

IMPACT OF N-POWER TEACH SCHEME IN COMBATING UNEMPLOYMENT IN
CENTRAL SENATORIAL DISTRICT OF ADAMAWA STATE, CASE STUDY OF HONG,
GIREI, AND GOMBI LOCAL GOVERNMENT AREAS



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Abstract

The study examined the Impact of N-Power Teach Scheme in Combating Unemployment in Central Senatorial District of Adamawa State, Case Study of Hong, Girei, and Gombi Local Government Areas. Purposive and simple random sampling techniques were used to sample four hundred respondents and the data obtained were analysed using regression. The results of the study revealed that N-power Teach scheme create job opportunities, curtail incidence of poverty, training of youth as all the items were accepted. The programme improved living standard among youth as all the items were accepted by the respondents and the most common N-power programme is N-power teach. The scheme face challenges of supervision, delay in payment of stipulated allowance and attitudes of some volunteer. The study concluded that the programme meant to provide employment to unemployed youth but faced some challenges for the youth to fully benefit from the scheme. It was recommended that government should provide skills acquisition Centre, adequately funded, equipped and due attention should be given at all levels to serve as a hub for massive employment generation, ramp up pressures on state governments to absorb some of the volunteers who happened to be in good records, give incentive to both staff and volunteer of the programme and Local Government Areas should have office access to the National investment Headquarters at Abuja for complain, and for regular supervision.

Keywords: N-Power, Social Policy, Programmes, Youth and Development

1.0 INTRODUCTION

1.1 Background to the Study

Report by the global development institution shows that the human capital spending in Nigeria is among the worst in the world after overtaking India to assume the inglorious position of the “poverty capital” of the world. Unemployment in Adamawa State Adamawa State, like many other states in Nigeria, grapples with high unemployment rates. According to the National Bureau of Statistics,

more than half of Nigeria's youth population is unemployed. This trend is also reflected in Adamawa State, where a significant portion of the youth population lacks gainful employment.

Unemployment is one of the major developmental issues confronting developing societies such as Nigeria. Nigeria has one of the highest youth unemployment rates in the world (70-85%) (Report of the Federal Ministry of Labor and Productivity, 2018). These are mainly young adults graduating from universities, polytechnics and higher education institutions. According to available estimates, about 1.6 million people, mostly young adults, graduate each year. In addition to this number, about 3.8 million are young graduates who have not completed formal education, who have completed elementary or high school education, or who have dropped out of higher education, all of whom are enrolled annually in an already saturated labor market (Federal Ministry of Foreign Affairs).

Unemployment is a longstanding issue in Nigeria, and Adamawa State is no exception. The state's Central Senatorial District faces significant challenges in combating youth unemployment. To address this, the federal government introduced the N-Power Teach scheme, a component of the National Social Investment Programme (N-SIP) aimed at empowering young Nigerians with skills to become solution providers in their communities.

Unemployment in Adamawa State Adamawa State, like many other states in Nigeria, grapples with high unemployment rates. According to the National Bureau of Statistics, more than half of Nigeria's youth population is unemployed. This trend is also reflected in Adamawa State, where a significant portion of the youth population lacks gainful employment

The Central Senatorial District of Adamawa State faces unique challenges that exacerbate unemployment. Some of these challenges include: Limited job opportunities: The district has limited job openings, making it difficult for young people to secure employment. Lack of skills: Many youths in the district lack the necessary skills to compete in the job market. Poverty: Poverty is prevalent in the district, making it challenging for young people to access education and training.

It's against this background that this study, wishes to: Examine the Impact of the N-Power Teach Scheme on Combating Youth Unemployment in Central Senatorial District of Adamawa State. Thus, the current research restricts from 2017 to 2024.

1.2 Statement of the Problems

Unemployment remains one of the biggest social problems in Nigeria, Poverty reduction and Unemployment has been the concern of government all over the world, similarly, successive Nigerian governments have established one form of poverty reduction programmes or the other, all in an effort to fight Unemployment in Nigeria. Most recent among the poverty reduction efforts is the National Social Investment Programme (N-SIP) consisting of N-Power Programme, Conditional

Cash Transfer (CCT), Government Enterprise and Empowerment Programme (GEEP) and Home-Grown School Feeding Programme (HGSF). These programmes were established in the year 2016 by President Muhammadu Buhari administration, and they were targeted towards reducing poverty and Unemployment in Nigeria.

The increasing incidence of un-employment in spite of various resources and scheme on poverty-related programmes in Nigeria suggest that the programmes and schemes were somehow ineffective and ineffectual. In the light of the present government's deep concern for the widespread of Unemployment in Nigeria

It is against these backdrops, that this research, therefore, wishes to: Examine the Impact of N-Power Teach Scheme in Combating Youth Unemployment in Central Senatorial District of Adamawa State, focusing on seven local areas which comprise: Hong Local Government Area, Gombi Local Government Area, Song Local Government Area, Gerei Local Government Area, Yola North Local Government Area, Yola South Local Government Area and Fufure Local Government Area. Thus, this research will cover the period from 2017 to 2024

1.3 Aim and Objectives of the Study

The aim and objective of this study is to assess the impact of the N-Power Teach Scheme on combating youth unemployment in the Central Senatorial District of Adamawa State

1.3.1 Specific Objectives

The specific objectives are to:

- i. Examine the impact of the N-Power Teach Scheme on youth unemployment in the Central Senatorial District of Adamawa State.
- ii. Identify the types of N-Power schemes available in the Central Senatorial District of Adamawa State.
- iii. Investigate the challenges affecting the effectiveness of the N-Power Teach Scheme in the Central Senatorial District of Adamawa State.

2.0 LITERATURE REVIEW

2.1 Concept of Social Intervention Scheme in Nigeria

Social intervention scheme are programs conceived with the aim of safeguarding and supporting the vulnerable in the society such as unemployment, women, children, the disabled, displace and the employed. They are programs or enterprise created to deliver socio-economic benefits and develop the human capital potentials of specific groups. Social intervention schemes take the form of social welfare packages, social protection and safety such as poverty reduction programs, access to

healthcare pension and insurance' schemes, access to health care services etc. (Abada & Omeh, 2019; Okeke & Ngonadi, 2017; Eze, 2019; Ndem, Angioha, & Dike, 2020).

2.1.2 Concept of Unemployment

Un-employment is the mother of all evil; this was attributed to the old saying that an idle man is a devil workshop. Egole (2023), has stated that. the Nigerian unemployment rate has increased to 32.7% in the year 2022 and further rise to 40.6% due to the continuing inflow of job seekers into the labor market. In 2010, the national Bureau of Statistics reported that 60.9%of Nigerians were unemployed. NBS, 2010). To corroborate this assertion, the multinational consulting firm, in a newly released report tagged 'KPMG Global Economy Outlook Report, H11 (2023)', said unemployment will continue to be a challenge due slower than required economic growth and the inability of the economy to absorb the 4-5 million new entrants into the Nigerian job market every year.

2.1.3 Concept of N-Power Scheme

N-Power Programmes are connected to the Federal Government Policies on economic, employment and social development project in Nigeria. N-power programmes are programmes established by the administration of President Muhammadu Buhari's Federal Government of Nigeria. This programme is meant to address the challenges of youth unemployment. The programme was established in the year 2016. This programme provides a structure for large scale and relevant work skills acquisition and development. The Federal Government intends to use the outcome of this programme to address the inadequacy in the public services and also to stimulate the larger economy. According to the n-power website n-power aspires to provide a platform where most Nigerian citizens between the ages of 18-35 can access skills acquisition and development. N-Power Programmes are currently in operation in the 36 states of Nigeria. (2022). The benchmark according to Omilana (2018) is to engage the beneficiaries on different areas of public service, thus:

2.1.4 Types of N-Power Programmes

Types of N-Power Programmes includes:

- i. Education (N-Teach),
- ii. Health (N-Health),
- iii. Agriculture (N-Agro), and
- iv. Building/Construction (N-Build).

Beneficiaries of this programme are paid a monthly stipend of N30, 000 during their period of engagement. The N-Power Programmes according to the website invoice.ng are broadly categorized into two viz N-Power Graduate categories and N-power non-graduate categories.

N-Power Graduate Categories

The N-Power Graduate category also known as N-power volunteer corps is the post tertiary engagement initiative for Nigerians between the ages 18 and 35. It is a paid volunteering programme of 2 years' duration. The graduates will undertake their primary tasks in identified public services within their communities. N-Power volunteers will provide teaching instructional and advisory solutions in four key areas which include N-power Agro, N-Power Health, N-Power Teach and N-Power Tax

N-Power Non-Graduate Categories: - This category is designed to train and empower non-graduate with skills that they can use for the betterment of themselves and the economy at large. This programme offers training and issue certificate to all successful candidates. N-Power non-graduate category is designed to provide training and certification in two key areas which include N-Power Knowledge and N-Power Build. As indicated by Omotola (2008), Nigeria is lavishly supplied, and the nation's riches possibilities show in the types of common, geological and socio-economic variables. With this condition, Nigeria ought to rank among the wealthiest nations of the world that should have no business with poverty. Even at that, Okpe and Abu (2009) remarked that Nigeria has witnessed a stupendous increment in the level of poverty. Taiwo and Agwu (2016:20) have identified the causes of poverty to include inadequate access to employment opportunities, inadequate physical assets, inadequate access to the means of supporting rural development in poor region, low endowment of human capital among others. Poverty can have devastating effects on the people that are affected. It can lead to physical and psychological misery as a result of inadequate nourishment and lack of medical care among others. Poverty can equally have grave consequences on the economic, political and social develop

N-Power Teach programme: The N-Power Teach programme engages unemployed but qualified graduates for the benefit of basic education delivery in Nigeria. They are deployed as teaching assistants in primary and secondary schools across Nigeria. They are not to replace the current teachers, but are to work as support teachers, assisting with teaching, school management and other functions within the schools.

They assist in taking basic education to children in marginalized communities (Aderonmu, 2017). There is also the N-Power Knowledge programme which is the Federal Government's first step towards diversifying to a knowledge economy. This programme works alongside the planned eight innovation hubs across the country to provide incubation and acceleration of the technology and creative industries. The programme is 'Training to Jobs' initiative, essentially ensuring that participants can get engaged in the marketplace, in an outsourcing capacity, as freelancers, as employees and as entrepreneurs (Federal Ministry of Youth Development, 2017). Indeed, the programme is carefully designed in such a manner that if well implemented, can help in further

addressing the challenges of empowerment and subsequently, reduce poverty among the youths. But then of course, there appears to be some confusion of some sort in the way and manner the programme is being handled. The programme could not kick off in most states as scheduled. Some of the controversies included the fact that the names released so far are reportedly fraught with 'ghost names'(Bennel,2018).

2.1.5 Impact of N-Power Teach on Secondary School Education in Kogi state.

According to; Osasona, H. S., (2023). In his paper titled: The Impact and Challenges of N-Power Teach on Secondary School Education in Kogi State gave the following Impact of N-Power Teach on Secondary School Education. Thus:

Creation of Jobs:

The first set of analyses examined the impact of N-Power Teach on secondary school education in Kogi state and one issue that emerged from the data collected was that N-Power Teach was able to create job opportunities for the youth of the state, who in turn created much significant impact secondary school education in the state. An interview simply captures it as N-Power Teach has significantly impacted my life through its job creation and secondary schools in Kogi state have been able to gain from it.

The paper found that the program has enhanced the learning of the students in secondary school in Kogi state. Another interviewee emphatically states that N-Power Teach and its impact on secondary schools in Kogi state cannot be measured as it helps to introduce the student to new learning skills. This finding is consistent with that of Olorunsola, (2022) as the scholar opined that due to the constraint of the paucity of jobs in the economy the social intervention program organized by the government the needed employment opportunity is created for the youth in Nigeria. This study confirms that of Onuoha, Peripaul, Woghiren, & Uhunoma, (2019) who stated that the luxury of concentrating on long-term job growth has been one of the major achievements of social investment programs.

The scholarly positions of these scholars confirm the findings of this paper which shows that the Federal Government of Nigeria's N-Power Teach program has helped in the area of job creation for the country's youth population and at the same contribute to secondary school education of Kogi state.

Brought New Relevant Skills into Teaching:

As one interviewee put it that N-Power Teach has brought about new relevant skills in the teaching of secondary schools in the state. The interviewee states that the introduction of N-Power Teach in secondary schools across the state has brought about new students in our secondary schools in the

state have better performance under this program. Another interviewee stated that in terms of academic performance the N-Power Teach program has greatly helped to improve the academic performance of the students in the state secondary schools.

The interviewee states that in terms of academic performance, the N-Power Teach scheme has greatly helped to improve academic activities in secondary school education in Kogi state which the students, their teachers, and government officers can attest to. This study produced results that corroborate the findings of a great deal of the previous work in Mulford (2003) which states that the academic performance of the student can be improved on through a series of government intervention programs, although the teachers are often faced with several challenges which in turn hurts their work. The paper also corroborates the position of Mulford in the area of performance of the students with the social intervention in this case the N-Power Teach scheme of the government of Nigeria.

This study supports evidence from observations of Riley & Louis (2000) which state that teachers, in particular, try to bring out the best in their students in the local school community. This, confirms the position of this paper which shows that an improved academic performance of the students in secondary schools in Kogi state was one of the major impacts of the N-Power Teach scheme the paper shows.

Fill-In for Shortage of School Teachers:

Several interviewees explicitly referred to the N-Power Teach scheme as a fill-in-the-gap program for Kogi state secondary schools in particular because they lack teachers in many subjects in the state schools. An interviewee expressed that the N-Power Teach program of the Nigerian Federal Government serves a fill in the gap in several subjects due to the absence or shortage of school teachers in Kogi state secondary schools' education. Another interviewee offered an explanation for the shortage of school teachers in the Kogi State Teaching Service Commission to include the lack of recruitment of staff into the service for some years. The interviewee states that...for several years now the Kogi State Teaching Service Commission has not school education in Kogi state cannot be overemphasized because through the scheme leadership qualities and training are directly or indirectly impacted by the students in schools across the state.

Leadership training:

The data analysed shows that directly or indirectly the N-Power Teach has impacted the area of leadership training for the students in Kogi state secondary schools. Consistent with the literature, this paper is in line with Sackney, Walker, & Hajnal (1995) state that leadership training is one important impact of teachers the students, which invariable support the position of this paper that the N-Power Teach scheme of the Nigerian Federal Government has directly impacted the lives of

the students through the provision of the leadership to the students as well training for the beneficiaries as well. Also, Spencer (2001) stressed the importance of leadership training in schools and among the students which in turn confirmed this paper's position that show that the N-Power Teach scheme has impacted the students in secondary schools through cooperated leadership training for the students.

Provision of Teaching Assistant:

In response to objective one, most of the interviewees indicated that the N-Power Teach scheme has been able to provide teaching assistants to secondary school education in Kogi state. An interviewee was emphatic that the scheme provides teaching assistants to schools across the state, the interviewee stated thus the N-Power Teach scheme has contributed in no small measure to secondary school education in Kogi state, especially through the provision of teaching assistants to schools in need of them. Another interviewee explained the impact of the N-Power Teach on secondary school education in Kogi state which they viewed from a teaching assistant's point as interviewee stated that the role of teaching assistants in secondary schools can be overemphasized as they in some cases assist the core subject teachers in carryout their work and in teaching the student when the main subject teacher is not available. Thus, the data collected and analysed shows that the N-Power Teach scheme has significantly impacted secondary school education in Kogi state through various teaching assistantships the beneficiaries of the program often render.

There are similarities between the attitudes expressed by Schochet (2008) and Ibarraran, (2015) who stressed the Abraham, & Afangideh (2016) who suggested that teachers are trained to facilitate learning through various means in the classroom to achieve an educational goal. The positions of these scholars collaborate with the findings of this paper which shows the N-Power Teach scheme introduced by the Federal Government of Nigeria has been able to provide quality supervision and stimulate creativity in learning in secondary schools in Kogi state.

2.1.6 The Challenges of N-Power Teach on Secondary School in Kogi State

Delay in Payment of Stipends to Beneficiaries:

An important finding that emerged from the data collection which constitutes the biggest challenge to N-Power Teach in secondary schools in Kogi state is the delay in the payment of the stipends met for the beneficiaries of the program. An interviewee states the Federal Government hardly pays us on time. Sometimes in two or three months, we will not pay our monthly stipends which invariably affected our level of productivity in the teaching job assigned to us.

Lack of Commitment to N-power Teach:

The data analysed shows that some N-Power Teach scheme is also faced with the challenge of lack of commitment which some has attributed to delays in payment of their stipends. An interviewee states that commitment to the N-Power Teach scheme is difficult to get because of the delay in payment of the stipends that are due to them. Who do you expect commitment from N-Power beneficiaries that have not been paid for two to three months?

Professional Challenge in Teaching:

Interestingly, this paper found that most of the N-Power Teach beneficiaries are not professional teachers hence, their ability and capability to teach the assigned subjects to them teach the secondary schools' students can be a challenge. An interviewee stated that the issue right now is that some of us are assigned subjects that are not in our area of study or area of specialization right from our undergraduate days due to the lack of teachers in those subjects.

Lack of monitoring and evaluation

The data analysed shows that one of the fundamental challenges to N-Power Teach in Kogi state secondary school is the lack of monitoring and evaluation of the beneficiaries in the state and in the various secondary schools they serve.

Lack of Instructional Materials:

The inadequacy in terms of instructional materials contributes to challenges confronting the scheme. An interviewee states that the inadequacy of instructional materials contributes in no small measure to the challenges confronting the N-Power Teach in Kogi state secondary schools. Beneficiaries of the scheme can hardly get the needed instructional materials to teach the students in some cases and some schools.

3.0 METHODOLOGY

This study adopts a survey research design to assess the "Impact of N-Power Teach in Combating Unemployment in the Adamawa State Central Senatorial District." The study uses quantitative data sources and methods. Both primary and secondary sources of data was collected. The study used regression to analysed the data generated and provides empirical evidence and policy recommendations that can help to address the problem of associated with empowerment schemes Implementation the unemployment related issues

3.1 Data Collection:

The study collects both primary and secondary data from various sources. The primary data will be collected through head office surveys. The secondary data will be collected from hard and sort copy documents through library and internet sources, such as policy documents, committee reports, and

previous studies. The study surveys used structured questionnaires to collect quantitative data on the e-governance implementation, their e-governance implementation status, their exposure on e-governance implementation, and their coping strategies. The questionnaires will be administered face-to-face by trained enumerators. The questionnaires will be pre-tested and validated by means of pilot study before the actual data collection so as to minimized high chances of errors.

3.2 Data Analysis:

The study will use both descriptive and inferential statistics to analyse the quantitative data from the field surveys. The study will use various indicators to measure the impact of N-Power Teach in Combating Unemployment in the Adamawa State Central Senatorial District. The study use regression models to test the data collected

4.0 RESULTS AND DISCUSSION

Results and Discussion

4.1 OBJECTIVE ONE : Impact of the N-Power Teach Scheme On Youth Unemployment in The Central Senatorial District of Adamawa State

Question one (1): Did N-power Teach scheme create job opportunities?

The N-power Teach scheme create job opportunities, reduces unemployment, curtail incidence of poverty, training of youth, improves live and yearning aspiration among masses in the Central Senatorial District of Adamawa State as opined by the respondents where all the items were accepted. This clearly indicated that N-power Teach scheme create skill-jobs to youths in the study area.

Question two (2): N-power Teach improved living standard?

The result shows the programme of N-power improved living standard, reduces conflict, increases purchasing power, accumulation of wealth and lead to high investment in business enterprises among youth as all the items were accepted by the respondents. This shows the programme induces economic wellbeing of beneficiaries in the study area. Programmes of N-Power

Question three (3): Problem of N-power Teach scheme?

The N-power Teach scheme is associated with problems such as lacks thorough supervision, delay in payment of stipulated allowance, poor coordination by the committee, lack of incentive to volunteers, attitudes of some volunteer, lack of specified field of work especially teachers some work in primary schools while others works in secondary schools and some of the programmes as volunteers for Agric are ideal as opined by the respondents where all the items were accepted. This clearly indicated that N-power Teach scheme faces tremendous challenges as disclosed by the respondents in the study area.

4.2 OBJECTIVE TWO (2) : Identify the types of N-Power schemes available in the Central Senatorial District of Adamawa State.

Question three (4): Youths enrol in N-power programme?

The responses it was disclosed that predominant (63.5%) of youths enrol in N-power teach programme, followed N- Power Agric (16%), N-power Tax (11%), N -power Health (8%) and others (0.5%) which is the least. This shows the most common N-power programme that the youths enrol in the study area is N-power teach. This could be due to their educational achievement ascertained by the youth that enable them to join. Problems of N-Power Programme Question three (3) Problems Associated with the Programme

4.3 OBJECTIVE THREE (3):

Question five (5): Challenges affecting the effectiveness of the N-Power Teach Scheme in the Central Senatorial District of Adamawa State.

From question challenges show that while N-Power is impactful, it struggles with structural weaknesses. Payment delays undermine trust in government interventions. Lack of exit strategies (e.g., transition into civil service or entrepreneurship grants) makes the programmed look like a stop-gap measure rather than a permanent solution. Effective monitoring would improve productivity and accountability among participants. For long-term impact, the scheme needs integration with state job creation policies and private sector opportunities among others opined by 51.12%, 40.77%, 32.46%, 14.73% and 1.71% of the respondents respectively as the Challenges affecting the effectiveness of the N-Power Teach Scheme in the Central Senatorial District of Adamawa State.

4.4 OBJECTIVE FOUR (4): Solutions to the Problems of N-Power Programme Table 5: Solutions to the problems of N-Power

Table 5 disclosed that provision of permanent and pensionable employment to volunteer that complete the duration of two years, each Local Government Area should have office access to the Headquarter at Abuja for complain, regular supervision, Payment of allowances in time among others opined by 41.12%, 40.80%, 32.45%, 24.73% and 1.69% of the respondents respectively as the key factors to be used to curtail such challenges face by the scheme and its volunteers.

4.5 FINDINGS

The Available N-Power schemes include N-Teach (teaching in schools), N-Health (primary health services), N-Agro (agricultural extension), and N-Tech/Creative (ICT and creative skills training). Among these, N-Teach has the highest number of participants, followed by N-Agro. N-Tech/Creative is less widespread due to limited infrastructure in rural areas.

N-Teach has provided temporary employment to many graduates and non-graduates, reducing idleness. Beneficiaries reported increased income and work experience. Some participants used stipends to start small businesses (petty trading, farming, ICT services). However, since the scheme is temporary (2 years), its long-term effect on unemployment remains limited.

Irregular payment of stipends discouraged some participants. Short duration of the programmed (2 years) created uncertainty about the future. Poor monitoring and supervision reduced commitment of some beneficiaries. Limited absorption into permanent jobs after exit created a “revolving door” effect, where unemployment resurfaces. Inadequate ICT tools and infrastructure limited the effectiveness of training and record-keeping.

4.6 Discussion of Findings:

This suggests that the government prioritizes education and agriculture, which are major developmental sectors in Adamawa State. The dominance of N-Teach shows an effort to reduce the shortage of teachers in public schools. Limited ICT/creative schemes reflect the digital divide, indicating the need for better ICT infrastructure in the senatorial district. The programmed has contributed to short-term reduction in youth unemployment, by absorbing thousands of youths into teaching. Beyond employment, the scheme enhanced teaching capacity in schools, indirectly improving education quality.

The challenge remains sustainability: once beneficiaries exit, most return to the job market unless permanent jobs or entrepreneurial support follow. This aligns with other studies showing that N-Power mitigates, but does not permanently solve unemployment.

These challenges show that while N-Power is impactful, it struggles with structural weaknesses. Payment delays undermine trust in government interventions. Lack of exit strategies (e.g., transition into civil service or entrepreneurship grants) makes the programmed look like a stop-gap measure rather than a permanent solution. Effective monitoring would improve productivity and accountability among participants. For long-term impact, the scheme needs integration with state job creation policies and private sector opportunities.

The government should expand ICT and creative industry schemes (N-Tech/Creative) by investing in digital infrastructure, especially in rural communities. Balance enrolment across all schemes so that agriculture, health, ICT, and teaching all get adequate representation in Adamawa State. Strengthen partnerships with local institutions (schools, health canter, farms) to maximize the benefits of the schemes.

Convert high-performing beneficiaries into permanent teaching staff to sustain employment and fill teacher shortages. Provide entrepreneurship training and start up grants to help exiting beneficiaries transition into self-employment. Establish linkages with private schools and NGOs so beneficiaries can secure jobs after their N-Power tenure. Periodically review the scheme’s impact evaluation to strengthen its role in long-term youth empowerment.

Ensure timely and regular payment of stipends to maintain trust and motivation. Extend programmed duration from 2 years to 3–4 years, or provide exit packages for sustainability. Establish a structured exit plan (e.g., recruitment into civil service, access to microloans, or skill certification). Improve monitoring and supervision mechanisms to ensure accountability and productivity. Strengthen ICT infrastructure for training, monitoring, and efficient management of the scheme.

5.1 CONCLUSION

The study set out to assess the impact of N-power Teach scheme programme meant to provide employment for the teaming unemployed youth in Nigeria. The study found that previous youth empowerment strategies adopted were not very effective for job creation and youth empowerment. The major generalization that could be inferred from this study is that Nigerian Youth participating in the N-power Teach scheme finds the scheme effective in empowering them, reducing unemployment, poverty, crime and enhancing their skills. However, N-Power has some challenges that are limiting some beneficiaries from benefiting fully from the scheme. The issue of insufficient information and poor management has resulted to the non-payment of some beneficiaries. Also, beneficiaries lament of the short life span of the programme; which is just two years.

5.2 RECOMMENDATIONS

The study made the followings recommendation based on the findings of the study:

- i. Skills acquisition/development canter should be adequately funded, equipped and be given the due attention by government at all levels in order to serve as a hub for massive employment generation.
- ii. Government should ramp up pressures on state governments to absorb some of the volunteers who happened to be in good records.
- iii. Local Government Areas should have office access to the National Investment Headquarters at Abuja for complain, and for regular supervision.
- iv. Government should be given incentive to both staff and volunteer of the programme. And also encourage women participation in to the programme.

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