

APPENDICES

Appendix 1: Thematic Analysis of Participants' Perspectives

Theme 1: Perspectives on Underlying Factors of Ethno-Religious Conflicts

Insights from Community Leaders

INF-001 (Ifelodun LGA, Male, 45 years, Christian, Public Servant) emphasized that negative stereotypes and prejudices toward other ethnic or religious groups contribute to distrust, fear, and hostility, escalating conflicts. He noted that politicians and community leaders often manipulate ethnic and religious identities for political gain, exacerbating divisions and fostering inter-group animosity.

INF-005 (Edu LGA, Female, 50 years, Christian, Community Leader) highlighted that the absence of meaningful dialogue perpetuates misunderstandings and mistrust, fueling conflicts. She also pointed out the politicization of religious beliefs and symbols, as well as external actors—such as neighboring communities and political interests—escalating violence.

Insights from Religious Leaders

INF-010 (Edu LGA, Male, 51 years, Muslim, Religious Leader) noted that competition over scarce resources such as land and economic opportunities often leads to clashes. He emphasized that radical religious ideologies fuel violence, particularly in areas with diverse religious groups.

INF-014 (Ifelodun LGA, Male, 48 years, Christian, Religious Leader) reiterated that religious politicization and resource conflicts drive tensions, while extremist groups exploit ideological divides.

Insights from Youth Participants

INF-017 (Edu LGA, Female, 36 years, Christian, Farmer) cited socio-economic disparities and unequal access to opportunities as major conflict triggers. INF-019 (Ifelodun LGA, Male, 34 years, Christian, Public Servant) echoed this, adding that a lack of inter-group communication fuels mistrust.

Theme 2: Impact of Ethno-Religious Conflicts on Social and Economic Well-Being **Economic and Social Disruptions**

INF-023 (Ifelodun LGA, Female, 49 years, Christian, Farmer) described how conflicts result in loss of human capital, depriving communities of productive members.

INF-025 (Edu LGA, Male, 42 years, Muslim, Business Owner) noted that conflict environments deter investment, disrupt markets, and lower income levels, leading to economic decline.

INF-027 (Edu LGA, Male, 48 years, Muslim, Religious Leader) highlighted the disruption of education and agricultural activities, exacerbating poverty.

INF-028 (Ifelodun LGA, Male, 44 years, Christian, Religious Leader) emphasized that infrastructure, homes, and businesses are often destroyed, making recovery difficult.

Psychological and Social Consequences

INF-029 (Edu LGA, Male, 23 years, Muslim, Farmer) discussed the psychological trauma and mental health challenges arising from conflict-related violence.

INF-030 (Ifelodun LGA, Female, 33 years, Christian, Public Servant) added that the erosion of social cohesion and community trust weakens collective resilience.

Theme 3: Strategies for Preventing and Resolving Ethno-Religious Conflicts

Promoting Dialogue and Mediation

INF-002 (Ifelodun LGA, Male, 50 years, Christian, Community Leader) emphasized the importance of interfaith dialogue to foster understanding and reconciliation.

INF-006 (Edu LGA, Female, 44 years, Muslim, Community Leader) suggested forming local peace committees with diverse representation to mediate disputes.

Empowering Women and Youth in Peacebuilding

INF-011 (Edu LGA, Male, 46 years, Christian, Religious Leader) recommended greater involvement of women in peacebuilding efforts, while INF-012 (Ifelodun LGA, Male, 51 years, Muslim, Religious Leader) supported training youth as peer mediators.

Economic Interventions and Legal Frameworks

INF-018 (Edu LGA, Female, 39 years, Christian, Farmer) stressed the need for economic empowerment programs to alleviate resource-based conflicts.

INF-020 (Ifelodun LGA, Male, 30 years, Muslim, Public Servant) advocated for legal assistance and alternative dispute resolution mechanisms.

Educational and Media Strategies

INF-021 (Ifelodun LGA, Male, 40 years, Christian, Community Leader) emphasized peace education in schools and media regulation to counter hate speech.

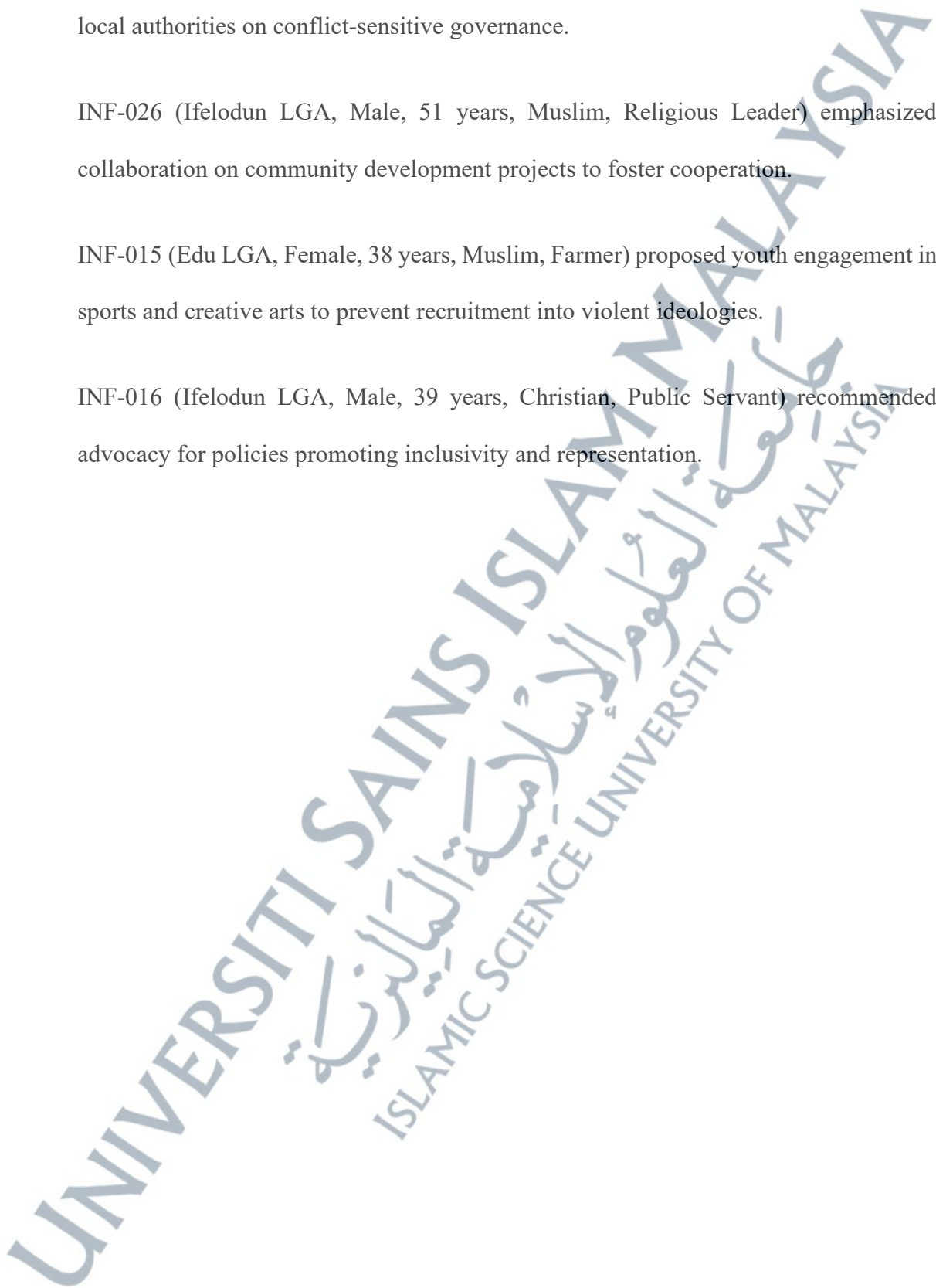
INF-022 (Edu LGA, Female, 47 years, Christian, Community Leader) recommended cultural events and interfaith initiatives to promote social cohesion.

INF-024 (Edu LGA, Male, 43 years, Christian, Religious Leader) suggested training local authorities on conflict-sensitive governance.

INF-026 (Ifelodun LGA, Male, 51 years, Muslim, Religious Leader) emphasized collaboration on community development projects to foster cooperation.

INF-015 (Edu LGA, Female, 38 years, Muslim, Farmer) proposed youth engagement in sports and creative arts to prevent recruitment into violent ideologies.

INF-016 (Ifelodun LGA, Male, 39 years, Christian, Public Servant) recommended advocacy for policies promoting inclusivity and representation.



Appendix 2: Research Interview Questionnaire

Introduction

This interview guide consists of open-ended questions designed to collect qualitative data on the causes, impacts, and potential solutions to ethno-religious conflicts in Ifelodun, Ilorin West, and Edu Local Governments of Kwara State, Nigeria. The questions are structured according to the three research questions and objectives of the study.

The interview is divided into three sections, each addressing one of the research questions:

Section A: Underlying Factors of Ethno-Religious Conflicts

Section B: Impact of Ethno-Religious Conflicts on Social and Economic Well-Being

Section C: Strategies for Preventing and Resolving Ethno-Religious Conflicts

Section A: Understanding the Underlying Factors of Ethno-Religious Conflicts

- a. What do you think are the main causes of ethno-religious conflicts in your community?
- b. Do you believe religion plays a role in these conflicts? If so, how?
- c. To what extent do ethnic or tribal differences contribute to these conflicts?
- d. Have you witnessed or experienced a situation where ethnicity, tribalism, or religious identity was used as a basis for discrimination or conflict in your community?
- e. How do land disputes contribute to ethno-religious conflicts in this area?
- f. Are there other economic, social, or political factors that you think

contribute to these conflicts?

Section B: Examining the Impact of Ethno-Religious Conflicts on Social and Economic Well-Being

- g. How have ethno-religious conflicts affected relationships between different ethnic and religious groups in your community?
- h. What impact have these conflicts had on economic activities, such as businesses, employment, and agricultural production?
- i. Have farmers in your community suffered losses due to ethno-religious conflicts? Can you provide examples?
- j. Have these conflicts led to displacement, loss of property, or destruction of infrastructure (such as roads, schools, and hospitals) in your area?
- k. How have these conflicts affected access to education and healthcare services?
- l. Have these conflicts caused any psychological or emotional distress among community members?

Section C: Identifying Strategies for Preventing and Resolving Ethno-Religious Conflicts

- m. Are there any existing community-led strategies to prevent or resolve ethno-religious conflicts in your area? If yes, how effective have they been?
- n. What role do traditional leaders, religious leaders, and local authorities play in resolving these conflicts?
- o. Do you think boundary demarcation could help prevent conflicts over land ownership and resource allocation? Why or why not?
- p. How effective has government intervention been in managing ethno-religious conflicts? What further steps should the government take?

- q. Would interfaith dialogue or inter-ethnic cooperation programs help in reducing tensions?
- r. Do you believe intermarriage among different ethnic and religious groups can contribute to peacebuilding and conflict resolution in your community?
- s. What recommendations do you have for achieving long-term peace and coexistence in Kwara State?

Final Remarks

Thank you for your participation. Your insights will contribute significantly to understanding the dynamics of ethno-religious conflicts in Kwara State and help formulate effective conflict resolution strategies.



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 Date: 26 Rejab 1445H/ 7th February 2024

TO WHOM IT MAY CONCERN

Assalamualaikum Warrahmatullahi Wabarakatuh

Dear Sir / Madam,

SEEKING PERMISSION TO DO DATA COLLECTION & SURVEY

This is to certify the status of the following student:

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Faculty	: PPS-Generic Program Unit
Program	: Master of Social Science
Mode of Study	: Master By Research
Duration of Study	: 2-8 Semesters
Current Semester	: 2
Thesis Title	: Ethno-religious conflicts among different groups in North central Nigeria, a case study of Kwara State, Nigeria

Your willingness to provide insights on the matter related to his/ her study is highly appreciated.

Thank you.

Yours sincerely,

(WA) FAURIAH WAN SAMAD
 Deputy Director
 Division of Graduate Management

WFWS/afw
 Files/Confirmation Letter



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