Empowering Youth through Entrepreneurship Training: A Systematic Review and Evaluation of Socioeconomic Impact

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Citation | Hadri. R. A, "Empowering Youth through Entrepreneurship Training: A Systematic Review and Evaluation of Socioeconomic Impact", MCCSS, Vol. 3, Issue. 2, pp. 71-82, April 2024
Received | March 19, 2024**; Revised |** April 08, 2024**; Accepted |** April 12, 2024; **Published |** April 19, 2024.

Entrepreneurship plays a crucial role in economic development, job creation, and youth empowerment. This study aims to assess the impact of entrepreneurship training on job creation and the empowerment of young individuals, with a focus on regions facing significant socioeconomic challenges. The study utilizes a systematic approach, drawing on secondary data from various sources, including scholarly works and program evaluations. The research begins by examining the importance of entrepreneurship in societal rejuvenation, wealth creation, and the cultivation of an entrepreneurial culture. It acknowledges the efforts of governments and institutions in integrating entrepreneurship courses into academic curricula to equip young individuals with essential skills for new business ventures. However, it also highlights challenges such as declining start-ups among youth due to a lack of entrepreneurial skills. The study delves into Spain's Youth Guarantee Plus Plan as an example of proactive measures taken to foster youth entrepreneurship and address unemployment. It discusses the program's objectives, strategies, and implementation to enhance youth employability and promote entrepreneurship. Furthermore, the study evaluates entrepreneurship education programs and their effectiveness in promoting entrepreneurial skills, self-efficacy, and personal initiative among students. It examines existing literature on entrepreneurship training's impact on job creation, economic growth, and poverty alleviation, emphasizing the role of psychological empowerment in enhancing performance and adapting to workplace changes. Through a systematic review and analysis of relevant studies, including the Youth Action Research Project (YARP), the Youth Leadership Program (YLP), and the Questscope Non-Formal Education (QS NFE) program, the study aims to provide insights into the effectiveness of entrepreneurship training in addressing socioeconomic challenges and empowering youth. The findings and discussions from this study contribute to the ongoing discourse on entrepreneurship, job creation, and youth empowerment, offering recommendations for comprehensive training programs, policy interventions, and educational initiatives to promote entrepreneurship as a catalyst for socioeconomic development and empowerment.

Keywords: Entrepreneurship training, Job creation, Youth empowerment, Socioeconomic challenges, Economic development, Psychological empowerment, Entrepreneurial skills, Self-efficacy

Introduction:

Entrepreneurship holds significant importance across various domains such as development, human resources, and economics, garnering attention at both international and domestic levels. This paper acknowledges entrepreneurship as a catalyst for societal rejuvenation, creating wealth, and fostering an entrepreneurial culture [1].

Governments and institutions have taken proactive steps, establishing specialized agencies and integrating entrepreneurship courses into academic curricula to equip young individuals with essential skills for new business ventures. These initiatives address challenges like youth unemployment and poverty reduction, emphasizing the fundamental aspects of learning, earning, and saving within entrepreneurship training [2].

Despite these efforts, the lack of entrepreneurial skills has led to a decline in start-ups initiated by young individuals. Stakeholders are increasingly investing in youth empowerment to generate employment, income, and foster economic development, particularly crucial in countries with high youth populations and unemployment rates [3]. This study focuses on assessing the impact of entrepreneurship training on job creation and the empowerment of young individuals, aiming to address socioeconomic challenges and promote economic diversification, especially in regions like Somalia facing significant socioeconomic obstacles.

The imminent transition of the largest cohort of young individuals in history into adulthood underscores the pressing need to understand effective approaches for engaging adolescents, aged 10-19, a population exceeding 1.2 billion (UNFPA, 2003). Adolescence plays a pivotal role in shaping habits and competencies that significantly impact lifelong wellbeing and resilience. It is also a phase marked by heightened emotions and risk-taking tendencies, making it a critical period requiring careful attention [4].

This systematic review aims to enhance our empirical knowledge regarding the utilization of youth empowerment as a strategy for fostering psychosocial assets among adolescents. Despite the growing trend of involving young people in decisions affecting their lives and communities, there remains limited understanding of the actual impacts of such participatory approaches on youth [5].

Nevertheless, youth empowerment has garnered international advocacy. Major institutions such as the African Union, European Union, United Nations, World Bank, several national governments (e.g., United Kingdom's Youth Matters), and philanthropic entities have actively endorsed initiatives to enhance young people's participation in policy and programming [6].

The subject of youth unemployment has attracted attention from both national and international organizations in the previous few decades. Inherent in well-being models are concerns like social exclusion, poor social protection, increasing poverty rates, and work uncertainty, all of which make it harder for younger generations to fit in and achieve their goals in life. “It is our priority to help young people to integrate in the job market, especially those with greater difficulties, since they also have many strengths,” noted the European Union’s (EU) Commissioner for Jobs and Social Rights in 2022. Large sums of money are sponsoring new efforts that will assist get us closer to our objective. Nonetheless, the figures back up two well-known truths about the current situation: first, the projected measures by the EU have not been as successful as expected, and second, there are substantial variations in youth unemployment rates among the member states [7][8][9][10].

At 5.4%, Germany's young unemployment rate is the lowest in the European Union. Spain, on the other hand, enjoys the EU's highest youth unemployment rate. In 2023, over 29.6 percent of young adults who are employable will be unable to participate in the work market. Consequently, the youth unemployment rate in Spain is greater than in neighboring Mediterranean nations such as Greece and Italy, where it is roughly 27% and 23%, respectively. These values are approximately double what they are for the countries that form the Eurozone and the EU [11].

There is a disturbing growth in two subgroups of young people who are at high risk of social exclusion due to reasons such as carelessness, a lack of chances for decent work, discouragement, and early school dropout. One subset is known as NEETs, and it accounts

for 13.7% of the 15–29-year-old population in the EU-28. The other class is dubbed "poor workers," and it is defined by low earnings and a transient nature of their job ties. This is obviously a worrying problem, and the results of many studies show that. Worldwide, more than 68 million young people (including men and women) are without jobs, while more than 123 million of those who do have jobs live in poverty, according to the International Labor Organization. The European Union had roughly three million young people without jobs by the end of 2022. The data clearly reflect the effectiveness of the steps implemented to fix this condition [12][13][14][15].

The European Pillar for Social Rights Action has set an aim of obtaining a 78% employment rate for the working-age population (defined as those between the ages of 18 and 64) by 1970. In addition, it intends to reduce the rate to 9% by increasing the job expectations of non-educational expenditure (NEET) youngsters (15–29 years old). To that end, it urges member states to carry out the revamped Youth Guarantee, with a focus on high-quality offers that help young people gradually enter the workforce with the help of EU subsidies.

Location in Spain Among the many objectives of Spain's Youth Guarantee Plus Plan 2021–2027 are the following: lowering the country's youth dropout rate; increasing the employability of young people; fostering youth entrepreneurship; and making the most of opportunities provided by the digital and ecological transformation. This plan's six axes are an exact replica of the Spanish one. The employment activation strategy includes counseling, training, work opportunities, equal access to employment, entrepreneurship, and the enhancement of the institutional environment. This strategy incorporates the prior Strategy for Youth Entrepreneurship and Employment 2013–2016 and the Action strategy for Youth Employment 2019–2021 [16]. Measures stated in a Dec. 28 decree on urgent labor reform, employment stability guarantees, and job market transformation were put into action by the Spanish government in 2022 to combat temporality, especially among the most affected groups, such youth. The goals of the labor reform also included enhancing workplace safety and education, increasing worker rights, and boosting production [17].

All things considered, several factions have proposed measures to encourage better working conditions, social security, communication, skill development, self-employment, and recruitment. To accomplish these goals, appropriate policies should be put in place to help businesses with financial aid and tax cuts, and to help workers keep their jobs through measures like reduced work hours, increased social protection, and partial unemployment benefits. The primary goal should be to help individuals stand out via their exceptional education, entrepreneurial spirit, and drive [18].

Adolescent training, an integral part of labor insertion, is one area that receives special attention. From this vantage point, there is widespread agreement among scientists that improving young people's educational attainment and quality would lead to lower youth unemployment. In today's modern culture, entrepreneurship education is crucial since it helps the younger generation grow and succeed. This new educational theory emerges from a humanistic perspective. Taking this into account, this viewpoint additionally takes into account the maturation of many personal and social values centered on the inception of life initiatives, which pave the way for the formation of an authentic entrepreneurial personality. The goal is to incorporate entrepreneurial culture and the business world into educational practice by establishing collaborative learning communities. In these communities, students will develop personal capacities such as self-confidence, leadership, resilience to failure, creativity, innovation, optimism, initiative, autonomy, responsibility, and maturity. These skills demonstrate a strong desire to incorporate entrepreneurial education into the classroom in an effort to make learning more relatable [19].

This study discusses self-efficacy because it positively affects the following abilities:

accomplishment orientation, self-control, creativity, and leadership. When people believe in their own abilities, they are more likely to take the lead and be creative. It is up to the person to take the initiative to start putting these capacities into practice. As an example, one could be creative intellectually but not always creatively in practice. To put it into action and develop that capability, one must take personal initiative [20].

Self-Evaluation and Personal Initiative:

Multiple research on entrepreneurial mindsets have used the concept of planned action and intention models as their basis. This theory proposes that the two factors of personal initiative and self-efficacy come before the intention to start a business, with the former coming before the latter. Having faith in one's own abilities is, then, fundamental to the success or failure of any endeavor. When people believe in themselves and their abilities, they are more likely to push through difficult times and achieve their goals. When a person reaches this point in his development or reinvention of an idea, he begins to take the initiative because he believes in himself. Consequently, he takes charge and does things on his own initiative to overcome obstacles.

A person's belief in their abilities to deal with challenging situations is the original definition of self-efficacy, a psychological concept. It entails trusting one's capacity to accomplish certain objectives via the execution of well-thought-out plans. One of the psychological variables that most properly predicts academic accomplishment and success, according to studies in the area of education, is self-efficacy. Students' confidence in their own talents is a key factor in how they see their ability to complete the necessary tasks and actions to reach a specific goal. Therefore, they influence students' effort and perseverance in reaching their goals while also encouraging good cognitive patterns and emotional reactions [21].

When determining their level of self-efficacy, students take into account a number of factors, including their perceptions of their own talents, the complexity of the task at hand, the time commitment necessary, the likelihood of receiving help from others, and the characteristics and frequency of their previous successes and failures. A student's confidence will soar if they can recall instances when they excelled. When they keep succeeding, they start to believe in themselves more. Students' low self-evaluations are likely to persist if they have a history of low self-esteem, incompetence, and a history of setbacks that cannot be explained by external factors [22].

Thus, it is reasonable to assume that students with low self-efficacy are more likely to have adverse outcomes, which in turn causes them to experience an emotional reaction of anxiety due to a lack of confidence in their ability to handle different academic challenges. Conversely, pupils who believe in their own abilities to learn and grow are more likely to put in the necessary effort to succeed academically. When teenagers feel their self-efficacy is falling, they may start to doubt their ability to make positive changes and may even start to fear the future.

So, it's reasonable to state that self-efficacy is a key factor that helps one succeed and feels better overall. Personal initiative is the capacity to direct one's own life using one's own resources to create valuable projects that improve one's own well-being. "Being self-initiated and proactive at work, as opposed to those conducts based solely on what the individual is asked to do, being persistent in the overcoming of barriers or difficulties that appear along the attainment of the objective" is what the definition of personal initiative is meant to imply. On a related note, there are three aspects to personal initiative: first, the ability to anticipate problems and seize opportunities before they happen; second, the ability to start doing something on one's own without waiting for someone else to tell you to; and third, the ability to keep going even when things get tough. These qualities have also been recognized by other writers. The application of human mental, emotional, and volitional

resources is thus essential to personal initiative [23].

The value of individual initiative has grown in recent years in a variety of settings, including business and academia. Many studies in the realm of labor have found that initiative has many positive effects, including making people more marketable to potential employers and increasing profits for businesses. Since it is acknowledged as a crucial ability for lifelong learning in the European Union, it takes on added importance within the realm of education. Students who possess this ability are more equipped to take charge of their own lives and make positive changes in a constantly changing and unpredictable world. Despite the increasing governmental and educational interest in encouraging personal initiative, it seems that the educational system does not adequately promote the development of this competency in teenage pupils, which greatly hinders entrepreneurial action. It is crucial to educate students in the development of personal initiative since it empowers them to find or establish their own work, which can be a defensive strategy in the labor market [24].

Programs on Entrepreneurship Education:

The problem with promoting entrepreneurship in schools is closely tied to the need to create a new economic model that can facilitate the launch of businesses. Being able to generate self-employment is also closely related to entrepreneurship. Over time, it permeated not only the economic but also the social and personal realms, influencing how people learn to take charge and work together. Amidst this challenging complexity, the purpose is to evaluate the effectiveness, degree of accomplishment, and degree of theory-to-practice reduction of promoting entrepreneurship in the classroom. However, it's not an easy task. There is a big disconnect between the rhetoric surrounding entrepreneurial education and its impact on K-12 and vocational education, and the political rhetoric surrounding this topic has serious problems that require fixing. As a result, we will have a better idea of what kinds of things we can do across all levels and areas to help schools foster an entrepreneurial spirit.

Recent research has shown that in order to acquire entrepreneurial skill, one needs both an innate entrepreneurial spirit and an environment that supports it. This propensity, often called "entrepreneurial potential," paves the way for the acquisition of skills that shape an individual's entrepreneurial character in context. A person's unique character and outlook are alluded to by these skills. The success of entrepreneurship education is on understanding how these personal and contextual elements interact to shape an individual's entrepreneurial potential. Similar to the global issue, there is a paucity of literature on entrepreneurship education at the elementary and secondary levels in Spain. Research indicates that secondary school kids lack the necessary skills to succeed in the actual world of business and the workforce. Less study has been done on how entrepreneurial education programs affect students' initiative and self-efficacy. Teachers have already written about the challenges with this kind of program's assessment techniques in earlier writings. The educational methodologies used in Spain are still in the early stages of development and have not yet reached a stable condition, according to a recent systematic evaluation of entrepreneurial education in elementary and secondary education. Studies assessing the effects of the entrepreneurship programs ÍCARO, EJE (Young European Enterprise), and EME (a Company in My School) on the potential for entrepreneurship provide evidence for this. It was determined that these programs were insufficient to sufficiently influence the human components that facilitate the building of an entrepreneurial identity because the results showed no discernible impact on the students' entrepreneurial capacity [25].

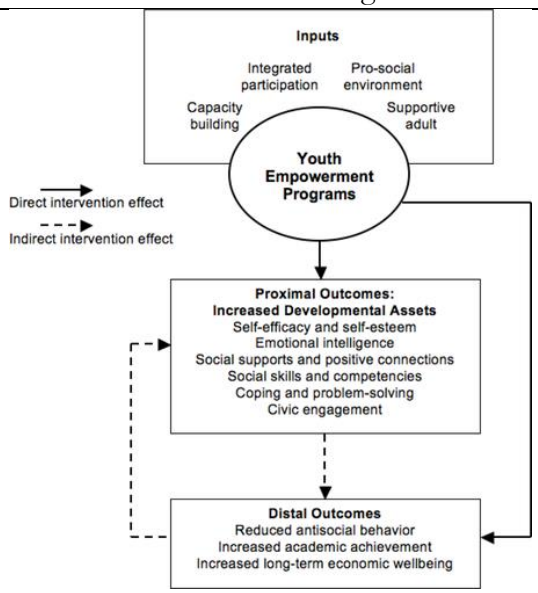

Figure 1: Aspects of Youth Empowerment Programs [22].

Thus, the "Entrepreneurial Potential Formation" program was started. The "Generation of an Educational Model of Entrepreneurial Identity" (PEIEO) program, which aims to create and enhance an educational model that supports the definition of entrepreneurial potential, might be beneficial to students in the latter stages of their secondary education that is required. The program's objective is to create an atmosphere where students can identify and develop their spirit of entrepreneurship. The best people are those who are goal-oriented, innovative, self-reliant, and possess leadership traits. The ability to come up with fresh concepts that make obstacles easier to overcome is implied by creativity. The ability to lead and motivate others to collaborate toward a common goal is a leadership trait. The ability to regulate and guide one's own thoughts and feelings is an illustration of personal control. Last but not least, goal orientation describes how committed and focused a person is on achieving a particular goal.

The program dispersed 137 individual objectives among the indicators and produced four overarching goals. The 40-exercise program aims to develop entrepreneurial potential by bolstering each of the specific entrepreneurship metrics (10 exercises for each indication). Active learning approaches, in particular, such as cooperative learning, problem-based learning, and service learning, promote student participation in these activities, which helps with the acquisition of fundamental knowledge and the real-world application of concepts. By encouraging the growth of students' entrepreneurial skills, the series of events seeks to leave a more significant and long-lasting effect on the entrepreneurial spirit. In order to ascertain whether or not this kind of program is assisting secondary school students in developing self-efficacy and initiative, it is important to examine the results of entrepreneurship education [26].

Methodology:

The methodology devised for this study follows a systematic approach to reviewing previous research on entrepreneurship training's impact on job creation and youth empowerment. The study utilized secondary data collected from various sources such as articles, theses, and books relevant to the variables under investigation.

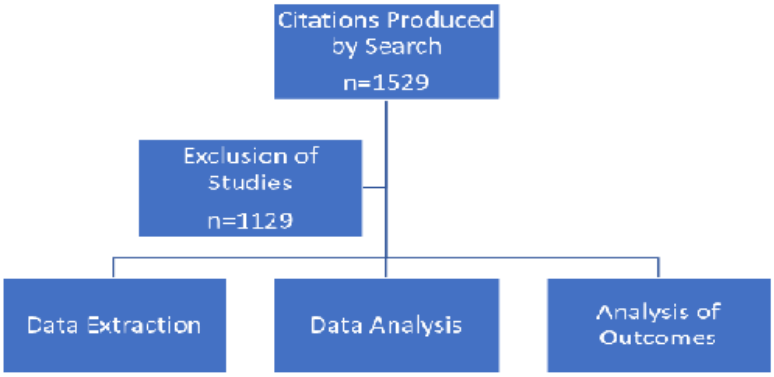

Figure 2: Flow of methodology.

The researchers selected papers or books closely aligned with the study's focus and categorized them using systematic review procedures for thorough and methodical analysis.

Selection of Studies: Both published and unpublished studies were considered for inclusion without exclusion criteria based on study location or language.

Data Extraction and Management: The included studies were coded based on intervention characteristics and study quality using predefined forms. Any disagreements in coding were resolved through discussion between the authors.

Assessment of Risk of Bias: Study quality was assessed based on predetermined criteria, focusing on aspects such as control group contamination, study attrition, appropriate statistical measures, and intention-to-treat analysis. A systematic checklist was used for quality appraisal.

Measures of Treatment Effect: Effect sizes were calculated using Hedges g for studies with comparable continuous outcomes, considering means and standard deviations. For studies without available means and SDs, alternative statistical methods were employed.

Unit of Analysis Issues: The unit of analysis was individuals for all included studies, and considerations were made for potential future inclusion of studies with group-level analysis.

Dealing with Missing Data: Missing data were addressed by contacting primary authors for additional information or raw data if necessary.

Assessment of Heterogeneity: Heterogeneity across studies was assessed based on study quality, population characteristics, and intervention specifics, both in tabular and narrative formats.

Assessment of Publication Bias: Both published and unpublished studies were included to minimize publication bias, and efforts were made to obtain missing data from authors.

Treatment of Qualitative Research: The focus was primarily on impact evaluation through controlled trials, although any qualitative research associated with included studies was discussed.

Data Synthesis: Subgroup analyses, moderator analyses, and investigations of heterogeneity were planned for future review updates, contingent upon adequate data availability. Sensitivity analyses were also planned to assess the robustness of synthesized outcomes.

Results and Discussion:

The study's search process yielded a total of 1529 citations, combining results from electronic databases and institutional web-based publications. After initial screening, 50 studies were considered for detailed examination. Of these, 12 were excluded for not meeting the inclusion criteria, while 6 others lacked sufficient data or intervention details, leading to their exclusion. Ultimately, the study included three eligible studies: the Youth Action Research Project (YARP) in the US, evaluated by Berg et al. (2009); the Youth Leadership Program (YLP) in the US, evaluated by Olson-Merichko (2006); and the

Questscope Non-Formal Education (QS NFE) program in Jordan, evaluated by Morton and Montgomery (2011).

These three studies presented varying designs and sample sizes, described as pilot studies, and one using a quasi-experimental design with a larger sample size.

The interventions themselves differed in duration and approach. YARP and YLP, both based in the US, focused on participatory action research models, emphasizing youth engagement in decision-making processes and social action projects. In contrast, QS NFE, based in Jordan, adopted an empowerment-based nonformal education model, emphasizing participatory learning and regular involvement of young people in program decision-making.

Program duration varied, with YARP spanning 10.5 months, YLP running for 4 months, and QS NFE extending over 24 months. Weekly programming ranged from 2 to 4 hours, with YARP incorporating a more intensive 7-week summer institute aimed at developing participatory research skills. YLP and QS NFE provided ongoing skill-building opportunities through leadership and research training components.

A notable aspect across all interventions was the involvement of both youth and adults. YARP and YLP facilitated a high level of youth participation in decision-making and activities, with adults serving as facilitators rather than controllers. QS NFE also involved youth in daily program decision-making but had a higher level of adult control in planning and implementation due to educational curriculum standards [27].

Discussion:

Entrepreneurship training is a multifaceted field that straddles the realms of art and science, impacting individuals and society by fostering innovation and economic prosperity. This dynamic process, often referred to as entrepreneurial behavior, encompasses various aspects such as identifying opportunities, mobilizing resources, assuming risks, and promoting growth. Scholars have delved into understanding entrepreneurs both at the personal level, examining traits like risk tolerance and self-assurance, and at the contextual level, considering factors like education and family networks. Entrepreneurs, in essence, are individuals actively engaged in entrepreneurial practices, which include both creating new ventures and innovating within existing institutions.

The significance of entrepreneurship training is evident in its potential to empower youth, create jobs, foster economic growth, and alleviate poverty. Training plays a crucial role in equipping entrepreneurs with the knowledge, skills, and attitudes necessary for success, facilitating optimal effectiveness and efficiency in their endeavors [28].

The objectives of entrepreneurship training are diverse, aiming to enhance entrepreneurial skills, impart knowledge about entrepreneurship, guide individuals through the entrepreneurial process, and facilitate the establishment of sustainable business ventures. These objectives are designed to enhance participants' capacity to identify business opportunities, generate ideas, and manage new enterprises effectively.

Effective entrepreneurship training programs prioritize active learner involvement, accountability, networking opportunities, and a positive learning environment. They cater to individual needs, motivate learners, acknowledge achievements, and ensure the delivery of accurate information. Employing suitable training techniques, conducting systematic evaluations of training needs, and considering factors like pre-training expectations and knowledge transferability are vital for maximizing the efficacy of such programs. Ultimately, effective entrepreneurship training aims to enrich individuals' attitudes, values, motivations, abilities, and knowledge in the entrepreneurial domain, contributing significantly to personal and organizational growth.

Entrepreneurship training plays a pivotal role in equipping individuals with the necessary knowledge, skills, and mindset to identify opportunities and establish new

businesses. Such training programs should cover a wide range of business-related knowledge along with specific insights into ventures and opportunities. Research highlights three key areas of skills crucial for entrepreneurs: technical skills, business management abilities, and personal entrepreneurial skills. These comprehensive training efforts not only provide relevant competencies but also empower young individuals to initiate fresh enterprises in their respective locations [29].

Creating an environment conducive to collaborative entrepreneurship is essential, particularly in nations where poverty alleviation initiatives focus on empowering young individuals through entrepreneurship. For entrepreneurship training programs to succeed, they must be contextually relevant and applicable, addressing the specific competencies required by entrepreneurial individuals, including leadership, negotiation, problem-solving, communication, creativity, critical assessment, time management, and networking skills.

One of the primary objectives of studying entrepreneurship is to equip individuals not just with an understanding of established businesses but also with the ability to create and manage new enterprises. Entrepreneurship is globally encouraged, especially in developing countries, due to its potential for job creation, resource utilization, and productivity enhancement. Effective entrepreneurship training can significantly improve the entrepreneurial capabilities of young individuals, contributing to youth employment, poverty reduction, and innovation.

Job creation is a critical aspect of entrepreneurship, with policymakers increasingly recognizing the private sector and entrepreneurs as catalysts for economic growth. Entrepreneurship not only creates employment opportunities but also fosters innovation and stable income streams, particularly for marginalized individuals. Microfinance institutions play a role in enhancing the human capital of micro-entrepreneurs, contributing to poverty eradication efforts.

Youth empowerment is a multifaceted process that involves empowering individuals economically, psychologically, and socially. Entrepreneurship training contributes significantly to economic empowerment by equipping young people with the skills to navigate market environments, identify opportunities, and establish their own ventures. Psychological empowerment is crucial for enhancing performance and responding to workplace changes, making entrepreneurship training vital for instilling confidence and skills among young individuals.

Overall, entrepreneurship training programs are instrumental in empowering individuals to take charge of their economic destinies, create employment opportunities, foster innovation, and contribute to societal well-being. They play a key role in addressing unemployment, poverty, and economic challenges while equipping individuals with the tools for personal and professional success.

Psychological empowerment is vital for enhancing performance and adapting to workplace changes, as it boosts employees' sense of control and motivation. Extensive research, as defined by [30], identifies and addresses factors causing powerlessness by providing efficacy information to enhance an employee's self-efficacy. [31] note that psychological empowerment occurs when individuals perceive autonomy in their work lives, a crucial element in effective management practices.

[32] highlights the limited skills and entrepreneurial confidence among young individuals in certain countries, emphasizing the need for entrepreneurship training to equip them with essential skills and competencies. This training should not only raise awareness of entrepreneurial opportunities but also boost confidence in their capabilities. Effective youth empowerment through entrepreneurship programs requires a comprehensive approach covering individual, organizational, and community aspects, tailored to meet the diverse needs of different youth segments.

[33] emphasizes the importance of strong connections between individuals, organizations, and communities to empower young people effectively. Research on entrepreneurship training, youth empowerment, and job creation underscores the positive impact of such programs in fostering entrepreneurial activity, creating employment opportunities, and addressing societal challenges like youth unemployment and poverty reduction. These efforts, coupled with the development of entrepreneurial competencies, training programs aligned with market demands, and ethical business practices, are critical for successful entrepreneurship and economic development.

Conclusion:

Extensive research has delved into entrepreneurship's impact on the economy, business landscape, and overall development. A thorough analysis of existing literature, including the sources referenced in this study, has underscored entrepreneurship's pivotal role in empowering both youth and women. This examination has also unveiled that entrepreneurship studies encompass interdisciplinary initiatives aimed at equipping individuals with the requisite skills for establishing new enterprises or pursuing specific career paths.

The review further revealed that young individuals undergoing entrepreneurship training demonstrated heightened entrepreneurial acumen and expertise, translating into improved job prospects. Furthermore, these acquired entrepreneurial competencies not only enhanced their capacity to launch new ventures but also contributed to an increase in their income levels. Scholars have emphasized that such entrepreneurship training constitutes a strategic avenue for fostering empowerment among youth, nurturing traits like an entrepreneurial mindset, innovation, and business growth.

The importance of entrepreneurship training in generating employment opportunities and empowering youth is unmistakable. The study concludes that programs focusing on entrepreneurial education aid young individuals in overcoming socioeconomic hurdles, thereby facilitating job creation. To comprehensively address this issue, it is recommended that robust training programs be extended to youths, especially those in underdeveloped regions. Additionally, this article advocates for governments to formulate policies endorsing entrepreneurship as a means of youth empowerment, integrating these policies into broader national initiatives while prioritizing improvements in employment prospects. Moreover, universities and educational institutions are encouraged to implement entrepreneurship-centric training programs to enhance young individuals' employability by equipping them with skills relevant to the market.

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