

P4P Qualitative Research Report on Drivers/Impacts of Conflict in the Niger Delta



March 2012

PIND PB-01-PQRRDIC-June 2012

Foundation for Partnership Initiatives in the Niger Delta (PIND)
2nd floor, Prime Plaza
187 Adetokunbo Ademola Crescent,
Wuse II, Abuja, Nigeria

Research Team Members: Philly Desai, Robinson Ariyo, Micah Mendie, Nate Haken, Bankole Ebisemiju, John Oluseye Abiodun, Akeni Kingsley, Akumagba Ajulisan, Tessy Anthony, Jerry Nwigwe, Mike Samson, Atim Okoko, Uzezi Agbor, and Uvie Kennedy Dafeakeh.

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Abbreviations

CDC	Community Development Committee
CPDA	Center for Peace and Development Action
DSCE	Development Support Care and Empowerment
FG	Focus Groups
GPD	Global Peace Development
KII	Key Informant Interviews
LITE-Africa	Leadership Initiative for Transformation and Empowerment-Africa
P4P	Partners for Peace
PIND	Foundation for Partnership Initiatives in the Niger Delta

Summary and Background

Taking a unique approach, Partners for Peace (P4P) emphasizes the catalyzing of loose networks across all key stakeholder groups in the Niger Delta to encourage collaboration and promote best practices in effective peacebuilding. As envisioned, these grassroots networks will be self-sustaining, with PIND playing a role in finding synergies and promoting the voices of network participants and constituencies. To inform the project's design, PIND undertook an extensive stakeholder consultation process to collect information on the varied local experiences of conflict and perspectives on peacebuilding in the Niger Delta. Beyond collecting relevant and useful data, this engagement also began the process of building relationships in the region for a successful peacebuilding network. Rather than contracting an external consultant to analyze the raw data (hundreds of pages of verbatim responses), PIND convened an intensive three-day workshop in Abuja with participants from civil society, as well as peacebuilding experts in the donor community, to analyze the data collectively. This set a precedent for collaboration that will deepen as the project goes forward. PIND, an independent foundation, is uniquely positioned to spearhead a project of this kind, given its strong relationships with government, nongovernmental, and private sector actors.

Researchers for the project were identified through a proposal solicitation process to conduct Focus Groups (FG) and Key Informant Interviews (KII). After the researchers were selected, a methodology workshop was held to foster the uniformity of the process and technique, prior to conducting the FGs and KIIs. Then, after the data was gathered, a final Analysis Workshop was held to analyze the information. The participating researchers – LITE-Africa, Aries Concept Nigeria Limited, Development Support Care & Empowerment (DSCE), the Centre for Peace and Development Action (CPDA), and Global Peace Development (GPD) – each had a specific region of focus in the Niger Delta. These included the state of Bayelsa (LITE-Africa), the Edo and Ondo Cluster (Aries), the Rivers state (DSCE), the Cross River and Akwa Ibom cluster (CPDA), and the Delta state (GPD). Technical support and assistance was provided by Turnstone Research.

Methodology Workshop

In order to ensure methodological rigor and relevance to the project, prior to conducting the FGs and KIIs, PIND facilitated a workshop from February 21-23, 2012 in order to agree on question areas, provide quality control training for PIND staff who were to supervise the field work, and to develop interview guides for the FGs and KIIs. The workshop covered methods of accessing communities, interviewing and running focus groups, and recording and analyzing the data.

Focus Groups and Key Informant Interviews

The methodology used for this stage of the consultation was entirely qualitative, comprising Focus Groups and Key Informant interviews. Qualitative methods were selected in order to gain a deeper insight into the drivers and impact of conflict, as well to solicit new ideas about how to promote peacebuilding. PIND is considering conducting further quantitative research to refine the workplan if necessary.

The Focus Groups were broken down into five locations within the Niger Delta: 1) Akwa Ibom/Cross River cluster, 2) Bayelsa State, 3) Delta State, 4) the Ondo/Edo cluster, 5) and Rivers State. For each of these five locations there were seven distinct FGs: Men, Women, Business Owners, Youth-Male, Youth-Female, Ex-Militants, and CBOs and NGOs. Similarly, the KIIs were organized under the five locations

with a few additional ones outside the region to capture expertise relevant to the planning and implementation of P4P components. The KIIs were sub-categorized into ten. The subcategories were: Traditional Leader, Religious Leader, Women's Leader, Ex-Militant Leader, Government Official, Social Media Expert, Traditional Media Expert, Social Marketing Expert, Peacebuilding Expert, and Small Grants Expert.

Participants for the FGs and KIIs were recruited by the local research teams, using a range of contacts within each community. These included community organizations, faith-based organizations, women's groups, traditional rulers, and ex-militant leaders. By using this range of approaches, we ensured that participants reflected the grassroots opinion in the communities. The research teams were fluent in the local languages so that no one would be excluded from the consultation.

Figure 1: Analysis workshop participants categorizing findings



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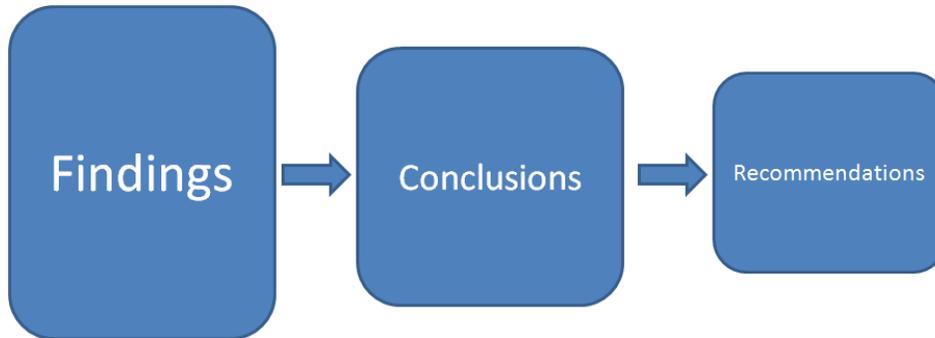
Topics

There were six topics that were covered by the researchers and their informants or interviewees. These topics were: Experiences of conflict (both general and specific), experiences of conflict (militants), impact on livelihoods, peacebuilding activities, key stakeholders and organizations involved and lastly, information and communications. These topics were selected to ensure a broad picture of the security situation in the Niger Delta region. Interview Guides were written for the Focus Groups and KIIs, covering the key topics and ways of probing for more information. This was to ensure that the data from each stakeholder group was gathered in a consistent and comparable fashion.

Analysis Workshop

After the FG and KII data was gathered, a three-day analysis workshop was held March 27-29, 2012. The first stage of the analysis, conducted prior to the workshop, was to conduct a full content analysis of each FG and KII, sorting the respondents' comments according to agreed categories. Interviews held in local languages were translated back into English. This set of verbatim quotations was then compiled into a full analysis document, so all the workshop participants had access to the data before the workshop. In the workshop, participants distilled the raw data (verbatim responses collected by the researchers) into Findings, which were then analyzed to arrive at Conclusions. These Conclusions were then analyzed to develop Recommendations for the different components of the P4P project (Voices, Network, and Action). Thus, Recommendations flowed directly from the Conclusions, which flowed directly from the Findings, which flowed directly from the Raw Data. This analysis, in combination with additional research and review, inform the design of the project.

Figure 2: Workshop schematic



Analysis: Experiences of Conflict

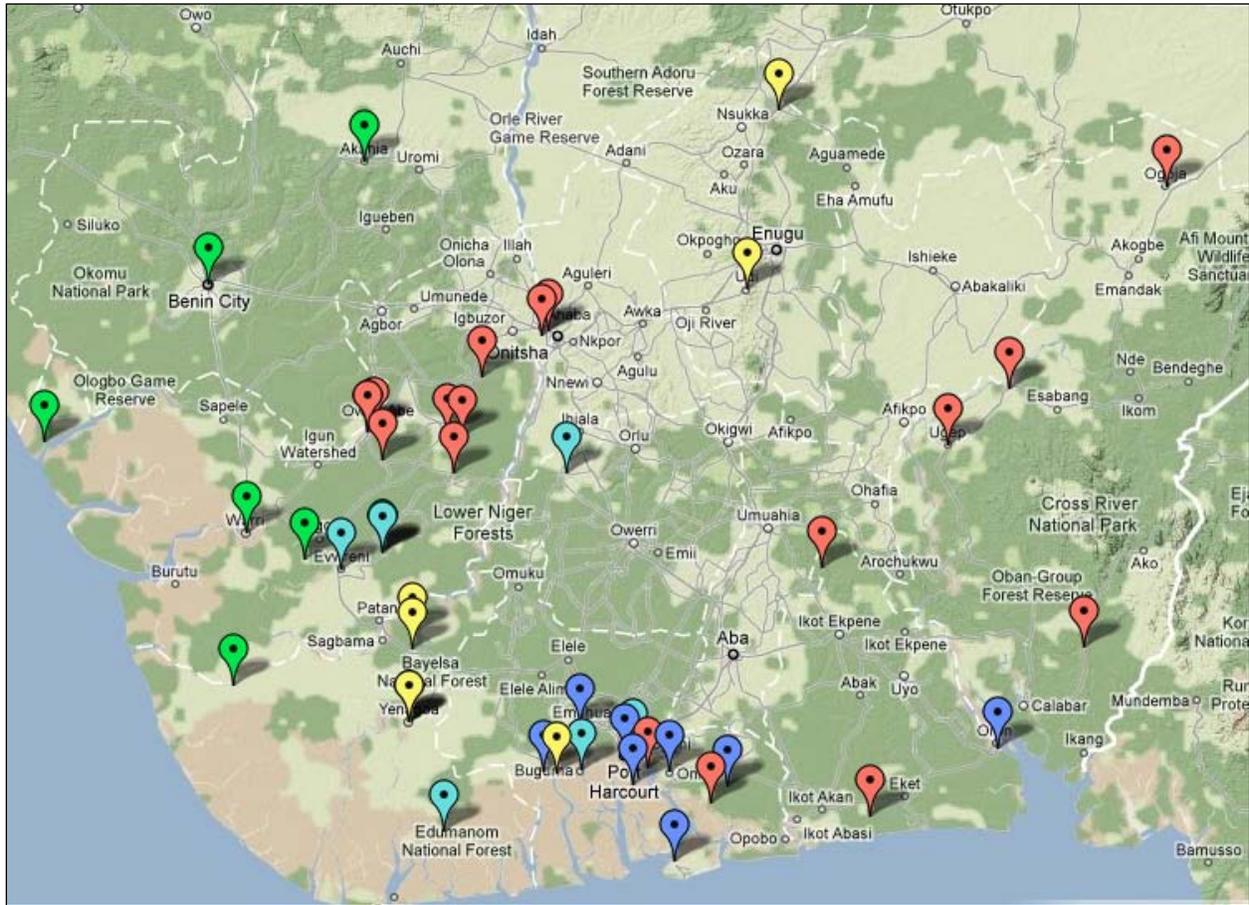
“There is an oil well in my community, Bonny, in Rivers State. Yet we the youth lack basic amenities and any source of livelihood. Since there was oil in my locality and youths were bursting pipelines to survive, I joined them. From there I joined the ‘armoury house’ for security.” (Male Ex-Militant, Delta State)

“It started with the men and later involved every member of the community – women and youths alike. Everyone within the community was affected as destruction and loss of lives and properties were the order of the day. The conflict devastated the economy base of the Ijaws and caused an unforgettable disconnect among old friends and even divided extended families connected by marriage with conflicting three ethnic tribes...” (Religious Leader, Delta State)

While each conflict has multiple social, economic, and political drivers and dimensions, the situations that informed the responses of the FGs and KIs can be loosely categorized into political, land-based, intra-communal, organized crime and cult violence, and militancy. Looking back over the data, it is evident that the conflict situations could be categorized differently. In particular, it may be useful to add a new category for struggle over control of oil resources, given the frequency with which that issue was raised by the respondents.

The conflict situations reported reflect the distribution and priorities of the respondents themselves more than the distribution of conflict in the Niger Delta. However, a mapping of those responses is useful for placing findings, conclusions, and recommendations in context.

Figure 3: Map of conflict situations cited by respondents



Most conflict situations reported by the respondents were driven or exacerbated by competition for resources such as farmland, fisheries, oil rents and benefits, or the related struggle over political representation at the local and state levels. Crises in leadership were frequently cited as contributing factors to conflict, as the youth often expressed a loss of faith in the traditional governance structures, believing them to have been co-opted by external business and political interests, dominated by the elders of the community. The absence of a credible dispute resolution mechanism, together with ambivalence towards the role played by the state, and a proliferation of armed groups (cult, vigilante, security forces, militants, and criminal) serving the interests of various constituencies, has allowed conflicts to escalate unchecked. Cultism (gang activity and affiliation), in particular, was cited as a gateway for youth into worse forms of criminality and violence. Women, children, and the elderly were rarely the perpetrators of violence, but they were often cited as being the most negatively affected. Much of the impacts fell on the shoulders of the women in particular, due to their role as primary caregivers, as well as their vulnerability to sexual predation by violent actors.

Environmental degradation was frequently cited as both a cause and an effect of conflict. There was a popular sentiment by the local people that the oil resources were “ours” not the state’s or the companies’, which in turn justified illegal oil bunkering and militancy. These activities were opposed by the state security forces and added to the environmental degradation, further undermining traditional livelihoods like farming and fishing, rendering people even more economically vulnerable, and perpetuating a vicious

cycle of poverty and violence. Conflict in the region can be traced in one way or another to the political economy of oil and the inequitable distribution of oil profits.

Analysis: Ex-Militants

"I joined cultism to gain fame and popularity. To make my name I did anything; killing, raping and robbery. I was ready to do anything because now I am responsible for my younger siblings. And most of us started this by joining cults during our junior secondary school. From there we graduated to 'Armoury.'" (Ex-Militant, Delta)

In a peacebuilding intervention, it is important to understand the motivations and mechanisms of recruitment and demobilization. In the FGs and KIs, ex-militants were asked for their perspectives on why they joined the militancy, why they are no longer involved and for their experiences, generally. Ex-militants cited the family and social pressure to join the "struggle." Some mentioned how they visited Abuja and realized how much their own oil-rich land was being exploited for the wealth of others. This motivated them to stake their claim, violently. The interviews indicated that there was a sense of honor associated with the fight for justice and freedom.

In addition to the honor associated with being a "freedom fighter," many were motivated by the desire to be feared and respected among their peers. More practical considerations also factored in. Many had familial responsibilities. Militancy became a source of income for people whose traditional livelihoods were jeopardized by a changing security, environmental, and economic landscape.

There were a range of factors cited by ex-militants as motivations to leave the militancy. One of these, (which also was a motive for joining the militancy), was social and family pressures. One said that during the conflict he lived apart from his family to protect them. He was tired of living away from them and was happy to have a reason to leave the militancy. Another influential factor for demobilization was The Amnesty Program, with its allowances, jobs training, and forgiveness. However, there was real concern about whether the program adequately addressed the root causes of militancy and the degree to which it has ignored the critical issues of development. While militants may have stopped attacking state assets and oil facilities, many are now unemployed. There is a fear that if the job market does not improve and the development concerns are not addressed, another cycle of militancy could ignite. This is especially the case as the Amnesty Program has set a precedent, such that those who have taken up arms against the state will eventually benefit financially.

Additional frustrations with the Amnesty Program included that fact that it was designed specifically to break the momentum of the militancy, not to mitigate the recruitment of youth into cult groups, which serve as a gateway into worse forms of violent activities. Furthermore, it was perceived that corruption in the administration of the Amnesty Program left the "foot soldiers" with fewer benefits than they were entitled to, with militant leaders allegedly hijacking a disproportionate share of the funds. And there was a great deal of controversy around who was eligible to benefit from the program.

Among the ex-combatants and cult members there is a large population of youth experienced in violence, who are susceptible to being recruited into other forms of violence. Even absent an organized militancy that threatens state assets and oil facilities, other forms of criminality, "political thuggery," communal violence, chieftaincy tussles, etc., remain rife. Given these circumstances, although the Amnesty

Program has “cooled” the Niger Delta, most ex-militants remain uncertain about the future of peace in the region.

Analysis: Conflict Impact on Livelihoods

“During the period of the crisis many people could not trade as expected. Some people who used to go to the market to sell had to close their shops. If they opened, the shop could be looted. As a result industry closed down and other people that had the capacity to establish industries were afraid to do so for fear of destruction.” (Man, Ondo/Edo)

Like environmental degradation, inadequate livelihoods were also often cited as both a cause and effect of conflict in the region. It was widely reported that people joined cult groups, militancy, and criminal activities to improve the livelihoods of themselves, their immediate families, and their communities. However, the conflict negatively impacted the short and long-term economic prospects of residents of the Niger Delta.

Incomes decreased as people could not safely access their farms or businesses, while prices went up as commodities became scarce and transporting goods became dangerous. People were forced to seek alternative livelihoods, including criminality and prostitution. Businesses relocated. Residents moved away from their ancestral homes to cities and neighboring communities for safer, more profitable livelihoods, further splintering the local economy. Children stopped going to school because of insecurity and displacement, adversely affecting their prospects over the long term. Those who would otherwise rebuild their lives expressed reluctance to do so. Having lost all their inventory and property once, they were afraid that they could lose it again if the current relative security does not hold.

The conflicts also created pressures on the receiving communities where displaced people settled. These included competition over housing and increases in prices of basic foodstuffs.

Analysis: Peacebuilding Mechanisms and Approaches

“Dialogue was one of the avenues used to settle the Ijaw-Ilaje crisis. The government with the support of Non-Governmental Organisations invited the traditional rulers, Religious leaders and the youth representatives for a meeting. After the dialogue they were able to resolve the crisis.” (Business Owner, Ondo/Edo)

The FGs and KIIs focused on the identifying the existing peacebuilding approaches to explore the question of what was working and what was not. For P4P, these findings will be important for identifying gaps and best practices to ensure that effective peacebuilding can be scaled and replicated.

Traditional governance structures provide a hierarchy and protocol for communication and conflict resolution. The typical structure has a segmented and tiered mechanism for addressing conflicts in different segments of society. It also offers mechanisms for handling conflict escalation. It is segmented by gender and age group and tiered by family chief, compound chief, the Council of Elders, Community

Development Committee (CDC), and lastly, the Paramount Ruler. These authority figures were able to bring together the parties to a conflict, to resolve matters through discussion and arbitration and to consolidate the peace through traditionally accepted rituals.

Because of its design, however, this structure is more effective for dealing with intra-communal conflicts than with inter-communal and inter-ethnic conflict. A paramount chief can exercise his authority internally. He cannot do so with a neighboring group. Where there are gaps in the traditional mechanisms, a breakdown in leadership within the traditional hierarchy, or if a given dispute is too severe to be managed by the traditional system, the issue is taken to the court system, typically as a last resort.

Aside from the governance structures, other stakeholders play an important role in mediation and advocacy. These include women and religious leaders, who held interdenominational prayer ceremonies to promote peace between groups in conflict. Social activities, like festivals and marriages, provide a medium through which to enhance and promote social cohesion, and can be useful for preventing the escalation of tension both within and between communities. Examples given included the New Yam Festival, Fishing Festivals, football matches, musical and traditional dance events to bring people from different communities together.

Despite these examples, traditional systems have lost influence over time, partly due to a lack of trust from the youth, whose opinions and voices are largely absent from most peacebuilding processes in the region. It was also observed that although women often played a positive role in peacebuilding, their contribution was not always recognized and their voices were muted within traditional structures.

Analysis: Key Stakeholders

“[T]here are some people that are very influential in the community. There are those who are very knowledgeable about the norms of the community and those that have God-given wisdom. When there is a problem you walk up to them and say, ‘Look I have a problem at hand. What is your opinion?’ They become a guide to you.” (Traditional Leader, Bayelsa)

In any peacebuilding intervention, it is critical to have a clear picture of the key community stakeholders and how they relate to one other, who are most trusted by whom, and what specific roles they play. The respondents stated that government authorities and security forces tended to be ineffective and in some cases made situations worse, creating a gap that has been filled by vigilante groups and others. On the other hand, there were several responses to the effect that some conflicts were only resolved when the government became seriously engaged. There was also significant competition and distrust reported among various other stakeholder groups. Women often referenced the youth as being spoilers. The youth cited the traditional leaders as being corrupt. Most cited the state security forces as being abusive or predatory. The government was viewed by many as a foreign entity (not locally representative), whose decisions are only sometimes accepted and even then, as a last resort.

In this conflicted environment, women and faith-based organizations were considered to be among the most effective stakeholders in engendering peace, especially as mediators and advocates. Likewise, NGOs and community-based organizations have become increasingly important conflict resolution players.

It is important that communities not be viewed as monolithic structures. Communities should be recognized as having several different stakeholder groups that all need to be engaged in different ways.

Analysis: Communications and Media

“Conflicts come in so many ways, by ordinary argument, land disputes, friend against friend, cult against cult. Sometimes, we see it and it happens. ... Like the Gbagalasama conflict in 2005: we were there. Kiama declaration: we were there. Kiama under bridge: we were there. We were there present and we saw it live, not by phone calls (or radio). If it is in Germany or in America, we can hear the rumor. But conflict here, we experienced them.” (Militants, Bayelsa)

Figure 4: Old and new communications tools



PIND is catalyzing a P4P network across all major stakeholder groups—to include youth, women, traditional leaders, peacebuilding experts, government, CBOs/NGOs, individuals, clubs, working groups, coalitions, consortiums, etc. In order to do this, it will be necessary to link these stakeholders together through an effective communications strategy. The communications mechanisms will only be as effective as they are relevant. Thus, an important topic in the FGs and KIs was to identify preferred/trusted communications methods currently used by people in the Niger Delta.

People largely reported a preference for direct communication. They trusted the Town Crier more than the news broadcaster. They preferred to exchange information over the phone than by Facebook. They did report that they watch TV and listen to the radio when it is available. However, mass communication was largely considered less effective than direct contact, due to an absence of reliable technology and connectivity and also because people preferred to exchange information with those with whom they share a relationship or context. The source, therefore, is as important as the medium. People also reported a strong preference for the use of local languages in terms of the credibility and relevance of the message.

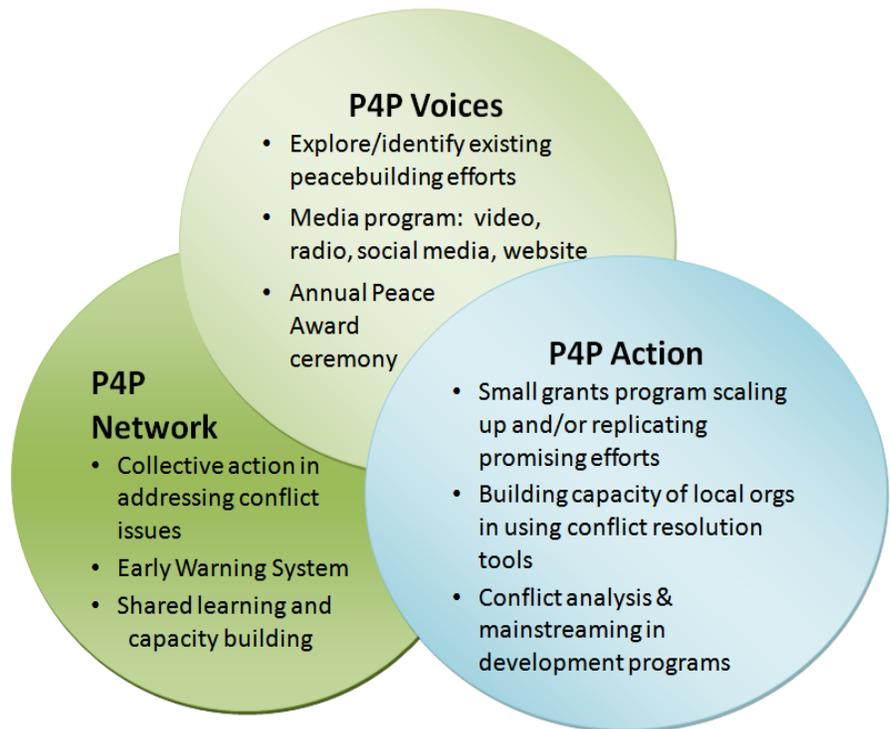
There was optimism, however, that new forms of social media could be leveraged, especially among male youth in urban and semi-urban areas. To further engage the male youth, which has proven to be a key stakeholder group in the conflict environment, it was suggested that sports publications, popular culture celebrities, and social magazines could be effective tools for building the P4P network.

Recommendations

As designed, P4P will have three synergistic components: Voices, Network, and Action. A communications strategy will promote the voices of key stakeholders and communities. As people consume those messages, they will be linked into a network of individuals, clubs, working groups, coalitions, consortiums, and organizations self-identified as being interested in promoting peace. That network will be activated and leveraged for more effective peacebuilding and conflict prevention.

During the analysis workshop, participants spent a full day reviewing the findings and conclusions to extrapolate recommendations for the P4P program. Not all of these recommendations will necessarily be implemented. Additional research and review will be done before the workplan is finalized. These recommendations are based on the data and methodology of the community engagement process undertaken so far.

Figure 5: P4P components



P4P Voices Component:

- Use local language – specifically the pidgin and indigenous dialects.
- Tell stories of people who have made the transition from violence to peace. Identify and promote peace champions as role models. In addition, tell stories of people who have lost their livelihoods as a result of conflict.
- Award prizes in different categories to accommodate the varied composition of stakeholder groups.
- Media programs should target young men with the message that conflict directly impacts their communities.
- Scoping exercises should identify promising initiatives among all key stakeholder groups.
- To reach the youth, use popular artists to spread awareness about P4P programs and activities.
- Promote education among the younger generation, through scholarships and other competitive awards.
- Promote and strengthen social activities, such as dancing, sports, music, and other arts.
- Create awareness about the importance of traditional livelihoods and encourage participation in cooperatives and associations.
- Develop programs that will help traumatized communities recover and become productive.
- Implement a multifaceted media strategy, while continuing to emphasize traditional means of communication (town crier, etc.).

P4P Network:

- The P4P network must account for the multi-stakeholder nature of each community and recognize any existing peacebuilding network.
- Community chapters should be coordinated by credible and trusted faith leaders.
- New and innovative communication channels should be used to communicate across the network.
- Within the wider network, organize a series of working groups to develop strategies, small grant proposals, etc.
- Peacebuilding experts should form a working group under the P4P network. This can be used as a clearinghouse of reports from early warning systems in the region.
- There should be a deliberate effort to expose network members to best practices in peacebuilding (local, regional, and international).

P4P Action:

- Identify promising programs. Mentor CBOs to build capacity in proposal writing, M&E, management, etc.
- Use a grant system to motivate and show the benefits of engaging in a network of peacebuilding efforts.
- Mainstream peacebuilding themes within various CBOs, CSOs, FBOs, and other organizations.
- Create a forum where lessons learned and best practices in peacebuilding can be shared.
- Offer small grants to build technical and administrative capacity of existing peacebuilding efforts.
- The small grant program should seek to reach all categories of stakeholder groups, supporting projects that promote peace within and between stakeholder groups.
- The small grant program should reward and incentivize effective grant management.
- The administration of small grants should be phased in, starting with select group of pilot programs.

Appendices

Appendix A: Discussion Guide for Focus Groups

Note: this is a guide, not a questionnaire. It is a reminder to the facilitators of the key areas to cover and the rough priorities. You do not need to ask the questions using these exact words or in this exact order. You should also allow enough flexibility to explore relevant issues which are not on our guide but which are raised by participants. The guide does not specific tasks to do during the groups, but please feel free to use them as appropriate, eg, brainstorming, flip chart exercises, participants interviewing each other, breaking into groups, etc.

1. Introductions and community background (15 mins)

Introduce yourself and any colleagues

Introduce and explain the research topic/ PIND

- You are independent researchers;
- You have been asked by PIND to find out the views of people living in the Delta about conflicts and solutions to conflicts;
- PIND is an NGO which wants to help reduce conflicts and improve people's livelihoods, by working with local people and organisations.
- Before PIND decide what they are going to do, they want to find out the opinions of local people;
- PIND intends to work with local communities to help reduce conflicts; we cannot guarantee that your community will be involved, but your opinions will help PIND decide how best to help local people.
- Ask for permission for photographs and where appropriate video coverage. Tell them that information provided will be treated with utmost moral and ethical manner.
- Ensure you administer the photo and video release forms where applicable.

Explain focus group process and ground rules:

- Lasts about two hours, with a break in the middle;
- Everyone's opinions are important/ want to hear from all;
- Please listen and respect the views of other people;
- We are not expecting consensus – you all have your own individual opinions;
- Please speak one at a time so I can hear it on my recording;
- There is a lot to get through so I may have to move the discussion along sometimes.

Get participants to introduce themselves. You could do this individually or as a paired exercise where each person talks to their neighbour about the good and bad things about living in this community.

Find out basic details of participants:

- Age, family, status, any children, etc.
- Working, studying, unemployed?
- How long lived in this community?

What sort of community is this? What are the main jobs/ ethnic groups/ religions?

Discuss briefly the good and bad things about living in this community. What do they like about their community? What would they like to change about the community?

2. Experiences of Conflict (20 mins)

What kinds of conflict have people experienced in this community?

- Ethnic conflicts/ tribal conflicts;
- Conflicts over land rights;
- Conflicts relating to oil companies/ benefits deriving from oil production;
- Militant groups causing trouble;
- Violent youth groups/ gangs/ criminals;
- Protests, acts of criminality, militancy, ethnic tensions etc
- Political conflicts between rival groups.

Describe specific conflicts which people have experienced:

- How long did the conflict last? Is it still going on?
- Who has been involved in this conflict?
- What do the different sides involved want? What is the cause of the conflict?
- Who has been most affected by the conflict, eg, women/ youths/ businesses?
- What form has the conflict taken – is it a violent conflict? What sort of violence?
- What has been the effect of the conflict on your life?
 - Impact on livelihoods and work/ economy
 - Family life and social life
 - Emotional effect
 - Effects on health
 - Injuries/ death of friends and relatives?
- What has been the effect of the conflict on the wider community?

3. Impact on Livelihoods (20 mins)

What are the main/ traditional sources of income in this community? How has this changed over time?

How has the conflict affected the economy/ livelihoods in your community?

What has been the effect on you and your family? Has your income been reduced? By how much and since when?

How have specific types of work been affected by conflict:

- Farming/ agriculture;
- Fish production/ fishing;
- Retail/ selling products/ market trading;
- Services, eg, tailoring/ barbing;
- Food retail/ street selling of goods.

Explore specific examples of how the conflict has affected livelihoods, eg:

- Reduced access to agricultural land due to conflicts over land;
- Reduced access to water for fishing as a result of militant activity;
- Difficulty transporting goods to market/ customers because transport is not safe/ roads or waterways are not safe;
- Destruction of property and land, eg, shops, markets and homes;
- Fear making people reluctant to come out and do their usual shopping/ activities;
- Physical injuries leaving people unable to do their usual work.

When did these effects on people's livelihoods start? Are they still continuing today? Are things better or worse for local people?

Are there new livelihood opportunities being explored as a result of the conflict?

BREAK FOR REFRESHMENTS

4. Peace-building activities (15 mins)

What efforts have been made locally to resolve these conflicts?

What are the traditional community approaches to resolving conflicts?

- Are there meetings to discuss conflicts/ resolve issues?
- Is there a traditional/ village forum to bring problems?
- Are community elders/ traditional leaders involved in resolving conflicts?
- How does the community traditionally arrive at consensus in cases of conflict?
- What activities take place locally which encourage harmonious living/ peace?
- When people have grievances, are there mechanisms/structures within the community through which people address them?
- What is the level of interaction between your community and the neighbouring communities?
- Are there activities that bring communities around together from time to time?
- Have there been any conflict issues between your community and the neighbouring community? If yes how was this approached?
- Are there ways by which your community and the neighbouring communities share information? Are there ways by which this means can be improved?

Who is involved in these peace building activities locally? Are women and young people fully involved? Are any groups left out of the process?

How successful are these traditional approaches to resolving conflicts? Have any conflicts been solved through these means? Give examples.

And are there any examples of approaches which have not been successful? Why do some approaches work well and others are not successful?

5. Key stakeholders/ organisations (20 mins)

Who are the key individuals or organisations involved in attempting to reduce and resolve conflicts in your local area?

- The community and traditional leaders;
- The church/ mosque/ religious leaders;
- Local community organisations and NGOs;
- The state or local government officials;
- The police, army and security forces;
- Other people or organisations – who?

Explore and probe the role and effectiveness of all stakeholders mentioned.

Are there any local community organisations or NGOs who are working to resolve conflicts?

- Who are these? Are they trusted? Are they run by local people?
- What approaches do they have to resolving conflicts? Do they do a good job?

What approaches has the state/ local government got to resolving conflicts:

- How much are the government officials involved in reducing conflicts?
- Do they know about conflicts which are taking place?
- Do they attempt to help/ resolve conflicts?

What is the role of the police/ army and security services in tackling conflicts?

- Do they help resolve conflicts/ catch the perpetrators of violence? Or do they make things worse?
- Do they work with the local communities to identify and resolve problems before conflicts arise?

Which people or organisations are most trusted in resolving conflicts?

Which people or groups are most successful? And which are least successful?

Are you aware of any positive peace building initiatives in your local area? What are they doing?

What impact have these initiatives had on your livelihoods? Have any of these initiatives made your livelihoods better and addressed the problems discussed above? How did they do this?

If you want to introduce a group exercise on peace building in the community, this would be a good place to do it, eg.

- *Design a peace building approach for your own community?*
- *Who should be involved in the initiative?*
- *What mechanisms would you use to promote dialogue between the different groups?*
- *How would it work to create peace?*
- *How would it impact on your livelihood?*

6. Information and communications (10 mins)

How do local people find out about conflicts which exist and attempts to resolve them?

What are the key sources of information about peace building activities in your local area?

- Word of mouth/ friends and family;
- Local organisations or community groups;
- Radio –which stations
- TV – what channels
- Newspapers – which ones
- Internet
- Social media – Twitter/ Facebook/ etc. – who uses them and how are they used?

Which sources of information are most reliable/ trustworthy?

Which sources do participants personally rely on for information?

7. Conclusions (5 mins)

PIND is keen to help build peace, reduce conflict and improve people's livelihoods:

- What advice would you give to PIND regarding how they can achieve this in the Delta?
- Who should they be working with and involving?
- What approaches should they take to peace building?
- How can they make sure that people's livelihoods are improved through the peace building process?

Thank participants; pay any travel expenses/ etc.

Reiterate that the results will be provided to PIND who will use them in deciding how best to help local people. We cannot guarantee that there will be any impact in your community, but your views will be taken into account when they decide how to help local people and organisations.

Notes for specific target groups

Below are specified questions to ask specific target groups:

Women

- How involved are women in peace building in this community?
- Are there any barriers facing women in getting involved?
- How do conflicts affect women in particular?

Militants

- How long have they been involved in militant/ freedom fighting activity?
- Why did they get involved and what motivates them?
- What are their main activities now? Political conflict/ oil company conflicts/ bunkering oil/ crime for profit?
- How has the conflict impacted on their lives?
- What has been the effect of the amnesty on their lives? Have they been involved? Why/ why not?
- What would persuade them to give up militant/ violent activity and become re-integrated into society? What keeps them involved in militant activity?
- If they have given up, why did they leave militant activity? What would they say to persuade other militants to stop and reintegrate into society?

Youths

- What are their ambitions for the future?
- How has the conflict affected their studies/ working possibilities/ career ambitions?
- Are they involved in peace-building activities? Are they interested in getting involved?
- Do they feel part of the community or do they feel marginalised?

Appendix B: Discussion Guide for KIIs 1 -5

Note: this is a guide, not a questionnaire. It is a reminder to the facilitators of the key areas to cover and the rough priorities. You do not need to ask the questions using these exact words or in this exact order. You should also allow enough flexibility to explore relevant issues which are not on our guide but which are raised by participants. For the KIIs, adopt the questions to the individuals' area of expertise.

8. Introduction

Introduce yourself and any colleagues

Introduce and explain the research topic/ PIND

- You are independent researchers;
- You have been asked by PIND to find out the views of key experts and community leaders in the Delta about conflicts and solutions to conflicts;
- PIND is an NGO which wants to help reduce conflicts and improve people's livelihoods, by working with local people and organisations.
- Before PIND decides what they are going to do, they want to find out the opinions of people who have experience and expertise in this field;
- PIND intends to work with local communities to help reduce conflicts; we cannot guarantee that your community will be involved, but your opinions will help PIND decide how best to help local people.
- Ask for permission for photographs and where appropriate video coverage. Tell them that information provided will be treated with utmost moral and ethical manner.
- Ensure you administer the photo and video release forms.

Ask participant to introduce themselves:

- Their organisation and specific role;
- How long have they been involved in this area/ in this role?
- For traditional and community leaders, which community do they represent?
- Their involvement in conflict resolution and peace building (briefly)

9. Experiences of conflict

- What kinds of conflict have they experienced in their role as community leader/ government official, religious leader/ etc?
- How long have these conflicts been going on?
- What are the causes of conflict?
- Who is involved in the conflicts and who is most affected by the conflicts?
- What is the nature of their involvement/ responsibility when conflicts occur?

10. Impact on Livelihoods

- What are the main livelihoods of the people in their area?
- What are the traditional ways of earning a living? How has this changed over time?
- What has been the impact of conflicts on the livelihoods of local people?
- Are there any groups who have been more severely affected by the conflicts?
- How exactly has the conflict affected people's livelihoods?
- What have people done to try to mitigate the effects of the conflict/ develop alternative livelihoods?
- Are any of the efforts at mitigating the conflict currently been supported?

11. Peace building activities

- What activities or efforts have taken place locally in terms of peace-building?
- What activities take place locally which encourage harmonious living/ peace?
- What are the traditional community mechanisms for peace building and conflict resolution?
- Do communities in the region have a forum or means to start dialogue when conflicts occur?
- What is the respondent's specific involvement in peace-building activities?
- What are their experiences of being involved in any peace building initiatives?
- What has been the effect of those initiatives? Have they been successful or not?
- If they were not successful, how could they have been done differently to be more successful?
- What lessons have they learnt about peace building in the Delta from their experiences?
- What works well and what does not work so well?

12. Stakeholders and organisations

- Which other people or organisations are involved in peace building in their area/ community?
- Who are the most important people to involve in peace building efforts in their community?
- Which local groups/ NGS/ CSOs are trusted and have been successful in peace building?
- Are there any groups who are truly representative of the local communities?
- How have local communities been involved in peace building activities?
- What is the involvement of women and young people in peace-building activities? Are they involved fully/ partially/ marginalised?

13. Information and communications

- Where do people get information from generally especially on peace building and conflict issues?
- How do people share information locally?
- What is the most effective way to disseminate information about peace building locally?
- What are the most important and trusted media in this area (probe with media experts)?

- What is the role of conventional print/ TV/ Radio?
- What is the role of the internet and social media?
- Who has access to internet/ social media/ mobile devices?

14. *Reactions to the PIND P4P project*

- Explain briefly the idea of the P4P project – to support peace building through strengthening local projects, capacity strengthening and networking.
- What are the challenges which could face a project like this?
- Are there any issues relating to the management of small grants which might impact on the project?
- What is the most effective way to identify partners and strengthen local capacities?
- How could a network of peace building organisations be set up and maintained?
- What would be the best way to share information and strengthen these organisations?

15. *Conclusion*

- Any final points/ advice to PIND to make the project successful and have most impact?
- Thanks and close interview.

Appendix C: Discussion Guide for KIIs with Small Grants Experts

Note: this is a guide, not a questionnaire. It is a reminder to the facilitators of the key areas to cover and the rough priorities. You do not need to ask the questions using these exact words or in this exact order. You should also allow enough flexibility to explore relevant issues which are not on our guide but which are raised by participants. For the KIIs, adopt the questions to the individuals' area of expertise or experience.

16. Introduction

Introduce yourself and any colleagues

Introduce and explain the research topic/ PIND

- You are independent researchers;
- You have been asked by PIND to find out the views of key experts and community leaders in the Delta about conflicts and solutions to conflicts;
- PIND is an NGO which wants to help reduce conflicts and improve people's livelihoods, by working with local people and organisations.
- Before PIND decides what they are going to do, they want to find out the opinions of people who have experience and expertise in this field;
- You have been selected for interview because of your expertise in the field of managing small grants and loans
- Ask for permission for photographs and where appropriate video coverage. Tell them that information provided will be treated with utmost moral and ethical manner.
- Ensure you administer the photo and video release forms.

17. Background to the participant

- Ask participant to introduce themselves:
- Their organisation and specific role;
- How long have they been involved in this area/ in this role?
- Where do they get their funding from?
- What is their remit/ purpose?

18. Experience of small grants/ loans management

- What experiences do they have of administering small grants or loans?
- What experiences do they have specifically in the Niger Delta area?
- Are there any specific issues to be aware of when administering small grants/ loan schemes in the Niger Delta?

19. Customers and creditworthiness

- What sorts of people do they lend to?
- How do they advertise their services to gain customers?
- How do they evaluate the applicants' creditworthiness?

- What checks do they do in terms of due diligence?
- How do they assess the risk of funds being diverted for other purposes?
- What proportion of applications are accepted/ rejected?
- What is the average size of loan or grant which they give out?

20. *Monitoring the loans/ grants*

- What are the uses to which the loans or grants are put?
- Is it a condition of the loan/ grant that it should be used for a specific purpose, or can the borrower use it for whatever they want?
- How is the money disbursed – all at once, in tranches/ etc.
- How do they monitor the use to which the loan/ grant is put?
- What time period are the loans repaid?
- What proportion of loans is repaid on time?
- What proportion default on their loans?
- How do they evaluate the success of the grant/ loan?

21. *Conclusion*

- What are the key features which lead to successful administering of small grants/ loans?
- What are the main risks?
- What advice would you give to PIND in setting up a small grants scheme in the Delta to ensure maximum effectiveness?

Appendix D: Discussion Guide for KIIs with Peacebuilding Experts

Note: this is a guide, not a questionnaire. It is a reminder to the facilitators of the key areas to cover and the rough priorities. You do not need to ask the questions using these exact words or in this exact order. You should also allow enough flexibility to explore relevant issues which are not on our guide but which are raised by participants. For the KIIs, adopt the questions to the individuals' area of expertise.

22. Introduction

Introduce yourself and any colleagues

Introduce and explain the research topic/ PIND

- You are independent researchers;
- You have been asked by PIND to find out the views of key experts and community leaders in the Delta about conflicts and solutions to conflicts;
- PIND is an NGO which wants to help reduce conflicts and improve people's livelihoods, by working with local people and organisations.
- Before PIND decides what they are going to do, they want to find out the opinions of people who have experience and expertise in this field;
- PIND intends to work with local communities to help reduce conflicts; we cannot guarantee that your community will be involved, but your opinions will help PIND decide how best to help local people.
- Ask for permission for photographs and where appropriate video coverage. Tell them that information provided will be treated with utmost moral and ethical manner.
- Ensure you administer the photo and video release forms.

Ask participant to introduce themselves:

- Their organisation if applicable and specific role;
- Tell them that they have been chosen for this interview because of their expertise and contribution to development particularly in that area of expertise. (Here, probe into specific roles and contribution)

FOR PEACE BUILDING AND CONFLICT MANAGEMENT SPECIALISTS

- Explain that PIND is viewing conflict in a sense slightly broader than the traditional sense. For example by conflict, PIND means developments and activities that may or may not be violent; including such as protests, acts of criminality, militancy, ethnic tensions etc, that are caused by activities within or outside a group, community or system with the effect of affecting their lives either by inhibiting their ability to optimally function or affecting their access to legitimate resources or opportunities.
Peace Building for the purpose of the study includes activities that promote security, build bridges across diverse ethnic, tribal, communal and other related borders. It also

includes activities that help improve income, livelihood and productivity of poor people or contribute to the reduction of the poverty, social tensions and crisis.

- Tell us about your experience in the area of peace building and conflict management in the region.

23. *Experiences of conflict*

- What are the prevalent kinds of conflict in the region? How long have these conflicts been going on?
- What are the causes of conflict?
- Who is involved in the conflicts and who is most affected by the conflicts? What is the nature of their involvement/ responsibility when conflicts occur?

24. *Impact on Livelihoods*

- What are the main livelihoods of the people affected by conflict?
- What are the traditional ways of earning a living? How has this changed over time?
- What has been the impact of conflicts on the livelihoods of local people?
- Are there any groups who have been more severely affected by the conflicts?
- What have people done to try to mitigate the effects of the conflict/ develop alternative livelihoods?
- Are any of the efforts at mitigating the conflict currently being supported?

25. *Peace building activities*

- What activities or efforts have taken place locally in terms of peace-building?
- What activities take place locally which encourage harmonious living/ peace?
- What are the traditional community mechanisms for peace building and conflict resolution?
- Do communities in the region have a forum or means to start dialogue when conflicts occur?
- What is the respondent's specific involvement in peace-building activities?
- What are their experiences of being involved in any peace building initiatives?
- What has been the effect of those initiatives? Have they been successful or not?
- If they were not successful, how could they have been done differently to be more successful?
- What lessons have they learnt about peace building in the Delta from their experiences?
- What works well and what does not work so well?

26. *Stakeholders and organisations*

- Which other people or organisations are involved in peace building in their area/ community?
- Who are the most important people to involve in peace building efforts in their community?

- Which local groups/ NGS/ CSOs are trusted and have been successful in peace building?
- Are there any groups who are truly representative of the local communities?
- How have local communities been involved in peace building activities?
- What is the involvement of women and young people in peace-building activities? Are they involved fully/ partially/ marginalised?

27. Information and communications

- Where do people get information from generally especially on peace building and conflict issues?
- How do people share information locally?
- What is the most effective way to disseminate information about peace building locally?
- What are the most important and trusted media in this area (probe with media experts)?
- What is the role of conventional print/ TV/ Radio?
- What is the role of the internet and social media?
- Who has access to internet/ social media/ mobile devices?

28. Reactions to the PIND P4P project

- Explain briefly the idea of the P4P project – to support peace building through strengthening local projects, capacity strengthening and networking.
- What are the challenges which could face a project like this?
- Are there any issues relating to the management of small grants which might impact on the project?
- What is the most effective way to identify partners and strengthen local capacities?
- How could a network of peace building organisations be set up and maintained?
- What would be the best way to share information and strengthen these organisations?

29. Conclusion

- Any final points/ advice to PIND to make the project successful and have most impact?
- Thanks and close interview.

Appendix E: Discussion Guide for KIIs with Media and Social Marketing Experts

Note: this is a guide, not a questionnaire. It is a reminder to the facilitators of the key areas to cover and the rough priorities. You do not need to ask the questions using these exact words or in this exact order. You should also allow enough flexibility to explore relevant issues which are not on our guide but which are raised by participants. For the KIIs, adopt the questions to the individuals' area of expertise or experience.

30. Introduction

Introduce yourself and any colleagues

Introduce and explain the research topic/ PIND

- You are independent researchers;
- You have been asked by PIND to find out the views of key experts and community leaders in the Delta about conflicts and solutions to conflicts;
- PIND is an NGO which wants to help reduce conflicts and improve people's livelihoods, by working with local people and organisations.
- Before PIND decides what they are going to do, they want to find out the opinions of people who have experience and expertise in this field;
- You have been selected for interview because of your expertise in the field of marketing and communications;
- Ask for permission for photographs and where appropriate video coverage. Tell them that information provided will be treated with utmost moral and ethical manner.
- Ensure you administer the photo and video release forms.

Ask participant to introduce themselves:

- Their organisation and specific role;
- How long have they been involved in this area/ in this role?

31. Experiences of conflict and peace building

- Have they ever dealt with conflict and peace-building issues in their professional experience?
- Have they ever carried out communications and marketing projects in the Niger Delta area?
 - What sorts of projects have they carried out?
 - Who were the target audiences they were communicating with?
 - What media and channels did they use in the Delta?
- Have they ever had to carry out marketing or communications activities on these issues?
- If yes, what exactly have they done in this field?
- In their experience, what works well in communicating on these issues? Can they give us any examples of a communications project which was very successful?

- Do they know of any less successful examples of communications/ media handling in this field, where things were unsuccessful? What could have been differently to make the project more successful?

32. Media - traditional

- Have they got any experience of using traditional media in the Niger Delta area?
- What are the main media channels in the Niger Delta?
 - Press – specific newspapers
 - Radio, including local and community radio
 - TV – which channels and programmes are popular?
- What can they tell us about access to the different media channels among people in the Delta? How many people read papers/ listen to radio/ watch TV?
- Which channels are most popular among different people?
 - Younger and older
 - Men and women
 - Urban and rural people
- What are the challenges of using traditional media in the Delta area?
Are there any specific issues which affect peacebuilding and conflict management?

33. Media – New/ Social Media

- What are the most common forms of social media in Nigeria?
- Which websites, forums, chat rooms, etc. are used:
 - Twitter/ Flickr/ Facebook/ Youtube, etc.
- Who uses these media most commonly? Is it restricted to younger people/ urban people?
- Do they have any experiences of using social media in conflict resolution/ peace building contexts?
- What are the specific issues/ potential uses of social media in this context?
- How was social media used during the recent protests/ Occupy Nigeria movement?
- What lessons can a project like P4P learn from these recent protests?
- How might the P4P project use social media specifically?
- What would be the advantages over traditional media?
- What is the potential offered by immediate feedback/ possibilities to interact/ people uploading their own content?

34. Social marketing

- What experiences do they have of conducting social marketing campaigns in Nigeria/ the Delta area?
- What are the key factors to bear in mind when trying to “sell” a social idea/ concept in Nigeria?
- What kinds of messages work well in Nigeria?
- Does the message need to be framed differently for different target audiences?
- How important is it to use local languages?

- If they were trying to sell the P4P project, what approach would they take?
- What would be the most effective media for the different target audiences?
- What sort of message do they think would work well?
- How could word of mouth/ grassroots approaches be mobilised to spread the message of P4P?
- Where do people get information from generally especially on peace building and conflict issues?
- How do people share information locally?
- What is the most effective way to disseminate information about peace building locally?

35. *Reactions to the PIND P4P project*

- Explain briefly the idea of the P4P project – to support peace building through strengthening local projects, capacity strengthening and networking.
- What are the challenges which could face a project like this?
- What is the most effective way to identify partners and strengthen local capacities?
- How could a network of peace building organisations be set up and maintained?
- What would be the best way to share information and strengthen these organisations?

36. *Conclusion*

- Any final points/ advice to PIND to make the project successful and have most impact?
- What is the biggest communications challenge facing the PIND project.
- Thanks and close interview.

Appendix F: Recruitment Questionnaire for FGDs

FOCUS GROUP DETAILS

Group number and Target Audience		Location
Men	1	Bayelsa
Women	2	Cross River/ Akwa Ibom
Male youth	3	Delta
Female youth	4	Edo/Ondo
Business owners	5	Rivers
Militants	6	
CBOs/ NGOs	7	

Date and Time of Group (write in) _____

Introduction

Good morning/ afternoon. I work for xxx (organisation name) and we are conducting an important research project looking at the causes and solutions of conflicts in the Niger Delta. Do you have a few minutes for me to ask some questions?

A: DEMOGRAPHICS – RECRUIT ACCORDING TO GROUP CRITERIA FOR EACH SESSION

Age	Sex
18- 24	Male
25-50	Female

Employment Status	Family Status
Employed	Married with children
Self-employed	Married no children
Studying full time	Single no children
Unemployed /not working	

WRITE IN EXACT JOB, EG, TAXI DRIVER, FISH FARMER _____

FOR BUSINESS OWNERS' GROUP ONLY

Business size
1-4 employees
5-10 employees
11-20 employees

WRITE IN EXACT TYPE OF BUSINESS _____

FOR CBO/ NGOS, SPECIFY TYPE OF ORGANISATION

Women's group	1
Youth group	2
Cultural/ ethnic	3
Faith based	4

Employment/ economic	5	
Conflict/ peace-building		6
Other	7	

B. EXPERIENCE OF CONFLICT

Have you experienced any conflicts in your community in the last three years? By conflict, I mean any struggle or competition over resources which could not be resolved peacefully. Conflict may be violent or non-violent, eg, political demonstrations/ protests.

Yes	1
No	2 (DO NOT RECRUIT)

What types of conflict have you experienced?

Ethnic/ tribal conflicts	1	
Conflicts involving militant groups	2	
Local youths/ gangs/ criminals		3
Conflicts with oil companies	4	
Disputes over land rights	5	
Conflicts with security services/ police		6
Other	7	

RECRUIT A RANGE

NOTE: BY “EXPERIENCE OF CONFLICT” WE DO NOT MEAN THAT THE RESPONDENT HAS BEEN PERSONALLY INVOLVED, IE, HURT, INJURED, PROPERTY DESTROYED, ETC. WE MEAN THAT THE CONFLICT HAS IMPACTED ON THEIR LIFE IN SOME WAY.

Have these conflicts involved violence?

Yes	1
No	2

RECRUIT AT LEAST FOUR WITH EXPERIENCE OF VIOLENT CONFLICT

Have these conflicts affected your livelihood, i.e., your job and your income?

Yes, a lot	1
Yes, a little	2
No, not much	3
No, not at all	4

RECRUIT AT LEAST FOUR WHO SAY CONFLICT HAS AFFECTED THEIR LIVELIHOOD

IF RESPONDENT MEETS THE CRITERIA FOR THE RELEVANT GROUP, INVITE TO FOCUS GROUP. GIVE INFORMATION SHEET AND WRITTEN INVITATION WITH DETAILS OF TIME, VENUE, AND CONTACT TO CALL IF THEY CANNOT COME FOR ANY REASON. THANK AND CLOSE INTERVIEW.

Appendix G: Target audiences for 7 FGDs

Target group	Sex	Age range	Employment status	Sectors	Other criteria/ notes
1. Men	All male	25-50	Mix of working and not working/ unemployed	A range, eg, boat driver, palm wine tapper, retail trader, fisherman, crop farmer, taxi driver, bike-riding and repair	At least half group to be married with children; others may be married or single
2. Women	All female	25-50	Mix of working and not working/ unemployed/ looking after family	A range, e.g., fish farming, fufu sellers, hair dressing, tailoring, palm oil selling, traditional birth attendance, traditional crafts like mat and net weaving etc	At least half the group to be married with children. Others may be married or single.
3. Business owners	Mix of men and women	-	All to run a business; half the group to have up to 4 employees; two to have 5-10 employees; and two to have over 10 employees.	A range of sectors: agriculture, poultry farming, timber, trading, transport, etc.	Important that they should have employees to distinguish them from self-employed people. They should be the business owner; they do not have to work in the business themselves.
4. Youth	Male	18-24	Mix of students, working and not working	A range, to include at least 2 "vulnerable" youth, i.e., likely to be involved in petty crime/ gang activities	
5. Youth	Female	18-24	Mix of students, working and not working	A range	
6. Militants or	Male	-	All to be		May be possible

ex militants			involved in militant/ “freedom fighting” activities, either currently or in the past.		to include views of female militants as well.
7. CBOs/ NGOs	Mixed	-	All staff of local NGOs or CSOs working at the grassroots with the local community.	A range, to include trade associations, religious associations, ethnic/ tribal groups, women’s groups, cultural groups, youth groups, etc.	The groups do not need to have a specific focus on peace-building and conflict resolution, but do need to have some experience of these issues. Try not to overlap the participants in this FGD with the KIIs, i.e., don’t select the same type of organisations.

Other criteria/ notes:

- *(Conflict in this context may or may not be violent; including such developments as protests, acts of criminality, militancy, ethnic tensions etc, that are caused by activities within or outside the group, community or system to which the participants belong with the effect of affecting their lives either by inhibiting their ability to optimally function or affecting their access to legitimate resources or opportunities or that of their friends or relations)*
- All to have some experience of conflict as defined by PIND (see above) – preferably to have experiences of different sorts of conflict and different intensity of experience; (This means all must have been impacted by conflict in the above sense)
- Please do not recruit members of the same family to the FGDs, e.g., do not invite three sisters to the women’s group, or husband and wife the men’s’ and women’s groups – this is to ensure diversity of experience.
- All FGDs scheduled to last around 2 hours including 15 minute break;
- All FGDs to have 8-10 participants; 6 is the minimum acceptable number of participants. If fewer than five attend, PIND will expect an additional mini-group or interviews to be conducted to make up the difference at your own expense.
Participants may be compensated for travel and expenses incurred, but PIND prefer not to pay direct honorariums.

Suggested pre-task:

- Before attending the FGDs, ask each participant to interview three family members or friends on the following subject: “How has conflict affected your life and livelihood (or your job)?” Make notes (if literate) and bring these notes to the FGD to discuss. The three members of family or friends should preferably be persons whom the participants know or suspect have been impacted by conflict and would be disposed to sharing the experience.

Appendix H: Key Informant Interviews

To be conducted in each location:

1. Traditional leader, such as a traditional king or ruler
2. Religious leader: this could be a pastor, imam, or practitioner of traditional African religious beliefs (Preferable to enlist leaders who are heads of umbrella bodies like CAN)
3. Women's leader: the leader of prominent local women's organisation or group;
4. Militant leader (from Robinson's list)
5. Government official from local or state government: someone with a specific remit and expertise in conflict resolution and peace-building; or someone who was in office at the peak of a particular conflict. Try to choose someone who is open to new approaches

Please wait for further instructions regarding these expert interviews:

6. Social media professional, i.e., professional working with Facebook, Twitter, etc. for marketing purposes: does not need to have specific conflict resolution background but would be good if have some experience in Delta/ conflict issues;
7. Traditional media professional, i.e., TV, press and Radio: does not need to have specific conflict resolution background but would be good if have some experience in Delta/ conflict issues;
8. Social marketing expert: someone with experience of selling and promoting social ideas or programmes;
9. Peace-building expert with specific experience in the Niger Delta, not necessarily based in the Delta; these may be key actors in the Conflict Resolutions Stakeholders Network (CRESNET) who have been involved in mediation, mitigation and related activities in the ND. They may also be persons who have played one leading role or the other in the Post Amnesty program of the Federal Government and similar programs.
10. Small grants expert (from Robinson's list): eg, private sector micro-credit managers dealing with small scale businesses.

Appendix I: Final sample achieved

Note that due to local variations in fieldwork, not all KIIs were conducted in each location. This explains missing KIIs in the numbers for each location

Akwa Ibom/Cross River - FGDs	Bayelsa – FGDs	Delta – FGDs	Ondo/Edo – FGDs	Rivers – FGDs
1. Men	Men	Men	Men	Men
2. Women	Women	Women	Women	Women
3. Businesses	Businesses	Businesses	Businesses	Businesses
4. Male Youth	Male Youth	Male Youth	Male Youth	Male Youth
5. Female Youth	Female Youth	Female Youth		Female Youth
6. Militants	Militants	Militants	Militants	Militants
7. CBOs/NGOs	CBOs/NGOs	CBOs/NGOs	CBOs/NGOs	CBOs/NGOs

Akwa Ibom/Cross River – KIIs	Bayelsa – KIIs	Delta – KIIs	Ondo/Edo – KIIs	Rivers – KIIs
1. Traditional Leader	Traditional Leader	Traditional Leader (3)		Traditional Leader
2. Religious Leader	Religious Leader	Religious Leader	Religious Leader	Religious Leader
3.	Women’s Leader	Women’s Leader	Women’s Leader	Women’s Leader
4. Militant Leader		Militant Leader	Militant Leader	Militant Leader
5. Government Official	Government Official	Government Official	Government Official	
6. Social Media Expert			Social Media Expert	
7.	Traditional Media Expert			Traditional Media Expert
8.		Social Marketing Expert		
9. Peacebuilding Experts (2)	Peacebuilding Expert	Peacebuilding Expert	Peacebuilding Expert (2)	Peacebuilding Expert (2)
10. Small Grants Experts (2)	Small Grants Expert	Small Grants Expert	Small Grants Expert	Small Grants Expert



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