Emerging Technologies: Digital inclusion and skills development for women and youth in Africa, A case study of Owerri city, Imo State, Nigeria.

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Abstract

This study explores the role of emerging technologies in promoting digital inclusion and skills development among women and youth in Owerri City, Imo State, Nigeria. As Africa grapples with significant digital divides, this research examines how targeted training programs utilizing modern tools can enhance digital literacy and empower marginalized groups. As technological advancements reshape the socio-economic landscape, disparities in digital access and skills become increasingly pronounced, particularly among marginalized groups. Through qualitative and quantitative methods, this research assesses the current state of digital literacy, identifies barriers to access, and highlights the importance of targeted educational programs. The findings reveal significant gaps in essential digital skills, which hinder economic empowerment and limit participation in the digital economy. Initiatives that leverage community resources, public-private partnerships, and local institutions are crucial for fostering an inclusive digital environment. By emphasizing strategies tailored to the specific cultural and socio-economic

contexts of Owerri, this study aims to contribute to the broader discourse on sustainable development, advocating for policies that promote digital skills training and access to technology for women and youth. Ultimately, the research underscores the necessity of equipping these groups with essential digital competencies to enhance employment opportunities, entrepreneurial opportunities, and overall community development in the region.

Keywords: Emerging Technologies, Digital Inclusion, Digital Skills Development, Women Empowerment and Youth Development.

1. Introduction

The digital revolution has transformed economies and societies worldwide, presenting both opportunities and challenges, particularly in developing regions. In Africa, the potential of emerging technologies to drive economic growth, social change, and community empowerment is significant, yet realization remains uneven. Digital inclusion and skills development, especially for women and youth, are critical in ensuring that these populations can fully engage with and benefit from digital advancements. In Nigeria, specifically in Owerri City, Imo State, addressing the digital skills gap is paramount for fostering inclusive growth and enabling individuals to participate actively in the digital economy.

Emerging technologies such as artificial intelligence, mobile computing, and the Internet of Things are reshaping the job market and the nature of work (World Economic Forum, 2020). The rapid adoption of these technologies necessitates a workforce equipped with essential digital skills; however, many women and youth in Africa continue to face barriers in accessing digital education and training (UNESCO, 2021). As highlighted by the International Telecommunication Union (ITU) (2019), gender disparities in technology usage and access remain prevalent, hindering women's participation in the digital economy. Such disparities are further exacerbated by socio-economic factors, cultural norms, and a lack of adequate infrastructure.

In Owerri City, a growing urban center in Imo State, the importance of equipping women and youth with digital skills cannot be overstated. The local economy, largely driven by small and medium enterprises (SMEs), relies increasingly on digital solutions for marketing, operations, and customer engagement (National Bureau of Statistics, 2021). Empowering these groups with digital skills will not only enhance their employment opportunity but also enable them to create innovative solutions that address local challenges. Furthermore, as women constitute a substantial portion of the informal economy in Nigeria, enhancing their digital literacy can bridge the gender gap in economic participation, fostering greater economic resilience and sustainability (Oxfam, 2020).

The concept of digital inclusion refers to the efforts to ensure that all individuals and communities, particularly marginalized groups, can access and effectively use information and communication technology (ICT) (Smith, 2019). Increasing digital skills among women and youth is a vital aspect of this inclusion, which is essential for leveraging the full potential of digital technologies in driving socio-economic development. The African Union's Agenda 2063 emphasizes the significance of technological advancement as a key driver of economic growth (African Union, 2015). Therefore, addressing the digital skills deficit, especially among vulnerable populations, aligns with broader development goals aimed at achieving equitable and sustainable growth.

In light of these challenges and opportunities, this research focuses on the development of essential digital skills for women and youth in Owerri City, Imo State, Nigeria. By examining existing initiatives, programs, and policies aimed at enhancing digital literacy, this study seeks to identify effective strategies and interventions that have the potential to increase digital inclusion. The case study approach allows for an in-depth exploration of real-world examples, providing insights into how local stakeholders can collaborate to overcome barriers and foster skills development.

The literature on digital skills development highlights various approaches, including formal education, community training programs, and online learning platforms (Brotcorne, 2020). These methods, when tailored to the needs of women and youth, can significantly enhance their digital competencies. Moreover, partnerships between government, private sector, and civil society organizations play a crucial role in designing and implementing successful skills development initiatives (Harris & Hwang, 2020).

In summary, the convergence of emerging technologies and the need for digital inclusion and skills development presents a unique opportunity for women and youth in Owerri City, Imo State. By focusing on enhancing digital skills among these groups, this research aims to contribute to the broader discourse on inclusive economic development in Nigeria and beyond. The findings will have implications for policymakers, educators, and community leaders striving to create a more equitable digital landscape that empowers all individuals to thrive in the evolving digital economy.

1.1 Background of the Study.

The rapid advancement of technology has significantly impacted global socio-economic structures, emphasizing the necessity for digital skills development. In Africa, where the digital divide persists, women and youth are particularly disadvantaged regarding access to technology and related education. UNESCO (2020) highlights that digital inclusion is vital for realizing educational and economic opportunities. In Owerri City, Imo State, Nigeria, local initiatives have emerged to address these gaps, yet challenges remain in effectively equipping marginalized populations with essential digital skills. This study seeks to explore the role of emerging technologies in fostering digital inclusion, emphasizing how tailored programs can enhance women’s and youths’ employment opportunity and overall productivity within the regional context.

1.2 Statement of the Problem.

Despite the growing recognition of digital skills as essential for socio-economic development, many women and youth in Africa continue to face barriers to digital inclusion. According to the International Telecommunication Union (ITU, 2021), gender disparities and socio-economic factors significantly impede access to digital technologies. In Owerri City, the lack of targeted training programs and resources exacerbates these issues, leaving a substantial portion of the population unprepared to participate in a digital economy. Consequently, this research investigates the systemic barriers to digital skills development in Owerri and the potential of emerging technologies to foster more inclusive educational frameworks. Addressing this problem is critical for narrowing the digital divide and fostering equitable socio-economic growth.

1.3 Objectives of the Study.

This research aims to investigate how emerging technologies can facilitate digital skills development and inclusion among women and youth in Owerri City, Imo State, Nigeria. Specific objectives include: 1) Identifying the key barriers that hinder access to digital skills among these groups, 2) Evaluating existing initiatives aimed at enhancing digital literacy and skills, 3) Assessing the role of emerging technologies in overcoming these barriers, and 4) Proposing actionable strategies for integrating effective technology-based solutions in local training programs. By achieving these objectives, the study intends to contribute to a comprehensive understanding of digital inclusion, informing policymakers and educators on best practices and targeted interventions.

1.4 Research Questions.

To address the study objectives, several key research questions have been formulated:

1. What are the primary barriers to digital skills development for women and youth in Owerri City?
2. How effective are current initiatives in promoting digital literacy among these demographics?
3. In what ways can emerging technologies be leveraged to enhance digital skills training and accessibility?
4. What strategies can be implemented to foster a more inclusive digital landscape in Owerri City?
5. These questions will guide data collection and analysis, ensuring that findings contribute valuable insights into the intersection of technology and education in promoting digital inclusion.

1.5 Significance of the Study.

This study holds significant implications for various stakeholders, including policymakers, educational institutions, and community organizations. By exploring the intersections of emerging technologies and digital skills development, it offers insights into effective strategies for improving digital literacy among marginalized populations. Policymakers can use the findings to design inclusive digital strategies, while educational institutions can benefit from understanding best practices in technology integration. Furthermore, the research can empower local communities to advocate for and implement initiatives that promote digital inclusion. Ultimately, enhancing digital skills among women and youth contributes to broader socio-economic development, aligning with global goals for gender equality and inclusive education (UN Sustainable Development Goals, 2015).

1.6 Scope and Delimitation.

The scope of this study is confined to the examination of digital skills development specific to women and youth in Owerri City, reflecting the unique sociocultural and economic contexts of Imo State, Nigeria. It will focus on the impact of emerging technologies, such as mobile applications and online learning platforms, on facilitating digital literacy and inclusion. Delimitation of

the research include a concentration on local initiatives and case studies rather than a comprehensive analysis of national or continental trends. Additionally, the study will prioritize qualitative methods such as interviews and focus groups to gather in-depth insights. These delimitation ensure a focused approach, enabling a nuanced understanding of the challenges and opportunities faced by the target populations in the context of digital inclusion.

1.7 Definition of Terms.

1.7.1 Emerging Technologies:

Emerging technologies refer to innovative tools and systems that are currently developing or will be available within the near future, significantly impacting society and the economy. This includes advancements like artificial intelligence, blockchain, and IoT, which facilitate new capabilities and services. In the context of Africa, these technologies present both opportunities and challenges for socio-economic development. Their integration can drive digital transformation, enhance access to information, and lead to higher productivity (Brynjolfsson & McAfee, 2014). Consequently, understanding the implications of these technologies is critical for policy-making and fostering inclusive growth (OECD, 2021).

1.7.2 Digital Inclusion:

Digital inclusion encompasses the efforts to ensure that all individuals and communities are provided with equal access to technology and the internet. This concept is crucial for bridging the digital divide, particularly among marginalized groups such as women and youth in Africa. Digital inclusion involves not only access to devices and connectivity but also the availability of relevant content and skills development programs (Warschauer, 2003). By promoting digital inclusion, societies can enhance participation in the digital economy and foster socio-economic empowerment (ITU, 2020), making it essential for sustainable development goals across nations.

1.7.3 Skills Development:

Skills development refers to the process of acquiring and improving skills to meet the demands of the labor market and digital economy. In the context of women and youth in Owerri, Nigeria, skills development is pivotal to enhance employment opportunities and ensuring effective participation in technology-driven sectors. This includes foundational digital skills such as coding, data analysis, and digital literacy, which empower individuals to leverage technology for personal and professional growth (UNESCO, 2019). By investing in skills development initiatives, communities can foster innovation and economic resilience, contributing to broader socio-economic progress in the region.

1.7.Women Empowerment and Youth Development:

Women empowerment refers to the process of enabling women to take control of their lives, make choices, and access resources that enhance their socio-economic and political status. In the context of digital skills development, empowering women involves providing them with the necessary tools and training to navigate the digital landscape effectively. This empowerment can lead to improved employment opportunities, greater participation in decision-making processes, and a reduction in gender disparities. As noted by the World Economic Forum (2021), fostering digital skills among women is essential for achieving gender equality and promoting sustainable development globally.

Youth development is a comprehensive approach aimed at enhancing the well-being and potential of young people by promoting their skills, competencies, and engagement in social and economic activities. In the realm of digital skills, youth development focuses on equipping young individuals with essential digital competencies that facilitate their job opportunities and career advancement. Programs targeting youth development ensure that young people are prepared to thrive in an increasingly digital world, as emphasized by the United Nations Educational, Scientific and Cultural

Organization (UNESCO, 2020), which recognizes the critical role of digital literacy in shaping future-ready generations.

2. Literature Review

2.1 Theoretical Framework:

The theoretical framework for this research is centered on understanding how emerging technologies affect digital inclusion and skills development, particularly for women and youth. Utilization of theories such as Diffusion of Innovations (Rogers, 2003) and Costa et al.'s (2020) framework of digital inclusion illuminates the processes through which new technologies are adopted within communities. This framework will guide the examination of barriers to digital access, skills acquisition, and the societal implications of these technologies in Owerri City. It emphasizes the significance of social networks, community involvement, and policy interventions in enhancing digital competency. This holistic approach allows for a comprehensive analysis of how various societal factors interact to facilitate or hinder technological integration, fostering an environment where marginalized groups, particularly women and youth, can thrive in the digital landscape.

2.1.1 Capability Approach

The Capability Approach, developed by Amartya Sen (1999), provides a vital lens to assess digital inclusion and skills development. It emphasizes individuals' capabilities and opportunities to achieve well-being, advocating for a context-sensitive understanding of empowerment, especially for women and youth in Africa. This approach will guide the research by evaluating how access to digital technologies affects individuals' capabilities, such as education, employment, and social engagement in Owerri City. By focusing on what individuals can achieve with digital skills rather than merely on technology access, this framework elucidates the complexities of empowerment and the structural barriers impeding digital literacy in marginalized communities. It underscores the need for initiatives that not only

provide technology but also foster comprehensive skill development and support networks.

2.1.2 Digital Divide Theory

Digital Divide Theory addresses the disparities in access to digital technologies, emphasizing the socio-economic, geographical, and demographic factors that influence technological engagement. According to Norris (2001), the digital divide exists not only in access but also in the capability and motivation to utilize digital tools effectively. This theory will be instrumental in examining the specific digital skills gap for women and youth in Owerri City. By exploring the interplay between socio-economic status, educational attainment, and technological proficiency, this research seeks to identify targeted interventions that can bridge this divide. Understanding the multifaceted nature of the digital divide will enable policymakers and stakeholders to create informed strategies aimed at enhancing digital literacy and fostering inclusive growth in the context of emerging technologies in Africa.

2.2 Digital Inclusion and Its Importance

Digital inclusion is crucial for social and economic development, as it enables individuals to access information, services, and opportunities (Hilbert, 2011). The digital divide, however, persists, with marginalized groups facing barriers to digital access (Warschauer, 2004). Digital inclusion initiatives can bridge this gap, promoting social equity and economic growth (Gurstein, 2003). In Africa, digital inclusion is vital for development, as it can enhance education, healthcare, and economic opportunities (Aker & Mbiti, 2010).

2.3 Skills Development in the Digital Age

The digital age demands new skills, including digital literacy, critical thinking, and problem-solving (Griffin et al., 2012). Skills development programs can equip individuals with these skills, enhancing their employability and productivity (Mayer, 2017). In Africa, skills development is critical for economic growth, as it can address the shortage of skilled workers (AfDB,

2018). Digital skills development programs can also promote entrepreneurship and innovation (Manyika et al., 2017).

2.4 Gender and Youth in Technology

Women and youth are underrepresented in the tech industry, facing barriers to digital access and skills development (UN Women, 2020). Initiatives promoting gender and youth inclusion in tech can address these disparities, enhancing digital literacy and skills development (GSMA, 2020). In Africa, programs targeting women and youth can promote digital entrepreneurship, innovation, and economic empowerment (African Development Bank, 2019).

2.5 Previous Studies on Digital Skills Development

Studies on digital skills development have highlighted the importance of contextualizing skills development programs to local needs and contexts (Kozma, 2005). Research has also emphasized the need for inclusive and equitable digital skills development programs, addressing the needs of marginalized groups (Selwyn, 2013). In Africa, studies have demonstrated the effectiveness of digital skills development programs in promoting economic growth and development (Aker & Mbiti, 2010).

2.6 Emerging Technologies in Africa

Emerging technologies, such as AI, blockchain, and IoT, are transforming industries and societies in Africa (Manyika et al., 2017). These technologies offer opportunities for economic growth, innovation, and development, but also pose challenges, including job displacement and skills gaps (AfDB, 2018). In Africa, emerging technologies can enhance digital inclusion, skills development, and economic empowerment, particularly for women and youth (African Development Bank, 2019).

3. Research Methodology

3.1 Research Design:

This study employs a mixed-methods research design, combining both qualitative and quantitative approaches (Creswell, 2014). The quantitative approach involves a survey of women and youth in Owerri city, while the qualitative approach involves in-depth interviews with stakeholders and experts in digital skills development. This design allows for a comprehensive understanding of the research problem and the collection of both numerical and narrative data (Tashakkori & Teddlie, 2010). The study also adopts a case study approach, focusing on Owerri city as a representative case of digital skills development in Africa.

3.2 Population and Sample Selection

The population of this study consists of women and youth in Owerri city, Imo State, Nigeria. The sample size is determined using the Krejcie and Morgan (1970) formula, which recommends a sample size of 384 for a population of 500,000. The sample is selected using a combination of random and purposive sampling techniques. Random sampling is used to select participants for the survey, while purposive sampling is used to select stakeholders and experts for in-depth interviews. The sample is stratified to ensure representation of different age groups, educational levels, and socioeconomic backgrounds.

3.3 Data Collection Techniques

This study employs a multi-method approach to data collection, combining surveys, interviews, and focus groups to gather both quantitative and qualitative data (Creswell, 2014). The data collection techniques are designed to capture the experiences, perceptions, and opinions of women and youth in Owerri city regarding digital skills development.

3.3.1 Surveys

A survey questionnaire is used to collect quantitative data from a sample of women and youth in Owerri city. The questionnaire is designed to gather

information on demographic characteristics, digital skills, and access to digital technologies. The survey is administered online and offline to reach a wider audience (Kumar, 2019). A total of 250 questionnaires are distributed, with a response rate of 70%.

3.3.2 Interviews

In-depth interviews are conducted with 20 stakeholders and experts in digital skills development, including policymakers, educators, and industry professionals. The interviews are semi-structured, allowing for open-ended questions and probing (Patton, 2015). The interviews provide rich qualitative data on the challenges, opportunities, and best practices in digital skills development.

3.3.3 Focus Groups

Four focus groups are conducted with women and youth in Owerri city, each consisting of 8-10 participants. The focus groups are facilitated by a moderator and are designed to gather qualitative data on the experiences and perceptions of women and youth regarding digital skills development (Krueger & Casey, 2015). The focus groups provide valuable insights into the social and cultural contexts of digital skills development.

3.4 Data Analysis Methods

This study employs a mixed-methods approach to data analysis, combining both quantitative and qualitative methods (Creswell, 2014). Quantitative data from the survey are analyzed using descriptive statistics and inferential statistics, such as regression analysis, to identify relationships between variables (Field, 2018). Qualitative data from the interviews and focus groups are analyzed using thematic analysis, to identify patterns and themes (Braun & Clarke, 2006). The data analysis software used is SPSS for quantitative data and NVivo for qualitative data.

3.5 Ethical Considerations

This study adheres to the principles of ethical research, ensuring the protection of participants' rights and dignity (BPS, 2018). Informed consent is

obtained from all participants, and confidentiality and anonymity are ensured (Sieber & Tolich, 2013). The study also ensures cultural sensitivity and respect for local customs and traditions. The researcher obtains the necessary approvals and permits from the relevant authorities, including the Institutional Review Board (IRB) of the university.

4.Contextual Overview of Owerri City

4.1 Geographical and Demographic Profile

Owerri, is the capita City of Imo State, Nigeria. It is a bustling city with a rich cultural heritage. It is situated in the southeastern part of the country, within the rainforest belt (Imo State Government, 2020) With a population of approximately 1.1 million residents, the city boasts a diverse population comprising various ethnic groups (National Population Commission, 2016).

The city's population is predominantly Igbo, known for their entrepreneurial spirit and strong cultural identity. Owerri is a major commercial and educational hub, attracting people from various parts of Nigeria and beyond.

4.2 Socioeconomic Conditions

Owerri is a diverse city with sectors such as hospitality,trade, commerce, education, and entertainment contributing significantly to its GDP. However, like many Nigerian cities, it faces challenges related to infrastructure, unemployment, and poverty. The city's informal sector is robust, with many residents engaged in small-scale businesses. The city is a thriving commercial hub, hosting numerous small and medium-sized enterprises (SMEs) that contribute significantly to the state's economy (Imo State Chamber of Commerce, 2019). Residents enjoy relatively good access to basic amenities like electricity, water, and healthcare (National Bureau of Statistics, 2019).

4.3 Current State of Technology Access

Owerri has witnessed significant growth in recent years. Mobile phone penetration is high, and internet connectivity, though improving, remains a

challenge in some areas(Nigerian Communications Commission, 2020). However, a digital divide persists, particularly in rural areas. The city boasts several higher education institutions, including the Federal University of Technology Owerri, which offers programs in various fields, including computer science and information technology.

4.4 Educational Systems and Digital Literacy Initiatives

Digital literacy initiatives are gaining momentum in Owerri, with the recent Government impact couple with assistant from various organizations and institutions promoting digital skills development, particularly among young people and women. These initiatives like **"Skill-UP**" Imo program organized by the state Government aim to equip individuals with the necessary skills to thrive in the digital age. However, there is still a need for more concerted efforts to bridge the digital divide and ensure equitable access to technology and digital skills training.The city's educational system is well-developed, featuring several universities, polytechnics, and secondary schools (Imo State Ministry of Education, 2020). Although digital literacy initiatives are limited, efforts are underway to promote digital inclusion and skills development, especially among women and youth (National Information Technology Development Agency, 2019).

5. Findings and Discussion

This Chapter summarize and analyze the practical method used for this research thus interprets the data gathered through the questionnaire, Simple percent (%) was used to test all the question items in the questionnaire while Frequency was used to test the hypothesis. Out of 250 questionnaires distributed to respondents 210 questionnaires were properly filled and returned.

Table 1: Distribution According to Questionnaire returned

Question	Response
Questionnaire distributed	250
Questionnaire returned	210
Questionnaire not returned	40

5.1 Overview of Collected Data

The study investigated the development of essential digital skills for women and youth in Africa, using Owerri city, Imo State, Nigeria, as a case study. Da was collected randomly from Owerri City Secodary School via Questionnaires, (Mixed Secondary Schools), Alvan Ikoku, University of Education via Questionnaires and Relief Market place Owerri via Oral Interviews. The findings reveal as follows:

Demographic Characteristics

- The majority of respondents (53.1%) were male.
- Most respondents (62.5%) had a tertiary level of education.
- The age range of 25-34 years accounted for the largest proportion (39.1%) of respondents.

Digital Skills

- Basic digital skills were reported by 39.1% of respondents.
- Intermediate digital skills were reported by 31.3% of respondents.
- Advanced digital skills were reported by 29.6% of respondents.

Access to Digital Technologies

- 70.3% of respondents reported having access to digital technologies.
- 29.7% of respondents reported not having access to digital technologies.

5.2 Analysis of Digital Skills Among Women and Youth.

The findings are presented according to Age, Gender, Level of Education, Digital Skills and Access to Digital Technology as seen in the tables below:

Table 2: Age Distribution of Respondents

Variables (Years)	Frequency	Percentage(%)
18-24	60	31.3
25-34	75	39.1
35-44	50	20.8
45-54	25	7.8

Table 3: Sex Distribution of Respondents

Variables (Years)	Frequency	Percentage(%)
Male	130	53.1
Female	80	46.9

Table 4: Level of Education- Distribution of Respondents

Variables (Years)	Frequency	Percentage(%)
Secondary	50	23.4
Tertiary	130	62.5
Post Graduate	30	14.1

Table 5: Digital Skills- Distribution of Respondents

Variables (Years)	Frequency	Percentage(%)
Basic	90	39.1
Intermediate	70	31.3
Advanced	50	29.6

Table 6: Access to Digital Technology- Distribution of Respondents

Variables (Years)	Frequency	Percentage(%)
Yes	155	70.3
No	55	29.7

5.3 Barriers to Digital Inclusion .

The main barriers to digital skills development reported by respondents were lack of access to digital technologies, inadequate digital literacy training, and limited job opportunities.

5.4 Impact of Emerging Technologies on Skills Development.

The research findings indicate that emerging technologies plays trans formative role in skills development for women and youth in Owerri, Nigeria. Access to digital tools and platforms has significantly enhanced opportunities for learning and personal growth. Many participants reported increased engagement in online training programs, which have facilitated the acquisition of essential digital skills such as coding, data analysis, and digital marketing.

Moreover, the study identified that emerging technologies, such as mobile applications and e-learning systems, enable flexible learning environments, catering to diverse schedules and learning preferences. This flexibility is particularly advantageous for women, who often juggle multiple responsibilities. However, challenges such as limited internet access and inadequate infrastructure persist, hindering full digital inclusion.

The findings also reveal that successful community-driven initiatives, leveraging local partnerships, have effectively utilized emerging technologies to bridge these gaps. Through targeted interventions, these programs empower participants with skills that enhance employability and economic resilience. Overall, the research underscores the necessity of integrating emerging technologies into skills development strategies, highlighting their

potential to foster socio-economic growth and enhance the digital capabilities of women and youth in Owerri and beyond. Further investment in infrastructure and training is crucial for achieving sustainable outcomes.

5.5 Case Studies of Successful Programs

"Skill Up Imo" is a flagship skill development program initiated by the Imo State Government to empower youths and promote economic growth in the state. Launched in 2020, the program aims to equip Imo youths with relevant skills to compete in the global economy. It major Objectives is to

- Promote Digital Literacy: Provide training in digital skills such as coding, UI/UX Design, data analysis, and digital marketing.
- Improve Vocational Skills: Offer training in vocational skills like plumbing, electrical installation, and carpentry.
- Encourage Entrepreneurship: Foster entrepreneurship skills and provide support for start-ups.

The program is implemented in partnership with private sector organizations, training institutions, and NGOs. Participants undergo a 6-month training program, followed by a 3-month internship and mentor ship. "Skill Up Imo" has trained over 5,000 youths, with 80% securing employment or starting their own businesses. The program has also contributed to the state's economic growth, reducing unemployment and poverty rates.

In Conclusion, "Skill Up Imo" is a model for skill development programs in Nigeria, demonstrating the impact of government-private sector partnerships in promoting youth empowerment and economic growth.

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