

IMPACT OF ENTREPRENEURIAL SKILLS DEVELOPMENT PROGRAMMES ON YOUTH INCOME: A STUDY IN MAIDUGURI METROPOLIS, BORNO STATE, NIGERIA

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Abstract

This Paper examines the causal relationship between Entrepreneurial Skills Development Programmes (ESDP) and the income levels of youth in Maiduguri Metropolis, Borno State, Nigeria. The independent variable, ESDP participation, is examined in relation to the dependent variable, youth income, through a systematic assessment guided by system theory. Leveraging primary and secondary data collected via surveys, questionnaires, and government reports, the study aims to discern the extent to which ESDP contributes to changes in the income levels of its beneficiaries. The results offer insights into the significance of ESDP in positively influencing youth income, thereby shedding light on effective strategies for poverty reduction in the region. The paper also proposes recommendations for policy interventions and sustainable development, establishing a clear link between the independent and dependent variables explored in the study.

Keywords: Entrepreneurial, Skills Development, Youth Income, Poverty Reduction

1.0 INTRODUCTION

The issue of poverty is an intricate and multifaceted global challenge impacting both nations and individuals. The eradication of poverty stands as a paramount and pressing goal for the international community. It is not coincidental that the United Nations' Millennium Development Goals place "Eradicate extreme poverty and hunger" as their primary objective. The United Nations Millennium Declaration, adopted in 2000, committed world leaders to a global partnership aimed at reducing extreme poverty by setting time-bound goals to meet the needs of the world's poorest populations by 2015 and beyond. This commitment laid the foundation for the eight Millennium Development Goals.

In Nigeria, efforts to address poverty began with the Harare declaration on youth empowerment in 1995, leading to subsequent international meetings recognizing the importance of youth in development. The National Youth Development Policy of 2001 in Nigeria, along with its implementation strategy, attests to a renewed focus on empowering and developing the youth. The living standards for most Nigerians fall significantly below the poverty line, with limited access to essential necessities such as food, shelter, education, healthcare, and clean drinking water. The Nigerian Bureau of Statistics reports that over 60% of Nigerians live on less than US\$1 per day. A substantial portion of the population, about 69%, is classified as poor, with over 60% living in absolute poverty.

Poverty remains a significant obstacle to Nigeria's development, leading the government to launch various programs aimed at reducing poverty levels, particularly among the youth. These programs include the Poverty Alleviation Programme (PAP) in 2000, the National Poverty Eradication Programme (NAPEP) in 2001, the Seven Point Agenda of late President Yar'adua, the Subsidy Re-investment and Empowerment Programme (SURE-P) in 2012, and the

Empowering Nigerian Youths for Prosperity (N-Power) in 2016. The current challenges of abject poverty and security issues in Nigeria are closely tied to problems of youth empowerment, contributing to various criminal activities. The Northeastern part of Nigeria faces social and economic issues, including minimal income, high levels of poverty, illiteracy, and poor health.

In 2020, the National Bureau of Statistics reported that 40% of Nigerians live below the poverty line, with Sokoto state in the Northwest having the highest poverty levels. Borno state was excluded due to insecurity caused by the Boko Haram insurgency. However, in 2022, the World Food Programme revealed that over 40% of households in Borno, Adamawa, and Yobe states had inadequate food consumption, marking a significant increase compared to the previous year.

Borno State has taken steps to address poverty, establishing the Ministry of Poverty Alleviation and Youth Empowerment in 2004. The ministry focuses on developing youth through vocational training programs, including the Borno Youth Empowerment Scheme (BOYES) and Entrepreneurial Skills Development Programmes (ESDP). This study aims to assess the impact of ESDP on poverty reduction among youths' income levels in Maiduguri Metropolis, Borno State, Nigeria.

2.0 CONCEPTUAL CLARIFICATIONS

Entrepreneurship

The origin of entrepreneurship development can be attributed to Peter (1985, revised edition in Pihie, 2009), who emphasized the pivotal role of innovation and resource mobilization in entrepreneurship. Innovation is a central element in entrepreneurial activities, facilitating the transformation of raw materials into finished goods and, consequently, fostering resource development for economic growth. The European Commission (2008) Entrepreneurship as an individual's capacity to translate ideas into action, encompassing creativity, innovation, risk-taking, as well as the ability to plan and manage projects to achieve objectives. In contemporary times, the concept of entrepreneurship has gained popularity as a strategy for escaping poverty and establishing a conducive environment for socio-economic expansion and productivity.

Youth entrepreneurship encompasses various forms of entrepreneurship, including economic, social, cultural, and public entrepreneurship. Social entrepreneurship involves the initiation of innovative ideas to address community or social needs, driven by the principles of supply and demand for goods or services (Lackéus, 2020). Consequently, it becomes imperative for governments to tackle poverty-related challenges, and youth entrepreneurship emerges as a viable strategy for poverty reduction and socio-economic development (Abdulkarim, Samuel & Joseph, 2019).

Entrepreneurship is recognized as a potent tool not only for alleviating unemployment, poverty, and under-development in developing nations but also for fostering rapid economic growth in both developed and developing countries (Evans, 2011; Fatoki & Garwe, 2010). (Aladekomo, 2004), entrepreneurship comprises three essential elements: the context in which opportunities arise or are created, a set of personal competencies needed to identify and seize opportunities, and the ability to realize these opportunities by transforming them into viable businesses. Entrepreneurship encompasses the processes, actions, activities, behavior,

and sentiments employed by entrepreneurs in their business endeavors (Ogundele, Waidi & Hammed, 2012; Ogundele, 2017).

Entrepreneurial Skills

(Hayton, 2015) entrepreneurship skills encompass proficiency in the process of identifying and/or creating opportunities, the ability to capitalize on recognized opportunities, and a range of skills related to developing and executing business plans to actualize these opportunities. The term 'entrepreneurship skills' suggests that there are competencies specifically linked to (successful) entrepreneurship, distinct from attributes and behaviors commonly associated with entrepreneurs (Henry, Hill, & Leitch, 2015).

The discussion around 'entrepreneurship skills' has predominantly revolved around the education system (Bosma, Van, Thurik, & De Wit, 2004). Entrepreneurial skills involve traits such as creativity, innovation, risk-taking, and the capacity to interpret successful entrepreneurial role models and identify opportunities. Entrepreneurial skills constitute the foundational abilities necessary for the effective initiation, development, financing, and marketing of one's business enterprise (Abraham, 2019). These skills are construed as the knowledge, attitudes, and abilities enabling individuals to succeed in developing original and valuable projects, products, or services based on the needs of a target population or company, thereby fulfilling functional, social, or emotional objectives (Kim, Kim, Lee & Joung, 2020). Entrepreneurial skills are viewed as instruments that facilitate motivation and leadership, leading to the accomplishment of results (Singh, 2018).

Muhammad, Mohd Noor, and Arfan (2016) Entrepreneurial skills as critical competencies for an entrepreneur's success in their business venture. Smith and Morse (2005) highlight distinctions in literature between management skills or competencies and entrepreneurial skills or competencies, categorizing them broadly into two themes such as Functional competencies (marketing, human resources, procurement, and finance) and Organizational competencies (motivation, leadership, and related skills).

Entrepreneurial Skills Development

The development of entrepreneurial skills plays a crucial role in mitigating youth poverty through generation employment opportunities and fostering rapid economic growth and development, various Nigerian governments have implemented policies and programs aimed at enhancing entrepreneurial skills through training initiatives to equip the youth with the necessary knowledge. In the face of economic crises and looming job layoffs, entrepreneurial skill development emerges as the most critical factor for leveraging entrepreneurship opportunities and achieving self-employment (Ekpe, 2012). However, the effectiveness of entrepreneurial skill development in promoting self-employment hinges on considering the characteristics and attitudes of entrepreneurs, such as self-motivation and a positive mindset. Zhang (2013) found that indexing skills are directly linked to an entrepreneur's ability to retain and apply entrepreneurial principles, emphasizing the pivotal role of skills in entrepreneurial success calling for a focus on developing entrepreneurial competences in education courses.

The importance of youth entrepreneurial skills development has gained increased attention globally, particularly in Nigeria. The vulnerability of youths to criminal activities, such as kidnapping, rape, and armed robbery, is emphasized when they lack the necessary skills for self-employment in both the public and private sectors (Nwachukwu & Nwamuo, 2010; Baba &

Audu, 2021). Entrepreneurial skills development is positioned as an alternative to traditional economic development strategies, with advocates suggesting that it yields greater public returns compared to other approaches like industrial recruitment or retention and expansion. Furthermore, the focus on developing entrepreneurial skills is considered a key strategy for poverty alleviation, creating income and employment opportunities, fostering a conducive business environment, and building institutional and human capacities that support the development of rural communities.

Entrepreneurship Skills Development Programmes

Successive governments in Nigeria have implemented entrepreneurial skill development programs, aiming to enhance job creation, reducing unemployment, poverty, and social issues. (Idoko, 2014), the primary goal of these programs, as a means of empowering youth, is to prepare and equip them to contribute beneficially to society. He emphasizes that effective skill acquisition can instill a value reorientation among youth, transforming them into creators of wealth and employment rather than mere seekers. An Entrepreneurship Skill Development Program is a scheme that nurtures the talents of young individuals by providing insights into various aspects of industrial or business activities necessary for establishing medium and small enterprises. This programs involves a series of activities aimed at improving the skills and knowledge of entrepreneurs, enhancing their capacity to develop, manage, and organize a business venture while considering associated risks. The primary focus of entrepreneurial skill development programs is to increase the number of entrepreneurs and foster the establishment of successful ventures (Indiafilings.com, 2021).

The Entrepreneurship Skills Development Program is designed to cultivate entrepreneurial abilities, involving the inculcation, development, and refinement of skills required to establish and successfully operate an enterprise. This program aims to equip individuals with the necessary skills and knowledge needed to initiate and manage a business successfully. National Institute of Small Industry Extension Training (NISIET, 2021) contributes to developing individuals as entrepreneurs through structured training. The primary objective of entrepreneurship development programs is to broaden the base of entrepreneurship by fostering achievement motivation and entrepreneurial skills among the less privileged sections of society. Therefore, it is imperative to state that, entrepreneurial skills development programmes **are consciously designed for youth entrepreneurs aimed at equipping them with different relevant knowledge and skills acquisition which would enable them to** develop, manage and organize a business venture that capable of reducing unemployment, poverty and social vices among the youth.

Poverty

Poverty is an intricate and multi-faceted global phenomenon that impacts both nations and individuals. Oloyede (2014) defines it as the state where the quantity of resources available to an individual falls below a specific threshold of resources required by that individual. World Bank (2000) and United Nations (2013) outline various manifestations of poverty, including insufficient income and resources to sustain a livelihood, hunger, malnutrition, lack of access to basic services, homelessness, and exposure to an unsafe and degraded environment. Indicators of poverty, as stated by Ogunleye (2006), encompass literacy, health status, and nutrition, access to housing, water, and overall satisfaction. Oyemomi (2003) characterizes poverty as a state of pronounced deprivation preventing people from living a valued life. Idakwoji (2002)

adds that poverty is a multidimensional phenomenon covering economic, social, and political dimensions.

From an economic standpoint, poverty implies material deprivation leading to low income and a lack of basic necessities. Socially, poverty manifests in terms of social inferiority, low status, lack of dignity, vulnerability, and social marginalization. Politically, poverty is evident in the absence of political power, decision-making opportunities, and denial of basic natural and political inputs. Ajakaiye (1999) defines poverty as a living condition marked by economic, social, political, cultural, and environmental deprivations, representing a state of involuntary deprivation that individuals, households, communities, or nations may experience. While the number of poor individuals has reduced considerably in advanced countries, many developing countries, including Nigeria, have experienced an increase in poverty. Economic inequality often results from social inequality, and vice versa. Ahmed (1999) suggests that poverty in developing countries is primarily income-based, resulting from a lack of access to basic necessities such as food, safe drinking water, security, healthcare, education, and housing. Townsend (2000) defines poverty as a lack of resources to obtain a balanced diet, participate in activities, and have living conditions customary in their societies. Ravallion and Bidani (1994) conceive poverty as a lack of command over basic consumption needs, resulting in inadequate levels of consumption and insufficient access to food, clothing, and shelter. Therefore, poverty is incapacity of a nation to provide the majority of its population with adequate sources of livelihood, by implication; provision of effective, accessible and affordable healthcare facilities, provision of relevant skills and knowledge specifically to the youth, provision of economic support that can enable the population to practicalize the knowledge and skills gained for maximizing their income and cater for their basic needs of life.

Youth

The term "youth" has been defined in diverse ways by individual scholars, organizations, and nations. Developed nations typically designate the age at which an individual receives equal treatment under the law, commonly referred to as the age of maturity, as the threshold for adulthood. This age is often set at 18 years in many countries (World Development Report, 2007). Attempts have been made by the United Nations General Assembly, the Commonwealth, and the World Bank to standardize the categorization of youth. According to the UN and World Bank, youth encompasses individuals between the ages of 15 and 24, while the Commonwealth defines youth as those falling within the age bracket of 15-29. In Africa, as in most developed countries, an individual is considered a youth upon reaching the age of maturity, often set at 18.

Hauan (2002), examining the Swedish and Turkish viewpoints, identifies youth as a transitional phase, a socialization phase, a struggle for social status, or a period with intrinsic value. In Rwanda, the National Youths Policy (NYP) defines youths as those aged 14-35. The Nigerian government characterizes youths as ambitious, enthusiastic, energetic, and promising, acknowledging their vulnerability due to the rapid changes experienced during this stage of life. The National Youths Development Policy (2001) in Nigeria defines youth as individuals aged 18-35.

Income Levels

Income generation programs refer to vocational and continuing educational initiatives aimed at helping participants acquire or enhance vocational skills, enabling them to engage in

activities that generate income (FAO report, 1998). These programs are designed for individuals who are currently not self-sufficient in the modern world, particularly those at or below the poverty line. Reardon (2000) emphasizes that income-generating programs and activities should be promoted and implemented within the context of overall development, addressing individual needs. Elbers and Lanjouw (2001) assert that nations and their governments have a responsibility to care for their citizens, and with appropriate support, some individuals within communities can become self-supporting, generating sufficient income to provide for themselves and their families.

However, Ndaghu, Pogu and Yohanna (2018) highlight that income generation activities have become limited in Borno state due to the negative impact of insurgency, leading to the closure of many small and medium business enterprises. This includes various setups such as vulcanizing, provision stores, computer business centers, mechanics, welding, restaurants, bakery centers, packaged table water, smoked fish sales, firewood selling, sales of milk, hair weaving, and calabash decoration within the state. This has significantly affected the income levels of many youths in Maiduguri Metropolis, with most beneficiaries of Entrepreneurial Skills Development Programs (ESDP) being particularly impacted by these circumstances. The poverty level of a state or local government can be assessed by considering the income generation activities and business commitments of the youths.

Entrepreneurial skills are crucial in reducing poverty in various social contexts. Acquiring these skills is a strategy to enhance income status by making individuals aware of their rights, real productivity, and their collective power. Empowered individuals possess the skills and knowledge to earn a living, either through paid employment or by starting their own businesses. Earning income is the initial step toward poverty eradication (UN-DSPD, 2013). ESDP enables youth beneficiaries to realize their strengths and potentials, empowering them to solve problems and improve their lifestyles by increasing their income through training for income-generating activities, these programs orient participants to take advantage of government schemes, engage in resource mobilization, and utilize natural resources available in the area while simultaneously protecting the environment.

THEORETICAL FRAMEWORK

The research utilizes System Theory as the theoretical framework to elucidate the impact of Entrepreneurial Skills Development Programs (ESDP) on youth income in Maiduguri Metropolis.

System Theory

System theory has been employed as the theoretical framework for this study, drawing on the conceptualization of the term "system" by scholars such as Parson (1951), Easton (1975), and Khan (1969). In this context, a system is viewed as a comprehensive entity that operates through the interconnectedness of its various components. It encompasses the complexities of interdependencies among its parts, components, and processes, involving discernible regulation of relationships both within the system and with its external environment (Easton, 1957).

Most system theorists consider organizations as open systems, and Ackoff (1972) identifies several essential characteristics:

- i) A set of objectives that the entity seeks to achieve, vital for its existence.
- ii) The external environment, receiving the system's output, influenced by economic and political variables.
- iii)

Inputs entering the system, including demand, support, and expectations. iv) The conversion process or input-transforming device, where resources or inputs are transformed into output. v) The output, representing the product or result arising from the processing steps. vi) A feedback process, informing the environment about the system's actions, enabling adjustments based on environmental demands. Easton (1973) emphasizes that the political system functions by receiving inputs from the environment, which undergo a conversion process within the system, resulting in authoritative decisions. These decisions, such as government policies and judicial rulings, affect the environment as outcomes, leading to feedback that influences subsequent demands and support from the environment.

The applicability of system theory to this study lies in viewing Borno State as a system established to achieve specific objectives for the well-being of its population. The state comprises various parts, components, and units, including local governments, ministries, departments, and units, interacting to achieve common goals. Input for the system includes the need for youth empowerment and development programs, funds, materials, equipment/facilities, and personnel allocated by the government to train the youths. The conversion process involves the implementation of Entrepreneurial Skills Development Programs (ESDP) and vocational training schemes by the Borno State government, transforming inputs into outputs that empower the youths. The output represents the end result, such as an improved standard of living and increased income levels for the youths, leading to self-employment and self-reliance. The outcome of the state's activities impacts the living standards of the population in Maiduguri Metropolis and Borno State at large. The feedback component encompasses the responses, opinions, and perceptions of the citizens regarding how the state's outputs affect or are perceived by the environment, as well as the demands placed on it.

3.0 METHODOLOGY

The research employed a combination of primary and secondary data. Primary data were gathered from a population of 4,633 individuals, encompassing all beneficiaries of Entrepreneurial Skills Development Programs (ESDP) in Maiduguri Metropolis spanning the period from 2013 to 2023. Concurrently, secondary data were sourced from government reports and the Ministry of Poverty Alleviation and Youth Empowerment. A sample size of 390 respondents were selected through the application of a simple random sampling technique. The study administered 390 questionnaires, and 368 were completed and returned as valid. The collected data underwent summarization and analysis utilizing tables, figures, frequency distribution, and percentage calculations. To examine the formulated hypothesis, Spearman Rank Order Correlation Coefficient was employed.

4.0 RESULTS AND FINDINGS

Table 4.1: Distribution of Respondents based on monthly Salaries/allowances from Borno State Government.

Variables	Frequency	Percentages (%)
Yes	03	0.8%
No	365	99.2%
Total	368	100%

Source: Field Survey, 2023

Table 4.1 indicates, that 3(0.8%) of the respondents receiving monthly salary/allowance from Borno State government and 365(99.2%) of the respondents were not receiving monthly salary/allowance from Borno State government. This analysis indicates that majority of the

respondents were self-employed/self-reliance which indicated positive result of ESDP in Maiduguri Metropolis.

Table 4.2: Distribution of the respondents based on monthly income levels before and after the Entrepreneurial Skills Development Programmes (ESDP) training

BEFORE			AFTER		
Ranges of income earned (₦)	Frequency	Percentages (%)	Ranges of income earned (₦)	Frequency	Percentages (%)
0 – 2,000	28	7.6%	0 – 2,000	2	0.5%
2,001–4,000	18	4.9%	2,001–4,000	4	1.1%
4,001–6,000	84	22.8%	4,001–6,000	7	1.9%
6,001–8,000	79	21.5%	6,001–8,000	11	3%
8,001–10,000	64	17.4%	8,001–10,000	15	4.1%
10,001–12,000	58	15.8%	10,001–12,000	24	6.5%
12,001–14,000	12	3.3%	12,001–14,000	30	8.2%
14,001–16,000	11	3%	14,001–16,000	45	12.2%
16,000–18,000	7	1.9%	16,000–18,000	83	22.5%
18,001–20,000	5	1.3%	18,001–20,000	86	23.4%
20,001 and above	2	0.5%	20,001 and above	61	16.6%
Total	368	100%	Total	368	100%

Source: Field Survey, 2023

The result of the analysis presented in Table 4.2 indicates that 28(7.6%) of the respondents earned ₦0–₦2000 monthly before the ESDP training, 18(4.6%) of the respondents earned between ₦2,001–₦4,000 monthly before the ESDP training, while 84(22.8%) of the respondents earned ₦4,001–₦6,000 monthly before the ESDP training, 79(21.5%) of the respondents earned ₦6,001–₦8,000 monthly before the ESDP training, 64(17.4%) of the respondents earned ₦8,001–₦10,000 monthly before the ESDP training, 58(15.8%) of the respondents earned ₦10,001–₦12,000 monthly before the ESDP training, 12(3.3%) of the respondents earned ₦12,001–₦14,000 monthly before the ESDP training, 11(3%) of the respondents earned ₦14,001–₦16,000 monthly before the ESDP training, 7(1.9%) of the respondents earned ₦16,001–₦18,000 monthly before the ESDP training, 5(1.5%) of the respondents earned ₦18,001–₦20,000 monthly before the ESDP training and 2(0.5%) of the respondents earned ₦20,001 and above. This shows that majority of the respondents earned ₦4,001 – ₦6,000 monthly before the ESDP training.

However, 2(0.5%) of the respondents earned ₦0 – ₦2000 monthly after the ESDP training, 4(1.1%) of the respondents earned ₦2,001–₦4,000 monthly after the ESDP training, 7(1.9%) of the respondents earned ₦4,001–₦6,000 monthly after the ESDP training, 11(3%) of the respondents earned ₦6,001–₦8,000 monthly after the ESDP training, 15(4.1%) of the respondents earned ₦8,001–₦10,000 monthly after the ESDP training, 24(6.5%) of the respondents earned ₦10,001–₦12,000 monthly after the ESDP training, 30(8.2%) of the respondents earned ₦12,001–₦14,000 monthly after the ESDP training, 45(12.2%) of the respondents earned ₦14,001–₦16,000 monthly after the ESDP training, 83(22.5%) of the respondents earned ₦16,001–₦18,000 monthly after the ESDP training, 86(23.4%) of the respondents earned ₦18,001–₦20,000 monthly after the ESDP training and 61(16.6%) of the respondents earned ₦20,001 and above. This shows that majority of the respondents earned ₦18,001–₦20,000 monthly after the ESDP training.

Testing of Hypothesis

Table 4.3: Ho₁: ESDP has not significantly affected the income level of the beneficiaries in Maiduguri Metropolis.

Before X	After Y	Rank X	Rank y	Rx -Ry d	d ²
28	2	7	1	6	36
18	4	6	2	4	16
84	7	11	3	8	64
79	11	10	4	6	36
64	15	9	5	4	16
58	24	8	6	2	4
12	30	5	7	2	4
11	45	4	8	4	16
7	83	3	10	7	49
5	86	2	11	9	81
2	61	1	9	8	64

$$386 \quad r = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}, \quad r = -0.755$$

$$\text{and } t = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}} = 3.454$$

Source: Field Survey, 2023

Table 4.3 Indicates that the model is very healthy and has strong predictive power with an interestingly strong goodness of fit. The Spearman rank order correlation coefficient $r = -0.755$ and $t = 3.454$ suggested that, there is high degree of correlation between the ranking from the income level of ESDP beneficiaries before the training and the income level of ESDP beneficiaries after the training. The calculated value of $t = 3.454$ and the critical table value 9 df at 0.05 level of significant is 2.262. Since the calculated value is greater than the critical table value ($3.454 > 2.262$), the null hypothesis Ho, stands rejected and concluded that, ESDP has significantly affected the income level of the beneficiaries in Maiduguri Metropolis.

The findings of the study from the hypothesis tested in Table 4.3 revealed that, the income level of ESDP beneficiaries significantly improved positively. To support this, in Table 4.2, shows that, the majority of the respondents before the training earned between ₦0 to ₦10,000 with 74.2% monthly. While after the training in Table 4.2 also shows that the income level of the beneficiaries significantly increased to ₦12,000 to ₦20,001 and above with 89.4% monthly. This implies that there is an increase of 15.2% in the income levels of the beneficiaries which shows a positive result.

The findings of this study corroborate with the study of **Muhammad, Seow & Fazli (2021)** which revealed that, entrepreneurial technical skills had a positive and significant effect on poverty reduction and entrepreneurial management skills also had a positive and significant effect on poverty reduction among the youths. Also, the findings concur with the study of **Oladeji (2019)** that the skills acquisition programmes have been able to provide employment opportunities for youth's beneficiaries, reduce their involvement in social vices and improved their standard of living through income levels.

5.0 CONCLUSION AND RECOMMENDATIONS

Based on the outcomes of this research, it can be affirmed that Entrepreneurial Skills

Development Programmes (ESDP) constitute highly significant initiatives for mitigating poverty levels among the income of youths in Maiduguri Metropolis, Borno State, Nigeria. The study revealed a statistically significant, positive, and robust correlation between the reduction of poverty levels in the income of youths and ESDP, which contributes to a noticeable increase in the income of program beneficiaries. This underscores the fact that income levels post-training witnessed a substantial improvement. Consequently, it is recommended that the Borno State government enact legislation to ensure the continuity of Entrepreneurial Skills Development Programmes. Additionally, motivation should be provided for all 27 local government areas in the state to establish Entrepreneurial Skills Development centers within their respective regions, fostering the training of more youths to elevate income levels and alleviate poverty and unemployment among the youth demographic. Furthermore, the Borno State government should enhance the budgetary allocation for the Ministry of Poverty Alleviation and Youth Empowerment, facilitating increased recruitment into the programs and ensuring their sustained effectiveness.

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