



## **ENTREPRENEURIAL SKILLS TRAINING NEEDS IN BUSINESS EDUCATION FOR INTERNALLY DISPLACED PERSONS (IDPS) IN BORNO STATE FOR SUSTAINABLE DEVELOPMENT.**

**Dr. Mshelia, Anna Gana**

**&**

**Aishatu Abdulrahman**

*Department of Business Education*

*Ramat Polytechnic, Maiduguri – Borno State*

[\*mshelia.gana@yahoo.com\*](mailto:mshelia.gana@yahoo.com),

[\*asiyabaye@yahoo.com\*](mailto:asiyabaye@yahoo.com)

### **Abstract**

*The paper aimed at establishing the needs of Internally Displaced Persons (IDPs) in Borno state camps who were displaced in thousands from their homes by the self-acclaimed religious terrorist. Boko Haram a religious terrorist group, has destroyed properties, wasted lives and rendered many homeless. These homeless persons became refugees and internally displaced persons. These refugees are those who fled the shores of Nigeria to neighbouring countries while the internally displaced persons (IDPs) are those persons who are still within Nigeria. The North-eastern region of Nigeria is in a post-conflict situation after it has been devastated by terrorism occasioned by the insurgent activities of Boko Haram since 2009. Terrorism and insecurity arising from activities of Boko Haram have brought negative consequences on economic development of North-eastern region, Borno state in particular. The objective of the paper therefore is to link entrepreneurial skills training needs of IDPs in Borno state and sustainable development. The entrepreneurial skills training will build confidence and self-esteem, will improve IDPs' occupational business, and entrepreneurship skills, helped them generate income to build a better life for their shattered families; and gave them hope and opportunities after experiencing war firsthand. The IDPs' community, patterns are deconstructed and lifestyles may be changed; since there is no guarantee that IDPs problems will end soon entrepreneurial skills training are seen as perquisites for sustainable development for the IDPs in Borno state. To accomplish this objective, the paper uses secondary data sourced from different literatures and research works. It recommends among others that, the government of Borno state through the host central agency of the IDPs in the camps – National Emergency Management Agency (NEMA) should seek for admission for the IDPs that have gone through secondary education to enroll into the programme of business education. There should be entrepreneurial workshops and training to empower the youths, women and men IDPs and economic empowerment in terms of small loans. Local entrepreneurs should also actively support entrepreneurship development in order to reduce poverty, increase house hold incomes of the IDPs and sustainable development in the state.*

*Keywords: Boko-Haram, Internally Displaced Persons(IDPs), Entrepreneurial Skills Training and Sustainable Development*

### **Introduction**

Nigeria has been battling helplessly with insurgency perpetrated by Boko Haram terrorist group. Boko Haram is predominant in the North-eastern part of Nigeria in states like Borno, Yobe and Adamawa. Their central philosophy is "Western Education is Forbidden". They are known to devastatingly attack churches, mosques, schools, police stations, agencies, private and public owned facilities with a kind of guerrilla warfare tactics (Atanda, 2017). The advent of Boko haram, a religious terrorist groupsince 2009, led to many persons being displaced



from their homes in the North-eastern part of Nigeria. These persons are known as internally displaced persons or IDPs. IDPs refers to persons or groups of persons who have been forced to flee their homes, as a result of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters (United Nations, 1998). On the other hand, a refugee could be defined as “someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group” (The United Nations High Commissioner for Refugees, 2016). Hence, from the definitions above IDPs are those displaced persons who remain within the country. This is the situation of Borno state, where several peoples have left their homes, towns and local government to sojourn in Maiduguri town seeking for refuge and survival on what the government and Non-governmental organizations (NGOs) provides for them.

It was from the year 2009 that Nigeria witnessed an upshot in the number of displaced persons. This was a period when the Boko Haram pandemic made its voice louder. According to the United Nations Office for the Coordination of Humanitarian Affairs (2016) since the start of the conflict in 2009, more than 20,000 people have been killed, countless women and girls abducted and children drafted as suicide bombers into Boko Haram. Up to 2.1 million people fled their homes at the height of the conflict, 1.8 million of whom are currently internally displaced and 0.2 million in neighboring countries of Cameroon, Chad, and Niger. Corroborating further, Soni, Kingsley and Ndahi (2016) put it that currently Nigeria has 2.15 million persons have been displaced from their homes and communities. Furthermore, the Internal Displacement Monitoring Centre (2016) puts that 12.6 percent displaced persons were due to communal clashes/Fulani militants, 2.4 percent by natural disasters and 85 percent as a result of insurgency attacks by Islamists. This shows that the so-called religious terrorism contributes the highest percentage of the high number of IDPs and Nigerian refugees.

This compelled government to set up camps to accommodate them to ensure their wellbeing. The victims of war, battle, clash or conflict are not just those who die in the battle, those who live to tell the story with pains and memories that may never make them remain the same again. Above and beyond, the displaced persons at the camps have seen a lighter shade of death with the hardship and sufferings they have endured in recent times. Some of them are lost and have no suspicion of the whereabouts of their loved ones. As one can see several of them roaming about on the streets of Maiduguri, some motor parks and market places begging for alms, house to house begging and some result into stealing where nobody is found around or in a house. Living in the IDP camp is enough reason to be unhappy and upset when they used to be major business owners and land owners.

Internally displaced persons' plight is more worrying and hazardous in Borno state. News Agency of Nigeria (2016) on Tuesday in Maiduguri reported that, the state has 32 camps; 16 of the camps are in Maiduguri while 16 others are in the local government areas which is called satellite camps. The number of IDPs in the 16 camps in Maiduguri fluctuate between 120,000 and 130,000; The number of IDPs in



satellite camps was 400,000, adding that no fewer than 1.2 million IDPs were also staying with relatives in the host communities. According to the camp coordinator Saad Bello added that, there were 14 satellite camps in liberated communities; mainly in Borno state with 216,184 IDPs. The camps with the highest population was Ngala with 70505; Dikwa 53,636; Bama 27,000; Damboa/Sabongari 25,311 and Chibok 37,798. Among host communities in North-east; Borno, Yobe and Adamawa have a total of 1391,613 IDPs Borno state has the highest with 1,158,362.

Therefore, as the number of internally displaced persons has grown in the formal camps run by the government and Non-governmental organizations (NGOs), it is certain and hopes that they will one day leave the camps for their homes to their various local government areas where life will start as fresh. The need for shelter, food, water, education and good health is necessary in order to increase the standard level of life, and be useful to themselves, the society and to contribute to the development of the nation in general.

For those who have lost all other assets, education represents a primary strategy which forms the basis to build livelihood and re-integration. The sole aim of basic education in Nigeria, business education inclusive is to equip individuals with knowledge and skills that will enable them to:

- a live meaningful and fulfilling lives
- b contribute to the development of the society;
- c derive maximum social, economic, and cultural benefits for the society and
- d discharges their obligation competently (Federal Ministry of Education, 1999).

It may be implied from the above that, IDPs education is meant to foster social cohesion, provide access to life-saving information, address psychological needs and offer a stable environment for persons referred to as IDPs. It is to help these rebuild their lives, communities and direct energies towards productive and meaningful lives. IDPs' education requires professionals in all aspects of education which business education through entrepreneurial skills training is relevant to develop the vital learning domain which includes basic knowledge, technical or job related skills, positive attitudes, inter-personal relationship and productive consciousness, for personal and communal efficiency.

Business education is a wide field of discipline which prepares individual with relevant and saleable skills for effective self and societal development. Globally, business education courses are aimed at equipping individuals with knowledge, skills, vocations and attitudes needed to manage personal business as well as function effectively in the economic system (American Vocational Association in Business Education, Onojetah, 2012). This means that, training in business skills which were required for use in business activities and business offices. Business education is a type of training which, while its help to all aims of education at any level of learning has for its objectives the business career or having entered upon, such a career to render more efficient services there in and to advance their present level of employment to higher levels (Tonne, 2011). The main goals of business education programs are to teach the processes of decision making; the philosophy, theory, and psychology of management; practical applications; and business start-up and operational procedures. This means that business education is a global programme



that aims at preparing individuals for an improved economic participation through equipping them to be intelligent consumers and producers of products.

### **Goals of Business Education**

Business education covers a wide range of spectrum of economic activities in any society as well as all desirable business competencies necessary for self-employment and self-reliance. Thus business education can, through appropriate training, ensure all its graduates full employment, even in the present economic recession, by equipping them with life-long skills for self-employment.

Sani (2011) outlined the objectives of business education as:-

- i To educate individuals for and about business
- ii To provide a continuous program of planned learning experiences designed to equip individuals to effectively fulfill three roles:-
  - a To produce and distribute goods and services as workers
  - b To use the result of production as consumers
  - c To make judicious socio-economic decisions as citizens
- iii To provide career information that helps students relate interests, needs and abilities to occupational opportunities
- iv To provide educational opportunities for students preparing for careers in fields other than business.

Entrepreneurial training is a need for the IDPs in the camp in time of extensive unemployment condition. Entrepreneurial skill training acquisition prepares the individual for self-employment. It is a creative and innovative response to the environment (Oyemah & Ebiloma, 2011). Training IDPs entrepreneurs is important because, it provides strategies of ensuring that individuals are trained to meet up with skills needed to survive in the society. It prepares learners for self-employment which goes further to empower them economically and socially by providing recipients with generic lifelong and life copying skills, knowledge and understanding. The IDPs entrepreneurial skills training will change the orientation and attitudes of the recipients and the process will equip them with the skills and knowledge to enable them start and manage their own businesses for life instead of depending on the government and NGOs.

Nonetheless, literature is relatively replete on entrepreneurship education as well as studies on strategies on how to improve the living standard of the IDPs and training for wealth creation, employment, are lacking in Nigeria. From the review, it is clear that with entrepreneurial skills training integrated into the IDPs camps by admitting the youths and other young ones into the programme of business education, wealth creation, poverty reduction, self-employment, improve economic competitiveness and economic growth are attainable in the country. Displaced people, asylum seekers, living in exile are confronted with complexities and uncertainties about their future. Youths and Adults, for example, are in need of opportunities that will help them gain knowledge and skills for a healthy life away from criminal activities and violence. Girls and women are the most susceptible to sexual abuse and exploitation in refugee camps. In many cases, girls turn to sex for money in order to support the family. For that reason, hope and opportunities for



young people and women who are a vulnerable group must have protection, especially in the camps. This paper will attempt to fill the gap by examining the strategies for efficient entrepreneurial skills training in IDPs camps in Borno state for wealth creation and employment generation capable of reducing poverty to the barest minimum in the country.

### **Concept of Entrepreneurial Skills**

Skill is thought of as a quality of performance which does not depend solely upon a person's fundamental, innate capacities but must be developed through training, practice and experience. Although skill depends essentially on learning, it also includes the concepts of efficiency and economy in performance. Modern concepts of skill stress the flexibility with which a skilled operator reaches a given end on different occasions according to precise circumstances. However, it must be reiterated that even though basic human capacities are not sufficient to produce skills, they form the necessary basis of their development; skills represent particular ways of using capacities in relation to environmental demands, with human being and external situation together forming a functional system (Adeyemo, 2009).

Adidu and Olannye (2006) see entrepreneurial skills training as a specialized training given to people to acquire the skills, ideas and the managerial abilities and capabilities for self-employment rather than being employed for pay. Entrepreneurial skills' training is a deliberate attempt to provide trainees with relevant knowledge, appropriate skills, competence and right attitude to effectively run or manage a business outfit. Skill developments according to Agoha (2011) are the abilities to perform an activity that is related to some meaningful exercise, work or job. The truth is that skills training present great challenges to the learners on the integration of practical and theoretical fields skills and knowledge are inseparable entities. It is knowledge translated to practical activity for economic development. Entrepreneurial skills training program, provides the basics of starting and operating a small business. This training helps youth develop the skills associated with entrepreneurship, such as the ability to take initiative, creatively seek out and identify business opportunities, develop budgets and forecast resource needs, understand various options for acquiring capital and the trade-offs associated with each option, and communicate effectively and market oneself and one's ideas.

Therefore, entrepreneurial skills are skills needed to succeed in business. Entrepreneurial skills are the basic skills necessary to enable you start, develop, finance and succeed in your home enterprise. When examining the vast literature on skills, various definitions of entrepreneurial skills emerge. Here are some examples' Entrepreneurial skill can be defined as the ability to create something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Hisrich & Peters, 2002).

Entrepreneurial skill is the ability of an individual to exploit an idea and create an enterprise (small & big) not only for personal gain but also for social and developmental gain (Olagunju, 2004).



Formal descriptions/definitions characterize entrepreneurial skills as ability to have self-belief, boldness, tenacity, passionate, empathy, readiness to take expert advice, desire for immediate result, visionary and ability to recognize opportunity Kilby (2007) states that the array of possible entrepreneurial skills encompasses the perception of economic opportunity, technical and organizational innovations, gaining commands over scarce resources, taking responsibilities for internal management and for external advancement of the firm in all aspects.

Udo-Aka (2000) suggests that entrepreneurial skills training is the development of personal qualities that is quite different from entrepreneurship development which provide training in the process of business creation. He identifies three levels of entrepreneurial training and development that occurs along a line of continuum, as follows:

**Level I:** Entrepreneurial skill training at stage is focused on the rural youths, illiterate men and women in traditional village trades like agriculture, carpentry, blacksmithing, etc. Much of the training at this level is devoted to technical skills and a small percentage to basic management tools and techniques.

**Level II:** The focus here is on the establishment of larger and medium enterprises. The target participants are those who have been successful in self-employment and are ready to move up in technology and expand their operations.

**Level III:** The training programme at this level is targeted at the potentially large scale entrepreneurs, with demonstrated record of success in a managerial and technical field.

#### **The Benefits of Entrepreneurial Skills Training for the IDPs**

Entrepreneurial skills' training is the main engine for economic growth and development. A major factor in promoting private sector development and partnership, improvement in the living standard of citizens, substantial local capital formation, high level of productivity and capability, a principal means for achieving and sustaining industrial diversification (Magaji 2012). For these reasons it is extremely important for every individuals and especially the IDPs to acquire entrepreneurial skills that are necessary to establish a small scale business enterprises, run it effectively, reap the benefits that accrued to it and become a self-reliant person. The benefits of entrepreneurial skills trainings to IDPs are:

- Development in the graduates opportunity for creativity and innovation to the produce, market and manage their own business.\
- Assisting the graduates to be independent and self-reliant
- Develop in the graduates the spirit of taking business risk with confidence.
- Entrepreneurial skills development is an avenue for personal wealth for business education graduates because our economy is filled with individuals who rose from rags to riches through the establishment of their own business organization.
- Entrepreneurship skills development makes a graduate of business education to be a job provider instead of a job seeker.



- Enable graduates to take rational decision and become optimistic individual who see opportunities where the average person see the need for caution, identify opportunities others are blind and develop optimum confidence in them well beyond that of others.
- Entrepreneurial skills development enables graduates to transfer theoretical concepts into practical ideas.

The entrepreneurial skills training will build confidence and self-esteem, will improve IDPs’ occupational business, and entrepreneurship skills, helped them generate income to build a better life for their shattered families; and gave them hope and opportunities after experiencing war firsthand. The IDPs’ community, patterns are deconstructed and lifestyles may be changed; since there is no guarantee that IDPs problems will end soon entrepreneurial skills training are seen as perquisites for sustainable development for the IDPs in Borno state.

**Examples of approaches to teaching IDPs entrepreneurial skills include:**

**Entrepreneurship education** that provides an introduction to the values and basics of starting and running a business, such as developing a business plan and simulations of business start-up and operation.

**Enterprise development** which provides supports and services that incubate and help IDPs develop their own businesses, such as helping IDPs access small loans or grants and providing more individualized attention to the development of viable business ideas.

**Experiential programs** that provide IDPs with experience in the day-to-day operation of a business.

Entrepreneurial skill training programmes are created for IDPs to give them employable skills which they can take with them. Once they finish with rehabilitations in the camps, they will be able to reintegrate within the communities. Entrepreneurial skills training will help to bring back lost hope and help build their confidences, so that they will walk a journey of success while rebuilding their lives. Entrepreneurial skills training will provide the economic development skills, free skill based vocational training, entrepreneurship and sustainable income generating needs of teaming youths, adults and children that are out of school in IDP camps. This is followed to launch a sustainable small business or income generating activity. Okoh (2015) identified entrepreneurial skills areas in business education where various skills could be learnt which will in turn serve as a panacea to the problems of economic development, and other economic challenges that might affecting the IDPs in the camps and our nation in general.

**Business Education And Training To Improve The Levels Of IDPs In The Camp**

S/N	OCCUPATION	NEED SKILLS AND COMPETENCES
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- |   |
|---|
| <b>1. Stenography Ability to:</b> <ul style="list-style-type: none"><li>i Possess some manual dexterity(strength)</li><li>ii Efficient typing from manuscript</li><li>iii Maintain Confidentiality</li><li>iv Accuracy of typing document</li><li>v Handling, processing documents</li><li>vi Work with some machine like typewriter and photocopier etc.</li></ul>   |
| <b>2 Accounting Ability to:</b> <ul style="list-style-type: none"><li>i Maintain accuracy and neatness.</li><li>ii Possess mathematics ability.</li><li>iii Possess skill in using scientific calculators</li><li>iv Possess some level of confidentiality.</li><li>v Count and check money easily.</li><li>vi Work under pressure.</li><li>vii Keep good record.</li><li>viii Relate well with people.</li></ul> |
| <b>3 Marketing and Distribution Ability to:</b> <ul style="list-style-type: none"><li>i Communicate effectively.</li><li>ii Possess self confidence.</li><li>iii Work with others.</li><li>iv Be honest.</li><li>v Be reliable.</li><li>vi Move around (travelling).</li><li>vii Appear smart and pleasing.</li></ul>   |
| <b>4 Business Management Ability to:</b> <ul style="list-style-type: none"><li>i. Manage workers/production.</li><li>ii. Direct operation.</li><li>iii. Supervise operations.</li><li>iv. Control operations.</li><li>v. Co-ordinate operations.</li></ul>  |

Base on the training receive the IDPs can go into other vocational businesses that provide free self- employment as:

1. Baking and Catering
2. Tailoring and Sewing
3. Bricklaying and Concrete Practices
4. Motor Vehicle Mechanics
5. Welding and Metal Fabrication
6. Carpentry and Joinery
7. Computer skills
8. Bicycle Repair
9. Hair Dressing and barbing
10. Agriculture- Animal and Crops Husbandry
11. Handset repair
12. Solar panels installation and maintenance

All of these vocations provided are demand driven and are in high demand within the community. The aim of entrepreneurial skills training is to equip the



graduate youths, adults and children with the necessary skills for career development and effective business management. Entrepreneurial skills training promotes free self-employment oriented vocational and technical training and will address the qualitative and quantitative needs of the IDPs and their households, because the training is on life skills, will contribute to both self-employment and alleviation of poverty among the IDPs.

### **Sustainability for National Development**

National development comprises the general level of efficiency attained in a nation's production process as it affects output, real incomes and standard of living. National development according to Umezulike (2015), fall within four broad facts namely: economic system, education/technological state, legal/political framework and socio-cultural settings. Thus, the process on national development is therefore the pursuit of a collective enhancement in all the four spectrums of activity. There is therefore, the need to improve the quality of human factor to advance in knowledge and diffuse in new ideas and objectives to stop economic backwardness and embrace economic development for self-sufficiency and global sustainable development.

Sustainable development is maintaining a delicate balance between the human need to improve lifestyles and feeling of well-being on one hand, and preserving natural resources and ecosystems, on which we and future generations depend. According to the World Commission on Environment and Development (1987), this is "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." Sustainable development implies economic growth together with the protection of environmental quality, each reinforcing the other. The essence of this form of development is a stable relationship between human activities and the natural world, which does not diminish the prospects for future generations to enjoy a quality of life at least as good as our own (Strinivas, (2017). Many observers believe that participatory democracy, undominated by vested interests, is a prerequisite for achieving sustainable development (Mintzer, 1992). In the Commission's words: "... sustainable development is ... a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development, and institutional change are made consistent with the future as well as present needs". Sustainable development according Hesna (2014) is concerned with the carrying capacity of natural system with social, political and economic challenges faced by humanity.

### **Objectives/Features of Sustainable Development**

Ishta (2013) outlined the following as objective/features of sustainable development in entrepreneurial skills training needs.

- To respect and care for all forms of life
- To improve the quality of human life
- To conserve the earth's vitality and diversity
- To minimize the depletion of national resources
- To change personal attitudes and practice towards the environment
- To enable the communities care for their own environment
- To reduce poverty



- To improve and promote good governance
- To encourage urban redesign.

The activities of Boko Haram insurgency in Borno state appear to be the primary challenge in recent time and a very significant factor militating against development including sustainable entrepreneurial activities that would have reduced poverty in the state. The challenge of development has been further compounded by the following drivers of conflicts: youth unemployment, lack of empowerment (dependency syndrome on the government and NGOs), poverty and inadequate room for creativity and innovation. These drivers are certainly responsible for the woes in the states. There is now a growing awareness both at the national and global levels that to establish a lasting and objective peace and sustainable development requires marshalling more activities that cut across many domains. Entrepreneurial skills development is one of such emerging domains especially in Borno state where insecurity as a result of insurgency, youth unemployment, dependency syndrome, economic instability and poverty have already taken the centre stage and destroyed not only the economic but also the political, cultural and social fabrics of the state.

Enterprises are crucial engines of economic growth and development. Without enterprise and entrepreneurs, there would be little innovation, little productivity growth and few jobs. With the challenges in the North-eastern region of Nigeria in particular Borno state and the global economy in general, entrepreneurial skills is one strategy that is deemed critical to enduring peace. Entrepreneurial skills are becoming increasingly important in the development of many countries' economic sectors. Many countries now priorities the development of policies aimed at encouraging entrepreneurship (Dugguh, (2012) Dugguh (2013a 2013b, 2013c). As a process of using private initiatives to transform a business concept into a new venture or to grow and diversify an existing venture or enterprise with high growth potential, entrepreneurs identify an innovation to seize an opportunity, mobilize resources, management skills and take calculated risks to open markets, new products, processes and services that would earn more money. It involves the destruction of the existing economic order by introducing new products and services, by introducing new methods of production, by creating new forms of organization, or by exploiting new raw materials with value,(Ayuba, (2012), Bygrave & Zacharakis, (2010)).

Entrepreneurial skills training therefore is the process of enhancing entrepreneurial skills and knowledge through structured training and institution-building programmes. The major objective of entrepreneurial skill training is to enlarge the base of individuals in order to hasten the pace at which new ventures are created so that employment will be generated to foster economic development. Its main focus is on individual, who wishes to start, expand or innovate a business venture (Lalkaka & Lalkaka, 1999). In Nigeria, studies have been carried out on effect of entrepreneurship development on the problem of high rate of unemployment, high poverty rate, slow economic development and so on, Adejumo, (2001), Oyela et al., (2013) and Salami, (2013). However, none of these studies appears to be directed specifically towards using entrepreneurial skills training to foster the living standards of IDPs in the camp and after life in the camp in Borno state. However, In addition, other entrepreneurs like Aliko Dangote, Tony Elumelu and other international



agencies have encouraged entrepreneurship development in Nigeria either through training or funding. However, none of these programmes and funding is specifically directed to entrepreneurial skills training in IDPs camps in Borno state North-eastern Region of Nigeria where Boko Haram has ravaged economic development.

This paper is intended to link two fields: Entrepreneurial skills training needs and sustainable development in Borno state within the context of North-eastern region of Nigeria in a way that derives a useful roadmap to ensure entrepreneurship development and lasting better lives of IDPs after life in the camp in the future. To this end therefore, the paper uses secondary data in arriving at literature findings. Relevant literatures on entrepreneurial skills training, Boko Haram insurgency, youth empowerment, contributions of local entrepreneurs to community development etc were widely consulted for findings.

### **Conclusion**

The self-acclaimed religious terrorism orchestrated by Boko haram has really done a lot of harm to the society. The Boko Haram conflict negatively affected all aspects of development in Borno state North-eastern Nigeria. People were killed in thousand, properties worth millions of naira were destroyed, children were used as human shield, many people were displaced while business entrepreneurial activities came to a halt. Since the advent of Boko haram in 2009, has led to many persons been displaced from their homes. These persons are known as internally displaced persons or IDPs. It becomes pertinent that entrepreneurial skills training seems to be the way out of poverty, employment, increase household income and youth empowerment for IDPs in Borno state. When people are busy doing one form of small business or the other, the possibility of using them by few individuals to ferment trouble that brings about conflict in the state and the nation at large would be reduced. Since there is no guarantee that IDPs problems will end soon, this paper examines the needs for entrepreneurial skills training in order to boost entrepreneurship development for the IDPs in Borno state.

### **Recommendations**

Towards ameliorating the plight of the IDPs in Borno state, all hands of both the government and non-governmental organizations vis a vis concerned individuals must be on deck to salvage the situation. For most the internally displaced persons, education, whether basic literacy or skill based training may help to put life into their seemingly dead situations. Therefore,

The government of Borno state through the host central agency of the IDPs in the camps – National Emergency Management Agency (NEMA) should seek for admission for the youths that have gone through secondary education to enroll into the programme of business education

The Federal, State and Local Governments should partner with the private sector and non-governmental organizations to make the entrepreneurship training programs workable. For instance, the three tiers of government should identify with established entrepreneurs of business education, technical education also in the communities like in bakery, fashion designing, catering, computer schools etc who will provide



professional trainings. While government would provide facilitators who should teach communication, social and political skills for as many who could not have the opportunity of going further after primary schools or have not even gone to school.

There should be entrepreneurial workshops and training to empower the youths, women and men, and economic empowerment in terms of small loans. Finally, non-governmental and community-based organizations should, as it were, be encouraged through governmental support establish and run centres to help these IDPs acquire the desired skills. When they are exposed to these skills and with some credit facilities they would know what to do with their newly acquired entrepreneurial knowledge and skills.



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