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# DEVELOPING PEACEBUILDING AND ENTREPRENEURSHIP EDUCATION TO EMPOWER WOMEN AND YOUTH: SUSTAINABLE DEVELOPMENT APPROACHES FOR SOUTHEAST NIGERIA

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## ABSTRACT

This study investigated the relationship between entrepreneurship education and peacebuilding. This intersection plays a critical role in empowering women and youth in Southeast Nigeria. Giving women and young people skills in entrepreneurship and peacebuilding can promote social cohesion and economic resilience in light of the socioeconomic and political challenges facing the region, such as poverty, unemployment, and conflict. While addressing the particular difficulties faced by women and youth in southeast Nigeria, the paper emphasised the importance of education in establishing a sustainable path for development and peace. This study employed a mixed-methods approach, integrating both quantitative and qualitative techniques. This simple mixed-methods design allows for an effective analysis of both the measurable outcomes and personal experiences. The study also found that the region can move toward long-term peace and development if these vulnerable groups are given the skills necessary to settle disputes and generate economic opportunities. A comprehensive approach that incorporates entrepreneurship and peace education into regional and national development frameworks is crucial, as the study's recommendations for policy reforms highlight
.

**Keywords:** Women, youth, peacebuilding, entrepreneurship education, southeastern sustainable development

## INTRODUCTION

Southeast Nigeria's economy seems to be collapsing as a result of the increasing unrest and antisocial behaviour of the youth. Residents are afraid to go about their legal business for fear of being ambushed by unidentified gunmen. In addition to being counterproductive, the seat-at-home

mandate in the Southeast has rendered the region highly unsuitable for economic activity. An idle mind is the devil's workshop, according to an adage. Therefore, urgent action is needed. to stop the idleness of the enthusiastic and cooperative youth in southeast Nigeria. The best way to accomplish this is through high-quality vocational education, which can provide young people the abilities they need to start their own businesses. This is due to the observation made by Uzonwanne-Obianefo. et al. (2021) that a country facing an increase in youth unemployment or Idleness is a ticking bomb. It is not an easy task, though, to empower and prepare Nigerian youths to thrive in the unstructured and uncertain environment of today's entrepreneurship. Nigerian youths confront many obstacles that can only be overcome by creative, intelligent, and enterprising individuals who possess the spirit and curiosity to think creatively, the bravery to confront and overcome obstacles in all areas of their lives, and the inventiveness to think creatively (Aja & Adali, 2013). The perception that entrepreneurship is a positive force in a variety of social spheres, such as reducing poverty (Bruton et al., 2013), resolving gender disparities (Rindova et al., 2009), and fulfilling more general development requirements (McMullen, 2011). Yet, the role of entrepreneurship in conflict and peace remains largely unknown. Despite this, different perspectives have been presented in the multidisciplinary studies that have examined the subject. Scholars in the fields of political science and international relations have generally been critical of business's role in conflict areas, pointing out the ways in which entrepreneurship can incite conflict (Mehlum et al., 2002; Schuberth, 2015), while scholars in the fields of business and management see entrepreneurship as a means of bringing about peace in addition to other social welfare benefits (Branzei, 2010; Langevang, 2019; Strong, 2009).

Policymakers, academics, and practitioners have closely monitored Nigeria's situation and problems with peacebuilding and economic development. Ongoing conflicts, political unrest, and economic hardships have disproportionately impacted women and young people, particularly in the Southeast of Nigeria (Okoro, 2020). Despite being the most susceptible during times of conflict, these two groups continue to play a crucial role in promoting harmony and long-term growth. The study's argument in this paper, which argues that entrepreneurship education and peacebuilding together provide a workable way to address these issues by enabling women and young people to contribute to societal stability and economic advancement, is grounded in this backdrop.

## CONCEPT ANALYSIS

### Peacebuilding

Peacebuilding focuses on addressing the root causes of violence to promote long-term stability and prevent conflict recurrence (Galtung, 1976). It involves fostering social cohesion, empowering marginalized groups like women and youth, and resolving disputes non-violently. Essential components include legal equity, political inclusivity, access to basic needs, and equal economic opportunities. Peacebuilding efforts must be inclusive, involve diverse stakeholders at all levels, and integrate education, infrastructure, and development programs (Wuraola, 2024; Tope, 2023).

### Entrepreneurship Education

Entrepreneurship education equips individuals with the knowledge and skills to engage in entrepreneurial ventures, fostering creativity, self-reliance, and economic empowerment (Fayolle & Gailly, 2008). In conflict-affected regions, it addresses unemployment and poverty, bridging socioeconomic divides and contributing to stability. Studies emphasize collaboration among

agencies for effective program implementation and youth empowerment (Akanbi, 2020; Egbefo & Abe, 2017).

**Empowerment**

Empowerment entails granting individuals or groups the power to make decisions that impact their lives, particularly for marginalized populations like women and youth (Kabeer, 1999). In peacebuilding and entrepreneurship education, empowerment enhances resilience, reduces conflict involvement, and promotes full social, political, and economic participation (Buchanan et al., 2020).

**Youth**

Youth, defined as individuals aged 18–35 in Nigeria, represent a dynamic, diverse, and vulnerable demographic (Adebayo, 2002). With traits like zeal, ambition, and impatience for change, they have the potential to drive peace and security when appropriately guided (Lucas et al., 2014). Youth are key agents of national development, provided their talents and energies are harnessed constructively.

**Youth Empowerment**

Youth empowerment involves processes that give young people the capacity and agency to influence their lives and society (Sasaki, 2006). Entrepreneurship education plays a vital role in equipping youth with the skills to address challenges, voice concerns constructively, and foster peace and security. Global frameworks such as UNSCR 2250 and SDG 16 recognize youth as critical to peacebuilding and promote their active involvement in decision-making. In Nigeria, initiatives like N-Power and YouWIN aim to empower youth for national development (Samuel & Deinibitem, 2018; Tope, 2023).

## REVIEW OF LITERATURE

### Youth and Women in Peacebuilding

Extensive research has examined the connection between entrepreneurship education, peacebuilding, and the empowerment of women and youth, particularly in conflict-prone regions. This section highlights the roles of women and youth in peacebuilding, the impact of entrepreneurship education on economic empowerment, and the integration of peacebuilding and entrepreneurship education for sustainable development.

Globally, women often assume traditional male roles within families, especially in the absence of male heads (Uche, 1997). Historically, African women have significantly contributed to community development, particularly in Nigeria, where they engage in various socioeconomic activities. However, their contributions are often undervalued despite their essential role in material and human development (UN, 2019). Over time, women have improved their recognition through deliberate efforts and organizations, such as women's non-governmental organizations (Kingdom, 2020).

Although women and youth are among the most affected by conflict, they are critical to peacebuilding efforts. Scholars emphasize the need for their involvement in peace negotiations to achieve lasting peace (Buchanan et al., 2020; Okechukwu, 2021). Galtung (1990) argues that women are more likely to employ non-violent conflict resolution methods essential for post-conflict recovery. Buchanan et al. (2020) found that peace agreements involving women are 35%

more likely to last at least 15 years. In Nigeria, grassroots women's groups, especially in conflict-prone areas like the Niger Delta and Southeast, lead peace initiatives that promote dialogue, societal reconciliation, and disarmament (Aliyu, 2019). Nwogu (2019) documented how women's groups in Southeastern Nigeria mediated land disputes through peace workshops.

Similarly, young people have the potential to promote peace if equipped with conflict resolution tools and employment opportunities (UNDP, 2018). Kaufman (2018) highlights their critical role in breaking cycles of violence in regions where poverty and unemployment drive youth toward armed groups. Studies by the Institute for Economics and Peace reveal that youth development and social entrepreneurship are strongly linked to positive peace, fostering resilience in labor markets, especially in post-conflict settings. Entrepreneurial initiatives create shared economic interests across divided groups, facilitating social cohesion and long-term peace. Programs like the Jusoor entrepreneurship initiative in Lebanon and the Peres Center for Peace in Israel illustrate how entrepreneurship can unite divided communities.

**Economic Empowerment through Entrepreneurship Education**

In emerging economies, where unemployment is pervasive, entrepreneurship education is vital for economic empowerment and poverty reduction (Fayolle, 2008; Akanbi, 2020). The Sustainable Development Goals (SDGs) advocate for financial inclusivity, such as providing small enterprises with affordable credit and market access, to enable economic growth. However, governance issues like patronage and cronyism often hinder these efforts (Akanbi, 2020).

Women and youth in Nigeria face barriers to formal education and employment, particularly in Southeast Nigeria, where underemployment remains a challenge (Ige, 2020). Entrepreneurship education provides a solution by equipping individuals with practical skills to establish businesses (Ogundipe et al., 2020). Akanbi (2020) emphasizes financial literacy and market access strategies as essential components of entrepreneurship training. Studies demonstrate that entrepreneurship education empowers women financially, challenges gender stereotypes, and reduces youth unemployment in conflict-affected areas (Eze, 2021; Ogbuagu, 2020). For instance, entrepreneurship training in Ebonyi State enabled youth to start small businesses, boosting the local economy and reducing violence (Onyekuru, 2019).

Despite various efforts, significant challenges remain in empowering youth and women entrepreneurs. Start-up loans are often insufficient or inaccessible due to high interest rates or stringent conditions. These obstacles limit the effectiveness of policies designed to reduce unemployment and foster entrepreneurship (Egbefo & Abe, 2017).

**Integrating Peacebuilding and Entrepreneurship Educatio**

Integrating peacebuilding and entrepreneurship education has emerged as a comprehensive strategy to address conflict and economic challenges (Kaufman, 2018). Economic hardships are both a cause of conflict and a barrier to peace, and entrepreneurship education mitigates these challenges by promoting economic self-sufficiency and addressing structural violence (Galtung, 1990). Peace education fosters critical thinking, emotional intelligence, and conflict resolution skills necessary for entrepreneurship (Nwogu, 2019).

Research from post-conflict regions like Sierra Leone and Liberia demonstrates the effectiveness of combining peacebuilding and entrepreneurship training in reducing violence and improving economic resilience (Buchanan et al., 2020). In Nigeria, similar initiatives, particularly in the Niger

Delta, have reduced militancy and encouraged economic growth (Aliyu, 2019). For instance, the Women's Peace Initiative in Abia State combines conflict resolution workshops with entrepreneurship training, empowering over 500 women and youth to establish businesses, strengthen local economies, and promote peace (Ayoade & Ikechukwu, 2021; Ogbuagu, 2020).

This integration underscores the importance of legislative reforms to include entrepreneurship and peace education in national curricula (Ogundipe et al., 2020; Onyekuru, 2019), fostering sustainable development in conflict-prone regions.

**Case Studies**

**The LIFE program, a UNIDO-HP Learning Initiative for Entrepreneurs,** This program, which has the backing of the government of Anambra State and the United Nations Industrial Development Organization (UNIDO), aims to help young people and women develop their entrepreneurial skills. The project reached over 166,000 young men and women by training teachers and providing resources to secondary and technical schools. This empowerment strategy aimed to boost local economies and generate employment in order to indirectly contribute to community stability by lowering poverty and unemployment rates, which are frequently the root causes of social unrest. By emphasizing inclusive growth and sustainable development, the initiative supported efforts to promote peace through economic empowerment.

**Community Development through Town Unions:** Restructuring the local governance structure through town unions is one of the ways the state government, led by Governor Charles Soludo, has been actively promoting community peacebuilding. These unions oversee neighborhood initiatives, including those involving entrepreneurship, in their capacity as local governments. These unions are acknowledged by the state as collaborators in carrying out development initiatives, which also entail putting in place security measures to uphold communal harmony. Such efforts ensure stability, which is critical for fostering business activities and local economic development.

**The Women's Peace and Entrepreneurship Initiative (WPEI) in Abia State:** Over 700 women in communities at risk of conflict have benefited from the WPEI program in Abia State, which effectively combines workshops on peacebuilding with entrepreneurship training. The program helps women launch small businesses by providing financial support, conflict resolution education, and training in business management. According to Ayoade and Ikechukwu (2021) women who have taken part in the program, there has been a decrease in domestic violence incidents, increased involvement in community peace initiatives, and an improvement in financial independence. This program has established itself as a model for combining entrepreneurship education with peace education to promote social cohesion and economic growth.

**Youth Peace Entrepreneurs in Ebonyi State:** This initiative in Ebonyi State has focused on jobless youth who run the risk of becoming members of extremist organizations. The program, which focuses on sectors like technology and agriculture, provides training in entrepreneurship and conflict resolution. Participants in this program have launched profitable enterprises that not only boost local economies but also foster harmony among neighbors. One noteworthy success story is a group of young tech entrepreneurs who developed a mobile app to reduce resource-based conflicts over markets and land by connecting local farmers with buyers (Onyekuru, 2019).

**Women Entrepreneurs in Enugu State:** With an emphasis on local craft industries and agriculture, Enugu State has witnessed an increase in women-led cooperative businesses. These women's organizations, which receive funding from NGOs and the state government, combine peacebuilding workshops with entrepreneurship to help resolve conflicts within the community and increase the representation of women in decision-making (Ogbuagu, 2020). The Agbogugu Women Farmers is one such effective cooperative that has improved local food security and employed over 300 women while encouraging communication and collaboration in conflict-prone areas.

### Challenges In Implementing Peacebuilding and Entrepreneurship Education

Although combining entrepreneurship education with peacebuilding has many potential advantages, there are a number of obstacles that prevent these programs from being successfully implemented in Nigeria. Cultural norms that restrict women's involvement in the workforce continue to be a major obstacle (Okechukwu, 2021). Furthermore, political unrest and ongoing hostilities in Southeastern Nigeria impede educational programs and foster an unstable atmosphere for entrepreneurship (Okoro, 2020). Limited funding is yet another significant obstacle. Government funding for initiatives like these is still scarce, despite the fact that entrepreneurship education programs demand a large investment in infrastructure, resources, and training (Ayoade & Ikechukwu, 2021). Donor funding, which can be erratic and insufficient for long-term sustainability, is a major source of funding for many NGOs that carry out these programs (Nwogu, 2019). Finally, women and young entrepreneurs in Nigeria do not have sufficient access to the market. Even though entrepreneurship education gives people the tools to launch companies, many still struggle to grow their enterprises because of inadequate funding sources, a lack of business networks, and inadequate infrastructure (Ogundipe et al., 2020). International organizations, the private sector, and the government must work together to address these problems. According to the literature, combining entrepreneurship education with peacebuilding is a promising approach to empowering women and youth in Southeast Nigeria. Research has indicated that these endeavors have the capacity to enhance social cohesiveness, diminish discord, and stimulate economic expansion. Still, there are a number of obstacles to overcome, such as limited market access, financial limitations, and cultural resistance. To ensure the long-term success of these programs, the review emphasizes the necessity of comprehensive policy reforms and ongoing support from the government and international organizations.

## THEORETICAL FRAMEWORK

The theoretical underpinnings of this study are derived from the theories of structural violence and human capital, which offer insights into the ways that entrepreneurship education and peacebuilding can empower women and youth in Southeast Nigeria.

### Theory of Structural Violence

According to Johan Galtung's theory of structural violence, institutions and social structures can cause harm to individuals by keeping them from accessing necessities (Galtung, 1969). Structural violence in Southeastern Nigeria takes the form of economic marginalization, gender inequality, and a dearth of educational opportunities for young people and women. Poverty and unrest are caused in part by these circumstances. Society can address the underlying causes of this structural violence by combining peacebuilding and entrepreneurship education, giving marginalized groups the means to confront oppressive structures and bring about constructive change (Galtung, 1990).

**Theory of Human Capital**

The theory of human capital, first presented by Schultz in 1961 and further elaborated by Becker in 1993, suggests that the economic value and productivity of individuals can be increased through investments in education and skill development. Akanbi (2020) argues that entrepreneurship education is a direct investment in human capital, particularly for women and youth in Southeastern Nigeria who experience high rates of unemployment. Through cultivating entrepreneurial abilities, these people can enhance their financial situation and make a positive impact on the overall growth of the economy. Human capital development can improve social cohesion and lessen conflict when paired with peace education (Ogundipe et al., 2020).

## RESEARCH METHODS

A mixed-methods approach is used in this study, incorporating both qualitative and quantitative techniques. This simple mixed-methods design allows for an effective analysis of both the measurable outcomes (through surveys) and personal experiences (through interviews and focus groups) of women and youth involved in peacebuilding and entrepreneurship programs in Southeastern Nigeria. The aim is to explore the impact of peacebuilding and entrepreneurship education on women and youth in Southeastern Nigeria.

### Study Population and Sampling

**Target Population:** Young people and women who have taken part in entrepreneurship and peacebuilding initiatives in Southeastern Nigeria, particularly in the states of Ebonyi, Enugu, and Anambra.

### Sample Size

**Quantitative Phase**: 200 women and 200 youth (400 respondents in total) were selected using random sampling.

**Qualitative Phase:** 10 women and 10 youth (20 respondents in total) were selected using purposive sampling for interviews and focus groups.

## DATA COLLECTION

### Quantitative Data

**Survey Questionnaires**: 400 participants were given a structured questionnaire with closed-ended and Likert-scale questions to collect information on social empowerment, income levels, peacebuilding initiatives, and the success of entrepreneurship.

### Qualitative Data

**Interviews:** Ten women and ten young people participated in semi-structured interviews to learn about their individual experiences in peacebuilding and entrepreneurship initiatives. Focus Group Discussions (FGDs): To obtain a collective perspective on the difficulties and advantages of the programs, two focus groups were arranged, one for women and the other for youth.

## DATA ANALYSIS

### Quantitative Analysis

Descriptive statistics (frequencies, percentages, and means) were used to summarize the data. Inferential statistics (chi-square tests, regression analysis) were used to test the relationship between variables such as entrepreneurship participation and business success.

### Qualitative Analysis

The data from the focus groups and interviews were coded, and themes were found using content analysis. Key themes such as economic empowerment, peacebuilding effectiveness, and social cohesion were investigated.

## ANALYSIS AND DISCUSSION OF THE FINDINGS

### Quantitative Results

400 respondents, 200 women and 200 youth, who had participated in programs promoting entrepreneurship and peacebuilding, provided the quantitative data. The data were analyzed using descriptive and inferential statistics.

### Economic Empowerment and Entrepreneurship

**Table 1: Summary and highlights on the impact of entrepreneurship and peacebuilding programs on the respondents**

| Aspect | Total Respondents (%) | Women (%) | Youth (%) |
|---|---|---|---|
| Total Respondents | 400 | 200 | 200 |
| Started Own Businesses | 68 | 75 | 61 |
| Reported Increased Income | 50 | - | - |
| Average Monthly Income (Before Training) | ₦25,000 | - | - |
| Average Monthly Income (After Training) | ₦60,000 | - | - |
| Gained More Control Over Household Finances | 70 | 70 | 55 |

Following their completion of entrepreneurship training, 68% of the respondents launched their own companies. In comparison to young people, women were marginally more successful in launching businesses: 75% of women versus 61% of youth. After launching their businesses, a sizable portion of participants (50%) stated that their income had increased. The monthly income of the participants increased on average from ₦25,000 to ₦60,000. After receiving entrepreneurship training, 70% of women indicated they had more control over household finances than did 55% of youth. This indicates that women have a higher level of financial independence than youth.

### Peacebuilding and Social Cohesion

Table 2: Respondents' percentage involvement in community peacebuilding activities and the observed impact on reducing violence

| Aspect | Respondents (%) | | Remark |
|---|---|---|---|
| | Yes | No | |
| Engaged in Community Peacebuilding Activities | 78 | 22 | High |
| Key Role in Mediating Local Conflicts | - | | High |
| Reported Decrease in Violent Incidents | 65 | 35 | Moderate |

Engaging in community peacebuilding activities, such as mediation, conflict resolution, and awareness campaigns, was indicated by 78% of the respondents. Women had a particularly strong influence in mediating local conflicts, frequently acting as neutral facilitators. 65% of respondents reported that their communities saw a decrease in violent incidents after participating in peacebuilding initiatives.

**Statistical Significance**

**Table 3: Chi-Square on entrepreneurship education in economic empowerment for women and youth**

| Statistical Test | Variable | Statistic | p-value | Significance | Remark |
|---|---|---|---|---|---|
| **Chi-Square Test** | Entrepreneurship Education and Likelihood to Start a Business | $\chi^2 = 18.6$ | $p < 0.05$ | Significant | Confirms that entrepreneurship education significantly influences respondents' likelihood to start a business. |
| **Regression Analysis** | Peacebuilding Activities and Reduction in Community Violence | $\beta = -0.34$ | $p < 0.01$ | Highly Significant | Suggests that peacebuilding activities play a crucial role in promoting social stability by reducing violence. |

A chi-square test found a significant correlation between respondents in entrepreneurship education and their likelihood to start a business ($\chi^2 = 18.6$, $p < 0.05$). This finding confirms the importance of entrepreneurship education in economic empowerment for women and youth. A regression analysis found that peacebuilding activities have a significant effect on reducing community violence ($\beta = -0.34$, $p < 0.01$). This suggests that peacebuilding initiatives promote social stability.

**Qualitative Results**

In-depth interviews and focus group discussions were conducted with ten women and ten young people to collect qualitative data. Content analysis was used to identify key themes about the programs' impact.

**Entrepreneurship as an Instrument for Empowerment**

Several women reported that entrepreneurship training helped them gain financial independence and raise their social status in their communities. "I used to rely entirely on my husband for everything, but now that I have my own business, I can contribute to the family income," said one Anambra woman. Participants in the discussion, who were young people, emphasized how entrepreneurship kept them from making riskier decisions like joining gangs or committing crimes. One of the young Enugu participants said, "Most of my friends who did not participate in the training are still unemployed or involved in some kind of criminal activity. *I consider myself lucky to have a source of income at this time.*

**The role of women in conflict resolution and peacebuilding**

Given that they were frequently viewed as impartial parties in disputes within the community, many women stressed the importance of their role in peacebuilding. An Ebonyi participant recalled: "Women intervene to mediate when tensions between men increase in our community. *It concerns keeping our future peaceful and safeguarding our children.* Participants who were young stated that the peacebuilding workshops had given them the knowledge and abilities to comprehend and settle disputes. In order to foster harmony among various groups, they planned social events like sporting competitions.

## OBSTACLES ENCOUNTERED

Notwithstanding the favorable consequences, the participants identified the challenge of obtaining startup capital as a noteworthy obstacle. A little over 40% of participants reported that their inability to raise capital made it difficult for them to grow their companies. According to some women, cultural norms prevented them from fully engaging in entrepreneurship. For instance, some societies still consider the home to be the primary place for women to function. Relentless political unrest in certain regions of southeast Nigeria impeded efforts to promote peace. Participants reported that political actors' meddling or acts of violence had halted some initiatives.

## DISCUSSION OF FINDINGS

**Economic Empowerment through Entrepreneurship.**

The results demonstrate how entrepreneurship education greatly empowers young people and women by giving them the know-how to launch and grow small enterprises. The high percentage of business ownership and the rise in income levels suggest that these initiatives are successful in enhancing participants' financial security. This is consistent with earlier research (Adedeji & Odukoya, 2019), which discovered that financial independence and poverty reduction among marginalized groups are enhanced by entrepreneurship education. Particularly women reported being more financially independent, highlighting the significance of entrepreneurship education in changing gender dynamics in areas of economic disadvantage. However, as mentioned in another study by Okafor (2021), the problem of capital access continues to be a significant obstacle to long-term success.

**Social cohesion and the role of peacebuilding**

The study also shows how important peacebuilding is for lowering crime and promoting social cohesion. Participants who were women and young people said that after taking part in peacebuilding initiatives, there was less conflict in their communities. This bolsters the results of earlier studies (Adeoye, 2020, for example), which demonstrate that peacebuilding initiatives can lower violence in conflict-prone areas. According to Onu (2018), women's distinct role in conflict mediation highlights their potential as important players in peacebuilding. Sustaining these gains is made more difficult by persistent political unrest, as local efforts to promote peace can be undermined by external political conflicts.

**Integration of Economic and Social Empowerment**

According to the study, there is a direct link between peacebuilding and economic empowerment. Participants got more involved in neighborhood peace initiatives as they became financially independent through entrepreneurship. This bolsters the theory of sustainable livelihoods, which holds that social stability is a function of economic stability (Chambers & Conway, 1992).

## CONCLUSION

This study demonstrates how entrepreneurship education and peacebuilding programs can improve the social and economic circumstances of women and young people in Southeast Nigeria. But a viable tactic for empowering women and young people in Southeast Nigeria is the nexus of entrepreneurship education and peacebuilding. The area can move toward long-term peace and development by giving these marginalized groups the tools they need to settle disputes and generate income. To fully realize this potential, though, a number of obstacles must be removed, such as poor infrastructure and cultural resistance. Policymakers, educators, and community leaders can work together to make peacebuilding and entrepreneurship education transformative tools for Southeastern Nigeria's societal growth.

## RECOMMENDATIONS

In order to optimize the effects of entrepreneurship education and peacebuilding in Southeastern Nigeria, the following suggestions are put forth:

1. **Reforming Policy:** With an emphasis on women and youth, the government and non-governmental organizations should push for laws that support the inclusion of entrepreneurship and peace education in the national curriculum.
2. **Building Capacity:** There should be a training educators and facilitators to effectively deliver these programs while paying attention to the unique needs of women and youth in conflict-affected areas is a necessary investment.
3. **Community Engagement:** Local communities should be encouraged to support youth and women entrepreneurs, removing obstacles based on culture and creating a peaceful, development-oriented atmosphere.
4. **Partnerships:** To guarantee the long-term viability of these educational initiatives, it is imperative to fortify collaborations among governmental entities, civil society, and international organizations.

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