.286> t = 1.660

Conclusively, the result shows that the null is rejected thus indicating again that that I-Care participatory communication approaches are effective in encouraging women participation in empowerment interventions in Kaduna State. Women in the community used the approaches in deciding the nature of empowerment they received based on their felt needs is found to be positive and significant at a t-ratio of 79.286 and it has a positive impact on Women meeting and social gathering, having the value of its coefficient as 0.905.

4.3.2 Test for the first Null hypothesis using the second specified model

This second model specified was also used to further the test for the first null hypothesis

WOMENPOWEM = $\beta 0 + \gamma x1 + \gamma x2 + \nu$ ……..…….…..... (2)

In order to run the analysis for the model specified above, the data on Table 4.2.3 and the first data on Table 4.2.7 from the data, the following result was gotten from Nonlinear regression analysis run.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.913	.834	.834	.35231	.834	1799.287	1	358	.000	.077

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	223.338	1	223.338	1799.287	.000
	Residual	44.437	358	.124		
	Total	267.775	359			

a. Predictor: (Constant), Free training in Thrift, Loans and Investment Savings.
b. Dependent variable: Free training in thrift/ Loans and Investment Savings

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
	(Constant)	-.097	.057		-1.704	.089			
	Women household income increased because of the empowerment interventions.	.597	.014	.913	42.418	.000	.913	.913	.913

PARTCOMM = -0.097 + 0.597

(-1.704) (42.418)

N: 360

Multiple R: .913

R-Square: 0.834

Adjusted R-square: 0.834

Standard Error: 0.35231

F- Statistics: 1799.287

Durbin-Watson: .077

The Multiple R is 0.913 which suggests a strong positive relationship between the dependent variable that is: Women household income increased because of the empowerment intervention and the independent variable: Free training in thrift/ Loans and Investment Savings. The adjusted R^2 of 0.834 suggests that 83% of the dependent variable significantly affects or is attributed to the Independent variable.

Coefficient

The table above gives us summary statistics. Reading across, the first box tells us the Correlation (0.913 which present us with a strong, positive, linear relationship). Then, we see the standard error of the estimate: 0.35231 (This is the standard deviation around the regression line). Reading from the second box shows that if t=-1.704 then WOMENPOWEM = -0.097 + 597.

F-TEST

The analysis of variance shows that F(1,358) = 1799.287, p<0.5 or (F(1,358)= 1799.287, p=0.000 base on the interpretation of OLS and the Analysis of Variance (ANOVA) which presented a statistically significant result, the first hypothesis based on the estimated model. Furthermore, If F*>F, we reject the null hypothesis and if otherwise, we accept the null hypothesis. Given the results on the ANOVA table, the observed F* = 1799.287.

At 5% level of significance, our theoretical F, given our level of significance and degree of freedom is F0.05 = 3.84 or 3.94 comparing these values

F* > F0.05

i.e. 1799.287> 3.84 or 3.94

The conclusion from such result is that we reject our null hypothesis that all bi are zero and accept our alternative hypothesis that all bi different from zero. The decision rule thus, is that I-Care participatory communication approaches are effective in encouraging women participation in empowerment interventions in Kaduna State.

DURBIN WATSON (DW)

The Durbin Watson which tests for the presence of serial correlation between error term i.e. it tests whether adjacent residuals are correlated. This however varies between 0 and 4. The greater the value of the DW above 1 shows uncorrelated residuals. And vice versa when it is less than 2. The result shows that the Durbin Watson is 0.077. This shows a fairly positive auto-correlation of the residuals.

The 't' Test

The t-test according to Koutsoyiann (2003) indicates that to arrive at a conclusion there must be a comparison between the observed t and the theoretical t (at a chosen level of significance) which are the critical values that define the critical region in a two tail test with N-K degree of freedom.

Where;

N= sample size

K = no of parameters

If the t falls in the acceptance region (with N-K degree of freedom) we accept the null hypothesis i.e. we accept that bi is not significant. Alternatively, if t falls in the critical region we reject the null hypothesis and accept the alternative hypothesis. From our results the t^x are (-1.704) and (42.418).

The critical value of t for (N-K) = 360-2 = 258. Degree of Freedom at 5% level of significance. The theoretical t gives the value of t =1.660

Comparing the result of t^x and t shows that for all bi we reject the null hypothesis and accept the alternative hypothesis since the $t^x > t_{0.05}$ shown summarily as;

For Xo t^x = 8.122> t = 1.660

For X_1 t^x =79.286> t = 1.660

Conclusively, the result shows that the null is rejected thus indicating again that that I-Care economic scheme is effective in encouraging women empowerment in Kaduna State. Women household income increased because of the empowerment interventions because of the free training in Village Thrift/ Loan and Investment Saving they received and is found to be positive and significant at a t-ratio of 1799.287 and it has a positive impact on Women meeting and social gathering, having the value of its coefficient as 0.913.

4.3.3 Test of second null hypothesis using the third model specification

Ho2: I-Care empowerment strategies have no significant impact on women empowerment in Kaduna State socio-economically.

WOMENPOWIMP = $\beta 0 + \gamma x1 + \gamma x2 + \gamma x3 + \nu$ ……..……..…….... (3)

In order to run the analysis for the model specified above, the data on Table 4.2.3 and the first data on Table 4.2.5 from the data, the following result was got from Nonlinear regression analysis run.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.960[a]	.922	.922	.31357	.922	4230.781	1	358	.000	.211

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	415.996	1	415.996	4230.781	.000[b]
	Residual	35.201	358	.098		
	Total	451.197	359			

a. Dependent Variable: Women meetings and social gathering

b. Predictors: (Constant), The understanding of approaches used in for the empowerment interventions led to the creation of new skills and jobs among women in the community.

Coefficients [a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
(Constant)	.322	.060		5.334	.000			
The understanding of approaches used in for the empowerment interventions led to the creation of new skills and jobs among women in the community.	.926	.014	.960	65.044	.000	.960	.960	.960

WOMENPOWIMP = 0.322 + 0.926
(5.334) (65.044)

N: 360
Multiple R: .960
R-Square: 0.922
Adjusted R-square: 0.922
Standard Error: .31357
F- Statistics: 4230.781
Durbin-Watson: .221

The Multiple R is 0.960 which suggests a strong positive relationship between the dependent variable that is: women meeting and social gathering and the independent

variable: Women meetings and social gathering as an approach brought about the understanding of the empowerment interventions leading to the creation of new skills and jobs among women in the community in deciding the nature of empowerment they received based on their felt needs. The adjusted R^2 of 0.922 suggests that 92% of the dependent variable significantly affect or is attributed to the Independent variable.

Coefficient

The table above gives us summary statistics. Reading across, the first box tells us the Correlation (0.960 which present us with a strong, positive, linear relationship). Then, we see the standard error of the estimate: 0. 31357. This is the standard deviation around the regression line. Reading from the second box here shows that if t=5.334 then WOMENPOWIMP = 0.322 + 926.

F-TEST

The analysis of variance shows that F(1,358) = 4230.781, p<0.5 or (F(1,358)= 4230.781, p=0.000 base on the interpretation of OLS, the first hypothesis based on the estimated model. Furthermore, If F*>F, we reject the null hypothesis and if otherwise, we accept the null hypothesis. Given the results on the ANOVA table, the observed F* = 4230.781.

At 5% level of significance, our theoretical F, given our level of significance and degree of freedom is F0.05 = 3.84 comparing these values

F* > F0.05

i.e. 4230.781> 3.84

The conclusion from such result is that we reject our null hypothesis that all bi are zero and accept our alternative hypothesis that all bi different from zero. The decision rule thus, is: I-Care empowerment strategies have a significant impact on women empowerment in Kaduna State socio-economically.

DURBIN WATSON (DW)

The Durbin Watson which tests for the presence of serial correlation between error term i.e. it tests whether adjacent residuals are correlated. This however varies between 0 and 4. The greater the value of the DW above 1 shows uncorrelated residuals. And vice versa when it is less than 2. The result shows that the Durbin Watson is 0.221. This shows a fairly positive auto-correlation of the residuals.

The 't' Test

The t-test according to Koutsoyiannis (2003) indicates that to arrive at a conclusion there must be a comparison between the observed t and the theoretical t (at a chosen level of significance) which are the critical values that define the critical region in a two tail test with N-K degree of freedom.

Where;

N= sample size

K = no of parameters

If the t falls in the acceptance region (with N-K degree of freedom) we accept the null hypothesis i.e. we accept that bi is not significant. Alternatively, if t falls in the critical

region we reject the null hypothesis and accept the alternative hypothesis. From our results the t^x are (5.334) and (65.044).

The critical value of t for (N-K) = 360-2 = 258. Degree of Freedom at 5% level of significance. The theoretical t gives the value of t =1.660

Comparing the result of t^x and t shows that for all bi we reject the null hypothesis and accept the alternative hypothesis since the $t^x > t_{0.05}$ shown summarily as;

For Xo t^x =5.334> t = 1.660

For X_1 t^x =65.044> t = 1.660

Conclusively, the result shows that the null is rejected thus stating here I-Care empowerment strategies have a significant impact on women empowerment in Kaduna State socio-economically. The understanding of approaches used in for the empowerment interventions led to the creation of new skills and jobs among women in the community through Women meetings and social gathering is found to be positive and significant at a t-ratio of 4230.781 and it has a positive impact on Women meeting and social gathering, having the value of its coefficient as 0.922.

4.4 Discussion of Findings

The discussion of findings in this research was done in accordance with the research objectives stipulated at the beginning of the study. This discussion was drawn from the primary information sourced from the analysis of data, empirical and theoretical discourses as it relates to the topic being studied.

Women have played a very important role in the socio-economic development of the society as they have been found to be the backbone of the families by engaging in small business holdings that could provide them with certain level of income for the sustenance and survival of their home. Yet women remain dis-proportionately affected by poverty with attendant deprivation to production resources and social services such as health, education and employment. Bearing this in mind, several economic interventions were geared at improving the socio-economic status of women so as to ensure that they have access to training, learning of new skills, provision of small scale technologies and access to markets. In order to realize the economic potentials of women and make them self-reliant, empowering them economically through dedicated schemes, intervention and programmes like the ones being carried out by I-Care requires a mix of approaches or strategies that would ensure such is achieved. It is believed that successful empowerment intervention cannot be possible unless created, practiced and adopted to the people's local contexts taking into cognizance their culture, gender and appropriateness of the methods of communicating the organization planned messages. Here, structural barriers that would affect and limit the facilitation of the intervention need be identified and addressed as well as taken into the process of the intervention planning and message design. Communicating empowerment messages must take into cognizance the relevance of smaller groups like the women groups or social gathering which is largely inclusive as well as provides the women with the chance of conscious availability and participation of the intervention where it is accepted. In the course of the study as shown in Table 4.2.3 where it was observed that the approach was confirmed to have been frequently used as indicated by about 35% and over 27% of the respondents. Another communication approach adopted by I-care to further the

objectives of the organization vis-à-vis the economic intervention was the community town Hall which was recognized by about 475 and over 24% of the respondents in table 4.2.3 as being used not only to promote advocacy, mobilization and sensitization on the programme but that which would enhance community acceptance and action through their collective involvement and participation in all the phases of intervention.

Other well thought out approaches that were also formidable in bringing about participation and inclusion of the women in the communities like needs assessment, pairwise ranking, interpersonal interactions, information, education and communication IEC as well as community theatrical performance were also adopted and used frequently by the organization in communicating the messages and training on empowerment inherent in the intervention (See Table 4.2.3). This discussion on the approaches adopted by I-Care in communicating its empowerment intervention is in line with UNDP (2006) submission that communication for empowerment is a coalition of approaches that put the information on intervention to the people at the heart of development design. The aim is not only to sensitize and mobilize the people to participate in their own development but that which provide them with the capacity and capability to discuss and voice their perspective on issue that concerns their development. A view further supported by Khan (2013) and Canadian Department of Foreign Affairs, Trade and Development (2013) and Yawas (2010).

Identifying the nature of approach to communicate a development intervention does not necessarily translate the success or effectiveness of the approach. Within the frame of this research, communication empowerment messages, training, learning of skills and access to financial advices and management goes beyond the threshold of conviction. The

effectiveness of the process as in this case with this study, was achieved when the women in the communities through the various forms of communication strategies like the women meeting/social gathering, community town hall forum, needs assessment and so on were able to hear, understand, accept and participate in the process (see Table 4.2.4). Here in the study, it was understood that, the more the people's understanding and trust in organization's intervention was established, the tendency for the effectiveness of communicative aspect of the programme was achieved. The submission here discussed is in line with the views of World Health Organization (2006); UNICEF, (2007), Tufte and Mafelopulos, (2009).

Participation in development intervention is one crucial process or aspect of development programme planning and eventual intervention that must be considered an important in the development objective. In modern development intervention paradigm, participation allow the beneficiary or recipient to be included or involved in the process of planning, implementation, monitoring and evaluation as well as the sustainability or continuity of the development to a significant extent. Participation not only empowered the individual but lent credence to the adaptability and acceptability of the intervention. Here, the people believed that the development facilitation is considerably what they desired and wished for. Participation in development intervention is seen as key to empowering the people to become part of the development process as opined by Karubi (2006), Narayan (2006) and the African Development Bank (2001).

In modern terms, the new practice of development intervention is one which literally and practically locate ownership of development on the people the development programme or intervention is meant for. This invariably meant that they should be involved

or participated in almost all the process of the development. The people's involvement and inclusion must be seen, their voices heard, their experiences shared and efforts felt in the decision making process, in the implementation of the programme, in their sharing of the benefits, their effort at monitoring and evaluating the programme as well as the thought on how to sustain it. This is one aspect of participation which the study assessed in Table 4.2.5 and in this table, about 52% where over 26% of respondents indicated that women were allowed to participate in the empowerment intervention carried out by I-Care in some selected communities in Kaduna state.

In expressing similar view, about 385 and 25% of respondent indicated that they alongside the facilitators drew out the intervention scheme which was a product of agreement arrived at after pairwise ranking of their needs. Participation in other stages of the development intervention by I-Care lie in the implementation, sharing of benefit, monitoring and evaluation and finally in the sustainability as well as continuity of the programme was considered and assessed on attaining the level of participation which is significant to the success of the scheme (see Table 4.2.6). This finding on the extent of women participation is in line with researches carried out by Srampical (2006), Phuyal (2008) and Mohammad (2010) where they all submitted that sustainable development is only achievable in a society that allows for people oriented participation in all the facet of their own development.

Women the world over bear unequal burden of economic deprivation due to socio-cultural, education, health and political barriers or factors. Investing in women through a development intervention such as the I-Care economic empowerment schemes should be seen as not only the right thing to do but that which is needed to be done to alleviate their

socio-economic statistics from that which is poverty inclined to that which is income generated and wealth created. The improvement in women economic statuses through economic empowerment, well thought out, planned, implemented, monitored and sustained over time has the tendency to impact on not only on their lives but that of their children, families and society. The impact would be felt on their health, nutrition, education as well as financial contribution to development in all ramification.

Although, there seem to exist certain barriers to women empowerment especially socio-cultural barriers, the ability of I-Care to whither this through the deployment of two critical communication strategies that is community Town Hall Forum and advocacy with opinion, traditional and religion leaders adequately allayed their fears thereby opening the doors for women in the communities visited to participated in the schemes. The waning of the socio-cultural and religious walls helps to further build trust and acceptability of the programme thereby enhancing not only participation but also a significant success rate of the intervention. Further attesting to how positively the programme had impacted the women in the communities, about 44% and over 24% of respondents in Table 4.2.7 indicated that one of the benefits of the intervention beside the inculcation of skills, in different aspects of the empowerment was in their ability to practice what they thereby not only making sales but increasing income.

Also, over 49% and about 26% of the respondents in same Table 4.2.7 opined that they have skills and job that has made them self-employed and less dependent on others which in other words is to say that they are now economically empowered to help themselves and others who might need such skills of significance to this research was the fact that respondents submitted that the economic interventions has to far not brought are

negative consequence to them, their families and their immediate communities (see end of Table 4.2.7). This findings was supported by the researchers of Ngombe and Kelvani (2012) Ekanem (2004), Ako-Nai (2005), Cornwall and Broach 92005) and the United Nations Research Institute for Social Development–UNRISD (2012) were they all submitted that development interventions that are inclusive that is by allowing people's participation fundamentally empowers them to better the lot of their lives, families are society. Hence, they conclude, that development and economic intervention should no longer be presented as an economic and statistical growth but that which concern development that would significantly reduce the burden and consequence of poverty which is more on the women in our societies.

4.5 Implication of the Findings on the Theoretical Framework to Research and Practice

Participatory communication as a communicative process posits that communities should be the main protagonists of processes leading to their own development and social change to considerable extent rather than 'passive beneficiaries' of decisions made by development agencies, interventionists and their facilitators. In this sense, it questions the view of development as an externally-driven process planned and implementation of development intervention that excludes the people in all ramification.

Participatory communication sets out an ambitious goal: to change the 'problem definition' inside the 'epistemic communities' (Servaes, 2002) that dominates development organizations. It asks several tough questions: How to envision the role of communities in the identification of challenges and solutions in a multi-leveled and bureaucratized world?

How to democratize the standard process by which problems are defined and objectives declared for the empowerment of people? How to incorporate lay or local knowledge into the process of intervention monitoring and assessments? These questions were well answered all through this research making it possible to state that participatory goals of intervention was achieved.

Thus, the adoption of this paradigm offers not only the organization but the women in the community the chance to know better the various felt needs of the women for empowerment in their communities. Secondly, it allows for more usage of endogenous communication which makes deliberation and participation a publicly inclusive affair, rather than the use of exogenous form which centred on information-transmission through the mass media an essential elements of communication. Communities, rather than experts or other external agents, should determine challenges and decide appropriate courses of action to tackle problems through dialogue and critical thinking. If decisions are left to agencies and their cadres of professionals, programs and actions are disconnected from the actual motivations and expectations of communities. Thirdly, communities need to be involved in the implementation of activities. When actions are conducted by external actors, communities are displaced to a secondary role and thus remain distant from actions that are, in principle, designed to have an impact on their lives.

Through this research, participatory communication processes adopted by I-Care, conceived ‘development’ as an interactive, participatory and transformative process which would influence both individual and social levels through which them and the communities become empowered. Consequently, participatory communication approaches promotes local forms of economic enterprises and action as the springboard for women

empowerment. This is seen as the centrality of local knowledge in determining problems, identifying solutions, and assessing results. As seen in this research, economic empowerment for the women in Kaduna state as carried out by I-Care was the result of the process by which communities decide what to do, how to do, and are involved in actions that would serve as the springboard for programme sustainability and achievement as reflected most importantly in Table 4.2.6 and supported by the rejection of the fisrt null hypothesis and restating the participatory communication approaches is significant in making women in the communities get involved in all the stages of the empowerment intervention by I-Care.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

This chapter presents the summary of the research, and findings, conclusion of the research and its implication on participatory communication and development paradigm being the theoretical perspectives used. Finally, the research made some recommendations drawing largely from the findings based on the data and information got from the instrument used as well as results of the test of hypotheses based on the model specified.

5.1 Summary of the Study

Development interventions that seek to involve the people and allow them a form of participation are fast becoming the norm in project design and implementation. The extent to which the people in this case women, are involved in the process has been the subject of scholarly researches and debates over the years. Significantly, empowerment programmes in Nigeria has been denied this aspect of inclusion and participation in development interventions leading to either their failure or a complete discontinuation of the programme. In order to empirically find out how this form of participation would aid women in achieving economic empowerment, the study set out the following research objectives which were, (i) Investigate the nature and effectiveness, and (ii) determine the extent of participatory approaches used in I-Care Economic empowerment intervention to women in Kaduna State. Other objectives were to (iii) assess the impact and (iv) suggest the way forward in enhancing economic empowerment interventions by I-Care through their participation.

The study used mixed-method survey research design that sought to quantitatively and qualitatively gather data and information from 384 respondents from some selected communities in Kaduna North and Kaduna South local government areas respectively using a structured questionnaire mostly in Likert scale format. In-depth interviews-IDI's and Key Informant Interview-KII were conducted among beneficiaries and I-Care facilitation officials. From the analysis of the data and information from the in-depth interviews, the following were the summary of findings:

I. The organization adopted and made use of endogenous participatory communication approaches that allow women participation significantly in the delivery of the economic intervention in their communities as shown by the data in Table 4.2.2, Table 4.2.3 and Table 4.2.4

II. The approaches adopted were considered significantly effective in making the women understand and participate in the economic intervention process as shown by the data Table 4.2.5 and the result from the test on the first null hypothesis.

III. The forms and levels of participation reached in all the stages of the development intervention were also considered to be significantly participatory as shown by the data in Table 4.2.6 and the result from the test on the second null hypothesis.

IV. Through the approach used by the organization, the economic intervention achieved a significantly positive impact on them leading to their eventual attaining empowerment that was the main objective as shown by the data in Table 4.2.7.

V. Concrete suggestions were made by the beneficiaries and facilitators on how the economic empowerment intervention could be sustained to achieve continuity of the programme long after the exit of the organization from the community.

5.2 Recommendations

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

1. The people's inclusion and participation in any development intervention is sacrosanct to the success and sustainability of the intervention. This was the process and practice adopted and used by I-Care in delivering its women empowerment programme. Since it has been adjudged as a significant process in reaching women in the grassroots and elsewhere, it recommended that the organization continue to reinforce the form of strategy more, so as to make its intervention more participatory and sustainable.
2. Empowerment intervention should be the product of the people's needs and desires. Achieving this in most of the communities investigated occur through women organizations. Women organizations, gathering and social meetings have important roles to play by seeking the interest of women in their groups. Identifying such groups where they exist and creating one where there is none is a good way of promoting the ideals of the organization and therefore champion the course of economic empowerment.
3. It has been recognized that women play a central role in the socioeconomic development of any society. In fact societal sustainable development is possible only if women are involved. However through this research, one of the aspect that would increase their education was not part of the intervention carried out. Since, most of the women have low education and literacy level, offering financial education especially for members of the Village Loan and Saving Fund-VLSF would require some sort of additional education and assistance. Here it is

recommended that, future intervention should not only end with economic empowerment but extended to educational empowerment. This would in turn make women have better understanding on financial issues, relate with it and make sound decisions so as to avoid risk on their investment.

4. Women contribute substantially to economic and social development of the families and communities. Attention and Investment in sustainable women's economic empowerment interventions should go beyond just palliative to a concrete level where institution like I-Care in collaboration with state government develop, implement development strategies, policies and programs that would generate and create more opportunities for women be empowered first economically and otherwise.
5. A project adopting and promoting participatory communication should apply the principles of communication and participation that are endogenous to the people from the very beginning, making sure that all relevant stakeholders are not only taken on board, but involved in the conception and design of all objectives and activities. This should be paramount to the organization anytime it launches empowerment programme targeted at women and other less economically less empowered persons in the state.
6. It has been discussed how, in order to promote the adoption of this approach, managers and decision-makers should be conversant with the principles and applications of participatory communication approach. Participatory communication approaches should be conceived and applied in a consistent manner at various levels, within the institutions

7. Empowerment of women in communities is very important, but so is raising the awareness and familiarity about the scope and functions of participatory communicationbetween beneficiaries of I-Care Interventions and the Facilitators with those on the top of the pyramid.
8. I-care should always consider that a successful participatory communication approach must be as a process that is in tandem with development activities. Where this is seen as a continuum, then facilitation between the organizations and the women which is cardinal to its empowerment programme would be sustained.
9. Since women inclusion in the process of development which would lead to their socio-economic empowerment is very important. Therefore, there is need for I-Care to reinforce this form of participatory communication approaches by creating a link first with the women in order to bring about effective monitoring and evaluation of the programme and secondly with other development agencies so as to obtain more funding that could lead to the consolidation and sustainability of the programme.

5.3 Conclusion

This study looked into the use of participatory communication processes in delivering economic empowerment intervention to women in some communities through the I-Care women and Youth Initiatives empowerment projects. It also examined the women level of participation, the effectiveness and impact of participation along the various economic scheme projected in the interventions.

The many economic empowerment trainings provided by I-Care to the women were geared towards skills acquisitions that would enable job creation and market space that

would not only give the chance to generate income but empower them socio-economically. Having seen and understood through this research that economic interventions which allow the people to participate in the process of their own empowerment, ensure the certainty of the intervention not only becoming accepted but also effective in achieving socio-economic empowerment that changes the people lives financially and otherwise.

Thus, the study concludes that making use of communication process that create the room for the inclusion and participation of the people whom are the direct beneficiaries of a development intervention is a significant way of ensuring the project effectiveness and success. By this, the economic empowerment intervention by I-Care through this approach was able to significantly achieve its objective of empowering the women in the communities where they have intervened with their economic activities as found from the results of the hypotheses.

Therefore, empowering women economically and making them central solutions to their immediate financial and income needs and that of their families is now more than ever before a developmental imperative. Enhancing women's economic participation improves their wellbeing socially and economically, increases household productivity and living standards, enhances the well-being of children with positive long term impacts on the women and the society in general.

5.4 Contribution to Knowledge

This research on the activities of I-Care in realizing women economic empowerment in line with MDG development visions has been able to show that:

i. Adopting participatory communicative approach would ensure inclusion and participation. The essence of participation is not only aimed at changing the mode of communicating development ideals but that which would ensure acceptability, believability and sustainability of modern form of development.

ii. Attaining significant participation would lead to success in development intervention, in this case economic empowerment of women.

iii. Permitting women to be involved in their own development is supported more by endogenous participatory communication process rather than exogenous communication approach.

iv. The organization (I-Care) has been able to not only adopt but practically advanced the used of this alternative paradigm (participatory communication) to development and achieved a significant and sustainable women empowerment thereby addressing the socio-economic component of the Millennium Development Goals three (3).

v. Finally, the study was able to present an empiric finding on the use of participatory communication approaches in development intervention.

5.5 Suggestion for further research

The research was carried out because of the need to assess how participatory communication approaches was used in achieving women empowerment which was a part of MDG goal three (3). Since the MDG period is over and a new development model the Sustainable Development Goals-SDG's is now in place, the researcher suggests that

i. a new study be carried out to investigate how the participatory communication approaches would be used in empowerment and the reduction of poverty among

women in Kaduna State within the framework of the SDG's One (1) which planned for 'No Poverty' among the people of the world by the year 2030.

ii. Again another research could be carried out to investigate the extent to which economic empowerment could significantly reduce hunger in rural areas of Kaduna state and elsewhere in Nigeria. This covers SDG's goal three (3) which planned for 'Zero Hunger' by the end of same year.

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Interviewees

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Ibrahim, A. (2016). Interview Session with I-Care Household Economic Strengthening Officer. Kaduna: I-Care 14th March.

Abdulkadir, A. (2016). Interview Session with I-Care Monitoring and Evaluation Officer. Kaduna: I-Care 14th March.

Mrs. Mary James Ishaya (2016). Interview session with I-Care Beneficiary on Women Empowerment from Ungwan Mission, Television.

Mrs. Ishaya Barde (2016). Interview session with I-Care Beneficiary on Women Empowerment from Ungwan Mission, Television.

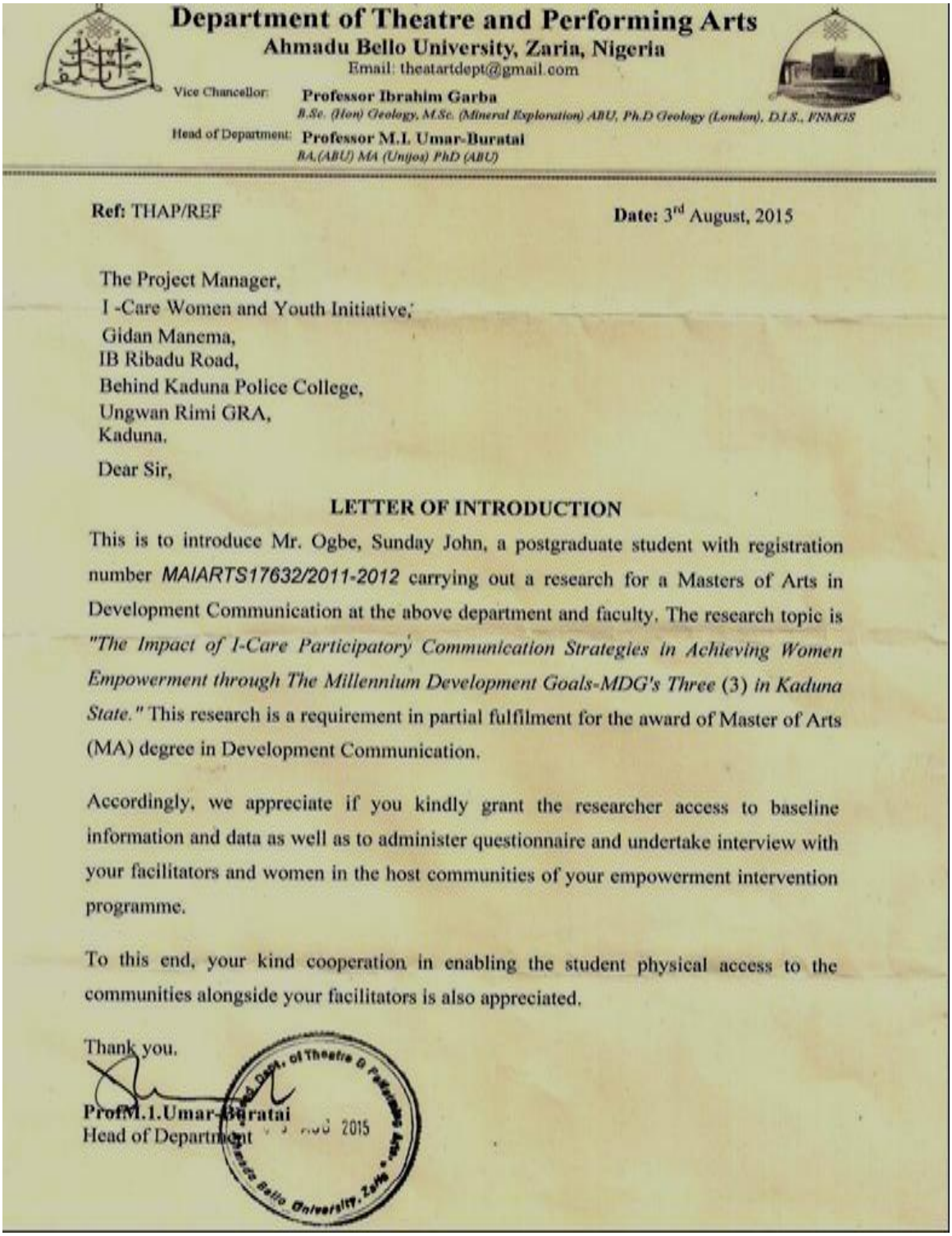
Hajiya Sa'adatu Salman (2016). Interview session with I-Care Beneficiary on Women Empowerment from at Badiko, Kaduna North Local Government.

Sikiratu Idris (2016). Interview session with I-Care Beneficiary on Women Empowerment from from Kakuri Hausawa, Kaduna South.

Hajiya Amina Hassan (2016). Interview session with the Beneficiary Women Empowerment from and Chairperson- Village Loan and Saving Fund, Ungwan Sanusi: VLSF

Appendices

Appendix I



Department of Theatre and Performing Arts
Ahmadu Bello University, Zaria, Nigeria
Email: theatartdept@gmail.com

Vice Chancellor: **Professor Ibrahim Garba**
B.Sc. (Hon) Geology, M.Sc. (Mineral Exploration) ABU, Ph.D Geology (London), D.I.S., FNMGS

Head of Department: **Professor M.I. Umar-Buratai**
BA,(ABU) MA (Unijos) PhD (ABU)

Ref: THAP/REF

Date: 3rd August, 2015

The Project Manager,
I -Care Women and Youth Initiative,
Gidan Manema,
IB Ribadu Road,
Behind Kaduna Police College,
Ungwan Rimi GRA,
Kaduna.

Dear Sir,

LETTER OF INTRODUCTION

This is to introduce Mr. Ogbe, Sunday John, a postgraduate student with registration number *MAIARTS17632/2011-2012* carrying out a research for a Masters of Arts in Development Communication at the above department and faculty. The research topic is *"The Impact of I-Care Participatory Communication Strategies in Achieving Women Empowerment through The Millennium Development Goals-MDG's Three* (3) *in Kaduna State."* This research is a requirement in partial fulfilment for the award of Master of Arts (MA) degree in Development Communication.

Accordingly, we appreciate if you kindly grant the researcher access to baseline information and data as well as to administer questionnaire and undertake interview with your facilitators and women in the host communities of your empowerment intervention programme.

To this end, your kind cooperation in enabling the student physical access to the communities alongside your facilitators is also appreciated.

Thank you.

Prof M.I.Umar-Buratai
Head of Department

Dept. of Theatre & Performing Arts
Ahmadu Bello University, Zaria
2015

Appendix II

Department Of Theatre and Performing Arts
Ahmadu Bello University, Zaria, Nigeria

Postgraduate Thesis Questionnaire

I am a Master student undertaking this research on "**WOMEN EMPOWERMENT INITIATIVES AND THE REALIZATION OF THE MILLENNIUM DEVELOPMENT GOAL THREE (3): AN ASSESSMENT OF I-CARE WOMEN AND YOUTH EMPOWERMENT PROGRAMME IN KADUNA STATE**" as part of the requirement in partial fulfilment for the award of a Master of Art (MA) degree in Development Communication from the above department. Your response to the questions will form the bases for the primary findings of the research. Please respond objectively as the researcher attaches a high level of confidentiality to your response and it will be used for research purpose only.

Thank you

Yours Sincerely,

Ogbe, Sunday John
MA/ARTS/7632/2011-2012

SECTION A: GENERAL CHARACTERISTICS OF RESPONDENTS

1. Gender a. Female [ ] b. Male [ ]
2. Age: a. 20 – 29 [ ], b. 30 – 39 [ ], c. 40 – 49 [ ] d. 50 and above [ ]
3. Highest Education Attainment a. Qur'anic Education [ ] b. Primary Education [ ] c. Secondary Education [ ] d. College of Education /Polytechnics education [ ] e. University's Education [ ] f. None [ ]
4. Major Occupation a. Livestock husbandry [ ] b. Fishery [ ] c. Farming [ ] d. Commercial/Trading [ ] e. Tailoring [ ] f. Food Restaurant/eatery [ ] g. Others (please specify)_____
5. Please identify your community_____
6. What is the nature of the economic empowerment activities being carried out by I-Care in your community?

[**Tick as many as you have benefited from**]

a. Provision of Grinding machine [ ]
b. Provision of hairdressing tools [ ]
c. Free training in Soap/Cosmetic making [ ]
d. Free training in Tailoring and fashion designing [ ]

e. Free training in Thrift/Investment Saving [ ]

f. Provision of Soft Micro-credit Loans [ ]

g. Free training in Cake, Bread and Confectionaries [ ]

** Note: The MDG goal three (3) entails the promotion of gender equality and achieving considerable women empowerment by 2015. (The aspect of empowerment chiefly assessed here is the economic empowerment.)*

Section B: Communication Approaches

On the scale of 1-5, how frequently was the following communication approaches used by I-Care in carrying out its empowerment activities in your community.
Keys:

VF =Very *Frequently* = 5
F* =*Frequently* = *4
OC =Occasionally = 3
RY =Rarely = 2
NV =Never = 1

S/no	Approach	Level of Frequency				
		VF 5	F 4	OC 3	RY 2	NV 1
8.	Women meetings and social gathering					
9.	Advocacy, mobilisation and sensitization					
10.	Community town hall forum					
11.	Needs assessment and pairwise ranking					
12.	Interpersonal interactions or communication					
13.	Information, Education and Communication materials-IECs					
14.	PLA/TfD/Community Theatre					

Section C: Level of the effectiveness of the participatory communication approaches.

On the scale of 1-5, how would you rate the effectiveness of the approaches used by I-Care in carrying out its empowerment activities in your community?

Keys:

VE =Very *Effective* = 5

E* = *Effective* = *4

FE = Fairly Effective = 3

IN = Ineffective = 2

VIN = Very Ineffective = 1

S/no.	Approach	Level of Effectiveness				
		VE 5	E 4	FE 3	IN 2	VIN 1
15.	Women meetings and social gathering					
16.	Advocacy, mobilisation and sensitization					
17.	Community town hall forum					
18.	Needs assessment and pairwise ranking					
19.	Interpersonal interactions or communication					
20.	Information, Education and Communication materials-IECs					
21.	PLA/TfD/Community Theatre					

Section D: The Involvement of Women in the economic empowerment process

On the scale of 1-5, tick (√) the box to indicate your agreement on statement on the involvement of women in the empowerment activities carried out by I-Care in your community

Keys:

SA = Strongly agree = 5
A* = *Agree* = *4
D = Disagree = 3
SD = Strongly disagree = 2
UD = Undecided = 1

S/no	Statement	Level of Agreement				
		SA 5	A 4	D 3	SD 2	UD 1
22.	**Planning and Decision making** i. Women in the community used the communication approaches such as social gathering, town hall forum, IECs etc in deciding the nature of empowerment they receive based on their felt needs.					
	ii. I-Care facilitators drew out empowerment needs through the process of need assessment and pairwise ranking. **iii.** The women economic empowerment action plan was the product of consensus arrived after pairwise ranking of their felt needs. **iv.** Women in the community still had the opportunity to make the choice of the economic empowerment they receive.					
22.	**Implementation** i. Community theatre and sensitization were used in the training of women beneficiaries in the communities.					

	ii. IECs materials and interpersonal communication were further used in conveyance of the empowerment interventions to women in the communities. iii. Facilitators and women collaborated in the implementation of the economic empowerment interventions.					
23.	**Benefits** i. The empowerment initiatives were equitably distributed among the women based on their felt needs.					
	ii. The women were satisfied with their share of empowerment interventions. iii. The economic empowerment create wealth and enhances the income capacity of the women in the community.					
24.	**Monitoring/Evaluation** **i.** The women/facilitators in the community regularly evaluates the progress of the communication approaches used for the empowerment interventions. **ii.** Women created a team to monitor and evaluate the performance of individual beneficiary of the intervention					
25	**Continuity/Sustainability** **i.** The facilitator aided the women to develop an action plan to aid the sustainability of the empowerment interventions through one of the communication approaches. **ii.** Through the communication approaches, facilitators assisted the women in the forming of groups that would make them revolve the empowerment scheme. **ii.** Facilitators develops engages more endogenous approaches to sustain the empowerment initiatives					

Section E: Assessment of the Involvement of Women in the economic empowerment process

On the scale of 1-5, tick (√) the box to assess the level of participation of women in empowerment activities.

Keys:

NTP = Not participatory = 1
LP = Less participatory = 2
PP = Partial participatory = 3
P = Participatory = 4
FP = Fully participatory = 5

S/n	Types of Participation	Level of Participation				
		Fully participatory 5	**Participatory 4**	**Partially participatory 3**	**Less participatory 2**	**Not participatory 1**
25.	Planning/decision making					
26.	Implementation					
27.	Benefits					
28.	Monitoring/ evaluation					
29	Continuity/Sustainability					

Section F: The Impact of I-Care programme on women empowerment

On the scale of 1-5, tick (√) the box to indicate your agreement on the impact of I-care economic programme on women empowerment in your community.

Keys:

SA = Strongly agree = 5
A* = *Agree* = *4
D = Disagree = 3
SD = Strongly disagree = 2
UD = Undecided = 1

S/no	Statement	Level of Agreement				
		SA 5	A 4	D 3	SD 2	UD 1
	Positive Impact					
30.	Women household income increased because of the empowerment interventions.					
31.	The understanding of approaches used in for the empowerment interventions led to the creation of new skills and jobs among women in the community.					
	Negative Impact					
32.	The economic empowerment has brought about unhealthy rivalry and business competitions among women.					
33.	The empowerment of women is affecting the traditional relationship between spouses in their homes.					
34.	Misuse and overspending of the capital has led to default in payment of loan thereby depriving the revolving of the loan to other women beneficiary.					

IN-DEPTH INTERVIEW

Interview Guide

Please **ANSWER** these questions objectively.

Objective One: The Empowerment Approach

- What approach did you used in the area to communicate the economic empowerment schemes to the community?
- What is the level of involvement of women in the empowerment programme?

Objective Two: Level of the effectiveness of the approaches used by I-Care in carrying out its empowerment activities in the community.

- Do you think that using the empowerment intervention would lead to women empowerment in the area?
- What would you say about the effectiveness of the I-Care economic scheme in empowering women in the area?

Objective Three: The involvement of women in the economic empowerment process

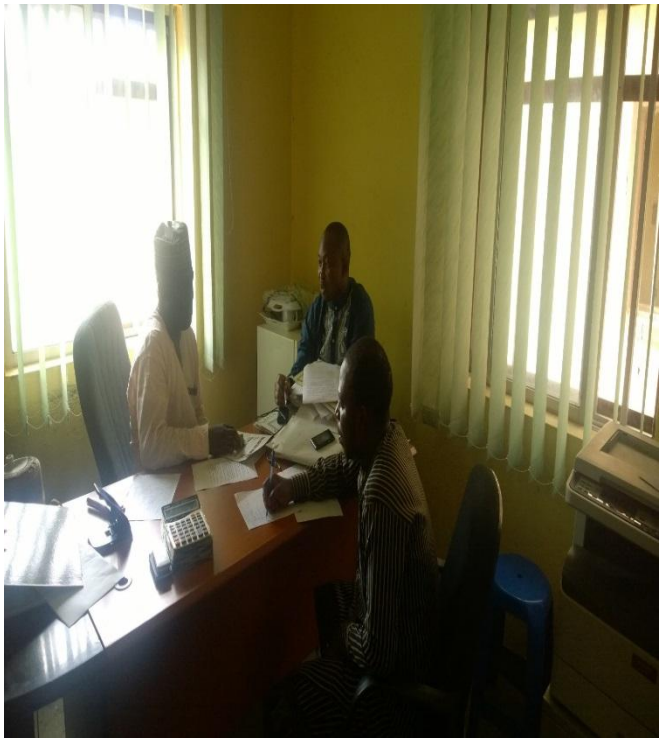
- What would you say about the participation of women in the planning and implementation of the empowerment scheme through the approaches adopted?
- How do you think that women in the community would sustain the empowerment?

Objective Four: The Impact of I-Care programme on women economic empowerment.

- Can you share with us the impacts of the economic scheme on women in the community?
- What do you suggest should be done to improve the empowerment programme among women in the area?
- What other ways do you think the programme could be of benefit to other women in Kaduna state?

Appendix III





The researcher at I-Care Youth and Women Initiative office. ii The Research in an interview session with Mallam Abdulrahman Mikail, Monitoring and Evaluation Officer and Mallam Ibrahim Ayuba, Household Economic Strengthening Officer of I-Care.



The researcher in interactive session with women beneficiaries and participants of the Village Loan and Saving Scheme of I-Care Women and Youth Initiative in Badiko Community, Kaduna North Local Government Area of Kaduna State.







Women being addressed and trained by I-Care facilitators and trainers. The tailoring and fashion design equipment presented to the women at the end of their training.