



Impact of National Social Intervention Programme (Nsip) on Women and Youths Empowerment in Nigeria

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Abstract: The study examined the role of National Social Intervention on women and youth's empowerment in Nigeria. Empowerment theory propounded by Solomon, (1976) was adopted as theory framework. The study adopted survey and documentary research design. The population of this study comprises of N-Power Volunteer Corps, public primary school Teachers, N-power officials, public primary school Pupils and vulnerable Nigerians that benefited from conditional Cash Transfer. Purposive, stratified and simple random sampling technique was used to select a representative from the entire population. Two method of data collection was utilized; primary method and secondary method. The survey used a combination of questionnaires and in-depth interviews to account for the wide range of experiences and viewpoints among respondents. Stratified and simple random sampling was used to select a representative sample from the larger population. The total population is 137,600,000 consisting of N-Power Volunteer Corps, N-power Build, and N-power Knowledge and Women. Two statistical techniques of data analysis were utilized; they are descriptive and inferential statistical techniques: The descriptive statistics will be used to present and interpret quantitative data. Descriptive statistics are; frequency table, percentage and figure. The Statistical Package for the Social Sciences (SPSS) was used to present and analyze the data. Out of the three hundred and seventy-eight (378) questionnaire distributed to the N-power beneficiaries in Nigeria, only three hundred and thirty-

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five (335) representing (89%) were duly completed and returned while Forty-three (43) (11%) were missing. In the same vein, out of the three hundred and eighty-four (384) questionnaires distributed to the Teachers Public Primary in Nigeria, only three hundred and thirty one (331) representing (86%) were duly completed and returned while fifty-four (54) representing (14%) were missing. Finding from the study revealed that, -power Programme as actually empowered unemployed graduate in Nigeria. N-power scheme have engaged graduate in four sectors of Nigerian Economy. These include; education, health, tax and agriculture. The temporary engagement of graduate in the scheme has led to proficiency skills in ICT, financial empowerment, on the job experience, investment in small scale businesses and above all reduced poverty in Nigeria. The study also revealed that, N-power build and knowledge has not contributed to poverty reduction in Nigeria. Youth trained on vocational skill were not empowered at the end of the training. This means that, all these efforts have not been translated into employment generation for self-reliance. The study further revealed that, finding from the analysis revealed that, Home Grown School Feeding of the Federal Government have empowered women, farmers as well as well-being of public primary school children in Nigeria. It was equally revealed that, about 14,000 vulnerable Nigeria are benefiting from Conditional Cash Transfer Scheme in Nigeria. Five (5,000) thousand is been paid monthly to poorest of the poor in every community in Nigeria and every payment is done through the beneficiary's bank account.

Keywords: National Social Intervention; youths' empowerment; N-power; employment generation

1. Introduction

National Social Intervention Project was established in 2016 by the administration of President Muhammadu Buhari (NSIP). When the federal government or an international organization decides to act to address social problems, they initiate a program with this name. Health care, education, and workplace and consumer safety regulations; food aid, food pantries, and recovery missions in disaster-stricken areas; adoption programs; conservation of natural biodiversity; and the defense of worker rights through collective agreements and collective bargaining are all case studies of policies that fall under this heading.

Successive Government in Nigeria introduced National Social Intervention Programme (NSIP). The National Social Intervention Program refers to an initiative by the government or an organization to get involved in social issues. These policies aim to address economic and social problems faced by individuals experiencing financial difficulties. They may include providing charity or social welfare, healthcare, education, safety regulations for employment and products, food aid, adoption programs, biodiversity conservation, worker rights, women's healthcare subsidies, improving educational opportunities, and implementing basic income and nationalization compensation measures (McClelland, 2016).

In fulfilment of its campaign pledge, the Federal Government of Nigeria began the N-power programme on June 8, 2016, as part of the National Social Intervention Programme, with the goal of creating three (3) million jobs in three years (Daily Trust, March 17, 2016). Its goal was to reduce unemployment in Nigeria, and its implementation reflected that. The program's overarching goal is to provide participants with marketable skills that will help them secure employment or launch their own ventures. Other parts of the programme include school nutrition and conditional cash transfers. N-power is geared towards young adults (between the ages of 18 and 35) who are currently unemployed. It's a two-year, full-time gig that pays well and keeps people active in their home states. Spending on this programme by the Nigerian government between December 2016 and June 2019 is estimated at 279 billion nairas. There are currently six tracks in the programme: N-Teach, N-Health, N-Agro, N-Build, N-Creative, and N-Tech. N-Agro, N-Build, N-Creative, and N-Tech are available to both graduates and non-graduates, whereas N-Teach and N-Health are restricted to those who have completed the necessary one-year National Youth Service Corps (NYSC) programme. This research examined how the National Social Intervention Programme in Nigeria affected youths and women in Nigeria.

1.1. Statement of the Problem

The National Bureau of Statistics reported in August 2016 that the unemployment rate in Nigeria was 13.3 percent overall and 42.2% among Nigeria's young, both of which were increases from the previous year. N-power aims to lower the number of jobless college grads by half a million by the year 2018. A total of N30,000 (\$64) per month is paid to the first 500,000 candidates who are offered employment throughout 36 states for a period of two years. At the current monthly cost of N30,000, Nigeria would spend N144 billion (\$309 million) over the next two years, with spending expected to rise to N300 billion (\$645 million) for 500,000 recipients.

Throughout the beginning of the program, its primary goal has been to reduce youth unemployment, boost social advancement, and reduce economic hardship in areas of poverty. such as elder age population, children, petty market men and women and unemployed graduates, then what has been the impact of this programme on women and youth in Nigeria.

Preliminary review of empirical related literatures on the subject matter shows that, there are a lot of empirical studies on poverty and poverty reduction but none the study examine the impact of National Social Intervention Programme on women and

youth's empowerment and poverty reduction in Nigeria. Ode and Sambe (2019), for instance, analysed the impact of the N-Power project on youth development in Nigeria's Cross River State. The study was conducted in Cross Rivers. Social intervention schemes and youth poverty alleviation in Nigeria were conducted by Abada and Omeh (2019). Okonkwo (2015) investigated how effective government initiatives to reduce poverty were in Nigeria's southeast. Both advantages and disadvantages of CCT programmes were noted by Keetie (2014). Conditional cash transfers were conducted by Fernanda (2013) to determine their effect on public schools in Brazil, Colombia, and Mexico. The study there seeks to bridge the research gap.

The study seeks to answer the following questions;

- a. What is the total number of household beneficiaries under the National Social Intervention Scheme?
- b. To what extent has the N-power graduate programme empowered graduate in Nigeria?
- c. To what extent has the N-power non-graduate Programme enhanced youth technical skills for in Nigeria?
- d. Does the School Feeding Programme empower and reduced poverty among women in Nigeria?

The main study objective is to examine the effect of National Social Intervention Programme on poverty reduction in Nigeria while the specific objectives are to;

- a. Ascertain the total number of household beneficiaries under the National Social Intervention Scheme.
- b. Evaluate the effect of N-power graduate programme on the empowerment and poverty reduction in Nigeria.
- c. Assess the effect of N-power non- graduate programme on technical skills and poverty reduction in Nigeria.
- d. Examine the effect School Feeding Programme has empowered and poverty reduction among women, farmers in Nigeria.

1.2. The following hypothesis were formulated to guide the study;

- Ho_a: Few households benefited under the National Social Intervention Scheme
- Ho_b: There is no significant relationship between N-power graduate programme and empowerment, poverty reduction graduate in Nigeria.
- Ho_c: There is no significant relationship between N-power non-graduate Programme and the advancement of technical skills, poverty reduction in Nigeria.
- Ho_d: There is no significant relationship between School Feeding Programme and empowerment/poverty reduction among women and farmer in Nigeria.

2. Literature Review**2.1. National Social Investment Programme (NSIP)**

According to Ministry of Humanitarian Affairs, Disaster Management and Social Development (2020), the National Social Investment Programme (NSIP) is a government initiative in Nigeria aimed at addressing poverty, unemploy National Social Investment Programme (NSIP)ment, and social inclusion. It includes various initiatives focused on empowering youth and women in the country. Under the NSIP, there are specific programs that target youth empowerment, such as the N-Power program. This program provides temporary employment and skill development opportunities for young Nigerians, equipping them with vocational and entrepreneurial skills. In addition, the NSIP also has programs that promote women empowerment, such as the Government Enterprise and Empowerment Programme (GEEP). This initiative supports women in accessing interest-free loans, grants, and empowerment programs to help them start or expand their businesses. These initiatives seek to reduce the vulnerability of youth and women by providing them with opportunities for economic and social development. The NSIP aims to improve livelihoods, reduce poverty, and promote gender equality in Nigeria. The National Social Investment Programme (NSIP) is a government initiative in Nigeria that was established in 2015 to address poverty, unemployment, and social inclusion. It is one of the largest social intervention programs in Africa, implemented by the Federal Ministry of Humanitarian Affairs, Disaster Management, and Social Development. The NSIP comprises several programs that focus on various aspects of empowerment, including youth and women empowerment. These programs include:

1. N-Power: This program provides temporary employment and skill development opportunities for young Nigerians between the ages of 18 and 35. Participants are engaged in sectors such as education, agriculture, health, and technology to enhance their employability and entrepreneurship skills.
2. Government Enterprise and Empowerment Programme (GEEP): GEEP offers interest-free loans, grants, and empowerment programs to micro, small, and medium-sized businesses. It focuses on promoting financial inclusion and supporting women entrepreneurs.
3. Conditional Cash Transfer (CCT): CCT provides cash transfers to extremely poor and vulnerable households across Nigeria. It aims to reduce poverty and improve the livelihoods of beneficiaries, particularly women.
4. National Home-Grown School Feeding Programme (NHGSFP): NHGSFP provides free meals to public primary school pupils to boost nutrition, encourage school enrollment, and enhance cognitive development. These programs are designed to alleviate poverty, reduce unemployment rates, empower vulnerable groups, and promote inclusive economic growth in Nigeria.

2.2. Empowerment

Empowerment is the process of gaining control over one's life by acquiring knowledge, skills and resources which make it possible to act in order to gain greater influence within a society (Aldred, 2013). This concept has been studied largely due to its potential implications for social change as empowerment helps individuals or groups become "more active" members of their community who have more access to power and can have an effect on decision-making processes. (Reicher & Haslam, 2007). It also allows them to challenge existing systems of domination that may be oppressive or exploitative towards them thus enabling positive forms of resistance at both a personal and collective level (Bogo et al., 2012).

The concept of empowerment can be defined as the process of enabling individuals, groups, and communities to have control over their own lives. It involves helping people gain access to resources, knowledge, opportunities and decision-making power in order to reach their full potential. Empowerment has become an important topic within community development as it encourages active participation by those who are traditionally marginalized or excluded from participating in decisions that affect them (Battistella & Zupančič Corva 2019). Empowerment also allows for increased agency among participants which leads to improved quality outcomes when change is implemented. There is extensive research on this topic (Veraar et al 2020; Morrow 2014) demonstrating it's economic, social and political benefits for individuals and collective bodies alike.

The concept of empowerment has been defined by researchers as “the increased ability and confidence to make autonomous life decisions, form valued relationships, find meaningful employment opportunities, develop social networks and capacity for self-governance” (House et al., 2009). Empowerment is a process that enables people to become more engaged in the decision-making process within their own lives. It helps individuals to gain control of their lives through developing resources such as skills or knowledge (Bondell & Longcope, 2012).

Empowerment is not only applicable from individual/group perspectives but organizations too are increasingly adopting this approach in terms creating a better work environment by providing support services for employees such as increasing job satisfaction, development opportunities etc.(Kalseri& Ozsoyucar, 2018) As Sharma & Bagga (2009) explain below: “The term embraces key aspects including consciousness raising; developing cognitive complexity; valuing progress; focusing upon internal interpersonal issues... facilitating interpretive contexts....challenging authority relationships.....and being able accomplish various tasks with skillful ease.....all these elements combined together create psychological wellbeing ultimately leading people feeling enabled enough”.

Empowerment is a concept that has been used in various contexts to describe the process of giving individuals and groups greater control over their lives. Empowerment can involve an increase in economic, political, or social power and opportunities, as well as increased feelings of self-efficacy and psychological autonomy. The concept was first developed by Julian Rappaport (1986) who described it “as the expansion of alternatives” for individuals and communities to have better control over their own lives through increasing skills which lead to greater influence on decisions affecting them. Subsequently, other academics such as Kanter Collins, Anderson & James (2015) began exploring the power dynamics involved in knowledge production related to empowerment theory with specific reference to processes leading towards sustainable change at multiple levels: individual/psychological; interpersonal/process oriented; institutional/structural; community transformation.

The concept of empowerment is an important one, and it refers to the process of increasing the capacity of individuals or groups to make choices and take action in order to improve their quality of life. This includes access to resources, freedom from discrimination or exploitation, and self-development opportunities (United Nations Development Program, 2020). Empowerment also involves creating an environment that respects individual rights and encourages people to actively participate in decision making processes so that they can benefit from government policies.

Empowerment is a concept that has been studied and discussed extensively in the literature. The definition of empowerment varies depending on the context, but it can be broadly defined as an individual or group’s ability to take control over their lives, access resources needed for self-determination and obtain desired outcomes.

Empowerment involves individuals feeling positive about them, believing they have strength and agency, possessing skills necessary for making decisions responsibly and having support from tools such family members that provide criticism constructively (Gizzi et al., 2020). Empowerment also refers to collective action taken by small communities which generates change in larger social systems (Mamidi & Parvez, 2017). Moreover, women's economic autonomy through public policy measures leads to changes at both an individual level where they become more empowered along with attaining greater gender equality in society (Agrawal & Chatterjee 2018). This indicates the need for considering power dynamics during any intervention designed to enhance democratization of decision-making processes within structures like households often ignoring them due unequal empowerments available across genders even today.

Empowerment is a concept which refers to giving people the resources and opportunities they need to take control of their lives. Empowering individuals or groups can be achieved through activities such as providing informed advice, developing skills, increasing self-confidence, improving decision making abilities and fostering an environment of trust and respect (Heenetigala & Leebumrung, 2018). It has been defined by The World Bank Group International Poverty Center in 2009 as “the process by which those who are marginalized gain power over decisions that affect their lives” (IPC Report, 2009)

The concept of empowerment refers to a process by which individuals or communities are enabled and motivated to take control of their own lives. It seeks to shift the focus from those in need of help, towards those capable and willing to make change happen (Ullah & Ghafoor 2020). Empowerment can occur at personal level as well as community levels depending upon context. Within both instances it involves allowing people access to resources like information, skills training, support networks, financing etc., as part of enabling them with improved decision-making power over issues that concern themselves (Unnithan et al 2017).

The concept of empowerment has become increasingly important in recent years, and it is often seen as a way for individuals to take control over their own lives. Empowerment can be defined as “the process by which individuals or groups gain power with the intention of positively changing a situation or achieving an outcome that they value” (Brown & Lartey, 2015:2). This process usually involves increasing knowledge, skills and understanding; developing capabilities; making decisions; organising resources and acting (Williams et al., 2012). As such, it can be used both at individual level – where people seek to increase their influence within society – and collective level – such as when communities come together to achieve shared goals.

The concept of empowerment is the process by which individuals, communities and societies gain control over resources, opportunities and decision-making power. It is

a multidimensional phenomenon which involves social, economic, political and psychological considerations (Montoya & Vergara, 2015). Empowerment encourages individuals to take initiative in order to solve problems or make decisions that can improve their lives and that of other around them; it presents them with the opportunity for self-direction (Freire, 2012).

Achieving poverty reduction and broad economic growth are both directly facilitated by empowering people. It's people learning new skills to improve their own financial situations, whether that's in the form of starting or working for a business, farming, starting a family, or providing care for others for a fee.

2.3. Concept of Women and Youth Empowerment

Women and youth empowerment is an important concept in today's society. It involves empowering women and young people to take control of their lives, build self-confidence, develop leadership skills, access resources for economic growth and development, increase equality in decision making processes within families and communities as well as improve overall quality of life. This can be achieved through a number of different initiatives such as education programs (including vocational training), gender mainstreaming strategies, mentorship programs, health services provision etc (UNESCO Institute for Statistics (UIS), 2020).

The concept of women and youth's empowerment is increasingly gaining traction in the modern world. This can be attributed to a number of factors, including:

1. The recognition that gender equality increases economic growth. Studies have shown that increased gender parity leads to higher levels of innovation, productivity, and entrepreneurship which ultimately contribute to greater economic development (United Nations Development Programme 2016).
2. The belief that empowering young people allows them to make an impact on their communities by creating positive social change (Institute for Research & Policy 2017). Investing in youth has been seen as essential for building sustainable societies since it provides them with both skills and resources needed for future success (UNESCO 2019).
3. The understanding that investing in women's education helps alleviate poverty by providing access to better job opportunities and financial security (Gates Foundation 2018). Women are also more likely than men to reinvest earnings back into their families and communities, resulting in improved living standards across entire regions or countries (World Bank Group 2020).

4. Growing awareness about the importance of promoting inclusive policies so as not only promote gender equality but also reduce inequalities based on age, ethnicity, race or other identities (OECD 2015)

Women and youth empowerment is a concept that has been gaining traction in recent years. It refers to the process of providing women and young people with access to resources, opportunities, networks, and support systems as part of an effort to increase their autonomy, economic security, decision-making power within society (UN, 2021). This can be achieved through various measures such as education initiatives like scholarships or vocational training programs; economic policies like microfinance schemes; legal reformations including anti-discrimination laws; social awareness campaigns on gender equality issues (Dutta, Nawale & Bhandary, 2017).

Women and youth's empowerment are a concept that focuses on providing women and young people with the resources, skills, and opportunities they need to reach their full potential. This can include access to education, training programs, mentorship opportunities, finance options for starting businesses or pursuing higher education goals, as well as other forms of support such as networking events or community involvement initiatives. Women's economic autonomy has been linked to improved child health outcomes; increased earnings are associated with lower rates of poverty in household settings; and better educational attainment often leads to enhanced labor market success (Das et al., 2018). Similarly, youth have greater agency over their own development when given adequate resources such as financial independence (Hafiz & Rowa-Dewar 2020).

According to World Bank Group Education Global Practice Unit, Women and youth empowerment is the process of enabling individuals to gain control over their lives. It involves giving them access to resources, tools, and opportunities that allow them to make decisions for themselves and be agents of change in their communities (United Nations Development Programme (UNDP), 2021). Women's empowerment focuses on gender equality while youth empowerment emphasizes the importance of young people as leaders of tomorrow. Both concepts emphasize creating an equitable society where all members can reach their full potential regardless of sex or age (Kabeer, 2013).

3. Empirical Review

The authors Ode and Sambe (2019) investigated how the N-power programme contributed to the empowerment of young people in the Nigerian state of Cross River. The research was carried out in the form of a cross-sectional survey, and beneficiaries were chosen through the use of cluster random sampling. In order to collect data, questionnaires were utilised, and Key Informant Interviews were also

utilised to support questionnaire research. In addition, percentages were utilised during the study's process of data analysis. According to the findings of the study, the majority of the people who benefited from the N-Power programme were those who had participated in the N-Teach component of the programme. This was followed by the N-Health component, the N-Agro component, and the Voluntary Assets and Income Declaration Scheme (VAIDS) component in that order. According to the findings of the study, another way in which N-Power helped to the empowerment of young people was through the alleviation of poverty, the acquisition of advanced skills in information and communications technology (ICT), the promotion of financial autonomy, the acquisition of practical work experience, and the funding of investments in small-scale businesses. However, there were obstacles that needed to be overcome in order for the programme to be successful in its goal of empowering young people. These obstacles included delays in the payment of the allowance, unpaid allowances, the distance to working locations, and teacher training for the majority of the N-Teach recipients. Accordingly, the study suggested that the Federal government should provide rapid and timely payments of the stipends to beneficiaries of the programme, timely sorting of difficulties about unpaid allowances, postings that were located closest to a person's place of residence, and teacher education for N-Teach categories.

Abada and Omeh, (2019) investigated social intervention schemes and ways to alleviate poverty among young Nigerians. According to the findings of the study, Nigeria, which is a developing state, has, in recent times, been pushed by the beginning of interventionist programmes that aim to alleviate the suffering of the country's teeming population. In the meanwhile, the source of concern is the problematic implementation of the social schemes by the government, which is characterised by institutional capacities and a lack of a needed executive ability to realise the goals of the programmes. This implementation of the social schemes is making things awkward for everyone involved. The study demonstrates that social intervention programmes implemented by the government had a positive impact on the lives of vulnerable young people. The research provides a number of strong recommendations, one of which is to significantly increase the executive capability and institutions engaged.

Okonkwo (2015) investigated the effectiveness of poverty alleviation programmes implemented by the Nigerian government in the southeast zone of the country. This study considered the fact that the poverty profile in Nigeria exhibits zonal differences, which of course reflect the various agro-climatic conditions, economic

zones, and natural resource endowments. In spite of the enormous amounts of money that the government has set aside for the numerous initiatives designed to fight poverty in the region, there is still a significant problem. This study made use of primary data, which was gathered through the use of a questionnaire that utilised an alternate response form. Chi-square statistics were used by the researcher to perform the analysis of the data obtained from the survey. According to the findings of the study, the efforts made by the government to alleviate poverty in the southeast zone do not have a substantial influence. As a result, one of the conclusions drawn from the study is that the poverty alleviation programmes run by the government did not have a substantial influence on the needs related to poverty in the southeast region. The study made a number of recommendations, one of which was that a sustainable plan to reduce poverty should not concentrate just on social welfare measures. Instead, the study suggested that asset redistribution and the construction of incentive structures that can boost the rate and pattern of economic growth should be recognised as vital components of the approach.

Fernanda (2019), using data acquired from Brazil, Colombia, and Mexico, conducted an analysis of the influence that conditional cash transfers have on the expenditures made by public education systems from a political standpoint. According to the findings, although CCT programmes may initially generate a minor reduction in the amount of money spent on education by each student, this trend reverses itself when bigger values of the transfer are considered for Brazil and Mexico. The findings of the simulation help to explain why Mexico and Brazil have seen an increase in the amount of money they spend on education after CCT programmes have been put into place. In Colombia, the most influential voter does not qualify for the CCT programme, which has led to a very stable amount of money being spent on education for each kid. According to the findings of this research, CCT programmes have the potential to improve both the quantity of students enrolled in schools and the quality of the education they receive through influencing the political economy of educational spending.

Keetie (2014) investigated both the positive and negative effects of CCT programmes. There is potential for improvement in the care of children through the provision of monetary or other types of transfers. It is possible to prevent the loss of parental care, increase the quality of care, and encourage preferable care options by providing financial assistance to families so that they can make ends meet. On the other hand, it is essential that we do not close our eyes to the possibility of corrupting incentives. It is essential for the success of CCT programmes that high-quality

services be both accessible and readily available. This is especially true when considering the fact that the CCT theory of change is predicated on the use of services such as education and medical care. There are two reasons why services are so important in the realm of child protection.

Alexandra, Evan, Ellen, William, Sergio, and Patrick (2019) investigated the feasibility of the Yo-Puedo intervention, which targets social network influences and socioeconomic possibilities in a neighbourhood with considerable gang exposure and early childbearing. Yo-Puedo aims to address the social network influences and socioeconomic opportunities in the neighbourhood. There were 79 people willing to participate in the study, and the researchers utilised chi-square and logistic regression to analyse the data. According to the findings of the study, there is no indication that cash transfers finance risky or illegal behaviour. At six months, intervention participants had reduced odds of frequently hanging out on the street and lower odds of reporting that their close friends had been incarcerated. These results were compared to the controls, who had higher odds in both of these areas. According to the findings of the study, participants drank less alcohol on a regular basis and had fewer sexual partners.

4. Theoretical Framework

Rappaport propounded that theory of Empowerment theory in 1984. Empowerment theory is a framework that focuses on enabling individuals and communities to gain control over their lives, make decisions, and take actions to improve their well-being and achieve their goals. It involves providing individuals with the resources, knowledge, skills, and opportunities to enhance their agency and influence within social, economic, and political systems. According to Rappaport (1984), who developed the empowerment theory, empowerment is a process that includes four key elements:

1. **Participation:** This refers to actively engaging individuals in decision-making processes and giving them a voice in matters that affect them. It involves creating opportunities for individuals to express their opinions, contribute ideas, and be involved in shaping policies and programs that impact their lives.
2. **Power:** Power is seen as a critical aspect of empowerment. Empowerment theory focuses on redistributing power more equitably by challenging oppressive structures and encouraging individuals to build their power and influence. This can be achieved through education, advocacy, and collective action.

3. Competence: Empowerment theory recognizes the importance of building individual and collective competence. This involves providing training, education, and skill-building opportunities to enhance individuals' knowledge, abilities, and self-efficacy. By developing competencies, individuals can better navigate and overcome challenges, making informed decisions and taking actions to improve their circumstances.

4. Critical consciousness: This element highlights the importance of raising awareness and critical understanding of the social, economic, and political systems that shape individuals' lives. It involves encouraging individuals to critically analyze and challenge oppressive structures, norms, and policies that limit their opportunities and well-being. By fostering critical consciousness, individuals can become active agents of change and contribute to transforming their communities.

Empowerment theory has been widely applied in various fields, such as community development, social work, public health, and education. It provides a framework for understanding the processes and strategies that can lead to individual and collective empowerment.

5. Methodology

The research used a mixture of survey and documentary methods. This method was implemented due to the need for rapid data collection from a huge sample population.

The survey makes use of combined questionnaires and in-depth interviews to account for the wide range of experiences and viewpoints among respondents. Women who participated in the school feeding program, N-Power Volunteer Corps members, and N-Power staff constitute the study's population.

Stratified and simple random sampling techniques were used to select a representative sample from the larger population. Using a stratified sampling method, two states were selected at random from each area. Purposive sampling was used to select representative state from each geo-political zone.

The subsequent states were deliberate choices. The states of Ekiti and Lagos in the south-west, Kwara and Niger in the center, Kaduna and Kano in the west, Enugu and Abia in the east, Edo and Cross River in the south-south, and Adamawa and Taraba in the northeast. These states were chosen to provide a balanced representation of

the country's many political regions. Combined total of young people and ladies According to World Bank data, their respective populations were 33.6 and 104.0 million (2021).

Using a method called "stratified random sampling," the population will be split in half. The first group consists of people who have benefited from N-many power's initiatives (N-Power corps, N-Power Build, and N-Power Knowledge), while the second group is students who have benefited from the Home Grown School Feeding Programme (women engage in food processing).

Each of these subsets of respondents' sample sizes were computed using Yard's method, which is focused on the use of normal approximation with a 95% confidence level and a 5% error tolerance. The researcher determined the sample size for the analysis of the questionnaire replies using the statistical method from Guilford and Fruchter (1973), which cites Yard. The equation is presented as follows:

$$n = \frac{N}{\alpha^2 N}$$

Where n=sample size

N=total population size

1 is constant

e = the assume error margin or tolerable error which is taken as 5% (0.05)

The researcher applied the following adjustments to a total population of 137,600,000 to arrive at the sample size for the N-Power Volunteer Corps, N-power Build, and N-power Knowledge and women. The Nigeria N-power office provided us with this contact number. N-Power Volunteer Corps, N-power Build, and N-power Knowledge participants make up the entire population.

$$= \frac{137600000}{(0.05)^2 137600000}$$

$$\frac{137600000}{(0.0025) 137,600,000}$$

$$\frac{137,600,000}{344,000}$$

n=400

A specified sampling technique was carried out, as part of the Home-grown school initiative, the researcher interviewed twenty-four different beneficiaries.

The information for this study was generated from a mixture of primary and secondary resources. The questionnaire and in-person interview are the primary sources of information.

The N-Power Volunteer Corps were administered questionnaires to fill out. The goal is to collect data on how NSIP has helped empowered women and young Nigerians out of poverty.

The NSIP staffs were administered copies of the questionnaires to fill out. The questions on the survey were closed-ended and of the respondent's own design (Yes or No).

Participants were given the chance to share their thoughts and feelings through semi-structured questions asked in an open-ended interview approach.

Secondary sources such as the Journal of Social Security, the National Social Intervention Plan, the Poverty Reduction Strategy, unpublished materials, Test books, periodicals, and the internet were used to compile data for this investigation.

This study combined quantitative and qualitative approaches to data analysis. Descriptive statistics were utilized for the presentation and interpretation of quantitative data. Descriptive statistics typically take the form of one of three tables: a frequency table, a percentage table, or a figural table. SPSS, a statistical application made specifically for social scientists, was used to display and analyse data.

Chi-square was used to test the hypothesis. hypotheses were tested at 5% level of significance. Hypothesis-testing methodologies and descriptive statistics will used to evaluate the survey and interview data. Chi-square (X²) analysis will used as a quantitative tool to test the hypothesis. The formula for calculating chi-squared is as follows:

$$X^2 = (fo-fe)^2/Fe$$

Where

X² = Chi – square

fo = Observed frequencies

fe = Expected frequencies

The test was made at 5% error or level of significance. The decision rule to be adopted in this study is when the computed X^2 , is less than the critical X^2 the null hypothesis (Ho) is accepted. If otherwise, Ho is rejected while the alternative Hypothesis (Hi) is accepted.

The strength of the relationship between the categorical variable will estimated to ascertain the level of relationship between the variables that may be needed from the computed chi-square (X^2).

6. Data Analysis

Out of the three hundred and seventy-eight (378) questionnaire distributed to the N-power beneficiaries in Nigeria, only three hundred and thirty-five (335) representing (89%) were duly completed and returned while Forty-three (43) (11%) were missing. In the same vein, out of the three hundred and eighty-four (384) questionnaires distributed to the Teachers Public Primary in Nigeria, only three hundred and thirty-one (331) representing (86%) were duly completed and returned while fifty-four (54) representing (14%) were missing.

Table 4.1. N-power programme has facilitated technical skills acquisition among non-graduate in Nigeria

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	187	55.8	55.8	55.8
	No	148	44.2	44.2	100.0
	Total	335	100.0	100.0	

Source: Questionnaire Data, 2023

Table 4.1 above showed that, 187 respondents representing 56% of the sample population were of the opinion agreed that, N-power programme has facilitated technical skills acquisition among non-graduate in Nigeria, 148 respondents representing 44% did not believe that, N-power programme has facilitated technical skills acquisition among non-graduate in Nigeria.

Table 4.2. N-power programme has facilitated ICT skill among graduate Nasarawa in State

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	131	39.1	39.1	39.1
	No	204	60.9	60.9	100.0
	Total	335	100.0	100.0	

Source: Questionnaire Data, 2023

Table 4.2 above showed that, 131 respondents representing 39.1% of the sample population were of the opinion that, N-power programme has facilitated ICT skill among graduate Nasarawa in State, 204 respondents representing 60.9% did not believe that, N-power programme has facilitated ICT skill among graduate Nasarawa in State.

Table 4.3. N-Power Programme has Empowered Graduate in Nigeria

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	255	76.1	76.1	76.1
	No	79	23.1	23.1	100.0
	Total	335	100.0	100.0	

Source: Questionnaire Data, 2023

Table 4.3 above showed that, 255 respondents representing 76.1% of the sample population were of the opinion that, N-power programme has facilitated ICT skill among graduate Nasarawa in State, 79 respondents representing 23.1% did not believe that, N-power programme has facilitated ICT skill among graduate Nasarawa in State.

Table 4.4. N-Power Programme has Reduced Poverty in Nigeria

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	101	30.1	30.1	30.1
	No	234	69.9	69.9	100.0
	Total	335	100.0	100.0	

Source: Questionnaire Data, 2023

Table 4.3 above showed that, 101 respondents representing 30.1% of the sample population were of the opinion that, N-power programme has reduced poverty in Nigeria, 234 respondents representing 69.9% did not believe that, N-power programme has reduced poverty in Nigeria.

Table 4.5. Raw Data on empowered beneficiaries of conditional cash transfer in Nigeria

S/N	Years	Unemployed Graduate	Unemployed Non-graduate
1.	2016	-	-
2.	2017	5, 231	8, 281
3.	2018	5, 814	9, 213
4.	2019	-	-
5.	2020	-	-
	Total	11,045	17,494

Source: Office of the Senior Special Adviser to Governor of Nigeria, August, 2020.

Data from the office of Office of the Senior Special Adviser to Governor of Nigeria on social investment shows that, Eleven Thousand and forty-five (11,045) people were empowered through the N-power graduate programme while Seventy Thousand four hundred and ninety-four (17,494) in Nigeria.

Table 4.5. Home Grown School Feeding Programme has strengthen local food systems and move people out of poverty in Nigeria

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	175	52.2	52.9	52.9
	No	156	46.6	47.1	100.0
	Total	331	98.8	100.0	

Source: Questionnaire Data, 2023

Table 4.3 above showed that, 175 respondents representing 52.9% of the sample population were of the opinion that, Home Grown School Feeding Programme has strengthen local food systems and move people out of poverty in Nigeria, 156 respondents representing 47.1% did not believe that, Home Grown School Feeding Programme has strengthen local food systems and move people out of poverty in Nigeria.

Table 4.6. Home Grown School Feeding Programme has Contributed to Women Empowerment in Nigeria

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	177	52.8	53.5	53.5
	No	154	46.0	46.5	100.0
	Total	331	98.8	100.0	

Source: Questionnaire Data, 2023

Table 4.3 above showed that, 177 respondents representing 53.5% of the sample population were of the opinion that, Home Grown School Feeding Programme has contributed to women empowerment in Nigeria, 154 respondents representing 46.5% did not believe that, Home Grown School Feeding Programme has contributed to women empowerment in Nigeria.

Table 4.7. Home Grown School Feeding Programme has contributed to Global Child Nutrition in Nigeria

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	136	41.1	41.1	41.1
	No	195	58.9	58.9	100.0
	Total	331	100	100.0	

Source: Questionnaire Data, 2023

Table 4.3 above showed that, 136 respondents representing 41.1% of the sample population were of the opinion that, Home Grown School Feeding Programme has contributed to Global Child Nutrition in Nigeria, 195 respondents representing 58.9% did not believe that, Home Grown School Feeding Programme has contributed to Global Child Nutrition in Nigeria.

Table 4.8. Home Grown School Feeding Programme has reduced poverty in Nigeria

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	184	55.6	55.6	55.6
	No	147	44.4	44.4	100.0
	Total	331	100.0	100.0	

Source: Questionnaire Data, 2023

Table 4.3 above showed that, 184 respondents representing 55.6% of the sample population were of the opinion that, Home Grown School Feeding Programme has reduced poverty in Nigeria, 147 respondents representing 44.4% did not believe that, Home Grown School Feeding Programme has reduced poverty in Nigeria.

Table 4.9. Raw Data on Empowered Beneficiaries of Conditional Cash Transfer in Nigeria

S/N	Years	No of Registered Beneficiaries	Amount (₦)
1.	2016	-	-
2.	2017	10,241	614, 460
3.	2018	13,790	827, 400
4.	2019	12,315	738, 900
5.	2020	11654	116, 540
6.	Total	48,000	2, 297, 300

Source: Office of the Senior Special Adviser to Governor of Nigeria, August, 2020.

Table 4.9 above shows that, a total forty-eight thousand (48,000) beneficiaries amounting to Two million, two hundred and ninety-Seven thousand, three Hundred Naira (2,297,300) were empowered with N5000 thousand naira each in Four Years.

Test of Hypothesis I

There is no significant relationship between N-power programme and the empowerment of unemployed graduate in Nigeria.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	114.438a	1	.000		
Continuity Correctionb	111.888	1	.000		
Likelihood Ratio	152.090	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	114.096	1	.000		
N of Valid Cases	335				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 44.62.

b. Computed only for a 2x2 table

Chi-square calculated = 114.43

Degree of freedom (df) = (R-1) (C-1)

$$= (4-1) (2-1)$$

$$= 3 \times 1$$

$$Df = 3$$

Table value = 5.99

$$= 5.99$$

X^2 calculated is greater than table value

X^2 calculated = 114.43

X^2 table value = 5.99

Since the calculated is greater than table value. On the bases on our decision rule which stated that, (alternative hypothesis) is accepted when calculated is greater than table value and null hypothesis (H_0) is rejected

Therefore, we rejected the null hypothesis which stated that, there is no significant relationship between N-power graduate programme and empowerment, poverty reduction graduate in Nigeria. We conclude that, there is significant relationship between N-power graduate programme and empowerment as well as poverty reduction graduate in Nigeria.

Test of Hypothesis II

There is no significant relationship between N-power Build/Knowledge and the promotion of technical skills among non-graduate in Nigeria

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.663 ^a	2	.100
Likelihood Ratio	2.462	2	.100
Linear-by-Linear Association	0.525	1	.100
N of Valid Cases	335		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .44.

Chi-square calculated = 2.66

Degree of freedom (df) = (R-1) (C-1)

$$= (2-1) (2-1)$$

$$= 1 \times 1$$

$$Df = 1$$

Table value = 3.84

X^2 calculated is greater than table value

X^2 calculated = 2.66

X^2 table value = 3.84

Since the calculated is less than table value. On the bases on our decision rule which stated that, (alternative hypothesis) is rejected when calculated is less than table value and null hypothesis (H_0) is accepted.

Therefore, we accepted the null hypothesis which stated that, there is no significant relationship between N-power non-graduate Programme and advancement of technical skills among and poverty reduction in Nigeria. We concluded that, N-power Programme has little impact on technical skills and poverty reduction in among non-graduate in Nigeria.

Test of hypothesis III

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square ^a	90.489	1	.000		
Continuity Correction ^b	88.169	1	.000		
Likelihood Ratio	124.447	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	90.215	1	.000		
N of Valid Cases	331				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 38.75.

b. Computed only for a 2x2 table

Chi-square calculated = 90.49

Degree of freedom (df) = (R-1) (C-1)

$$= (4-1) (2-1)$$

$$= 3 \times 1$$

$$Df = 3$$

Table value = 7.48

X^2 calculated is greater than table value

X^2 calculated = 90.49

X^2 table value = 3.84

Since the calculated is greater than table value. On the bases on our decision rule which stated that, (alternative hypothesis) is accepted when calculated is greater than table value and null hypothesis (H₀) is rejected.

Therefore, we reject the null hypothesis which stated that, there is no significant relationship between School Feeding Programme and the empowerment women, farmer and pupil of public primary school in Nigeria. We concluded that, School Feeding Programme has empowered women, farmer as well as improved nutritional meal of public primary school’s pupil in Nigeria.

Test of hypothesis IV

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.426 ^a	1	.070		
Continuity Correction ^b	4.17	1	.080		
Likelihood Ratio	4.157	1	.060		
Fisher’s Exact Test				.070	.060
Linear-by-Linear Association	3.835	1	.090		
N of Valid Cases	331				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 38.75.

b. Computed only for a 2x2 table

Chi-square calculated = 3.43

Degree of freedom (df) = (R-1) (C-1)

$$= (4-1) (2-1)$$

$$= 3 \times 1$$

$$Df = 3$$

Table value = 7.48

X² calculated is less than table value

X² calculated = 3.43

X² table value = 3.84

Since the calculated is less than table value. On the bases on our decision rule which stated that, (alternative hypothesis) is rejected when calculated is less than table value and null hypothesis (H₀) is accepted.

Therefore, we accept the null hypothesis which stated that, there is no significant relationship between conditional cash transfer and the poverty reduction among vulnerable people in Nigeria. We concluded that, conditional cash transfers have not reduced poverty among vulnerable people in Nigeria.

7. Discussion of Finding

- i. Finding from the study shows that youth empowerment (npower) Programme has empowered unemployed Nigerian graduates. Graduates have been employed in four sectors of the Nigerian economy through the N-Power programme. Included among these are education, health, taxes, and agriculture. The temporary employment of graduates in the scheme has resulted in ICT proficiency, financial empowerment, on-the-job experience, investments in small-scale enterprises, and most importantly, a reduction in poverty in Nigeria. The educational sector, particularly primary institutions in dire need of personnel, was staffed with N-power corps members. Contrary to the previous system, the majority of primary schools are marginalised in terms of teaching personnel, as some schools have only a few teachers for the entire school. The N-Power initiative in Nigeria has largely solved this problem by placing volunteers in public schools nationwide. Ode and Sambe's (2019) study support this conclusion, indicating that N-Power helped to empower young people by alleviating poverty, increasing their knowledge of and skill with information and communication technologies, giving them more control over their own finances, providing them with work experience, and allowing them to invest in new, small businesses. In a country where inflation is on the increase, it is clear that N30,000 is not enough to provide employees with a decent standard of living. The growing cost of living has rendered the N30,000 allowance ineffectual in decreasing poverty among Nigeria's recipients, despite the fact that it is more than the national minimum wage of N18,000 (\$38.70) and the NYSC payment of N19,800 (\$42.58). It might not be feasible to meet basic needs like housing, food, and transportation with the money at hand. N300 for transportation and N500 for food (\$1.07) multiplied by 25 workdays equals N20,000 (\$43.01). The remaining N10,000 (\$21.50) won't go far towards covering rent and utilities (such as water and electricity) and trash removal.
- ii. The study revealed that Npower Build/Knowledge has little effect on the technical abilities of non-graduates in Nigeria. Knowledge and N-power have not contributed to the reduction of destitution in Nigeria. Due to inadequate implementation of the program by the Federal and State governments, the majority

of participants sent to multiple vocational and technical facilities across the state did not receive adequate training. Few recipients were trained in diverse skills, such as electrical installation, painting, pipe fitting, automobile, welding, and fabrication, it was revealed. The beneficiaries receive N10,000 in monthly stipends and endure technical training for nine months. These young people were not empowered upon completion of the training. This indicates that none of these efforts have resulted in the creation of self-sufficient employment.

iii. The study found that the Federal Government's Home-Grown School Feeding programme empowered and benefited women and farmers in Nigeria. Together with the document retrieved from the office of the National Social Intervention Programme in Lafia, this finding revealed that approximately 241 women and youth are employed as labourers and caterers and that 458,000 children are fed in 129 schools throughout the state. The effective value chain for the school nutrition programme. The children are progressively returning to school; they are more attentive in class and ecstatic to be there. Farmers are happy along the riverbank. This is due to the fact that producers provided a minimum of seven 584,000 eggs per week, eight bags of rice for every 24 cattle, seven metric tonnes of fish, and numerous fruits and vegetables.

iv. The study's findings disclosed that approximately 14,000 vulnerable Nigerians benefit from the Conditional Cash Transfer Scheme. Monthly payments of \$5,000 are made to the poorest of the impoverished in every Nigerian community, and each payment is made through the beneficiary's bank account. Numerous recipients disclosed that the programme did not entirely alleviate their financial difficulties because the amount is insufficient in light of the country's economic situation. This study found that the giving of cash or other types of transfer has promising possibilities for the welfare of children, which runs contrary to the conclusions of Keetie's (2014) whose finding shows that Money transfers aid families in fulfilling their basic requirements, avoiding the loss of parental care, and improving the quality of care already in place. The study suggests that the availability of high-quality services, such as health care and social assistance, is essential to the success of CCT programs.

8. Conclusion

The research shows that the National Social Intervention Programme (Npower Programme, Npower Build/Knowledge) has enhanced technical skills among non-graduates in Nigeria, Home Grown School Feeding of the Federal Government, and Conditional Cash Transfer Scheme, has empowered youths and women, farmers, and improved the well-being of Nigeria's public primary school children. However, the programme has only decreased inequality among a small number of individuals involved in the value chain in the "Federal Government School Feeding Programme". Due to rising prices in Nigeria, the minimum pay of N30,000 that Npower recipients get would not be enough to prevent them from falling into poverty. The growing cost of living has rendered the N30,000 allowance ineffectual in decreasing poverty among Nigeria's recipients, despite the fact that it is more than the national minimum wage of N18,000 (\$38.70) and the NYSC payment of N19,800 (\$42.58). Shelter, food, and transportation might not be viable with the current budget. N300 for transportation and N500 for food (\$1.07) multiplied by 25 workdays equals N20,000 (\$43.01). The remaining N10,000 (\$21.50) won't go far towards covering accommodation costs and incidentals like utilities and trash pickup.

The Nigerian N-power programme has employed 1,863,00 graduates in N-power Tech, Health, Tax, and Agro. In Nigeria, unemployed college graduates were also provided with a laptop in exchange for benefits that enhanced their ICT skills. The non-graduate portion of the programme has effectively trained participants in diverse skills, including electrical installation, painting, pipe fitting, automobile, welding, and fabrication. However, the youth were not empowered after completing the training. All the training received did not result in job creation, which would have helped reduce poverty in Nigeria.

The Federal Government School Nutrition Programme has propelled Nigeria into an international ecosystem for school nutrition, with all the synergy and collaboration that this has brought. The successful implementation of the school nutrition programme is due to the partnership between the state and federal governments. Children from the most disadvantaged households are liberated from the detrimental effects of malnutrition and distractions while learning, and enrolment rates in Nigeria's public primary schools increase. In addition to achieving this objective, it has also incentivized agriculture, the food vendor circuit, and empowered caterers.

The study concluded that the National Social Intervention programme, which includes components such as technology, health, agriculture, and taxes, has empowered unemployed Nigerian graduates. However, the programme has not reduced poverty in Nigeria.

9. Recommendations

- i). The federal and state administrations need to increase its parameters of the program in order to include graduates who were not included in the first phase of the programme. This will consolidate the prior achievement.
- ii). In order to reduce poverty and unemployment, it is imperative that federal and state governments provide youths with vocational training.
- iii). Nigeria's federal and state governments should broaden the program's reach to improve the economic independence of more women and farmers and the nutritional status of all students in the country's public elementary schools.
- iv). To alleviate poverty in Nigeria, the federal and state governments should double the monthly stipend under the Conditional Cash Transfer Scheme (currently N5,000) and double the number of people eligible to receive it (now 50 million)..
- v). To address these issues, the Nigerian government, its focal persons in the Ministry of Finance and the Central Bank of Nigeria, the Technology Management Office (TMO), donor partners from non-governmental organisations, and the Ministry of Humanitarian Affairs and Social Development must work together to create a long-term plan for facilitating beneficiaries' enrolment and off-line, on-time payments.

9.1. Contribution to Knowledge

The importance of this research lies in the fact that it assesses how the National Social Intervention Programme has helped to alleviate poverty in Nigeria.

This research is important because it attempts to fill a knowledge vacuum in the academic community. Nevertheless, not one of these studies evaluates how the National Social Intervention Project has contributed to the empowerment of Nigeria's women and young people.

On a societal level, this research would equip policymakers and stakeholders in Nigeria and Nigeria to make more informed strategic decisions. This research is also important because it will help pinpoint the obstacles that have prevented Nigeria from eliminating poverty entirely, and it will propose concrete steps toward doing so.

Students and researchers interested in learning more about the National Social Intervention Programme and poverty reduction in Nigeria might use the findings presented here as a useful resource.

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