# ECOPEACE
MIDDLE EAST

**Robert Bosch Stiftung**

## Facilitator's Manual

# A Training Manual for Facilitators in the EcoPeace Middle East Environmental Peacebuilding Methodology

**Adapted for Online Training**

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# A Training Manual for Facilitators in the EcoPeace Middle East Environmental Peacebuilding Methodology

## Adapted for Online Training

**June 2021**

**Tel Aviv, Ramallah, Amman**

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**ECOPEACE MIDDLE EAST** is a unique organization at the forefront of the environmental peacemaking movement. As a tri-lateral organization that brings together Jordanian, Palestinian, and Israeli environmentalists, our primary objective is the promotion of cooperative efforts to protect our shared environmental heritage. In so doing, we seek to advance both sustainable regional development and the creation of necessary conditions for lasting peace in our region. EcoPeace has offices in Amman, Ramallah, and Tel-Aviv.

For more information on EcoPeace Middle East or to download any of our publications please visit: www.ecopeaceme.org

Designed by:  Ayelet Tikotzky

# Training Manual for Facilitators to Learn and Apply EcoPeace's Environmental Peacebuilding Methodologies

## Adapted for Online Training

## Training Manual for EcoPeace Facilitators

Overview: Using a combination of experiential facilitation methods and EcoPeace presentations, this version of the training manual has been adapted for online learning. It offers a means for practitioners to learn, explore and adapt to their own realities the EcoPeace environmental peacebuilding model. The manual opens with an introduction to environmental peacebuilding and is followed by exploration of EcoPeace's bottom-up and top-down methodologies.

## Important Information:

**The Training Manual-Online Version comprises three documents:**

1) **Manual for Facilitators** (this document)
2) **Share Screen PowerPoint** (separate PowerPoint slide presentation)

   - The facilitator will use this document as instructed in the facilitator guidelines throughout the training.
   - Each time this PowerPoint Slide Presentation is referred to in the facilitator's manual, it will be highlighted turquoise.
   - The facilitator should make a copy of this document as it entails typing in participant ideas directly into the Share Screen PowerPoint Slide Presentation during the workshops.  By copying it, the original will be preserved.
   - OPTION:  Instead of typing directly on the PowerPoint Slide Presentation in Slides 10-11, 13-14, 22, the facilitator may use a WHITEBOARD.

3) **Practitioner Workbook** (separate document)
   - The practitioners will receive this Workbook at the beginning of the workshops. The facilitator will refer the practitioners to this document throughout.
   - It is highly recommend that the practitioners print this out so they can write in it during the workshops and frequent group work.
   - Each time this document is referred to in the Facilitator's Manual, it will be highlighted in olive green.

This online program will use Zoom together with a Share Screen PowerPoint slide

presentation.  The facilitator will share slides from this Share Screen document during the workshops. As well, the practitioners will receive copies of the Practitioner Workbooks which include the materials they will need during the workshops.

**Zoom:**  The following features will be used frequently during the workshops to enable a more interactive practitioner experience.

**Breakout Rooms**
- **Chat** – enable Chat for all participants to be able to write to one another
- **Share Screen** – Enable Share Screen for all participants
- **Whiteboard** – a whiteboard is optional and may be used instead of      Share Screen PowerPoint slides 10-11, 13-14, 22.

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# Table of Contents

## Color Key

| Orange | Skill Builders |
| Green | Reference Pages |
| Gray | Unit Headings |
| Pink | EcoPeace Presentation |
| Lavender | Experiential Activity |
| Yellow | Highlighted Components within Units |
| Red | Attention Needed |
| Olive Green | Worksheets in the Practioner Workbooks |
| Turquoise | Share Screen PowerPoint Slide Presentation |
| Light Pink | Notes about option for Whiteboard |

**ECOPEACE** MIDDLE EAST

# Table of Detailed Contents

# Introduction to EcoPeace and Environmental Peacebuilding

## List of All Materials and Sequencing – Part 1

1. **Facilitator Manual** (this document)

   **Share Screen PowerPoint** -  (separate document) for use during online workshops. The facilitator should use and make a copy of this, NOT the original.  It entails typing in participant ideas directly on Slide Presentation during the workshops.  By copying it, the original will be preserved.

   - OPTION to use a Whiteboard  in place of some of the slides in the Share Screen PowerPoint slide presentation (Slides 10-11, 13-14, 22).  In other words, the facilitator will write directly on the Whiteboard rather than the Share Screen PowerPoint.

2. **Practitioner Workbook**  (separate document)

   **Part 1 – Introduction and Environmental Peacebuilding**
   - **Environment Quotes**
     1. Environment Quotes (pages 5-7)
     2. Share Screen PowerPoint – Environment Quotes  - Instructions and Quotes (slides 4-7)

        **Pass the Glass of water - for environmental peacebuilding activity**
     3. Share Screen PowerPoint Presentation – Pass the Glass of Water - Direction for Zoom passing - Instructions (slide 8)
   - **Negotiation Skill builder:**
   - **> The Blinking Game**
     - Share Screen PowerPoint – The Blinking Games Instructions and Debriefing (slides 9-11)
     - NOTE: The facilitator may use a Whiteboard instead of the Share Screen PowerPoint: Blinking Game Instructions and Debriefing, Slides 10-11.  The facilitator will need the PowerPoint for instructions, slide 9.
     - Follow-up Scenarios – Position-Interest Practice (pages 12-14)

This online program will use Zoom together with a Share Screen PowerPoint slide presentation.  The facilitator will share slides from this Share Screen document during the workshops. As well, the practitioners will receive copies of the Practitioner Workbooks that include the materials they will need during the workshops.

Zoom:  The following features will be used frequently during the workshops to enable a more interactive practitioner experience.
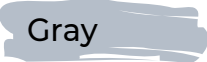
- **Breakout Rooms**
- **Chat** – enable Chat for all participants to be able to write to one another
- **Share Screen** – Enable Share Screen for all participants
- **Whiteboard** – a whiteboard is optional and may be used instead of        Share Screen PowerPoint slides 10-11, 13-14, 22.

## 1. Ice-Breaker –Quotes on Environmental Peacebuilding

**Experiential Activity -- 15 minutes**

### Overview:

This icebreaker is an opportunity for practitioners to meet and get acquainted in Breakout Rooms and start to engage with the ideas behind Environmental Peacebuilding.

### Materials:

Share Screen PowerPoint – Environment Quotes (slides 4-7)
Environment Quotes – Practitioners Workbook (pages 5-7)

### A. Procedure

- Refer practitioners to the Environment Quotes (pages 5-7) in the Practitioner Workbooks.  Here they will see both the environment quotes and corresponding breakout rooms.  In Breakout Rooms in pairs, they will read together the environment quote that corresponds to their breakout room number.

- **Share Screen of Environment Quotes** (Share Screen PowerPoint – Environment Quotes, slides 4-7) Using slide 4 - Instructions, read through the instructions with the practitioners.  Instruct them to:

  > introduce themselves to each other and read the full quote.
  > Discuss: How does the quote relate to the workshop?
  > Prepare to share with full forum.
  > Each pair should share insights in this opening icebreaker.

- (Share Screen PowerPoint – Environment Quotes, share slides 5-7, which list the environment quotes and corresponding breakout rooms.  Explain to practitioners that this same information appears in their practitioner workbooks (pages 5-7).  It is a list of quotes with breakout room numbers.  Each pair, once in the breakout rooms, will read together the quote that corresponds to the number of their breakout room.

- **Breakout Rooms (5 minutes)**: In pairs, place practitioners in breakout rooms. (If there is an odd number, 3 can be together in a room).  Breakout room: can be generated automatically by Zoom.  No need to match specific pairs.  Allow about 5 minutes in breakout rooms for them to become acquainted and discuss their quotes.

- **Full Forum** (5-10 minutes):  Bring practioners back to the full forum and ask the pairs to share their ideas and insights.

## Environment Quotes

### Breakout Room 1

"Our task must be to free ourselves from our prison by widening our circle of compassion to embrace humanity and the whole of nature in its beauty."   **Albert Einstein**

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### Breakout Room 2

 "The only way forward if we are going to improve the quality of the environment, is to get everybody involved."  **Richard Rogers**

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### Breakout Room 3

 "We have flown the air like birds and swum the sea like fishes, but have yet to learn the simple act of walking the earth like brothers."   **Martin Luther King**

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### Breakout Room 4

 "What lies behind us and what lies before us are tiny matters compared to what lies within us."   **Ralph Waldo Emerson**

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### Breakout Room 5

 "When one tugs at a single thing in nature he finds it attached to the rest of the world."
**John Muir**

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### Breakout Room 6

 "The environment is no one's property to destroy it's everyone's responsibility to protect."
**Mohith Agadi**

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**Breakout Room 7**

"The environment is where we all meet, where we all have a mutual interest. It is the one thing all of us share." **Lady Bird Johnson**

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**Breakout Room 8**

"Earth provides enough to satisfy every man's needs but not every man's greed." **Mahatma Gandhi**

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**Breakout Room 9**

"Like music and art, love of nature is a common language that can transcend political or social boundaries." **Jimmy Carter**

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**Breakout Room 10**

"The earth will not continue to offer its harvest, except with faithful stewardship. We cannot say we love the land and then take the steps to destroy it for use by future generations." **Pope John Paul II**

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**Breakout Room 11**

"Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it is the only thing that ever has." **Margaret Mead**

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**Breakout Room 12**

"Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world." **Harriet Tubman**

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**Breakout Room 13**

"Most people have lost contact with the natural world our vibrant culture, our way of life. We are endangered." **Sheila Watt-Cloutier**

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**Breakout Room 14**

"We never know the worth of water until the well is dry." **Thomas Fuller**

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**Breakout Room 15**

"Water is the soul of the Earth."   **W.H Auden**

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**Breakout Room 16**

"When water goes, so does the wisdom." **Sheila Watt–Cloutier**

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**Breakout Room 17**

"Walk as if you are kissing the Earth with your feet."  **Tich Nhat Hahn**

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**Breakout Room 18**

"Only those who go against the current will find the source of the river."  **Folklore**

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## 2. EcoPeace Presentation – Opening and Introduction
### PowerPoint Presentation (15 – 20 minutes)

## Reference Pages – EcoPeace – Introduction, Background and History

### Program on Water Security

The following pages will appear in the Practitioners' Workbook. They are reference pages, that relate to this opening, introductory EcoPeace presentation. Those attending the workshops will learn these concepts in the EcoPeace presentation and therefore, these reference pages will serve as supplementary materials.  For those not attending workshops, these pages will serve to elaborate on the topics covered in the EcoPeace presentation.

## About EcoPeace

EcoPeace Middle East is an environmental peacebuilding organization that advances cross-border solutions to regional water-related issues.  Recognizing that shared natural resources provide opportunities for cooperation and development of trust even in the midst of conflict, EcoPeace brings together Jordanian, Palestinian and Israeli environmentalists to cooperate on protecting a shared environment. EcoPeace helps the different parties shift from conflict to cooperation, forging understanding and willingness to establish interdependence where there is traditionally disagreement and conflict. This interdependence lays the foundation for the development of mutual prosperity, trust and ultimately peace.

EcoPeace has a unique organizational structure with offices in Ramallah, Amman and Tel Aviv, where some 60 staff members are employed, including educators, planners, water engineers, architects and attorneys. Through EcoPeace's strong presence on each side of the border, it is able to raise awareness and advocate for policy change and practical solutions in ways that cannot be accomplished by any single country alone. The unique, collaborative cross-border approach successfully integrates bottom-up community-based action with top-down research and advocacy.

## EcoPeace History

**1994.** EcoPeace was founded at a historic meeting of environmental NGOs in Taba, Egypt. For the first time, Egyptian, Israeli, Jordanian and Palestinian environmentalists agreed to join forces to promote inclusion of the environment in the peace process, creating a regional strategy for responding to the water crisis.

2001. EcoPeace launched its **Good Water Neighbors (GWN)** project, bringing together communities in Palestine, Israel and Jordan to cooperate over transboundary water basins.

**2006**. The first **Memorandum of Understanding** to cooperate on shared water issues was signed by the Jordanian Governor of North Shuuneh and the Mayor of Pella, Jordan with the Mayors of Beit She'an and Beit She'an Regional Council, Israel. More such agreements have since been signed.

**2010.** EcoPeace established the **Sharhabil Bin Hassneh EcoPark (SHE)** on 100 dunams in Jordan, now expanded to 2,700 dunams to include the Ziglab Dam.

**2013. Israel**.  The Israeli government released fresh water from the Sea of Galilee into the Jordan River for the first time in 49 years, committing to increase the allocation from 9 mcm to 30 mcm by 2015.

**2016.** A tripartite **water swap** agreement among Jordan, Israel and Palestine, included the doubling of water sold to Gaza and West Bank.  The resumption of the **Joint Water Committee** enabled 97 infrastructure projects in the West Bank to proceed.

**From 1994 to 1998**, EcoPeace led efforts to develop sustainable livelihoods (e.g., UNEP report, OECD peace building pillars.)  These efforts were aimed at protecting the environment from the lack of cross-border cooperation due to the conflict and overdevelopment. EcoPeace focused mainly on top-down programs, such as publishing policy briefs and events highlighting the national self-interest of each party.

**From 1998 to 2001**, the failure of the Oslo Accords to advance peace resulted in EcoPeace experiencing great turmoil, both internally and externally. EcoPeace was attacked as an arm of the failed peace effort, with Arab-Israeli cooperation accused of serving the interests of the other side.

In the **transitional period from 1998 to 2001**, EcoPeace refocused its environmental peacebuilding efforts on the renewed conflict, underscoring how the conflict was causing the pollution of shared environmental resources and the need for cooperation. As top-down advocacy work continued, EcoPeace introduced a new approach: **bottom-up** strategies to educate local constituencies to call for and lead cross-border solutions to regional water issues.

**From 2001 to the present**, EcoPeace reinvented itself in the midst of escalating violence. To maintain relevance, it took a leading role in peacebuilding through grassroots efforts that included dialogue, confidence building and cooperation with cross-border communities.  Continuing in the midst of conflict, EcoPeace's bottom-up programming facilitates the advancement of community interests in cross-border environmental solutions.

**Since 2017, EcoPeace has gone global**, establishing the **Program on Water Security (PWS)**. PWS connects EcoPeace's 25-years of experience in the Middle East with the needs of civil society organizations around the globe. EcoPeace passes on its best

practices, helping to adapt the bottom-up and top-down programs for the specific organizations. Training includes site visits by organizations to the Middle East for hands-on training with EcoPeace professionals as well as international training in countries around the world.

## Finding Common Ground in Conflict / The Program on Water Security

EcoPeace has spent decades aiding communities and governments in the Middle East cope with conflict and water insecurity, developing a highly-effective people-to-people model that stresses healthy interdependencies and mutual interests. The Program on Water Security (PWS) connects EcoPeace's experience with the needs of the civil society organizations around the globe. Complementing government-to-government water diplomacy, PWS helps civil society organizations in water-insecure regions develop their organizational capacity and advance security for their communities.

### Water Insecurity: Threatening the Planet and People

Climate change and its disruptive impact on water resources is increasingly recognized as a threat multiplier that is a catalyst for conflict in areas around the world. In 2019, the World Economic Forum identified climate-induced water stress – which leads to increased resource scarcity, drought, flooding and water pollution – as the most significant threat facing the planet over the next decade.

Despite the urgent need for action, civil society organizations that focus on promoting water security in the midst of conflict face three major obstacles to making their communities more resilient:

1. **Historically, organizations have been founded to either address environmental issues or conflicts**. It is increasingly clear that these two issues are inextricably linked. PWS offers strategies for organizations to make their programming more effective by addressing both environmental issues and conflict, whether social, economic or geopolitical.

2. **Many organizations are not equipped with the tools and means necessary for improving the resilience of their communities**. PWS shares best practices with its partners, developing their capacity to face environmental challenges.

3. **Organizations are often disconnected from one another**. PWS is building a global network that brings practitioners together to share and learn from one another.

## Current Program Activities

The activities include both EcoPeace sharing its experience and methodology as well allowing participants to contribute their own experience to build partnerships.  This mutual learning results in new knowledge and insights that we constantly incorporate into the program.

1. **Workshops in the Middle East**: We offer training of civil society organizations and practitioners.  These include:
   - Meeting with local stakeholders, including government authorities, youth, religious leaders, experts and educators;
   - Attending expert presentations and panels;
   - Learning from EcoPeace's staff;
   - Visiting relevant regional sites;
   - Sharing insights from participants' own work and relating it to global efforts.

2. **Global Workshops**: We organize international training in countries around the world, developing content relevant to the region and the needs of the organizations.

3. **Exchange Visits and Mentorship:** Site visits are one of the most effective tools for visiting delegations to gain understanding.  Delegations have the option to visit Jordan, Israel and Palestine to learn about the region's challenges.  EcoPeace staff also participate in exchange visits to witness the challenges faced by our partner organizations.

4. **Technical Advice and Strategic Planning:** We work with organizations to advise them on projects and assist in strategic planning. This often involves advising civil society organizations on how to develop projects based on EcoPeace's model and those of other organizations.

5. **Manuals and Webinars:** Activities are supported by an environmental peacebuilding curriculum that includes a manual and multimedia content.  Our constant hosting of researchers from academic and policy institutions worldwide allows us to remain abreast of the latest literature.  Together with our methodology, we use this knowledge to advance civil society organizations in our network.

6. **Networking and Partnership:** Our global network helps the civil society community stay more connected than ever before. By enabling organizations to share their experiences and best practices, we help one another enact change locally, regionally and globally.

## Concepts:  What is Water Security and why is it so important to discuss?

**Water Security** is defined as "the capacity of a population to safeguard sustainable access to adequate quantities of acceptable quality water for sustaining livelihoods, human well-being and socio-economic development for ensuring protection against water-borne pollution and water-related disasters, and for preserving ecosystems in a climate of peace and political stability.[1]"

This definition highlights the importance of water security in attaining a greater sense of human security.  Water is central for food security, maintaining health and hygiene and sustaining livelihoods and economic growth.

Water security takes into account not only a country's water resources, but also the productive and protective actions a country takes to secure water. As the United Nations World Water Development Report pointed out, **a water crisis is essentially a crisis of governance and societies.**  By improving currently unsustainable practices, enhancing national water governance and developing water diplomacy, nations can attain and maintain water security.[2]

An increasing number of studies show a correlation between climate change, water insecurity and political instability. [3] National security is not solely a measure of military preparedness but one that takes into account the well-being of the people.  A lack of water security means that a nation does not have adequate and sustainable water supplies and water treatment infrastructure for the needs of its people and industry. This very often impacts food security.  Inadequate water and food security put enormous strain on the daily life of the nation and such scenarios affect national security.

An example of particular relevance is the Middle East and North Africa (MENA), the most water-scarce region on earth.  The region includes 5% of the world's population with less than 1% of the world's renewable water supply, with a total water demand exceeding available water supplies by almost 20%. The region suffers from inefficient water usage and mismanagement, antiquated water infrastructure and networks, a lack of legal,

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1    Water Security and the Global Water Agenda," UN-Water Analytical Brief, United Nations University, 2013

2    Water for People, Water for Life: The United Nations World Water Development Report." World Water Assessment Programme, 2003

3     Peter H. Gleick, "Water and Conflict. Fresh Water Resources and International Security." International Security, Vol. 18, No. 1, Summer 1993; Ido Bar and Gerald Stang, "Water and insecurity in the Levant, " European Union Institute for Security Studies (EUISS), April 2016; P. Vitel, "Food and Water Security: Implications for Euro-Atlantic Security," Report to the Sub-Committee on Energy and Environmental Security of the NATO Parliamentary Assembly, November 2011; "Water governance in the OSCE area – Increasing security and stability through co-operation,"Compilation of Consolidated Summaries, 23rd OSCE Economic and Environmental Forum, Office of the Co-Ordinator of OSCE Economic and Environmental Activities, 2015.

political and economic frameworks for management of transboundary water resources and pollution.  In a region as volatile as MENA where conflict, war and terrorism can often seem the norm, water security directly impacts national security. MENA countries with extreme water scarcity are vulnerable to conflict, war and terrorism.  At the same time, most of the MENA nations share water sources.  While shared water sources can lead to conflict and war, they also provide opportunities for cooperation.

Given its key role, water has the potential to act as a lifeline during conflict resolution and peacebuilding.  The willingness to cooperate to resolve water challenges can, contrary to creating conflict, strengthen relationships and build bridges.



Source: UN – Water 2013 http://www.unwater.org/publications/publicationsdetail/ru/c/210718/
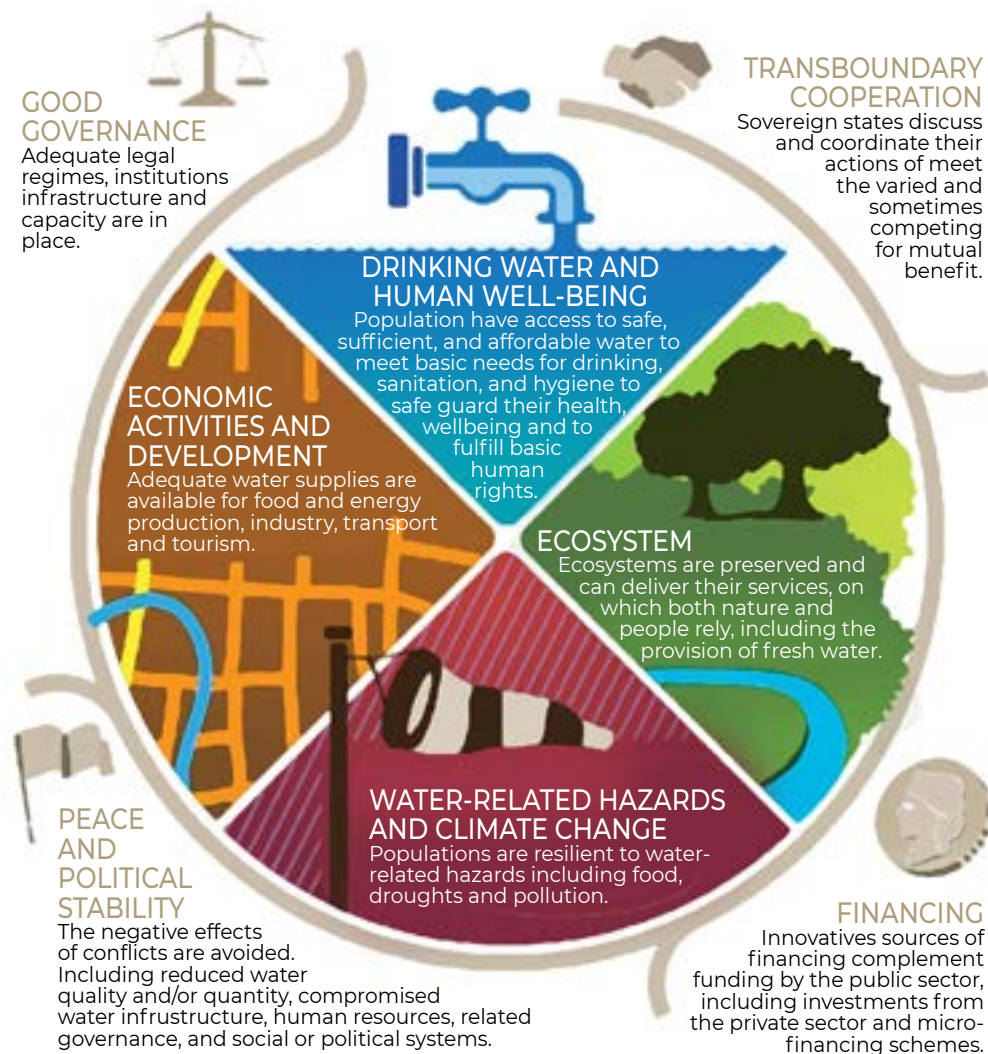
## 3. Experiential Activity – Passing a Glass of Water. What is Environmental Peacebuilding?

**Activity with full group (or small groups) – 15-20 minutes.**

**Overview:** The purpose of this activity is to elicit through an experiential activity an answer to the question: **What is environmental peacebuilding?** Following the activity, the facilitator should be able to elicit that environmental peacebuilding involves trust building, self-interest and shared interests in dealing with scarce resources.

It is a relatively recent field and the practitioners may not be knowledgeable about it.

The goal here is that EcoPeace's environmental peacebuilding practices will inspire the practitioners and that they will acquire new ideas, knowledge and skills sets.

Working definition of environmental peacebuilding for facilitators: Using the environment as an entry point for dialogue and cooperation between parties to a conflict.

## Materials:

- Share Screen Document – Environmental Peacebuilding – Passing the Glass of Water – Follow the direction of the arrows when passing  (slide 8)
- Glass of water – each practitioner

## A. Procedure:

1. **Pass a glass of water from Zoom square to Zoom square:**

   This version, adapted for online, will entail having the practitioners, each with their own glass of water, "pass" this glass to one another in the virtual Zoom space.   They will be instructed that while they each have their own glass, they are to imagine that they are passing the same glass of water, which is in limited supply.  This supply is enough for everyone as long as no one spills the water or drinks it.

   The following link shows a group passing a glass for a happy-hour toast.  The idea is here is to emulate (copy) the participants in this video in the way they pass the wine:

   https://www.youtube.com/watch?v=6iu_pcJ7M10

1.   In advance:   instruct practitioners to **bring a glass of water to the workshop session**.  It's important to let them know in advance so they arrive prepared.

2.  **Set the Screen Order of the participants**:  As the host, you will need to set the screen order so that what the practitioners see, is the **same as what the facilitator sees**.  To do this:

    In the top right of your screen, click "View"

    Then click "Follow Host's Video Order"

    The participants will see the videos displayed in the same order as you the host.

    

    Illustration:  https://chrismenardtraining.com/post/zoom-rearrange-videos-gallery-view
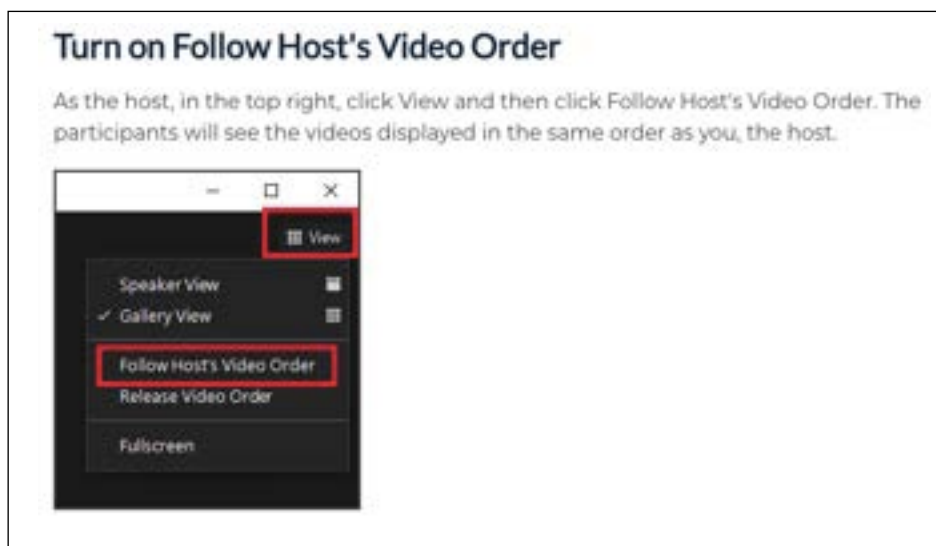
3.  **Show the video to the practitioners:**

    https://www.youtube.com/watch?v=6iu_pcJ7M10

    Explain that they will be simulating this idea but for a different purpose – i.e. it is not a happy-hour toast, rather an environmental peacebuilding activity. What is important is they see how the glass is passed.

4.  In the video, practitioners pass a glass from one virtual space to another. The "passing" takes place in the virtual space on the edge of each person's square.

    The facilitator instructs the practitioners as follows:

    ●   Tell them to imagine that they are passing the same glass of water, that there is only ONE glass.  Obviously because it's online, they will each have their own glass, but they should imagine the idea that it is a single glass that they are passing.

    ●   Tell them that they ALL need this water for themselves and that there is enough water for everyone unless it spills.

5. Share Screen Document – Environmental Peacebuilding – Pass a Glass of Water – follow the direction of the arrows when passing, (slide 8):  Share the document and show the diagram with the direction to the practitioners.  Then give the practitioners 1-2 minutes to practice the technique demonstrated in the video before the real exercise begins.

   Direction the glass of water should be passed:

| → | → | ↴ |
|---|---|---|
| BEGIN-1st person | | |
| ↳ | ← | ← |
| → | → | END – Last Person |
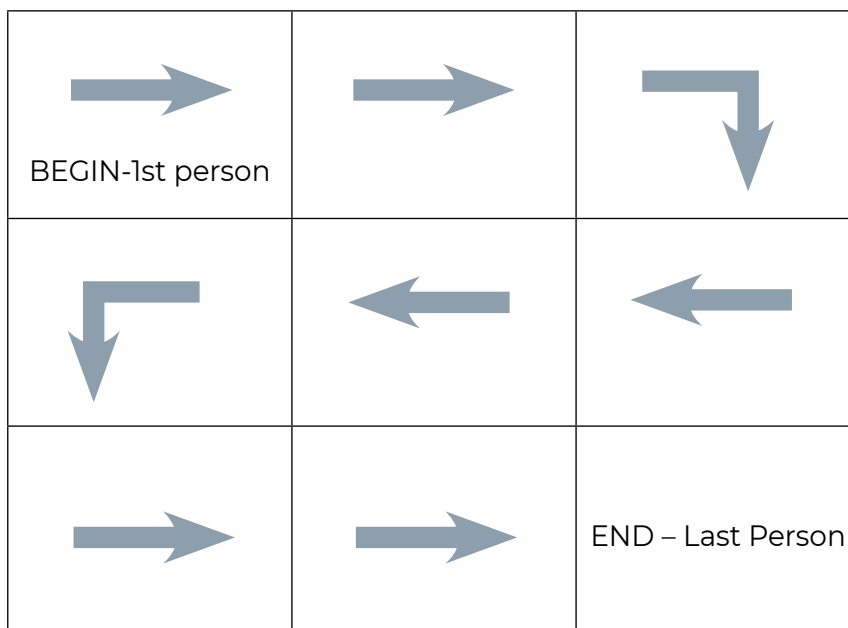
6. Run the exercise, beginning from the practitioner in the top left corner.  It should move from person to person as shown above.

## B. Debriefing

Overview: Throughout this workshop, practitioners will be engaged in experiential activities.  Critical to the success of experiential learning is the debriefing after the activity.  The debriefing is conducted by the facilitator and is a discussion in which the participants describe their experiences and share their insights.  It is an opportunity for the facilitator to elicit from the participants the important points rather than delivering them in a frontal manner.  Finally, the debriefing allows the participants to lock in their learning, for greater retention.

The goal of this debriefing is to elicit aspects of and insights into environmental peacebuilding.  This will be followed by an EcoPeace Presentation on EcoPeace's environmental peacebuilding practice.

## i. Debriefing – Towards an Understanding of Environmental Peacebuilding / Eliciting insights

**The facilitator may ask the following questions:**

- How do you feel about what you did?
- Was the activity successful? Why/why not?
- What did you notice happening during the exercise?
- What did you feel was most important in order to ensure success?
- Why was that important?
- Since the water was a scarce resource, what was important?
- During the exercises, how would you have felt if one person had kept the glass with all the water and wouldn't agree to pass it around?
- Or if someone drank from the water, thus polluting it?
- Did you ever think that could happen?
- What situation would that put you in? What about the others?
- What is needed to prevent that? (answer: trust-building)
- What conclusions can you draw?
- What are your insights?

**Points that can be made:**

- Spilling water – this can be seen as not caring for/degrading the environment.
- Drinking the water – probably won't happen but this too could be seen as polluting the water.
- Not sharing, keeping the water – as an attempt to control access to the water sources.  In other words, hoarding water, everyone grabbing as much as they can for themselves.

**Elicit any of the following:**

- Ideas of shared natural connection to resources
- Fostering cooperation through shared environment
- Trust-building
- Self-interest
- Shared interests
- Scarce resources

***The practitioners may and will answer using different wording to express similar ideas; the facilitator can help guide them by offering the above terminology.

Conclude the debriefing by sharing the **definition of Environmental Peacebuilding:**

Using the environment an entry point for dialogue and cooperation between parties to a conflict.

## 4. EcoPeace Presentation – Environmental Peacebuilding

### This will be a PowerPoint Presentation - 15-20 minutes

- The presentation will build on the learning from the experiential activity to further illuminate the concept of environmental peacebuilding.

## Reference Pages – Environmental Peacebuilding

### Environmental Peacebuilding

*"The water problems of our world need not be only a cause of tension; they can also be a catalyst for cooperation.… If we work together, a secure and sustainable water future can be ours."*

**Kofi Annan**

**Environmental Peacebuilding is defined as** using the environment as an entry point for dialogue and cooperation between parties to a conflict.

The field of environmental peacebuilding has grown significantly as an approach to conflict resolution and peacebuilding. This positive trend can be seen in the establishment of environmental initiatives, funds and regulatory bodies and programs, such as the United Nations Sustainable Development Goals (SDGs) and national strategies.

Environmental Peacebuilding offers a platform for dialogue and a place of encounter with the goal of improving common environmental grievances as well as livelihoods. The creation of a safe space for dialogue is the basis for trust and confidence in cooperation. These encounters lead to the reduction of negative stereotypes and perceptions of the "other". The focus on the shared environment combines forward-thinking and aligned interests and therefore has the potential to initiate the communities' envisioning of a future.[4]

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4   Harari, Nicole and Jesse Roseman (2008) 'Environmental Peacebuilding. Theory and Practice'. A Case Study of the Good Water Neighbours Project and In Depth Analysis of the Wadi Fukin / Tzur Hadassah Communities., Amman, Bethlehem, Tel Aviv: EcoPeace / Friends of the Earth Middle East.

*"Working on common environmental threats can be psychologically easier for adverse parties to accomplish in the beginning than searching for common ground to build upon."*

**Peter Haas**
Professor of Political Science
University of Massachusetts, Amherst

**Four environmental pathways to peace and confidence building:**

**Environment**

Can help prevent conflict — by creating living environment for communities involved

by being a safe and productive topic for dialogue (if considered "low" politics) — Becomes the lifeline during conflict

Can help to end the conflict — by initiating the dialogue between the parties

as adverse societies will have to continue cooperating over environmental topics for prolonged period of time, an opportunity for mutual economic development can arise — Can help make peace long-lasting

## Concepts:

### Environmental Peacebuilding versus Environmental Conflict Resolution

The term environmental peacebuilding can be adapted to two different concepts. The first one is the concept that has been described in the previous pages, using the environment as one possible linking element between parties to a conflict to foster peace in an area of protracted conflict. The other is the more often discussed and researched idea of the resolution of environmental conflicts through the common management of natural resources.

## The Role of Civil Society and NGOs

*"In other words, civil society....is the process through which individuals negotiate, argue, struggle against or agree with each other and with the centres of political and economic authority. Through voluntary associations, movements, parties and unions, the individual is able to act publicly."[5]*

**Mary Kaldor**
Director of Conflict and Civil Society Research Unit,
London School of Economics and Political Science

NGOs, among many other roles, serve a bridging role in civil society. In so doing, they promote initiatives. These NGO initiatives can greatly benefit from using the tools of environmental peacebuilding. By using the environment as an entry point for bringing together parties to the conflict, the NGO has the opportunity to both help solve the shared environmental problems and eventually, help advance peacebuilding.

Because environmental problems are by nature transboundary and whatever harm one party causes to the environment, the other party will also suffer, the NGO can begin by showing the conflicting parties that it is in their own self-interests to work together to solve the shared environmental problem. Understanding that is in their own self-interests to cooperate in order to solve their problems – it is their own self-interests that they are working toward -- is a much easier shift for them to make then to look for common ground in their larger identity, territorial or other conflicts -- and as a result, is an effective strategy for the NGO. By focusing on shared environmental problems, the NGO can bring together the parties, create spaces for dialogue and trust building. These steps, working together to solve common environmental problems, are trust building measures in their own right – and can ultimately help advance peace.

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5    Kaldor (2005)

With environmental issues at the forefront of global concerns, the tools of environmental peacebuilding can aid NGOs more than ever in bettering their societies.

In this context, NGOs, such as EcoPeace, take on the following four roles as external peacemakers:

| Roles | Definition | EcoPeace Middle East |
|---|---|---|
| **Enskiller (Empower)** | Develops skills and competencies needed to enable parties to reach a mutually acceptable and sustainable solution. | Helps the parties initiate sustainable solutions that benefit all three communities by providing environmental and political education, intercultural competence skills and encounters, negotiation skills, etc. |
| **Envisioner (Fact finder)** | Provides new data, ideas, theories, and options for parties to select from. Facilitates further brainstorming on a range of possible options aimed at finding a solution. | Distributes important knowledge and facts about the environmental situation in Israel, Jordan and Palestine, such as economic and environmental studies. |
| **Enhancer (Developer)** | Provides additional resources and help. | Provides the communities with financial resources and guidance as well as knowledge of not only their own environmental situation, prospects and possibilities, but also those of the other parties. |
| **Reconciler** | Focuses on long-term initiatives that are aimed at changing the negative perceptions of the opposing parties. Facilitates new relationships based on a shared vision and future. | Challenges the negative stereotypes and assists in the creation of cooperation and long-lasting relationships.[6] |

EcoPeace Middle East is a great example of a facilitator of mutual cooperation between communities in conflict through successful implementation of projects within the scope of Environmental Peacebuilding. EcoPeace helps the three parties advance toward peace by empowering them and providing them with a platform for cooperation and dialogue.

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6    Definition by Mitchel (1993) of roles and functions of external peacemakers, cf. Harari and Roseman (2008), p. 16

## Change of Perception

Change of perception is one of the long-term aims of environmental peacebuilding.

Effective reconciliation requires reversing years, even decades of negative perceptions, from negative stereotyping and de-legitimatization to fear and hatred. The parties need to moderate their negative feelings, explore similarities, rather than differences (especially when focusing on the future) and develop mutual acceptance and hope. There are four processes necessary for a change of perception on a cognitive-affective level:[7]

1. **Legitimization**: Conflicting parties accept each other within the boundaries of international law and norms, with which it is possible, even desirable, to end the conflict and build positive relations.

2. **Equalization**: The parties – leaders as well as ordinary people - recognize each other as equals. Turning the rival into an equal partner enables significant interaction between past rivals.

3. **Differentiation**: the heterogeneity of the opponent group is acknowledged. The other group is no longer viewed as a "homogenous hostile entity" but as "made up of various subgroups, which differ in their views and ideologies" Subgroups with similar values and beliefs are identified and recognized as partners for establishing peaceful relations.

4. **Personalization:** The opposing groups view one another as individuals with human qualities, concerns, needs and goals.

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7    Differentiation by Bar-Tal and Teichman (2005), cf. Harari and Roseman (2008), 13

*"In all contemporary internal conflicts, the futures of those who are fighting are ultimately and intimately linked and interdependent."*

**John Lederach** (1997)
Professor of International Peacebuilding
University of Notre Dam

## Pivotal notions in Environmental Peacebuilding:

1. **Perception of the future**

   - Environmental cooperation can only lead to successful peacebuilding if considered in a **long-term** context. A short-term vision ignores the environment and potential consequences of environmental neglect. In addition, it's important to understand that in the long-term vision, the process is linear with obstacles along the way.

   - Conflicting groups often have more in common when it comes to their future than when focusing on the violent past. Having a shared future vision provides a horizon for a shared journey.

2. **Building Trust and Creating a Shared Identity**

   - Continuous dialogue on shared environmental issues and solutions will, over time, bring the adversarial parties to a more harmonious state that can advance conflict resolution. While adversaries might not be able to agree on points of political conflict, they can work together to solve common environmental problems, such as pollution in transboundary rivers and streams. Working together on environmental issues helps build trust between the parties and can pave the way for solving greater, more intractable problems in the future.

## 5. Skill Builder 1 - Negotiation Skills: From Conflict to Cooperation
### Positional Bargaining vs. Interest-Based Negotiation Game

**A choice of Two Games (Choose 1) – 45 minutes. Arm Game or XO Game**

## Icebreaker Negotiation Game –Information for the Blinking Game

Overview: The Blinking Game is an icebreaker activity that introduces interest-based negotiations. It highlights both the dissatisfaction of a win-lose situation (one side will always be unhappy) and the win-win goal of interest-based negotiation. People often believe that winning means that if one side wins, the other loses. Here practitioners will learn that in a conflict situation, it is possible to interpret "win" in a number of different ways and that both sides can leave having had their interests met.

This relates to Environmental Peacebuilding in that it is necessary to steer stakeholders from conflict to cooperation.

- **Materials:**
  > Shared Screen PowerPoint: Blinking Game Instructions and Debriefing (slides 9-11)
  > Shared Screen PowerPoint: Positional Bargaining vs Interest-Based Negotiation (slide 12)
  > OPTION: the facilitator can use a Whiteboard in place of the Share Screen PowerPoint Blinking Game – Debriefing, slides 10-11. The facilitator will need the PowerPoint for instructions, slide 9.
  > Follow-up Scenarios – Position-Interest Practice (pages 12-13-14)

## A. The Blinking Game

**Reference Material for Facilitator:**

Most players will head into the blinking game assuming it's a classic competitive competition. They'll do their best to win and ensure that their partners lose. In this typical approach, they are looking at it as a win-lose proposition and become competitive immediately, based on what is usually their own experience. For example, here they are instructed, "Your goal is to score as many points as possible." Nowhere are they told that they should score as many points as possible for themselves only. But they will

assume this because it is a game with points to be earned and they are not allowed to communicate (in the first round.)

In general, the idea of negotiating a compromise is seen as a less desirable goal. With compromise, both sides must give up something and both walk away dissatisfied. The idea of interest-based negotiation is that by first examining interests – as opposed to immediately competing for the same thing – the two sides might discover that they are in fact not in conflict or that they have areas of possible cooperation.

When the two sides discover that they can opt for other possibilities, they can avoid a zero-zero draw (zero sum game) in which no one scores – i.e. no one wins. While there will always be situations in which it isn't always possible for both sides to achieve the highest scores, situations in which both sides score and/or score more are still a better options than a zero sum game or a win-lose situation.

In the blinking game, the key to achieving this is for both sides to take turns blinking, back and forth with no resistance as quickly as they can. This allows each side to accumulate a maximum number of points. Some may grasp this in the first round, some may not grasp it at all, even after two rounds. They will understand it in the debriefing.

The take-away is to understand that there are often greater gains to be had by exploring the other side's interests and working cooperatively to achieve a win-win situation. To do this, they need to think about the other side's interests, not just their own.

**Information for Debriefing (and reference information for facilitators):**

In debriefing the Blinking Game, the goal is to show that in a negotiation, a win-win approach, based on cooperation, greatly increases the benefits for everyone. The shift from conflict to cooperation can be seen in terms of positions and interests. Once a person ceases to focus on his/her position and begins to examine both his/her and the other party's interests, the shift occurs.

**Position:** what a person says he/she wants, the stand he/she takes.

**Interest**: the reason behind the position, what the person really wants, his/her true needs and desires. **To get to the person's interest, ask WHY?**

**In the Blinking Game:**

- the **positions** would be that they have to beat the other person.
- the **interests** would be that they want to score the highest possible number of points. Since their interests are in scoring the highest possible number of points, not only does cooperating **not** interfere with their interests, but it will help them score even more points. **In other words, it will advance their interests.**

In interest-based negotiation, the idea is to NOT bargain over positions. The aim is to negotiate not what the other person says or the stance they take (position), but what they actually think and feel (interest.) The real problem to be solved in a negotiation is related to interests, not positions. Some of the most important interests are basic human needs, such as wanting to be respected, acknowledged and liked.

This activity aims to teach the idea that a person has everything to gain if before a negotiation, he/she takes a moment to identify his/her own interests and the other side's interests.

## i. Procedure:

## Part 1 – Playing the Blinking Game:

**Round 1 (there will be 2 rounds):**

1. **Open by transitioning from the Environmental Peacebuilding activity of Passing the Glass of Water to a <u>Negotiation Lesson:</u>**

    Tell them to think back on the activity of passing the glass of water and consider the idea that there could be winners and losers. The idea is to get them to understand that there are situations – any situation in which there are shared interests, such as the water -- in which it is **not** OK to have losers. This will help prepare them to take in the concepts of interest-based negotiation.

    **Facilitator asks:**

    - In a situation such as a shared water source, if someone doesn't pass the water, what happens to others?
    - Is that OK? Why / why not?
    - Is it OK in such situations that there are losers? Why? / Why not?

2. Right after the above discussion, the facilitator announces that they are going to play the Blinking Game.

3. The facilitator explains that they will play this game in pairs in Breakout Rooms.
    - Share the Screen (Shared Screen PowerPoint: Blinking Game Instructions and Debriefing (slide 9)

    Go over and explain the Blinking Game instructions to the practitioners. It's a good idea to repeat them several times to ensure that everyone understands. If anyone asks any questions, simply repeat the instructions and encourage them to get started.

- Every time your partner blinks, you will get 100 points.
- Each person keeps track of his/her own points.
- Your aim is to get as many points as possible
- You will have 30 seconds to play.
- There is **NO** talking allowed during the game.
- When you finish each round, wait to be brought back to the main forum.

4. **Breakout Rooms**: Place the practitioners in breakout rooms and give them a total of 2 minutes.  This should be ample time for them to complete the 30-second round.

5. After 2 minutes, return everyone to the main forum for **Debriefing Round 1.**

## ii. Debriefing – Blinking Game – Round 1

1. **Share Screen PowerPoint: Blinking Game Instructions and Debriefing** (slide 10) Share Screen with the practitioners.  The facilitator will now explore the differences in the number of points people scored and how they did it.  Ask for a few pairs to share their experiences.

2. **Write the results of a few pairs:** The facilitator types the **results** directly into the Share Screen slide (as it is the facilitator's slide presentation, he/she can type on it as on any document in his/her computer.

   **NOTE:** instead of writing into the Share Screen PowerPoint slide 10, for the Blinking Game Debriefing, the facilitator may use a Whiteboard.
   (the following numbers are illustrative only):

| Pairs | Partner 1 | Partner 2 |
|-------|-----------|-----------|
| Pair 1 | 0 | 0 |
| Pair 2 | 100 | 0 |
| Pair 3 | 200 | 200 |
| Etc. | | |

**Questions for debriefing:**

- What was your experience? What strategies did you use?
- How do you feel about it?  Ask both those who won and who lost.
- You may get a pair that "figures it out" and has an outcome of something like 500-500.  Relate to this pair **at the end** as to not give away the "secret" too early.
- Did the idea of "winning'' imply ''losing'' as well?
- For someone to win, did another have to lose?
- Check if they remember the instructions. The exact instruction was: "Your goal is to score as many points as possible."
- What did you assume you were supposed to do?  Where did you get this idea? (Usually it's habit, based on their experiences.)
- When we work with others, we frequently negotiate with them. Why is that negotiation is often seen as competitive- thinking that one person will win and the other will lose?
- Call on any groups with high scores at the end.

## iii. Round 2

- Run a second round, same instructions, but this time, allow them to communicate. Tell them:
  - > This time you are **allowed to talk** to your partner for 60 seconds before you begin. Once you begin, no talking.
- Breakout Rooms: Send them back to the same Breakout Rooms with the same partners.
- Full Forum – Return them for Debriefing, Round 2.

## iv. Debriefing – Round 2

This time some or many of the practitioners will have figured out that they can work cooperatively and increase both their points.  That a goal of needing to score as many points possible doesn't mean only for oneself.  By cooperating – simply taking turns blinking -- they can both attain much higher scores.

1. **Share Screen**: Begin the Debriefing by asking them to share their scores.
2. **Facilitator charts scores:** Use Share Screen PowerPoint: Blinking Game Instructions and Debriefing  (slide 11)

   NOTE: instead of writing into the Share Screen PowerPoint slide 11, the facilitator may use a Whiteboard.

3.  **Ask the following questions:**

    - Did being able to speak before the 2nd round help?  In what way?  What did you discuss?

    - Did any pairs change strategy?  What did you do?

    - In conflict, are there times when people use the same approach as in this game? In other words when the goal is to win it means the other person has to lose?

    - Are there times when we use a different approach?

    - Can you relate what we just experienced to the environmental peacebuilding activity in which we passed around a glass of water? How would this relate?

        > Say your partner was someone who refused to pass the water and decided to keep it for him/herself.  How could you relate what we have just done here to help move from conflict (he won't give you the water) to cooperation (you share)?

    - Transition to terminology.  Facilitator explains that what they have just done is learn some of the important concepts for what is called interest-based negotiation. This method is based on identifying the difference between the following:

    - Shared Screen PowerPoint: Positional Bargaining vs. Interest-Based Negotiation (slide 12)

    - (with the definitions below):

| **Position**: What you want. The stand you take in the argument. | **Interest**: Why you want it.  What are the core values your position represents? What are your  concerns? |
|---|---|

Points to explain:

- Interests help you to see the real problem

- How do you get to interests: Ask **Why?**

- Take the time to ask what your <u>own interests</u> are and figure out <u>the other side's interests.</u> Asking "Why?" will help you identify the interests

- The real problem to be solved in a negotiation has to do with interests, not positions. Usually behind positions are several interests.  Some of the most important interests are basic human needs, such as wanting to be liked and respected.

- Always try to keep in mind the about the other side, what they might be thinking.

## C.   Additional closing exercises – Positions vs. Interests

**Materials**:

- Positional Bargaining vs. Interest-Based Negotiation- Follow-up Scenarios, (pages 12-14)

**Follow-up activities:**

1.  Story of the Orange

    Begin by telling practitioners the classic position-interest **Story of the Orange**.

    *Two sisters are in the kitchen fighting over a single orange.  Their mother walks in and asks them to stop fighting.  They continue.  Their mother again asks them to stop, but the fighting goes on. Finally, out of patience, the mother takes the orange and cuts it in half.  She tells them, "Now, you can both relax, you each have half."*

    *But neither sister could relax.  In fact, they were even unhappier.*

    *[Pause and ask practitioners]: Can you guess why?*

    *The first sister squeezed a too-small glass of juice with her half and threw the peel away. She needed <u>all the juice</u>, not half. So with only half the juice, she was dissatisfied. The other sister needed <u>all of the peel</u> to bake a cake.  So with only half the peel, the cake didn't come out well.*

    Ask (elicit the answers that follow the questions):

    > **What are their Positions?**  Both sisters need the whole orange.
    > **What are their Interests**: One needs the juice, the other needs the peel, so in fact they could have shared the orange.
    > **What could they and/or their mother have done differently?** Ask, **Why**? They could have shared the orange – giving the juice to one sister and the peel to the other.

    **Additional Practice worksheet (15-20 minutes)  - scenarios and reflection:**

    > Positional Bargaining vs. Interest-Based Negotiation- Follow-up Scenarios and Reflection, (pages 12-14). Refer practitioners to the additional practice exercises in this worksheet in their Practitioner Workbooks.

    > Have practitioners read and identify the positions and interests for several scenarios on the worksheet.  They will work on these individually. Allot them about 15-20 minutes of quiet time to complete these.  While they complete the scenarios, they will remain in the full forum Zoom room.

> Note that the scenarios are very straightforward and clear. The point is to further familiarize them with the concepts of position-interest that can take time to process and fully grasp. Hence the exercises are designed to provide them with a few more examples rather than challenge them. Grasping position-interest is important as it will be spiraled into the 2 Socratic Seminars on the EcoPeace bottom-up and top-down stakeholders as well as the simulation at the end of the training.

> Go over their answers to the scenarios (see answer key below).

> Conclude by asking practitioners to share the ideas they wrote in the **Reflection** exercise at the end of the worksheet. Do this by:

   - **Sprinkle Sharing** – facilitator should ask for a "sprinkling" of answers – in other words, a few not all practitioners should share.

Answer Key:

**Scenario 1 – Wastewater Treatment Plant**

**Positions:**

2. Mayor X –  He must have the senior management position
3. Mayor Y –  He won't let Mayor X have that position

**Interests:**

4. Mayor X – That his residents would be employed to build the plant
5. Mayor Y –That the plant would be built in a timely manner.

**Scenario 2 – Beach development**

**Positions:**

- **Mayor –** The restaurants should be built.
- **Residents –** The restaurants should not be built.

**Interests:**

- Mayor – Wants to develop the economy
- Residents – don't want restaurants and other such business on the beach but aren't against other business that suit the beach, such as a water sports school.

## Positional Bargaining vs. Interest-Based Negotiation- Scenarios

| **Position:** What you want. The stand you take in the argument.<br><br>**What are the parties demanding?** | **Interest:** Why you want it. What are the core values your position represents? What are your concerns?<br><br>**What are the needs of each party?** |
|---|---|

**Action:  What could each side do in order to get what they want?**

**Scenario 1: Read the following case study and identify the positions and interests:**

Town X and Town Y, share a cross-boundary river.  For years, the waste from Town X flowed into the river, polluting the river as it flowed downstream through Town X.

An outside organization agreed to fund a wastewater treatment plant in Town X.  To begin, the donor required that the plant management be set up and that Town X and Town Y decide on how they would share the management.  Mayor X insisted his town be given the senior management role, as the plant would be located in his town.  Mayor Y refused to allow this.  This disagreement went on for a year and meanwhile the residents on both sides continued to suffer and fall ill from the exposed waste.

Eventually both sides realized that they'd been stuck on positions. "We want to be in charge of the project," stated Mayor X.  "We won't allow Town X to manage the project," replied Mayor Y.

When they began looking at interests, it turned out that the Mayor of Town X, a very poor town, wanted to be in charge so that his residents would be the ones employed to build the plant. He felt that the only way to guarantee this was if his town held the senior management position.  Town Y, a wealthier town with a strong economy, was concerned that the plant be built as soon as possible and Town X was known for not keeping to schedules.  They had no problem with the plant being built by residents from Town X.  Once these points were clear, the two sides quickly reached an agreement. Town Y assumed the management and Town X recruited the labor force to build the plant.

What are the positions and interests of both mayors with respect to holding this meeting?

**Positions**

Mayor X: _____

Mayor Y: _____

**Interests**

Mayor X: _____

Mayor Y: _____

### Scenario 2: In the following example, what are the positions and interests?

Community residents were fighting the Mayor over the building of several proposed restaurants and commercial businesses on what had long been a quiet beach that attracts only locals for swimming and surfing. The community was hit hard by an economic recession and the Mayor wanted to develop the beachfront. The residents opposed this. For months they were demonstrating in front of the Mayor's home with each side exchanging words through the press.

"The Mayor doesn't care about the beaches, all he cares about is money," claimed the residents.

"A small group of residents doesn't realize how many jobs those restaurants will bring to this town's hard-pressed citizens," stated the Mayor in a press release.

The Mayor held a Town Hall meeting, and after months of stalemate the two sides were able to resolve the problem: instead of restaurants, a water sports school for surfing, sailing, and windsurfing was opened.

**Positions**

Mayor: _____

Residents: _____

**Interests**

Mayor: _____

Residents: _____

**Reflection**

- Find 1 example from your own experience of position-interest. It is best if it involves a disagreement. It can be stakeholders that your organization deals with or even from your own life. Try thinking in terms of "enlarging the pie" by looking at your own and the other side's interests rather than your positions. Describe a solution you might try, which takes interests into account.

- Reflect on environmental peacebuilding. Think of an example of 2 sides expressing positions and interests. What did you notice? Describe.

**Tips:**

- Interests help you to see the real problem

- Ask **Why**?

- Take the time to ask what your own interests are and figure out the other side's interests. Asking "Why?" will help you identify the interests.

- The real problem to be solved in a negotiation has to do with interests, not positions. Usually behind positions are several interests. Some of the most important interests are basic human needs, such as wanting to be liked and respected.

- Always try to keep in mind the other side, what they might be thinking.

# Bottom-Up Actions – Long-Term Investment

*"Communal work is considered an environmental peacebuilding measure in its own right, but also as a means to an end, namely to change the political level."*

**Sarah Henkel**

## Overview:

Beginning in the bottom-up section, the story of the Lower Jordan River Basin is introduced.  It will be used to teach the EcoPeace Environmental Peacebuilding model and serve as the topic of environmental conflict for the concluding simulation. The practitioners will receive successive parts of the Background and Stakeholder Information on the Jordan River Basin; each time, more information will be revealed.

During this bottom-up section, the practitioners will receive the first parts of the background and stakeholder information for the concluding simulation.  In the next section, top-down, they will receive the second parts.  Finally, at the end, for the simulation, they will receive the third and final parts.  Enabling the practitioners to read and study the simulation background materials in advance serves two purposes: a) it is used to teach key components of the EcoPeace Environmental Peacebuilding Model and; b) by the time the practitioners prepare for the simulation, they will already have an understanding of key points in the Lower Jordan River Basin story.

Here in the bottom-up section, after the practitioners receive Part 1 of the Background Information, in Breakout Rooms in groups, they will read it and consider ways to improve the lives and livelihoods of the Jordan Valley populations.  This exercise allows them to consider and anticipate aspects of EcoPeace's bottom-up work: Education and Awareness Outreach, Trust Building and Constituency Building.

Following this, they will be introduced to two tools to aid in effective communication and facilitation of meetings with stakeholders: 1) Active Listening – techniques for deep listening, and 2) an Intercultural Communication model that aids in developing greater intercultural awareness and sensitivity.

These skills will be spiraled into the main activity of this section, an adapted Socratic Seminar (a round-table discussion method in which the practitioners will unpack information together, here adapted to an online format) on EcoPeace's bottom-up stakeholders.  The online adaptation entails the participants engaged with one another in the main Zoom room (full forum). An EcoPeace presentation will follow, offering EcoPeace's professional insight.  At the conclusion of the presentation, practitioners will reflect on their learning and share ideas in a full forum.

This section closes with practitioners considering how they could change behavior in the bottom-up sector.  EcoPeace will present its Good Water Neighbors project as an example, which will be followed by another chance for the practitioners to reflect and share insights.

## List of all Materials and Sequencing– Bottom-up:

- EcoPeace PowerPoint presentations and film clips
- Possibility of showing clips as well, such as:
  > For Example: Good Water Neighbors Project – EcoPeace / Friends of the Earth Middle East

  https://www.youtube.com/watch?v=BiGOpeOH_V8

A. **Bottom-up – Anticipating Bottom-Up Mechanisms – Education/Awareness/ Outreach/Trust-Building - Part 1 – Background of Jordan River Simulation - Group Activity**
  - Simulation Part 1 - Jordan River Basin Background Information, Part 1 (pages 26-30)
  - Background Information part 1 – Group Worksheet (page 31)
  - Share Screen PowerPoint –Bottom Up Mechanisms – Predicting (slides 13-14)
  - NOTE: instead of writing into the Share Screen PowerPoint slide for the Bottom-Up Mechanisms – predicting (slides 13-14), the facilitator may use a Whiteboard.
  - EcoPeace Bottom-Up Mechanisms -  Reflection (pages 32)

B. **Skill Builders - Tools for Effective Communication and Facilitation of Stakeholder Meetings**
  1. **Skill Builder 2: Communication Skills – Active Listening**
     - Share Screen PowerPoint Active Listening –Guidelines (slides 15-16)
     - Share Screen PowerPoint  Active Listening – Techniques (slides 17-19)
     - Active Listening – Guidelines (page 33)
     - Active Listening Techniques –Worksheet (page 34)
     - Active Listening – Activity 2: Additional Practice – Guidelines (slide 21)
     - Active Listening Techniques –Additional Practice (page 35)

  2. **Skill Builder 3: Communication Skills: Intercultural Communication – Describe- Analyze-Evaluate (DAE) Model of Intercultural Sensitivity and Communication**
     - Share Screen PowerPoint – Opening Exercise (slide 22)
       > NOTE: instead of writing into the Share Screen PowerPoint slide for Describe-Analyze-Evaluate (DAE)- Opening Exercises – Predicting (slide 22), the facilitator may use a Whiteboard.
     - An object that is unfamiliar and unclear (ambiguous) to the practitioners.
     - Photos of cultural events that practitioners will not be familiar with.
     - Describe-Analyze-Evaluate- (DAE)- Group Worksheet – for practitioners (page 37)

**C.  Socratic Seminar 1 – Bottom-Up Stakeholders**
- Simulation part 1 – Bottom-up Stakeholder Cards (pages 38-43)
- Socratic Seminar 1 – Bottom-Up Stakeholder Cards – Group Worksheet (pages 44-45)
- Questions for Socratic Seminar Leader  - Bottom-up (page 46)
- Bottom-Up Stakeholders – Reflection  (page 47)
- Share Screen PowerPoint –Preparatory Exercise Before Socratic Seminar- Predicting Stakeholders (slide 24)
- Share Screen PowerPoint – Socratic Seminar Preparation-Bottom-Up Stakeholder Cards (slides 26-28)

**D.  Good Water Neighbors**
- EcoPeace Good Water Neighbors – Reflection (page 47)

## A. Bottom-Up – Anticipating Bottom-Up Mechanisms Education, Awareness-Raising and Outreach/Trust-Building/Constituency Building

## Part 1- Background of Jordan River Basin Simulation

### Group Activity – 90-120 minutes

**Overview:** This opening activity is designed to introduce the practitioners to the first part of the Jordan River Basin story and orient them toward anticipating aspects of EcoPeace's Bottom-up model, Education, Awareness-Raising and Outreach/Trust-building/ Constituency building. They will do this by reading the first part, which is a story of cross-border communities that are facing urgent environmental degradation and human suffering. They will then be asked to come up with ideas on how to help these people, thus anticipating aspects of the EcoPeace model.

### Materials:

- Simulation Part 1- Jordan River Basin Background Information, Part 1 (pages 26-30)
- Background Information part 1 – Group Worksheet (page 31)
- Share Screen document – Bottom-Up Mechanisms – Predicting (page 13-14)
- NOTE: instead of writing into the Share Screen PowerPoint slide for the Bottom-Up Mechanisms - Predicting, slides 13-14, the facilitator may use a Whiteboard.

*"Initiate a change of perception towards the environment and at a later stage towards cooperation and peace."*

**Nicole Harari and Jesse Roseman**

### Procedure:

1. **Breakout Rooms:** The facilitator will divide the practitioners into small groups of up to five. Each group will work on the assignments together in its Breakout Room. They will use the following materials in their Practitioner Workbooks. Refer them to these materials:
   > Part 1 of the Simulation- Jordan River Background Information (pages 26-30)
   > Group Worksheet – Background Information Part 1 (page 31)

- Part 1 provides them with a brief general background of Jordan River Basin – a story of cross-border communities in Jordan, Palestine and Israel, that are facing urgent environmental degradation and human suffering. **The facilitator should make sure to tell the practitioners at this stage their ideas and solutions should relate to the local community level ONLY.**

2. **Group Activity**: In Breakout Rooms in groups, participants read the Background Information Part 1 (pages 26-30) and then together using the Group Worksheet Background Information Part 1, (page 31) they answer the following questions (the following appears on the Group Worksheet):
   - What would you want for the people in these communities?
   - What do you think needs to be done in order for them to get this?  Please come up with as many ideas as you can!
   - How can we improve their lives? Livelihoods?
   - Each group will choose **a representative to present their ideas to the full forum.**

3. **Return to Full Forum – Group presentations and Lead-In to Debriefing**

**Materials:**

- Bottom-Up Mechanisms Reflection (page 32)
- Share Screen PowerPoint– Bottom-Up Mechanisms – Predicting (slide 13-14)
- **NOTE:** instead of writing directly on the Share Screen PowerPoint slide for the Bottom-Up Mechanisms - Predicting, slides 13-14, the facilitator may use a Whiteboard.

**Overview:**

In the full forum, each group representative will present his/her group's ideas.   As each group presents, other practitioners will join in with their ideas, adding to the pool of ideas.  As the groups present their ideas and others join in with additional ideas, the facilitator will write their answers on the Share Screen PowerPoint – Bottom-Up Mechanisms – Predicting (slide 13-14). NOTE: instead of writing directly on the Share Screen PowerPoint slide for the Bottom-Up Mechanisms - Predicting, slides 13-14, the facilitator may use a Whiteboard.

The idea here is that many aspects of EcoPeace's bottom-up mechanisms - **Education, Awareness Raising and Outreach/ Trust-Building/Constituency Building** - should come up from the participants' group brainstorms, full forum presentations and

discussions. The practitioners will essentially <u>predict</u> these aspects of EcoPeace's bottom-up work. The point here is for the facilitator to bring them into focus and further elicit ideas that fall into each of the categories.

This is accomplished as follows: During the full forum, as the practitioners present their ideas, the facilitator will write them in the chart directly on the PowerPoint slide, Share Screen PowerPoint – Bottom-Up Mechanisms – Predicting, (slides 13-14) and elicit further ideas. NOTE: instead of writing directly on the Share Screen slide PowerPoint slide for the Bottom-Up Mechanisms - Predicting, slides 13-14, the facilitator may use a Whiteboard.

Then, in the debriefing, the facilitator will help them process the learning by drawing insights and reflecting on ways they can apply this learning to their own NGO work.

### Procedure:

1. The facilitator opens with: "How can we be effective at the community level? Let's hear from each group."

   Share Screen Document – Bottom-Up Mechanisms – Predicting (slide 13)– Share this with the group – the facilitator will write in their answers directly onto the PowerPoint document.

   **Reminder, the facilitator will make a COPY of the ShareScreen Slide Presentation for each new workshop so as not to use the original.**

   **NOTE:** instead of writing directly on the Share Screen PowerPoint slide for the Bottom-Up Mechanisms - Predicting, slides 13-14, the facilitator may use a Whiteboard.

2. **Practitioners**: Each group chooses a representative to present its conclusions.

   After each group presents, the facilitator should allow and encourage any and all comments from the full forum. The facilitator may use the following technique to create a dialogue chain:

   - After each group presents its ideas, other participants acknowledge the points covered and either agree/disagree/add something. There should be full room participation.
   - The facilitator can offer as an example, the use of the following prompts:
     > "I agree with what _____ said, and would like to add to this."
     > "I think differently than what _____ said, and would like to add to this."

- **Facilitator**: As the practitioners are giving their answers, the EcoPeace facilitator records their answers as follows:

  > Share-Screen Document – Bottom-Up Mechanisms – Predicting (slide 13) -- As practitioners give answers, the facilitator should type in the answers in 3 columns according to the 3 categories, WITHOUT writing the headings till the end. **At the end, the headings are revealed (the facilitator types them in) and the facilitator will bring the practitioners attention to this terminology.**

| Education/Awareness Raising/ Outreach | Trust-Building | Constituency Building |
|:---:|:---:|:---:|
| ● | ● | ● |
| ● | ● | ● |

NOTE: instead of the writing directly on the Share Screen PowerPoint slide for the Bottom-Up Mechanisms - Predicting, slides 13-14, the facilitator may use a Whiteboard.

> As the facilitator records the ideas, he/she may have to change or slightly adapt the ideas to fit into the EcoPeace categories.

> The facilitator can and should ask questions and give hints to elicit further answers to match the EcoPeace model.

> If practitioners give answers relating to top-down, the facilitator should acknowledge them and tell them that that will be dealt with in the next section of the workshop.

> Once the headings have been revealed, the facilitator will explain the headings and how what the practitioners predicted relates directly to EcoPeace's bottom-up mechanisms.

> Here the facilitator will explain a bit – not a lot – about EcoPeace's bottom-up mechanisms. It is also a time to answer any questions the practitioners have. There is no need to go into too much depth as later there will be an EcoPeace presentation on its bottom-up programming.

**Facilitator Reference for Debriefing– for Facilitators only.  These are the concepts that the facilitators are trying to elicit:**

**Education/Awareness Raising/Outreach**

- provide contact and information
- share information with general public
- identify stakeholders
  > local authorities – first step toward national leaders
  > small businesses
  > religious leaders
  > Educational communities – with goal to create constituencies
    - Youth – students and children, teachers, students' families
- educational programs – campaigns, create school curriculum, projects, etc.
- promoting environment as a tool for activism
- reference to shared environmental heritage and common suffering, from water scarcity to pollution
- fostering acceptance among communities for environmental measures such as construction of sewage treatment plants, etc.

**Trust-Building**
- create space for communities to meet with one another and EcoPeace.
- bring together communities and facilitate
- positive contact
- reduction of negative sentiments and fears
- potential for acquaintance
- cooperative atmosphere
- establishment of equal status

**Constituency Building**
- Between EcoPeace and stakeholders, amongst stakeholders themselves
- The categories of people EcoPeace works with – for example, regional teachers, regional young professionals or regional youth leaders
- Local advocacy – through these partnerships, can advocate on policy (for example, demand that the river be cleaned)
- These groups become the messengers and advocate
- In constituency building – these constituents give voice to EcoPeace's messages
- They receive the training and become the local advocates
- Example: students – carry out project; or residents can go to the mayor and ask for a wastewater treatment plant

## Debriefing /Reflection (20 minutes):

**Overview**:  Reflection is a very important part of the learning process and is well worth the time allotted. It is a way to process and then lock in the learning. As well, it will allow practitioners to reflect on how they can apply the learning to their own work.

The debriefing begins with the facilitator referring to the Share Screen- PowerPoint – Bottom-Up Mechanisms – Predicting (slide 13) – the chart in which the facilitator typed in the practitioners' ideas for Bottom-up Mechanisms. **NOTE:** If the facilitator used a whiteboard, then he/she should refer to the Whiteboard.

1. **Think – Share:**
   - **Think**: The facilitator directs the practitioners to the EcoPeace Bottom-Up Mechanisms – Reflection(page 32) in the Practitioner Workbooks.  This should be done individually. Allow about 10 minutes of quiet time for them to reflect and write down their thoughts and ideas.  The practitioners will remain in the full forum Zoom room.

   - **Share: Full forum**: Once they have finished, debrief in a full forum by having them share some of their answers.  (see questions below).

   - **Sprinkle Sharing**– facilitator should ask for a "sprinkling" of answers – in other words, a few practitioners should share.

2. **Questions to ask practitioners (these are the same questions they have on their Reflection Page): (10 minutes)**
   - What are the most important points you have learned from this exercise and introduction to EcoPeace's bottom-up programming?
   - What insights have you gained?
   - How might you be able to apply these ideas to your own NGO work?
     > education/awareness raising and outreach
     > Trust-building
     > Constituency building
   - What challenges might there be in applying them to your own work?
   - What do you need help with?
   - What questions do you have?
   - What would you like to learn more about?

# The Jordan River Basin – Background Information, Part 1

The **Jordan River Basin** is a transboundary basin: 40 percent is located in Jordan, 37 percent in Israel, 10 percent in Syria, 9 percent in Palestine (the West Bank) and 4 percent in Lebanon. The basin is part of a larger geographic area that includes all water sources and surrounding land. The Jordan Valley is a rich, wetland ecosystem with plants and vegetation, animals and birds. It is part of the Great Rift Valley.

The Jordan River is holy to half of humanity -- Jews, Christians and Muslims. For Jews it is where the Jews crossed into Israel, for Christians, it is where Jesus was baptized and for Muslims, close companions of the Prophet Mohammed are buried just east of the river.

In the story of the Jordan River Basin, we will be focusing on one section, the **Lower Jordan River Basin** that is shared by **Jordan, Israel and Palestine**. Before discussing the current state of the basin and its ecological degradation, it is helpful to understand the shared background of the three riparians.

**Israel** and **Jordan** are both sovereign states while **Palestine**, not an independent country, has been under Israeli control since 1967. Much of the shared history of these three riparians has involved conflict. Since Israel's declaration of independence in 1948, its territorial claims have been challenged by its Arab neighbors, including Jordan, leading to decades of conflict and a number of full-out wars. The outcome of one of these wars, in 1967, was Israeli control, among other areas, of the West Bank, home to a large Palestinian population. Since then, aside from some Palestinian self-rule, the West Bank has been under Israeli administrative control.

The following bi-lateral accords impact the current relationships:

**Palestine and Israel**: In 1993 and 1995, Israel and the Palestine Liberation Organization signed the Oslo Accords. The accords were meant to be temporary, to establish interim governance and self-rule by the Palestinians (with Israeli security arrangements). Even more, they were meant to pave the way for further negotiations and lead to a final status agreement within five years by 1999. Two decades later, all attempts at final status agreements have failed. Though both sides stand to benefit from it, there has been little to no progress.

**Jordan and Israel**: In 1994, Israel and Jordan established official relations and signed a Treaty of Peace. This led to a cessation of hostilities and a lot of promise of economic benefits and cooperation, most of which at the local, community level has not been realized. The ongoing Israeli-Palestinian conflict is one of the major obstacles preventing further development of Jordanian-Israeli relationships in many sectors, including economic and people-to-people exchanges.

# The Jordan River Basin

The section of basin that we will be focusing on, the **Lower Jordan River Basin**, contains the **Lower Jordan River**, which exits from the Sea of Galilee and flows for 105 kilometers to where it empties into the Dead Sea, the lowest point on earth.

A stretch of the Jordan River forms the border between: 1) Israel and Jordan in the north; and 2) Palestine (the West Bank) and Jordan in the South. Because it forms the borders in this politically tense region, most of the Lower Jordan River is a closed military zone on both the Jordanian and Israeli sides.

This once "deep" and "wide" Jordan River, holy to Christians, Jews and Muslims – half of humanity -- is no more. Today, it is more like a creek than a river and is suffering from ecological collapse. Until 1960, it was a healthy river with 1.3 billion cm flowing annually, reduced today to 30 million cm. For 50 years, Israel, Jordan and Syria have been diverting almost all of that flow for agricultural and domestic use. Ironically, it is the sewage from surrounding communities that is keeping the river alive.

Because the river is a border, rehabilitation can take place only under conditions of cooperation.

The rehabilitation of the Jordan River requires more than fresh water flowing into the river. As well, there is a need for wastewater treatment plants to treat and purify the sewage that has been flowing into the river from all three riparian countries.

The area has great potential for development and tourism with many historical, scenic and religious attractions. The Jordan River and its surrounding land contain important Christian baptismal sites and monasteries that draw pilgrims from all over the world. The valley contains

many archeological sites, including sites near Jericho, the world's oldest continually inhabited city. But these days most visits to these areas are taken as single day trips as the region is still fraught with tension.

## Jordan

There are 500,000 Jordanians, 250,000 of whom are foreign workers living in the Jordan Valley. The population is growing rapidly. Jordan is a Monarchy with a Parliamentary System. The predominant religion is Islam, with a Christian minority. National authorities provide most of the local public services. In the Jordan Valley, the infrastructure is poor, with no rail service or airports and there are no big cities or universities in the region.

Most of the population, farmers and large numbers of laborers live close to or below the poverty line. Unemployment is high, with youth unemployment particularly high.

The main, almost sole industry in the Jordan Valley is agriculture; it is a major agricultural production region for Jordan. There is little other industry and there is a strong need for more diversification.

Jordan is considered one of the 10 most water-stressed countries in the world. While irrigation development expanded agricultural production in the area, it came at the expense of the flow of the Jordan River. Diversion of the Jordan River is one of the two main causes of its demise and Jordan is responsible for a significant amount of the diversion. Even with that, Jordan's agricultural sector suffers from water shortages that limit agricultural and economic opportunity in this key region.

Another major cause of the river's demise is pollution. The majority of Jordanian towns and villages have no sanitation solution. Most of the sewage is disposed of in cesspits, which seeps into the groundwater and eventually the Jordan River. Sewage runs through residential communities. There are there two small wastewater treatment plants. In this region, only 70% of the human water demand is met.

## Palestine:

There are 62,000 Palestinians in the Jordan Valley. This section of the Jordan Valley includes 13 communities and is under Israeli occupation. It is governed by the Israel Ministry of Defense's Civil Administration that controls all security and land matters. The Palestinian Authority administers education and health. The exception is the city of Jericho that is administered by the Jericho Municipality and the Palestinian Authority. Palestinians are mostly Muslim with a Christian minority.

Like Jordan, the Palestinian population in this valley is diverse in terms of socio-economic levels, ranging from wealthy to those living close to the poverty line. There is very little agricultural or industrial development in the area due to stringent Israeli restrictions

and lack of access to the land.   The main industrial activity is in Jericho where over half the Palestinian population of the Jordan Valley lives.  There is one university in the area.

The majority of Palestinian towns and villages have no sanitation solution. All of the communities rely on cesspits for disposal of wastewater save for Jericho that has a central wastewater treatment facility that is linked to 20-30% of the homes.

Due to the Israeli-Palestinian conflict, Palestinians have limited access to water sources that are shared with Israel.  The terms of access are regulated under the Oslo II agreement.  Palestinians have no access to the Jordan River. For agriculture, Palestinians rely on small-scale irrigation of communal springs and privately owned wells.  80% of the human water demands are met though this takes into account that the amount of fresh water per capita in Israel is much higher than in Palestine.

## Israel

There are 55,000 Israelis who live in a total of 68 communities in the Lower Jordan Valley, including 6,000 Israeli settlers[8] who live in the Palestinian part.  Israel is a parliamentary democracy. The predominant religion is Jewish with an Arab Muslim minority and a smaller Arab Christian minority.   Local municipalities provide most of the local public services.

The Israeli part of the valley is the most economically advanced and diversified with agriculture, industry and tourism and a living standard comparable to some European countries.  Many residents belong to kibbutzim (agricultural cooperatives) that have successful agricultural production and technology.  Though more advanced than its co-riparians, within Israel, it is a peripheral region that is often viewed as irrelevant and forgotten.

Diversion of the Jordan River's waters is a major cause of its demise. Israel is responsible for a significant amount of the diversion.  During the last 50 years, diversion prevented fresh water from being discharged into the Lower Jordan River. In 2013, for the first time in 50 years, Israel began releasing 9 MCM/year of fresh water into the river.  However, rehabilitation of the river requires much more: 400-600 MCM of fresh water/year.

After years of water-stress, Israel has become a leader in water desalination and wastewater treatment and reuse which could be a game changer for relieving the severe water stress in the Jordan Valley.   Israel has two wastewater treatment centers that treat the domestic wastewater in the region.  Wastewater from fish farms remains a major pollutant from the Israeli side.

In Israel, the human water demands in the Jordan Valley are fully met.

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8    Israeli Jewish citizens who have settled on Palestinian lands occupied by Israel in 1967. EcoPeace Middle East, Regional NGO Master Plan for Sustainable Development in the Jordan Valley, June 2015

## Background Information Part 1- Group Worksheet

1. Read the background information. Then with your group answer the following questions. Make sure your ideas and solutions relate to the local community level only.

   - What would you want for the people in these communities?

   - What do you think needs to be done in order for them to get this?

   - Please come up with as many ideas as you can!

   - How can we improve their lives? Livelihoods?

2. Choose a representative in your group to present your groups' ideas to the full forum.

**Notes:** _____

_____

_____

_____

_____

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# EcoPeace Bottom-Up Mechanisms – Reflection

*Education/Awareness Raising and Outreach*
*Trust Building, Constituency Building*

**Please reflect upon and answer the following questions (in writing):**

- What are the most important points you have learned from this exercise and introduction to EcoPeace's bottom-up programming?
- What insights have you gained?
- How might you be able to apply these ideas to your own NGO work?
  - > What challenges might there be in applying them to your own work?
  - > What do you need help with?
  - > What questions do you have?
  - > What would you like to learn more about?

## B. Skill Builders — Tools for Effective Communication and Facilitation of Stakeholder Meetings

### 1. Skill Builder 2: Communication Skills
**Active Listening - 20-40 minutes**

### 2. Skill Builder 3: Communication Skills: Intercultural Communication: Describe-Analyze-Evaluate (DAE) Model of Intercultural Sensitivity and Communication

## 1. Skill Builder 2: Communication Skills - Active Listening

*"In the realms of community involvement for environmental cooperation, needs are to be heard and no longer passed over political interests and boundaries. "*

**Harari and Roseman (2008)**

*"Most people do not listen with the intent to understand, they listen with the intent to reply."*

**Steven Covey**

*"Listening is the missing half of communication."*

**William Ury, co-founder, the Harvard Program on Negotiation**

**Overview**: The EcoPeace model entails considerable engagement with stakeholders. When people think of good communication skills, they tend to think of good speaking skills. What they are missing is perhaps the most important communication skill of all: good listening skills.

Active Listening puts the spotlight on the speaker. Listening is done first and foremost to understand the other person, **not** to respond and or help problem solve. Active listeners do not judge, they do not interrupt and they don't disagree. In many cases, when people speak, they just want to be listened to, they do not want advice or help solving their problems. At the same time, if they are listened to, if they are heard, the chance that they will be open to listening to the other person's side later is much greater because they feel acknowledged and respected.

An active listener encourages the speaker and shows that they care about what is being said. An active listener paraphrases or restates what was communicated to check that he/she has heard correctly and understands. Active listeners are interested in the speaker and elicit information to learn more. Finally, at the conclusion of the discussion, an active listener may summarize the conversation so that it's clear that both sides are on the same page. All these are Active Listening techniques.

Active Listening is used by counselors, social workers, psychotherapists, journalists whose work requires listening skills. It is also used by diplomats and many high-level CEOs and managers. Many people at the highest levels of many professions are, first and foremost, good listeners.

This section begins with an icebreaker in which practitioners will experience poor and good listening skills. After this, the facilitator will go over a list of active listening techniques. The section concludes with further practice to reinforce the skill.

## Materials:

- Share Screen PowerPoint - Active Listening - Icebreaker & Activities (slides 15-16)
- Active Listening – Icebreaker & Activities – Guidelines (page 33)
- Active listening techniques -Worksheet (page 34)

## Reference Material on Active Listening for Facilitators:

- The following TED Talk by William Ury, one of co-founders of the Harvard Program on Negotiation, illustrates the importance of active listening. It is suggested viewing for facilitators looking for more background on the topic.

The Power of Listening by William Ury, (15 minutes, 40 seconds)
https://www.youtube.com/watch?v=saXfavo1OQo

**Note**: The practitioners will receive the same worksheet that appears below. Facilitators should familiarize themselves with these techniques before teaching them to the practitioners.

**Active Listening Techniques**

1. **Encouraging:**

   To show that you are interested and are following:

   - "Hmmm", "Yes", "I see", "I hear you," "Really?" "Is that so?"
   - Nodding your head
   - Eye contact – look at the speaker

2. **Paraphrasing**

   To check that you have understood correctly by paraphrasing what the speaker said:

   - "Let me see that I've heard you correctly…"
   - "So what you are saying is…?"
   - "Would it be correct to say…?"

3. **Clarifying**

   To check when something is not clear:

   - "Help me understand…"
   - "Could you please explain that again, I'm not sure I understand."

4. **Eliciting**

   To obtain more information:

   - "Please tell me more about…"
   - "How do you feel about this?"

5. **Empathizing**

   To show that you respect the other's point of view:

   - "I understand how you feel…"

6. **Summarizing**

   To show that you've understood the conversation:

   - "OK, I'd like to recap the main points…"
   - "I'd like to summarize your main points…"

## TIPS

- The spotlight is on the speaker.
- You are listening to understand, not to respond.
- Don't judge, don't interrupt and don't disagree.
- People often just want you to listen to them and "get them."  They don't want your advice or help solving problems.  Refrain from doing this.
- The more you listen, the more you will learn. You already know your own ideas.

## A. Active Listening – Icebreaker Activity 1 (Total time - 10-15 minutes)

**Important Note:** For **all Active Listening activities (icebreaker and an additional practice activity)**, practitioners will be in Breakout Rooms and then brought back to the full forum for debriefing.  They will go back and forth for a total of three times.  They will in remain in the same Breakout Rooms with the same partners throughout.  The facilitator need only create the Breakout Rooms once – Zoom will preserve the Breakout Room divisions for as long as the session lasts.

**Icebreaker**: This Icebreaker Activity includes two rounds and involves sending practitioners in pairs to Breakout Rooms twice.  After each short activity in the Breakout Rooms, the facilitator will bring back the practitioners to the full forum for debriefing.  The 2 rounds are as follows:

- Round 1 – Breakout rooms (total time – 2.5 minutes)
- Debriefing – return to full forum (5 minutes)
- Round 2 – Breakout rooms (total time – 2.5 minutes)
- Debriefing – return to full forum (5 minutes)

### Procedure

1. Refer Practitioners to the Active Listening Icebreaker Round 1 guidelines in the Practitioner Workbooks (page 33)  The facilitator will go over these guidelines using Share Screen BEFORE sending the practitioners to the Breakout Rooms.  Make sure they are clear to everyone.  Once they are in the Breakout Rooms, they can always refer to the practitioner's version of the guidelines in their Practitioner Workbooks.

2. Share Screen PowerPoint - Active Listening – Ice Breaker & Activities – Guidelines (slides 15-16)

   The facilitator shares the screen and goes over the guidelines for **Round 1** BEFORE sending the practitioners to the Breakout Rooms.

3. **Breakout Rooms – in pairs**: Place practitioners in pairs in Breakout Rooms.

4. Assign 2 roles:

   **Person B** – This person will share something with Person A that is important to him/her or that he/she is passionate about.  This can be family, kids, work, anything.
   **Person A** – This person is the listener.

5. **Round 1 – Poor Listening Skills – (90 seconds)**
   - Bs will go first
   - Person B – tells his/her story.
   - Person A – does everything possible to **not** listen to and ignore B.

6. **Debriefing (5 minutes):**
   - Bring back all practitioners from the Breakout Room to the Full Forum.
   - Facilitator should elicit how they felt, both A and B.
     Possible questions:
     > So how did it feel?
       Samples of the types of responses:
       - It felt awful
       - It was difficult to ignore my partner
       - It was uncomfortable
   - How was it to be person B - when someone was ignoring you?
     Sample of the types of responses:
     > Really irritating

7. **Round 2 – Good Listening Skills – (90 seconds)**

8. Refer Practitioners to the Active Listening Icebreaker **Round 2** guidelines, Active Listening – Icebreaker & Activities – Guidelines (page 33) in their Practitioner Workbooks. The facilitator will go over these guidelines using Share Screen BEFORE sending the practitioners to the Breakout Rooms. Make sure they are clear to everyone.  Once they are in the Breakout Rooms, if needed they can refer to the copy of the guidelines in their Practitioner Workbooks.

9. Share Screen PowerPoint – Active Listening – Ice Breaker & Activities – Guidelines (slides 15-16):  The facilitator shares screen and goes over the guidelines for **Round 2** BEFORE sending the practitioners to the Breakout Rooms.

- The facilitator explains that the same pairs are going to do the same thing again, in the same amount of time, with the same set up, Bs will speak, tell the same story, A-s will listen. **But this time, A will listen like it's the most amazing thing he/she has ever heard.**

  **Person B** – Repeats same story as in Round 1.

  **Person A** – This time, A listens to it like it's the most amazing, wonderful story he/she has ever heard in his/her life.

10. **Breakout Rooms – in pairs**: practitioners will return in pairs to the same Breakout Rooms.

11. **Debriefing:**
    - Bring back all practitioners from the Breakout Rooms to the Full Forum.
      The facilitator asks:
    - So, how was it this time?
      Sample of types of responses:
      > I actually heard what he/she said
      > I remember what he/she said
      > It made me want to ask questions
      > I wanted to ask follow-up questions
    - Can you think of what Person B did that showed he/she was a good listener?
      > The idea is to elicit some of the active listening techniques (encouraging, asking questions, etc.)
      > Wrap up the debriefing by telling them that good listening skills are called <u>Active Listening</u> and that now, they are going to look at a few techniques.

12. **Active Listening Techniques**
    - The facilitator refers the practitioners to Active listening techniques -Worksheet (page 34), so they are aware that they have this page in their Practitioner Workbooks.

    - Share Screen PowerPoint– Active Listening Techniques (slides 17-20) .
      The facilitator shares screen and reads through/goes over the Active Listening Techniques worksheet with the practitioners. Tell them that they will now refer to that worksheet and practice the techniques for the next activity.

## B. Active Listening – Activity 2: Additional Practice (10-15 minutes)

In this activity, practitioners will practice the Active Listening techniques that they have just learned.

This activity involves sending the practitioners into Breakout Rooms for the third and final time and then bringing them back for Debriefing.  The division is as follows:

- Additional Activity – Breakout Rooms (8 minutes)
- Debriefing – Full Forum - (5 minutes)

**Procedure:**

1.  Refer Practitioners to the Active Listening Additional Activity (page 35) guidelines in the **Practitioner Workbooks.**
2.  Share Screen PowerPoint– Active Listening – Ice Breaker & Activities – Guidelines (slides 15-16).
    - The facilitator will go over these guidelines using Share Screen BEFORE sending the practitioners to the Breakout Rooms.  Make sure they are clear to everyone. Once they are in the Breakout Rooms, if needed they can refer to the copy of the guidelines in their Practitioner Workbooks.
3.  **Breakout Rooms – in pairs**: Place practitioners in pairs in Breakout Rooms.

**Procedure:**

1.  **In same pairs as earlier Icebreaker Activity – 2 minutes**
    - Partner A – speaker - tells about a problem or conflict, related preferably to his/her NGO work.
    - **Partner B** – listener – uses the active listening techniques as he/she listens.

2.  **Together partners debrief with one another:**
    - Partner A points out which active listening techniques he/she thinks that Partner B used.
    - Partner B confirms or explains which ones.

3.  **Switch and Repeat–2 minutes**
    - Partner B – tell about a problem or conflict this time (related preferably to his/her NGO work)
    - Partner A – Listener – uses the active listening techniques as he/she listens.

4. **Together partners debrief with one another:**

   Partner A points out which active listening techniques he/she thinks that Partner B used.

   Partner B confirms or explains which ones.

5. **Final Debriefing – Full Forum**

   **Think: 2-3 minutes**

   - Ask them to reflect on the following:
     > What were the important points you learned?
     > What insights can you draw from this?
     > How can you apply active listening in your work environment?
     > How will it help?

## Active Listening Techniques – practitioners

1. **Encouraging:**

   To show that you are interested and are following:

   - "Hmmm", "Yes", "I see", "I hear you," "Really?" "Is that so?"
   - Nodding your head
   - Eye contact – look at the speaker

2. **Paraphrasing**

   To check that you have understood correctly by paraphrasing what the speaker said:

   - "Let me see that I've heard you correctly..."
   - "So what you are saying is...?"
   - "Would it be correct to say...?"

3. **Clarifying**

   To check when something is not clear:

   - "Help me understand..."
   - "Could you please explain that again, I'm not sure I understand."

4. **Eliciting**

   To obtain more information:

   - "Please tell me more about..."
   - "How do you feel about this?"

**5. Empathizing**

To show that you respect the other's point of view:

- "I understand how you feel…"

**6. Summarizing**

To show that you've understood the conversation:

- "OK, I'd like to recap the main points…"
- "I'd like to summarize your main points…"

**TIPS:**

- The spotlight is on the speaker.

- You are listening to understand, not to respond.

- Don't judge, don't interrupt and don't disagree.

- People often just want you to listen to them and "get them."  They don't want your advice or help solving problems.  Refrain from doing this.

- The more you listen, the more you will learn. You already know your own ideas.

- If you listen, the chance that the other person will be open to listening to you later is much greater because they will feel acknowledged and respected.

"Active Listening Techniques": Adapted from United States Institute for Peace (USIP), Peacebuilding Kit for Educators, https://www.usip.org/public-education/educators/peacebuilding-toolkit-educators#

## Skill Builder 3:  Communication Skills: Intercultural Communication:

## Describe-Analyze-Evaluate (DAE) Model of Intercultural Sensitivity and Communication

**Experiential // Group Activity – 2 activities – 45-50 minutes**

Parts of this section were adapted from: edited, Berardo and Deardorff, Building Cultural Competence, 2012

*"We don't see things as they are, we see things as we are."*

**Anaïs Nin**

**Overview**: In some cases, practitioners will be dealing with stakeholders from different cultures in which intercultural communication skills and sensitivity are important.  Here they will be introduced to a model of intercultural communication called, Describe-Analyze-Evaluate or DAE. The model will aid practitioners in becoming aware of the tendency, when encountering something culturally or socially different, to jump to conclusions and pass judgment, often negatively.  DAE teaches participants to suspend judgment, to slow down the process, to first look closely and examine what they see or what happened.  Slowing down the process allows one to proceed more thoughtfully and with greater intercultural sensitivity.

The skill-building lesson begins with an opening activity to familiarize practitioners with the model and the pitfalls of jumping to conclusions.  They will then be given an additional activity to reinforce the learning.  The lesson concludes with a debriefing.

### Materials

- Share Screen PowerPoint –DAE Opening Exercise, slide 22
- **NOTE:** instead of writing directly on the Share Screen PowerPoint slide for the DAE-Opening Exercise, slide 22, the facilitator may use a Whiteboard.
- A photo of an object that is unfamiliar and unclear (ambiguous) to the practitioners. (The facilitator can take the photo of an object he/she wants to use.)
- Photos of cultural events that practitioners will not be unfamiliar with.
- Describe-Analyze-Evaluate- (DAE) – Group Worksheet, (page 37)

## Reference Material on the DAE Model for Facilitators:

What often happens when people encounter situations that are culturally unfamiliar is that, based on their own cultural and social assumptions, they will jump to conclusions (and often judge negatively).  The DAE model helps suspend judgment by breaking down the thinking process into three successive levels:

| Level 1<br>Describe | Level 2<br>Analyze | Level 3<br>Evaluate |
|---|---|---|
| What I see (only observed facts)<br>What is going on?<br>This only what I see/ observe | How I explain (what I see.)<br>Why is it happening? (there are different possible explanations) | What I feel (about what I think) – positive or negative<br>How do I feel about it?<br>This is my <u>opinion</u>. |
| • This is done using the five senses, see, hear smell, touch and taste.<br>• These are things for which there is general agreement. | • This is done when we are trying to understand what an unfamiliar object or event is. | • This is our judgment, our opinion:<br>For example, something is useful, useless, good, bad, etc. |
| **Examples (facts – what you see, hear, smell, touch, taste):**<br>• This is very light weight.<br>• It's red and white.<br>• The girl's hair is yellow, the boy's is brown. | **Examples (alternative explanations possible):**<br>• It is a toy.<br>• It's a Christmas decoration.<br>• It's a cultural symbol because it's red and white.<br>• It's something people give to kids on holidays. | **Examples (my opinion):**<br>• It's cute.<br>• I've seen better Christmas decorations.<br>• It's a pretty useless toy. |

**Level 1-Describe.**

- People state what they see, hear, smell, taste or feel.
- The information is **factual** and **observed**.
- For example, "It's heavy," "It's red and white."
- At this stage there is general agreement because it is factual.

**Level 2-Analyze**

- At this stage people are trying to figure out and explain what an unfamiliar cultural object or event is.
- Level 2 - Analyze should follow Level 1-Describe, it should be based on facts and information from Level 1-Describe.  It may require further gathering of accurate information.
- **What this model demonstrates is that many people simply skip right over the Level 1-Describe, they hardly look at something, and jump straight to Level 2-Analyze, and sometimes even to Level-3-Evaluate where they form opinions and judgments.**
- For example, "this is a drum stick" or "this is a toy."  They state what something is without having properly observed or researched.

**Level 3-Evaluate**

- This is how people **feel** about the new cultural object or experience.
- It is positive or negative (can also be neutral).
- Evaluation is an opinion.
- For example, "this is useful," "this is useless," "this is ugly," "this is disgusting."
- This stage should be based on a sufficient amount of information from Level 1-Describe and Level 2-Analyze as only then can a person make an informed evaluation.  Additionally, by actually observing something and taking time to gather accurate information, opinions tend to be much more culturally sensitive.

The Skill Builder opens with the facilitator showing the practitioners a photograph of an unfamiliar object (this will be done through Share Screen).  The facilitator gives the practitioners a minute to examine the photograph, then asks: "**Tell me about this**." What they should do is observe it carefully, and answer with factual information, such as, "It's wooden," or "It's red and white."

Without thinking many will skip Level 1-Describe, and go straight to Level 2-Analyze. What this means is that they are jumping to conclusions without examining what exactly they see in front of them, they are already determining what it's used for, etc.  For example, they may say, "it's a drum stick," rather than "it's wooden, " or "long and thin". Some may even jump straight to Level-3-Evaluate. For example, "It looks pretty useless."

By pointing out the need to start at Level 1-Describe, with careful observation and information gathering BEFORE proceeding to the next levels, the models show us how to suspend judgment and more thoroughly examine what we see.  Then and only then, should we proceed from Level 1-Describe to Level 2-Analyze.  At Level 2-Analyze, we need to search for further information, sometimes even research and come up with

several possible answers.  Only once we have sufficient information can we move to Level 3-Evaluate.

This process is very effective for teaching intercultural awareness and sensitivity.

## A. Activity 1 – DAE: A Culturally Unfamiliar Object – 20 minutes

**Materials:**

- Share Screen PowerPoint –DAE Opening Exercise, slide 22
- **NOTE:** instead of writing directly on the Share Screen PowerPoint slide for the DAE-Opening Exercise, slide 22, the facilitator may use a Whiteboard
- A photograph of an object that is unfamiliar and unclear to the practitioners. (to be shared using Share Screen)
- DAE - Group Worksheet for Practitioners (page 37)

**Procedure:**

1. The facilitator should prepare a photograph in advance of an object that practitioners won't be familiar with and which lends itself to multiple interpretations as to what it is.  It can be anything, something from a cultural or religious tradition, something used in the kitchen or the house or from an unusual hobby.  One suggestion might be to use a photo of an old hydrological tool used in the Middle East.

2. Give the practitioners a minute to examine the photograph but NOT longer.

3. Ask  the group: "**Tell me something about this**" – referring to the object.  It is important to ask this question exactly, do NOT say, "what do you see?" or "describe this."  Facilitators may continue eliciting by asking "**What else**?"

4. Share Screen PowerPoint –DAE Opening Exercise, slide 22. The facilitator types the **results** on the Share Screen slide (as it is the facilitator's document, he/she can type on it as on any document in his/her computer. **But do NOT put in the headings yet.** Here they are shown for illustrative purposes.  The facilitator will write the headings at the end, after the columns have been filled in with the practitioners' answers.

   **NOTE:** instead of writing directly on the Share Screen PowerPoint slide for the DAE-Opening Exercise, slide 22, the facilitator may use a Whiteboard.

| Describe | Analyze | Evaluate |
|----------|---------|----------|
|          |         |          |

As the practitioners answer, write their responses in the correct column.

5. Once they have finished responding, add the headings, "Describe," "Analyze," and "Evaluate." Explain to the practitioners that this is a model of intercultural sensitivity in which we look at what can happen when we encounter something culturally unfamiliar. Go through each column and discuss the following points:

- Level 1-Describe usually has fewer entries than Level 2-Analyze. But if it doesn't, it doesn't matter. The facilitator can still explain that many people, when seeing or experiencing something culturally unfamiliar, often skip Level 1-Describe and jump straight to Level 2-Analyze. They are deciding what something is without having enough basic information to go on. By doing so, they are basing it on their own assumptions, their own worldviews and jumping to conclusions. Such conclusions are often negative and culturally insensitive.

- The best way to approach a new cultural experience is to slow down the process:
  > first go to the Level 1-Describe. Look at it and see what there is at the most basic level.
  > Only after spending time at Level 1-Describe, can they move on to Level 2-Analyze. Here they may have to do some additional research or speak to people from that culture to learn more about it.
  > Once they have fully explored Level 2-Analyze, they can then go to Level 3-Evaluate, and make an informed evaluation. Those who work through all three stages properly tend to make less negative and more culturally sensitive evaluations.

- The important learning outcome is understanding the role that assumptions play when encountering new situations.

6. The facilitator may reveal what the object was (participants are always very curious and want to know.)

## B.  Activity 2 – DAE: Looking at photographs – Additional practice (20-30 minutes)

**Overview**:  This activity will give further practice for reinforcing the model.

**Materials:**

- Photos of cultural events that practitioners will not be familiar with – prepared in advance on Google Docs or Google Slides.
- Describe-Analyze-Evaluate - DAE - Group Worksheet (page 37)
- Share Screen PowerPoint – DAE – Group Worksheet - Guidelines (slides 23-24)

1. **Advance Preparation**: The facilitator should prepare photographs of cultural scenes that practitioners won't be familiar with. **The facilitator will choose the photos, place them on a Google Doc or Google Slide and share the link with the practitioners in the Zoom Chat feature**. Each photo will be assigned to a different breakout room, i.e. – Photo on Page 1 = Breakout Room 1; Photo on Page 2 – Breakout Room, etc.

2. **Task**: Each group will use the photo that corresponds to its Breakout Room number. They will use the photo and go through the steps of DAE together.  Refer them to the Describe-Analyze-Evaluate – Group Worksheet (page 37) in their Practitioner Workbooks.  On the worksheet, they have definitions and a place to write their final answers.

3. Share Screen PowerPoint – DAE  Group Worksheet (slide 23-24)  Share the Screen and go over the instructions with the practitioners.  Make sure they understand what to do before they go to the Breakout Rooms.

4. **Breakout Rooms**: Put practitioners into groups of up to 5.

5. **Full Forum**: Bring the groups back to the full forum.  Each group presents its photograph, a bit about their DAE process and finally, what they believe is in the photograph.  The facilitator may reveal the actual answers if they don't guess.

   Note: because they've already been trained to spend more time at Describe, some groups are quite good at picking up on small details that help them get to the correct answers.

6. **Debriefing – full forum**

   The debriefing should center on what they've learned and how they can apply it in their lives.

   Ask:

   - What were the most important points you learned?
   - What is your main take-away from this activity?
   - How can you apply the DAE model to your own NGO work?

## scribe – Analyze – Evaluate – DAE - Group Worksheet

| Level 1<br>Describe | Level 2<br>Analyze | Level 3<br>Evaluate |
|---|---|---|
| What I see (only observed facts). What I see/observe. What is going on? | How I explain (what I see) Why is it happening? (there are different possible explanations) | What I feel (about what I see) – positive or negative How do I feel about it? This is my <u>opinion</u>. |
| • This is done using the five senses, see, hear smell, touch and taste. | • This is done when we are trying to understand how an object is used. | • This is our judgment, our opinion:<br>• For example, something is useful, useless, good, bad, etc. |
| **Examples (see, hear, smell, touch, taste):**<br>• This is very light weight.<br>• It's red and white.<br>• The girl's hair is yellow, the boy's is brown | **Examples (alternative explanations possible):**<br>• It is a toy.<br>• It's a Christmas decoration<br>• It's a cultural symbol because it's red and white.<br>• It's something people give to kids on holidays. | **Examples (my opinion):**<br>• It's cute.<br>• I've seen better Christmas decorations.<br>• It's a pretty useless toy. |

**Your group's photograph:**

**D**escribe: _____

_____

**A**nalyze (write down 2 possibilities): _____

_____

**E**valuate: _____

_____

## C.  Stakeholders – Bottom-up
   Predicting Stakeholders
   Preparatory Group Activity and Socratic Seminar

### Group activity – 90-120 minutes

**Overview**: The practitioners begin with a preparatory exercise using the **Zoom Chat** feature in which they are asked to consider and predict the Jordan River Valley Basin stakeholders.  They will do this based on what they learned in the Background Information 1. It is important to tell them at this stage that they will be referring to top-down stakeholders only, in other words, national and international decision-makers only.  Once this exercise is concluded, they will be placed in Breakout Rooms in groups, assigned their role play cards – Jordan, Israel or Palestine -- and begin the preparation for and implementation of the Socratic Seminar.

- Note: Though a Socratic Seminar is meant to be conducted with participants seated in a circle in a room, it works online well with participants simply engaging with one another in the full forum Zoom room.

### 1.  Preparatory Exercise -BEFORE the Socratic Seminar – Predicting Stakeholders – (10 minutes)

**Materials:**

Share Screen PowerPoint – Bottom-Up-Preparatory Exercise Before the Socratic Seminar – Predicting Stakeholders (slide 25)

**Think -Share - in the Zoom Chat feature**

**Think**: Share Screen PowerPoint –Bottom-Up Preparatory Exercise Before the Socratic Seminar  Predicting Stakeholders (slide 25).  Share the screen with this page.  The page contains the questions in which the practitioners are asked the following (Note: Do **NOT** give them the Stakeholder Cards yet):

**Write your answers in the Zoom Chat.**

**"Based on what you've learned from the Background Information, Part 1:**

- Who do you think are the local, community Bottom-Up stakeholders in the Lower Jordan Valley?  In other words, which people should be involved in the discussion?
- Make sure they refer to local, bottom-up stakeholders only.

**Share (5 minutes):** Instruct the practitioners to write their answers in the Chat feature, so that everyone can view everyone's answers.

**Mini- Debriefing– Full Forum:**

- The facilitator pulls up the Chat answers that the practitioners have written and reads them aloud to the full forum.
- The facilitator goes over the group's stakeholders, eliciting insights without yet mentioning EcoPeace's model.

**Facilitator reference: EcoPeace's bottom-up stakeholders:** practitioners will be given stakeholder roles to represent in the Socratic Seminar.  At this point – they are **local, bottom-up only.** **This list is for facilitator reference only.  Do not mention these to the practitioners.**

- Residents and community leaders – civil society actors, peace groups, environmental organizations
- Youth (schools, university, young professionals), teachers, school administration and staff
- Local media – newspaper, TV stations
- Local Private Sector – small businesses (farmers, ecotourism, etc.) – small factory owners - fish/farm/cheese; ecotourism – hotels, b&bs, tour guides
- Religious leaders – Rabbi, Imam, Pastor/Priest
- Tribal Leaders
- Local Authorities – mayors, Jordan Valley Authority, regional councils
- Peace Groups / Environmental Groups

Note:  they are mentored by a local staff person

## 2. Socratic Seminar 1 – Bottom-Up Stakeholders – 90-120 minutes

### Materials:

- Simulation part 1 – Bottom-up Stakeholder information –Cards (pages 38-43)
- Socratic Seminar 1 – Bottom-Up Stakeholder Cards – Group Worksheet (pages 44-45)
- Questions for Socratic Seminar Leader – Bottom-up (page 46)
- Share Screen PowerPoint – Socratic Seminar Preparation – Stakeholder Cards (slides 26-28)

### Overview:

The practitioners will be participating in 2 Socratic Seminars: one in the Bottom-Up section; the second in the Top-Down section.  A Socratic Seminar is normally a round-table discussion in which participants sit in a circle and unpack material together.  As they unpack, they share ideas and insights. The Socratic Seminar Leader both leads and participates.  It is not a debate, rather it is a method for unpacking information together and sharing ideas and insights.  In the online version, they will simply engage with one another in the full forum Zoom room.  In a Socratic Seminar, both in-person and online, there is no need to raise one's hand to speak, rather each person can just speak when they wish.

### Procedure:

#### A.  Getting Ready for Breakout Rooms:  Part 1:

- Explain to the practitioners that they will be participating in a Socratic Seminar. Tell them that a Socratic Seminar is normally a round-table discussion in which participants sit in a circle and unpack material together.  As they unpack, they share ideas and insights. The Socratic Seminar Leader both leads and participates. It is not a debate rather it is a way to unpack information together and share ideas and insights.  In the online version, they will simply engage with one another in the full forum Zoom room.  In a Socratic Seminar, both in-person and online, there is no need to raise one's hand to speak, rather each person can just speak when they wish.

- **In advance:**  Divide the practitioners into 3 groups – Israel-Palestine-Jordan.

  These groups should be prepared in advanced and the Breakout Room divisions created manually by the facilitator (not automatically by Zoom).

  > **In advance:** The facilitator should appoint one of the practitioners to lead the Socratic Seminar.  This person can be from any group. Choose someone with good language and leadership skills.

> Make sure to refer the leader to the Questions for Socratic Seminar Leader-Bottom-up (page 46) in the Practitioner's Workbook. The Leader will use these questions to guide the Seminar (See **Instructions for Socratic Seminar Leader below in Section C**).

Assign each group 1 of the 3 stakeholder cards as follows:

Group 1 – Israel

Group 2 – Palestine

Group 3 - Jordan

- Refer each group 1 of the 3 **stakeholder cards** Simulation part 1 – Bottom-Up Stakeholder information – Cards (38-43). Make sure they find these. Then explain to them that they will be divided into the following 3 Breakout Rooms:
  > Breakout Room / Group 1 – Israel
  > Breakout Room / Group 2 – Palestine
  > Breakout Room / Group 3 – Jordan

- Share Screen  PowerPoint – Socratic Seminar Preparation – Stakeholder Cards (slides 26-28)
  Share the screen with these pages.

For this first Socratic Seminar, it is useful to Share Screen and begin by scrolling through the Stakeholder cards to show the groups what they will be reading together. Point out that the Jordanian group reads the Jordan stakeholder descriptions, the Palestinian group reads the Palestine stakeholder descriptions and the Israeli group reads the Israel stakeholder descriptions. Then come to the "Socratic Seminar 1 – Bottom-Up Stakeholder Cards Group Worksheet (page 29)  Here, written very clearly, are the instructions for what they need to do in the Breakout Rooms to prepare for the Socratic Seminar.  Go over these with the practitioners. Make sure they understand what they need to do:

- **Each group will:**
  > Read its Stakeholder Card.
  > Discuss the pros and cons of its stakeholders, using as a base for discussion, the following set of questions (see below).
  > Upon completion the group will choose 1 representative to present to the full forum a general summary of its stakeholders.  The full forum will be a Socratic Seminar with everyone participating.

**Guiding questions for each group to discuss its stakeholders:**

> Why is this stakeholder valuable to engage with?

> Why would NGOs not want to engage with him/her?

> Why would they?

> What kind of population do they have access to?

> What tools do they have access to?

> What would they bring?

> What are the salient (most important) points?

**B.** **Breakout Rooms:** (up to 60 minutes) Place the practitioners in their 3 groups into the Breakout Rooms.

**C.** **Part 2: Socratic Seminar - Full forum (60 minutes):**

- Bring back the groups from the Breakout Rooms. Explain to them that they are going to begin the Socratic Seminar. Remind the participants that they may simply speak, they don't need to be called on (if too many try to speak at the same time, the Leader can call on people.).

- The Seminar Leader opens by calling on the representatives from each group to present a short summary of the salient points of its stakeholders (2 minutes each).

  > For example:

  - Jordanian farmers -- the farmers need water to cultivate their crops and there isn't enough. They really need it. (Issues of food security/drought). OR

  - Israeli farmers – While they struggled with water scarcity for years, they have technology now and are water secure.

- The Seminar Leader continues the seminar by asking some the following questions to the group for discussion.

- **Note: the Seminar Leader is also welcome to and should participate (he/she will represent the stakeholder group he/she helped prepare.)**

  **Questions for the Socratic Seminar Leader – Bottom-up:**

  > What are the most important points you learned?

  > What challenges would you anticipate in terms of dealing with certain stakeholders?

  > What insights do you have in terms of ways to succeed – in spite of difficulties?

  > (Spiral in negotiation skills): How would negotiation skills of position-interest be helpful in dealing with the stakeholders? How? Explain.

- Do you see areas in which the positions (the stances they take) are problematic?
- Do you see places where progress could be made by examining the interests of the different sides? (Remember: to get to interests, ask WHY?)
- For example: you think your position is non-negotiable – for example, you need water.  Can this change?  How?

- (Spiral in active listening)- Were you able to practice active listening skills?  Explain how it added to the discussion.


## D.  Part 3 – Debriefing (15-20 minutes)

- This will include a personal reflection on bottom-up stakeholders and sharing ideas in a full forum.

**Overview**:  Here the facilitator will debrief the Socratic Seminar and the learning about bottom-up stakeholders together with a deeper reflection.  Reflection is a very important part of the learning process and is well worth the time allotted. It helps lock in the learning and will allow practitioners to reflect on how they can apply this aspect of the model to their own NGO work.

**Procedure:**

**Think-Share**

1. **Think**: Refer practitioners to the Bottom-Up Stakeholder Reflection (page 47) in the Practitioner Workbooks.  Ask them to answer individually the questions.  Allot about 10 minutes of quiet time for them to complete this while staying in the full forum Zoom room.

2. **Share – Full Forum**
   - The facilitator will pose the same questions (see below) to the full forum that the practitioners have just answered.  The practitioners will share highlights of their reflections.
   - **Sprinkle sharing** – facilitator should ask for a "sprinkling" of answers – in other words, a few practitioners should share.

**Questions to ask Practitioners (these are the same questions that the practitioners have answered on their Reflection Page): (10 minutes)**

- What were the most important things you learned about bottom-up stakeholders?
- What insights can you draw from that?

- What are the important points for you in EcoPeace's choice of bottom-up stakeholder groups that you worked with in the Socratic Seminar?
  - > In terms of your own countries/regions/communities: Who are the bottom-up stakeholders in your community/region/country?
  - > What is the importance of the different stakeholders?
  - > What ideas do you have for engaging the stakeholders?
  - > How would you make this happen?
  - > What more do you need / need to know in order to make this happen?

# Bottom-Up - Stakeholder Cards

## Jordan

For Jordanian bottom-up stakeholders, cooperation with Israel holds very little significance. Since signing the Peace Treaty with Israel in 1994, Jordanians at the community level have seen little to no benefits from the Peace Treaty. There was much initial promise, and currently, from their perspective, there is nothing to show for it. As well, in recent years, a strong anti-normalization campaign – the rejection of normalizing relations with Israel in any area – has taken hold, making regional cooperation with Israel even more challenging. This is mainly due to Israel still being viewed as an enemy because of its continued control of Palestine. However, Jordanians are willing to cooperate with Israel if they see clear, direct benefits.

The Jordanian stakeholders' interests in cooperating with Israel and Palestine in the Jordan Valley are based on their need for economic development. The population is struggling to survive. The poverty level is very high, with huge numbers of youth unemployment. Scarce water resources limit economic opportunities. Agriculture is the main industry with all other industry totally absent. There are no big cities and no universities. There is no sanitation; sewage is disposed of in cesspits, which then seeps into the ground and eventually into the Jordan River. There is a great need for wastewater treatment and reuse. There is a great need for investment programs to help diversify the economy (beyond agriculture) and improve infrastructure.

**Mayors** – Mayors can play an important advocacy role in lobbying the top-down sector. They want to advance the economy. Most of the population is poor, with scarce water sources and poor infrastructure.

**Local residents / farmers**– Most of the local residents are farmers. Their interest is in a larger water supply. Currently, it is intermittent with water supplied every 2 weeks. Such limited water prevents economic development and opportunity. Farmers also want access to export markets. They've lost huge export markets due to the Iraqi and Syrian wars.

Residents also suffer from a lack of sanitation facilities. Sewage is disposed of in cesspits and runs through the streets of their communities.

**Religious community** – The Jordan River is holy to Jews, Christians and Muslims. For Jews it is where the Jews crossed into Israel, for Christians, it is where Jesus was baptized and for Muslims, close companions of the Prophet Mohammed are buried just east of the river. Religious leaders can access populations that are not aware of the environmental issues and activate them.

In Jordan there are important Christian pilgrimage, monasteries and a Baptismal site. This small community is involved with these sites and tourism. They would like to attract more visitors to the Baptism site. It is important to them that there is a cleaner, stronger flow in the river.

**Youth** – Jordanian youth see cooperation as a way of gaining better skills, employment and a higher income. They want to advance.

**Tribal Leaders** – Jordanian society is tribal. Strong tribal affiliations are a major determinant of socio-political action in all areas. These affiliations can be both helpful or a hindrance to shaping policy.

**Local Private Sector** – This sector's core concern is economic advancement. This group has the ability to make things happen more quickly than the slower, more bloated public sector.

**Environmental groups** - These organizations boycott any cooperation with Israel. At the same time, they want to gain more water from Israel.

**Peace Groups** – These groups support a two-state solution (a Palestinian state and an Israeli state). They do not want Jordan to be considered as a future Palestinian state.

## Palestine

All Palestinian bottom-up stakeholders express a strong position on the Jordan Valley: they want their land and water rights. They want to end the Israeli occupation and the settlements removed. Once they had villages on the banks of the Jordan River that were destroyed. They want their right to return to these villages. They want their riparian share of the Jordan River and the water in the West Bank. They want access to religious sites, including the baptismal site, Qasr al-Yahud, which is currently under Israeli control. They want their land back which they claim Israel has designated as nature reserves to prevent them from developing their own lands. They don't want to be employees of Israeli settlements; they want land rights.

They will not cooperate with Israeli settlers (Israelis who live in Israeli settlements located on occupied Palestinian land). However, they will cooperate with Israelis in Israel proper. Through such exchanges, they will acquire skills and advance. They see this as in their interests as it strengthens their resilience to fight for their land.

**Mayors** –Palestinian Mayors do not have a lot of authority or power. Nor do they receive independent income through municipal taxes. However, if their interests override their positions, they can play an important advocacy role in lobbying the national government.

Their position is to not cooperate with Israeli mayors and citizens, they do not want to be seen as normalizing relations with Israel. At the same time, their interests are to cooperate provided that it is based on opportunities for improving the livelihoods of their residents and is in line with advancing Palestinian water rights and greater access to land in the Jordan Valley.

**Tribal Leaders** – Palestinian society is tribal to a certain degree.  In terms of the Jordan Valley, tribal leaders are important stakeholders in smaller, rural towns only.  In larger urban areas, such as Jericho, they are not relevant.

**Farmers** – They are interested in economic advancement.  Cooperation with Israel speaks to their needs as they can gain knowledge and skills through training, technology, agricultural technology and marketing of crops.  Also they would like to export more to Jordan, Europe and Israel.  They are in need of a larger water supply.

**Local Residents** – The local residents are very diverse in terms of their socio-economic status, with pockets of underdevelopment in the rural areas and a wealthier middle class population in Jericho. Poverty is generally seen as an outcome of the occupation. The residents want economic development.  They are in need of better education, better roads and infrastructure and greater water supply.  They are also in need of sewage treatment and reuse facilities.

**Private Sector** – This sector in Palestine is more diversified than in Jordan because of Jericho, which is the 2nd greatest tourist city in Palestine after Bethlehem and under the self-rule of the Palestinian Authority. The rest of the Palestinian Jordan Valley is ruled by the Israeli Civil Administration, where development is severely limited.  The private sector sees working with Israel as a way to advance, deriving benefits from exporting their goods, exchange of knowledge, acquisition of technology and experience.

**Youth** – The youth cooperate with Israelis who live in Israel proper because they want to better understand their reality on the ground, such as their water rights, as well as understand the other side and then argue for their national case. The youth won't meet with settlers. They are concerned with being viewed as normalizing relations with Israel. There is a branch of Al-Quds University in Jericho in the Jordan Valley.

**Local media** – The local media report and highlight the Palestinian narrative. They do not report on regional cooperation at the community level.  Local media portray the hardship as well as highlight Palestinian ingenuity and leadership, for example, new developments in farming and youth winning prizes.

**Religious communities/tour guide** – The Jordan River is holy to Jews, Christians and Muslims.  For Jews it is where the Jews crossed into Israel, for Christians, it is where Jesus was baptized and for Muslims, close companions of the Prophet Mohammed are buried just east of the river. In Palestine, both Muslim and Christian religious leaders can access

populations that are not aware of the environmental issues and activate them.

In the Palestinian section of the Jordan Valley, Israel controls the Christian holy sites, but Palestinians can train as tour guides and benefit from this.

**Peace groups** – There are a large variety of peace groups in Palestine. They are very diversified in terms of their focus – some work on reaching out to the other side, Israel, and creating dialogue, others do not, with different levels of cooperation between the two sides. These groups aspire to achieve a two-state solution (a Palestinian state and an Israeli state). Their interests are in obtaining Palestinian rights.

**Environmental Organizations** –There is not a strong environmental movement in Palestine. But there are groups that tend to boycott cooperation with Israel. Their interests are in gaining the environmental rights of a Palestinian state.

## Israel

At the community level, Israel has a great interest in cooperation, especially with Jordan, which is not reciprocated on the Jordanian and Palestinian sides. Israelis are pro-active in their desire to develop a warm peace with Jordan. At the same time, they see the Israeli settlements as strategic to Israel's interests and don't want them removed, a position that is unacceptable to Jordan and Palestine.

Israel sees cooperation as bringing economic opportunities, for example, exporting to Jordan and via Jordan to the Arab world. Israel would like to expand its export market of agricultural produce, technology and know-how. Like their co-riparians, they often express that they are working for their own benefit.

**Mayors** – Israeli municipalities have considerable authority and have independent income through municipal taxes.

Mayors are subject to condemnation for cooperating with Jordan and Palestine and are concerned that this could impact their chances for reelection. Like the Palestinians and Jordanians, Israeli residents are fearful of meeting their counterparts, afraid that they will be attacked. When cooperation occurs, mayors explain to their constituencies that they are seeking cooperation because it is in their interests, that it is to their benefit. Israeli towns in the Jordan Valley are in Israel's periphery and only by cooperating with their co-riparians, fighting to clean up the river, advancing their economies, can they become a center, rather than remain irrelevant peripheral communities.

**Local Residents** – Their position on environmental cooperation, especially with the Palestinians, is based on their political viewpoints, with some more in favor and others less or not at all. Their interests are in cleaning up the Jordan River and creating greater prosperity for their communities.

**Religious community** – The Jordan River is holy to Jews, Christians and Muslims. For Jews it is where the Jews crossed into Israel, for Christians, it is where Jesus was baptized and for Muslims, close companions of the Prophet Mohammed are buried just east of the river. Religious leaders can access populations that are not aware of the environmental issues and activate them.

In Israel, the leaders have an interest in gaining access to the river to increase tourism. The Lower Jordan River is only accessible at 3 points, which is not enough. In order to truly develop tourism, they need access to the river, to help clean up the river and to cooperate with their co-riparians and develop the area.

**Local Private Sector** – Israel is by far the most diversified of the 3 riparians in terms of both its agriculture and agricultural technology sector as well as other industry, tourism and more. Their position is to not get politically involved. They want to create business opportunities through cooperation.

**Youth** – Israeli youth see cooperation as a way of solving environmental problems. Some are open and interested and even embrace the idea of meeting and cooperating with youth from the other sides, others less so.

**Local Media** – The positions of the media are based on their political outlook. The left-wing media is more humanitarian and liberal-minded and the right wing looks at environmental issues through the lens of security.

**Environmental Groups** – Most of these organizations try to avoid the politics of the conflict and relate to environmental issues as non-political. They are concerned with environmental protection.

**Peace groups** – Some are committed to a two state solution; others would agree to one state or different types of confederations. They want to achieve an end to the conflict.

# Socratic Seminar 1– Bottom-Up Stakeholder Cards
# Group Worksheet

## Part 1 – Preparation in Groups

1. All group members in your group read the **Stakeholder Card**. Then together discuss the pros and cons of each stakeholder. You may use the following questions as a guide:

   - Why is this stakeholder valuable to engage with?
   - Why would NGOs not want to engage with him/her?
   - Why would they?
   - What kind of population do they have access to?
   - What tools do they have access to?
   - What would they bring?
   - What are the salient (most important) points?

   Choose 1 spokesperson from your group to present a general summary of your stakeholders in the Socratic Seminar (1-2 minutes).

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## Questions for the Socratic Seminar Leader – Bottom up:

- What are the most important points you learned?
- What challenges would you anticipate in terms of dealing with certain stakeholders?
- What insights do you have in terms of ways to succeed – in spite of difficulties?
- (Spiral in negotiation skills): How would negotiation skills of position-interest be helpful in dealing with the stakeholders?  How? Explain.

    > Do you see areas in which the positions (the stances they take) are problematic?

    > Do you see places where progress could be made by examining the interests of the different sides? (Remember: to get to interests, ask WHY?)

    > For example: you think your position is non-negotiable – for example, you need water.  Can this change?  How?

- (Spiral in active listening)- Were you able to practice active listening skills?  Explain how it added to the discussion.

# Bottom-Up - Stakeholders
# Reflection Page

1.  What were the most important things you learned about bottom-up stakeholders?

2.  What insights can you draw from that?

3.  What are the important points for you in EcoPeace's choice of bottom-up stakeholder groups that you worked with in the Socratic Seminar?

4.  Take a moment to identify in your own countries/regions/communities who you think are the major local stakeholders and why they are important as stakeholders. Then answer the following:

    -   Who are the bottom-up stakeholders in your community/region/country?
    -   What is the importance of the different stakeholders?
    -   What ideas do you have for engaging the stakeholders?
    -   How would you make this happen?
    -   What more do you need / need to know in order to make this happen?

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# EcoPeace Presentation - EcoPeace Model Bottom-up & Stakeholders

The following are notes regarding the presentation – points to build upon from what the practitioners will have learned in the workshops.

**Insights:**

- The more stakeholders, the more opportunities.
- Say, for example, we want something from the Mayor, but he says no. So we can go to the farmer where we may get cooperation.
- Jordan and Palestine, for example, don't have programs in schools, but they work with educators in informal educational settings.
- Bottom-up – expansion horizontally as wide as possible
- NGOs often complain that they receive no for an answer and can't go forward. So, EcoPeace's advice is to find other stakeholders.
- See other side, the enemy, as a stakeholder. For example, the police, corrupt government, etc.

**Salient points**

- Many NGOs limit their stakeholders
- eg. They engage with activists, which is easy, but then don't engage with religious leaders.
- There's value in engaging with those that you see as an obstacle.
  > For example, though you may not want to engage with local authorities because they pollute, there is great value in doing so.

## Reference Pages – Practitioners' Workbook Bottom-Up Community Work – A Long-Term Vision

### Environmental Peacebuilding and Public Participation

In peacebuilding, three levels of stakeholders can be considered, the *grassroots* participants, whose intimate experiences influence their communities and personal relationships; the *mid-level* stakeholders, such as teachers or local authorities; and, the *top-level* elite members who have the potential to widen the group's ideas, practice and values." [9]

Over time, more and more emphasis has been put on the grassroots stakeholders with the expectation that they will shift the balance towards ending conflict from below.  In utilizing the advantages of strategic engagement among stakeholders, EcoPeace performs a boundary role by "bridging different arenas, levels or scales"[10] and facilitating cooperation over environmental issues in the conflict-ridden societies of Israel, Palestine and Jordan.  Interaction and participation across vertical and horizontal boundaries enable understanding and trust which in turn lead to common understanding, goals and values.

EcoPeace strategies combine bottom-up community work with top-down advocacy, together leading to the successful implementation of projects, thus fulfilling important characteristics in the performance of a bridging role:

"1) **accountability to both sides of the boundary**; 2) the use of "**boundary objects**" such as **maps**, **reports** and **forecasts** that are **co-produced** by actors on different sides of a boundary; 3) **participation across the boundary**; 4) **convening**; 5) **translation**; 6) **coordination and complementary expertise**; and 7) **mediation**. "[11]

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9    Garfinkel (2004) 3.i

10   Medema et. al. (2014), 30

11    Medema et al. (2014), 30, referring to Cash et al. (2003).

## Bottom-Up Community Work – A Long-Term Vision

**EcoPeace Model**
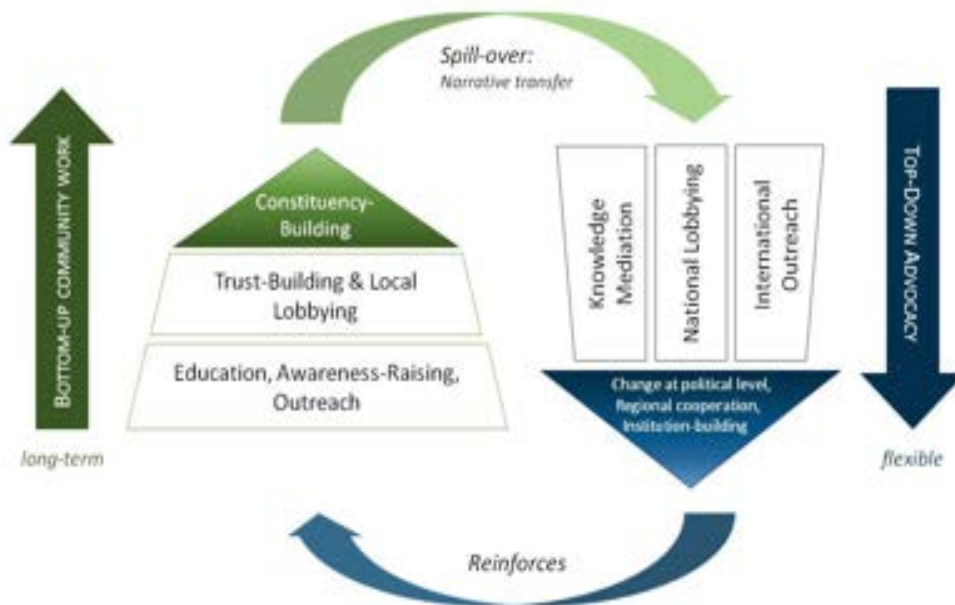


## Bottom-Up (needs to be long-term)

The EcoPeace bottom-up approach educates local constituencies to call for and lead cross-border solutions to regional water and environmental issues.

This requires a long-term approach as success is only achieved after years of investment and requires long cycles. EcoPeace seeks to create educated constituencies that will advocate for political change that will have an impact on the environment. These goals, achieved by educating youth and their communities, local authorities and businesses and engaging with the widest possible number of stakeholders, yield results in the long run.

EcoPeace's Bottom-Up activities comprise three main mechanisms: *Education, Awareness-Raising and Outreach*; *Trust-Building at the Community Level*; and *Constituency-Building* and the *Spill-Over* effect.

### Outreach, Education and Awareness-Raising

EcoPeace's work at the community level involves educating the public about the opportunities of a shared environment and creating awareness of water as a source of regional cooperation. This begins by reaching out to different stakeholders and the general public in an attempt to educate them. This is accomplished by sharing

information about the environmental problems of which these target groups are not aware.  As they gain awareness, they come to understand their own needs and interests in relation to these environmental problems.

All educational and awareness-raising activities involve conveying an inclusive discourse on water.   Curriculum includes the importance of the environment, broadening knowledge on environmental issues in general and in particular, water as a limited, shared resource.

Education and awareness can take place separately at the national and/or regional (cross-border) levels.  This may include campaigns and outreach to the public. Raising awareness can also refer to fostering acceptance among communities for environmental measures such as the construction of sewage plants and so forth.

## Trust-Building

Trust building involves organizing cross-border encounters of communities (youth, activists, local authorities, politicians and religious leaders).  These encounters reduce stereotypes and fear of the other.  They are characterized by an inclusive, non-conflictual discourse on the disputed water resources in which water is framed as low-politics.

## Constituency Building

As a result of education, awareness-raising and trust-building, the community groups develop into constituencies that in turn advocate for necessary change at national and regional levels.

## Spill-Over

The constituencies of support transfer their message from local community to higher political levels and national decision makers, carrying out a narrative transfer.

The Spill-Over mechanism is given legitimacy by virtue of the local constituencies. Stakeholders include mayors, tribal and family leaders and religious leaders who act as intermediaries between the local political and higher political levels.

# Bottom-Up Community Work

## Stakeholders

EcoPeace actively seeks to engage with all possible stakeholders. At the local, community level, this includes stakeholders in all areas from local residents and youth, religious and tribal leaders to mayors and local authorities. This horizontal expansion is key in creating opportunities; the greater the number of stakeholders that EcoPeace engages with, the greater the number of opportunities for EcoPeace to get its message out and effect policy. If one stakeholder declines to help, then others may be found. NGOs frequently express frustration after receiving negative responses from stakeholders that prevent them from advancing their agendas. EcoPeace's method is to engage with additional stakeholders to increase the chances of finding support. As well, NGOs often do not consider engaging with particular stakeholders, such as those regarded as enemies or obstacles. EcoPeace, on the hand, sees value in engaging with such stakeholders as they too can prove valuable in ways that can't always be foreseen. This open, flexible approach has proven key in advancing EcoPeace's message and policy.

Community level stakeholders can include any person or group at any local level, including but not limited to: local government authorities and mayors; residents; farmers; the local private sector; religious leaders and communities; tribal leaders; the education sector including youth, teachers and parents; environmental and peace groups; and, local media. The list will also vary according to the environmental project at hand.

The following includes a summary of a few key stakeholders with whom EcoPeace engages, together with relevant descriptions of EcoPeace community programming.

# 1. Local Advocacy and Cross Border Cooperation

## Local Authorities

In terms of the highly unstable environment caused by intractable conflicts, working with local authorities often has greater leverage regarding urgent challenges for development and involvement than more inflexible national authorities. Mid-level leaders are positioned in such a way that they are connected to both the grassroots and elite levels. They have the advantage of not being controlled by the national authorities and at the same time, they know the reality and experiences of local residents struggling with environmental hazards. As mid-level leaders, they are neither in the national or international spotlight. They tend to be more flexible regarding shifting attitudes and

concrete action than top-level leaders. This flexibility is important for building vertical and horizontal relationships that are necessary to sustain a process of change.

EcoPeace works closely with the mayors of communities in Jordan, Israel and Palestine. Local authorities hold a key position in conflict situations and can be part of the establishment and maintaining of peace.

As part of EcoPeace's strategy, mayors of partnering communities sign Memorandums of Understanding in which they commit to cooperation and engagement in shared environmental challenges. While these MOUs are not official agreements, they mark the first step in establishing long-term relationships and trust between communities. By signing such documents, local authority leaders communicate the conviction to their residents that cooperation with former adversaries is the right path to solve ecological problems and build sustainable peace in the region. In this way, Priority Initiatives, environmental challenges of cross -border communities in need of joint attention, become subject to municipal and local authority commitment and action. EcoPeace provides support by initiating meetings and providing publications of updated data available to the public.

Such activities not only influence public attitudes toward cooperation but may also advance national political will, as they are a "statement to the outside world that will and belief for cooperation and peaceful coexistence do exist." [12]

## 2. Education

EcoPeace's work in education occupies a place of special importance. The stakeholders include high school students and teachers, alumni, parents, young professionals and educational institutions and ministries.

The 26 years of experience of EcoPeace has led it to understand that an essential ingredient needed to create top-down political will is a long-term investment in bottom-up community-based environmental and climate education. Educational programs that link peace and sustainability issues, at both the national and regional levels, help create the needed public constituencies that support leaders to move towards cooperation and reject unilateralism. When communities living on either side of a shared water basin come to understand that their futures are dependent on the actions of their neighbors, as much as their own behavior, then they can become powerful actors calling on their leaders to cooperate across the border, as a matter of self-interest, if not survival, of their own communities.

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12    Harari and Roesman (2008), 18

Education provides democratic structures for social-learning processes, open discourses and communications, repeated interaction and work toward sustainability, collective goals, creating meaning, trust-building and feelings of ownership of solutions and decisions for environmental challenges.[13]

Environmental peacebuilding education promotes critical thinking, encouraging youngsters to ask questions and discover interconnections. This learning process results in a shift to seeing great challenges as opportunities for change. It allows for dialogue and interaction and insight into the realities of neighboring communities across the border that are coping with the same issues. They acquire knowledge and awareness that is combined with personal experience and experimentation that help develop activist capabilities and willingness to cooperate with their peers.[14]

Education is a core component of environmental peacebuilding in both enhancing society as well as the ability to change local forms of knowledge and concerns that feed into the ongoing decision-making processes.[15] Only when the affected communities are involved, the robustness of knowledge, plurality of views as well as sharing responsibility and enhancing trust can be ensured.

Creating a regional perspective expands youth perspectives. "For youth in the formative years of identity consolidation and establishing their place in various groups of belonging, experiential learning on regional environmental issues allows them to expand their sense of belonging to include their immediate environment's watershed and its complexities."[16]

## Good Water Neighbors

Good Water Neighbors is a cross-border education and community-based awareness program that has been running for nearly a decade. The program includes school programs that have educated thousands of Jordanian, Israeli and Palestinian youth about the interdependent nature of water resources, the environmental impact and need for cooperation.

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13   Cf Medem et al. (2014:31)
14   Lipman Avizhar and Backleh (2013), 6.
     Cf Medem et al. (2014:31)
15   Cf Medem et al. (2014:31)
16   Lipman Avizhar and Backleh (2013), 6.

The main components of the Good Water Neighbors programming include:

- **National High School Programs – Youth and Teachers**

  EcoPeace has developed national school programs for youth, ages 15-18 in Jordanian, Palestinian and Israeli high schools.  EcoPeace helps develop lesson plans that both expand existing school curriculum and introduce new curriculum.  Adapting to the differing needs and circumstances, in Israel specifically, EcoPeace has developed a water diplomacy program that annually reaches over 3,000 high school students in 80 high schools, representing all sectors of Israeli society.  In Palestine and Jordan, in a different configuration, EcoPeace has similarly helped develop unique interdisciplinary lesson plans that enable youth to become better informed and equipped to deal with environmental, water and climate challenges.

  The high school students learn about the effects of long-running regional conflicts on transboundary water sources, including shared rivers, lakes and the Mediterranean Sea.  The curriculum includes sections on water technology as well as negotiation skills that give students real-world tools for moving from a reality of conflict to one of cooperation.  In addition, students are taken on water tours in which they visit the water sources to see first-hand the pollution and degradation as well as areas of restoration and success.  They visit desalination and wastewater treatment plants and meet with local stakeholders.  The programs culminate in student projects in which students come up with and implement solutions that will impact on these shared environmental problems.

  Solutions that students come up include a broad range of advocacy actions.  These include awareness campaigns and environmental actions, such as campaigning to clean up rivers, circulating petitions, asking municipal and national decision makers to invest in cleaning up waterways, creating workshops for others to learn about water conservation and shared water realities.

  An extension of the high school programs includes additional EcoPeace support for programs initiated by students-- in response to what they learn in these programs -- and include events, such as Model United Nations conferences and Debating tournaments with environmental themes and topics.  These initiatives further raise awareness in new student populations and allow students to advocate to their own peer groups.

- **High School Teacher Training – National and Regional**

  The high school program includes both national and regional teacher training. In National Training, the teachers' understanding of the water diplomacy and environment curriculum is deepened through experiential workshops and national tours of shared water basins. In Regional Training, teachers meet with their peers (Jordanian, Israeli and Palestinian teachers).  For most of the teachers, it is their first

encounter with peers from the other sides. It is an important step in trust-building, stereotype reduction and coming together to learn, reflect upon and look for ways to cooperate on shared regional environmental problems. These meetings are followed-up with online webinars and reunions.

- **Youth Water Trustees – youth (ages 15-18)**

  Each year, EcoPeace creates groups of youth trustees from Israel, Palestine and Jordan (12 from each community) to focus on environmental education and join the regional Youth Water Trustees track. Transboundary water problems are recognized as a meeting point to create positive interaction amongst youth of the region. Trustees meet one another in person at regional camps in Jordan and participate in trainings, simulations, master classes and delegations that deepen their knowledge about shared environmental problems, climate change and regional security. They plan and implement climate change initiatives, focusing on developing ways to create dialogue with the decision makers and other stakeholders, while developing local, regional and global networks. The trustees are also deeply involved in national school programs as local organizers and guest speakers.

- **Water Diplomacy for Young Professionals (ages 21-35)**

  The Water Diplomacy for Young Professionals track is a regional leadership group of young leaders from Palestine, Israel and Jordan. The young professionals are at the early stages of their careers and include university students, young water professionals and young political leaders. The program brings them together in a series of national and regional workshops where they interact and explore together solutions for transboundary environmental issues. Together with the Pathways Institute for Negotiation Education, EcoPeace developed a Climate Change Toolkit for use in training the Young Water diplomats. They learn of water realities and regional environmental issues; communication and negotiation skills; conflict management and resolution; and track II diplomacy. In the training they consider international cases, trends and developments, so as to position them as global agents of change.

- **EcoPeace Alumni**

  The Alumni program makes it possible for participants to remain involved and to continue contributing to environmental peacemaking with the skills that they've built up through their years in the program.

  Youth Water Trustee Alumni have the opportunity to go to camps and take part in delegations, both at home and abroad. The Alumni training program strengthens the entire project's effectiveness by keeping program participants involved as alumni and utilizing their environmental peacebuilding experience and training

to expand capacity: assigning them leadership roles at cross-border camps or other education events, providing skills and opportunities for them to guide environmental peacemaking hikes and outings, and assigning them with either teaching responsibilities or a teaching apprenticeship.

- **Green Social Entrepreneurship (ages 21-35)**

  The Green Social Entrepreneurship track will be launched in 2021 and targets students and graduates from environmental science and environmental engineering faculties, young entrepreneurs and young water professionals. The program aims to advance innovative green enterprises that generate social value and create a cohort of young Israeli, Jordanian and Palestinian entrepreneurs who cooperate to build shared prosperity and sustainable development in the region. The program will start with pre-incubation activities focused on the initial development of green initiatives, followed by regional workshops, the building of a regional network of entrepreneurs and a long-term program consisting of an incubator and a regional center of excellence.

- **Digital Activities and Virtual Technology**

  With the outbreak of COVID-19 in early 2020, EcoPeace accelerated and expanded the scope of its digital strategy, adding a variety of virtual and online educational activities that will be integrated into existing programs. The EcoPeace strategy is not to just mitigate current challenges, but to develop a virtual immersive meeting environment for cross-border, people-to-people, activities. The content incorporates a combination of virtual and zoom-meetings, presentations and video clips as well as virtual versions of EcoPeace water tours / neighbors' path tours that can be experienced while in the virtual world

## 3. Interfaith Efforts

### Religious Leaders

"The greatest resource for sustaining peace in the long term is always rooted in the local people and their culture."[17]

An effective way to reach local communities is through persons of trust who have leverage to influence people and governments. Faith leaders fit this description, they have the potential to effect change at all levels, grassroots, elites and institutional structures.

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17 Lederach 1994, cited in Harari and Roseman (2008)

In environmental peacebuilding, religious actors can serve as educators and institution builders. They address environmental challenges and develop long-term practices and institutions conducive to ecological well-being in society. For example, they can sensitize society to the inequities in the system, foster understanding of environmental degradation and build skills for advocacy and shared responsibility. As institution builders, they develop strategies for responding to environmental challenges by drawing upon related values and recommendations of their religious traditions. [18]

EcoPeace recognizes the importance of bringing together for peace and the environment the three most prominent faiths in the region. EcoPeace encourages activities and events in multi-faith group settings to increase tolerance and understanding. Additionally, EcoPeace provides materials and online resources that include faith-based declarations on the environment and how the environment is incorporated in the Abrahamic traditions. Religious leaders and educators receive guidance in teaching environmental issues, for example, the Jordan River's current condition and relevance to religious, ecological and economic matters.

**Jewish Tradition**

*"Look at my works! See how beautiful they are – how excellent! For your sake I created them all. See to it that you do not spoil and destroy My world; for if you do, there will be no one else to repair it."*

**--Midrash Kohelet Rabbah**

**Christian Tradition**

*"...man's dominion cannot be understood as license to abuse, spoil, squander or destroy what God has made to manifest his glory. That dominion cannot be anything other than a stewardship in symbiosis with all creatures...At the risk of destroying himself, man may not reduce to chaos or disorder, or worse still, destroy God's bountiful treasures.*

**--Father Lanfranco Serrini**

**Muslim Tradition**

*"Verily, this world is sweet and appealing, and Allah placed you as vicegerents therein; He will see what you do."*

**--Sahih Muslim, Musnad Ahmad Bin Hanabal**

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18   Wang (2014:74)

## After EcoPeace Presentation - Personal Reflection on stakeholders / Sharing ideas

**Overview:** The practitioners have already reflected on Bottom-Up Stakeholders and how they can apply this to their own NGO work.  Now, this offers an additional opportunity to process further learning and insight they may have gained from the EcoPeace presentation. It also may be that this question was covered with the EcoPeace presenter, so it may not be necessary.  But if not, it is an important step in processing the learning.

**Procedure:**

- Facilitator will lead a short debriefing following the EcoPeace presentation on Bottom-Up Stakeholders.
- Full Forum:

  Facilitator asks:

  > Now that you have heard the EcoPeace Presentation on Bottom-Up Stakeholders, what additional insight have you gained about the topic?
  > Do you have further insight as to how you might apply this to your own NGO work?

## 1. Fostering a Change in Behavior

**Overview**:  This brief activity allows practitioners to reflect on how they can foster a change of behavior in the bottom-up stakeholders.  It will also orient them toward anticipating ideas that will be in the EcoPeace presentation on Good Water Neighbors that will follow.

- Foster a change in behavior towards the environment, cooperation and peace with an outlook towards sustainability and endurance.

**Procedure**

**Think-Share**

**Think**:  Ask practitioners to answer the following with respect to the bottom-up stakeholders they have learned about in the Jordan Valley:

- Now that we have looked at how we can change perceptions at the local level, how can we change those perceptions into behaviors?

- How would we engage with the stakeholders?
- What actions need to be taken?

**Share**: full forum

- Sprinkle sharing – facilitator should ask for a "sprinkling" of answers – in other words, a few practitioners should share.

# G. EcoPeace Presentation - Good Water Neighbors

- Audio-visual presentation: clips and photos with explanation and description of projects:
    - > Explain EcoPeace theory of change
    - > Target population
    - > Cycle
    - > Monitoring
    - > Donors
    - > Different projects (eg. Neighbors' Paths, Priority Initiatives)
- Possible: Clip of song that GWN students wrote and sung
- Examples: Battir or Gaza

## Reference Pages – Practitioners' Workbook
## Bottom-Up Programming
## Good Water Neighbors

### Good Water Neighbors

The Good Water Neighbors (GWN) is a project in which **Palestinian, Israeli and Jordanian communities are partnered with a neighboring community on the other side of the border / political divide**. They are paired up based on shared watersheds and/or water sources, including rivers, lakes and seas. The project includes 28 cross-border communities in the region: 11 Palestinian communities, 9 Israeli communities and 8 Jordanian communities. The project utilizes the mutual dependence on shared water resources as a basis for developing dialogue and cooperation. In each community, field staff work in close partnership with youth, adults and municipalities to create awareness of their own and their neighboring community's water and environmental reality. By undertaking concrete activities, highly relevant to the needs of the communities involved, the project aims to promote common understanding as regards water and environmental issues and build trust between communities as the basis for conflict resolution and peace building.

Components of Good Water Neighbors include:

### Youth Water Trustees

EcoPeace creates groups of youth in the participating communities that focus on environmental education.  Transboundary water problems are recognized as a meeting point to create positive interaction amongst youth of the region.

### Regional Youth Meetings

These youth participate in cross border camps that provide an opportunity for youth to cross the conflict divide and gain a real sense of how their neighbors live.  They learn what their communities look like and gain an understanding of their neighbors' water reality.

### Resource Guide for Environmental Educators

EcoPeace has written a resource guide for educators that includes a wealth of hands-on environmental activities for youth as well as promoting EcoPeace's environmental peacebuilding messages. The program comprises experiential activities through which middle and high school age youth learn topics related to the resource of water, promoting

conservation, shared responsibility and regional water management. The guide is geared toward developing tolerance and openness among neighboring communities in Israel, Palestine and Jordan and understanding the vast potential of the environment and water as a tool of mediation and connection among these communities.

## Eco Facilities

An important component of the Youth Water Trustees educational program involves learning about ecological building practices that cater to the everyday needs of communities.  They learn the importance of minimizing negative environmental impacts and creating and sustaining mutually beneficial relationships with all elements of local ecology. Examples of model Eco facilities built over the years that showcase water conservation include, rainwater harvesting systems, grey water recycling facilities, mud-building techniques used for outdoor seating areas and outdoor classrooms.

## Community GIS (youth)

The community's involvement in creating GIS maps was one more step in raising local awareness about the state of the environment in general and water issues in particular.

## After EcoPeace Presentation - Personal Reflection on stakeholders / Sharing ideas
### Full Forum activity – 10 minutes

**Overview:**

This reflection is final activity of the Bottom-Up section.  It is designed to help the practitioners process the learning of Good Water Neighbors, a powerful example of Bottom-Up programming and wrap up the entire section.

**Materials:**

• EcoPeace Good Water Neighbors – Reflection (pages 62-63)

**Think- Share**

1. **Think** - Refer the practitioners to the EcoPeace Good Water Neighbors – Reflection (pages 62-63). Give them about 10 minutes of quiet time to individually answer the questions.  They will remain in the full forum Zoom room.

2. **Share** – Full Forum
   • The facilitator asks the practitioners to share highlights of their reflections with the full forum.  See questions below.

   • **Sprinkle sharing** – the facilitator should ask for a "sprinkling" of answers – in other words, a few practitioners should share.

   **Questions for the practitioners (the same questions they answered on their** EcoPeace Good Water Neighbors – Reflection(pages 62-63):

   • What were the most impressive aspects of Good Water Neighbors?
   • What insights can you draw from that example?
   • How can you imagine developing such a tool in your own country/region/ community? Please give an example?
   • What more do you need to know? What would help you?

## EcoPeace Good Water Neighbors – Reflection

Please reflect upon and answer the following questions (in writing):

- What were the most impressive aspects of Good Water Neighbors?
- What insights can you draw from that example?
- How can you imagine developing such a tool in your own country/region/community? Please give an example?
- What more do you need to know? What would help you?

## Conclusion of Bottom-up Section

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# Top-Down Advocacy – Must Be Flexible

*"Communal work is considered an environmental peacebuilding measure in its own right, but also as a means to an end, **namely to change the political level**"*

**Sarah Henkel**

- Knowledge Mediation – scientists working together
- National Advocacy
- International Outreach

## Overview:

This section introduces the second level of EcoPeace's model, Top-Down programming. The section opens with a Skill Builder on constructing narratives. Narratives are a very important part of EcoPeace's methods for working with decision-makers on opposing sides in the midst of conflict. The practitioners will learn about and explore the power of a narrative to frame a message and advance a purpose. They will practice writing their own narratives and then apply the skill of constructing narratives to their own NGOs.

Following this, the methodology in this section follows the same format as the Bottom-up section: the practitioners will study the Top-Down part of the model through further engagement with the Lower Jordan River Basin story, this time as it is relevant to the Top-Down level. They will read Part 2 of the Background Information and in Breakout Rooms in groups discuss ways to bring about change, this time at the political level and consider and anticipate aspects of EcoPeace's top-down work: Knowledge Mediation, National Advocacy and International Outreach.

These skills will be spiraled into the main activity of this section, an adapted Socratic Seminar (a round-table discussion method in which the practitioners will unpack information together which online will take place in the full-forum Zoom room) on EcoPeace's top-down stakeholders. An EcoPeace presentation will follow, offering EcoPeace's professional insight. At the conclusion of the presentation, practitioners will reflect on their learning and share insights and ideas in a full forum.

**List of all Materials and Sequencing – Top-Down**

**A. Skill Builder 4 – Constructing Narratives**

- Share Screen – PowerPoint - Constructing Narratives – Worksheets (slides 31-32)
- Constructing Narratives – Worksheet (pages 64-66)

**B. Top-Down – Anticipating EcoPeace Top-Down Mechanisms - Knowledge Mediation/National Advocacy/ International Outreach**

- Simulation Part 2- Jordan River Basin Background Information, Part 2 (pages 69-70)
- Background Information Part 2 – Group Worksheet (page 71)
- Share Screen PowerPoint – Top-Down Mechanisms – Predicting (slides 33-34)
- NOTE: instead of writing on the Share Screen PowerPoint slide for the Top-Down Mechanisms – Predicting (slides 33-34), the facilitator may use a Whiteboard
- EcoPeace Top-Down Mechanisms – Reflection (page 72)

**C.** **Top-Down – Socratic Seminar 2 – Top-Down Stakeholders**

- Simulation part 2 – Top Down Stakeholder Cards (pages 73-79)
- Socratic Seminar 2 – Top-Down Stakeholder Cards – Worksheet (page 80)
- Socratic Seminar – Questions for leader – Top-Down (page 81)
- Top-Down Stakeholder – Reflection page (page 82)
- Final Reflection Page – Bottom-Up and Top-Down (page 84)
- Share Screen PowerPoint – Top-Down Preparatory Exercise Before Socratic Seminar – Predicting Stakeholders (slide 35)

## A.  Skill Builder 4 – Narrative Construction/Storytelling
### Full Forum and individual activities - 40-45 minutes

*"The **narratives** that EcoPeace conveys to decision makers in the three countries adapt to the respective context and interests but serve a joint goal: facilitating cooperation. All three EcoPeace entities seek to convince their governments and decision makers that it is in their interests to cooperate regionally."*

**Sarah Henkel**

Overview: This Skill Builder, on constructing narratives, focuses on the power of narratives in furthering goals of environmental peacebuilding.  A narrative – a story – is a powerful way to frame and convey a message.  The activities in this section highlight the idea that narratives are constructed and therefore can be created, modified and changed to advance goals.

This section opens with the practitioners revisiting what they've learned about the bottom-up stakeholders in terms of their positions and interests in regional cooperation in the Jordan River Basin.  Using that information – and focusing specifically on mayors – in groups in Breakout Rooms, they will construct narratives that they would use to persuade the different mayors to cooperate regionally.  This will bring into sharp focus the idea that the narratives will differ based on the differing interests of each country.

In the next activity, the practitioners will construct their own narratives in the form of autobiographical timelines, an effective exercise for illustrating how narratives are *constructed* and can be shaped to advance a purpose.  The section closes with the practitioners applying the skill and constructing narratives for their own NGOs.

Though they will not be used in this lesson, the inspiration is the three different narratives used by the EcoPeace regional offices to appeal to their top-down decision makers. They will not be used here, rather they will be integrated later into the workshop activities and eventually discussed in the EcoPeace staff presentation at the end of the top-down section.

1. **Warm-up – General Discussion and Spiraling in of the Bottom-Up Narratives (10 minutes)**

**Materials:**

- Constructing Narratives – Worksheet (pages 64-66)
- Share Screen PowerPoint – Constructing Narratives (slides 31-32)

**Procedure:**

The facilitator explains to the practitioners that they are going to learn to construct narratives – which are stories – a skill that is useful in environmental peacebuilding. After the facilitator explains using the Share Screen PowerPoint – Constructing Narratives, slides 31-32, the practitioners will work in small groups in Breakout Rooms and then report their ideas to the Full Forum-Debriefing.

A. Constructing Narratives- Worksheet (pages 64-66) – direct the practitioners to the worksheet in their Practitioner Workbooks.

B. Share Screen PowerPoint – Constructing Narratives (slides 31-32). Share the worksheet on the screen and go over it with the practioners. Explain that on the worksheet they have a place to write down their ideas for all three exercises in this section. Make sure they note this (the facilitator can show them this on the Share Screen document).

- In the first exercise, a warm-up, they are asked to construct three separate narratives for a Jordanian mayor, an Israeli mayor and a Palestinian mayor based on what they learned in the bottom-up section. Go over the instructions on the using the Share Screen PowerPoint slides 31-32, which are as follows:

  You are an NGO. Reflect back on the three different riparians that you learned about in the bottom-up section. You will focus specifically on mayors – a Jordanian mayor, an Israeli mayor and a Palestinian mayor. How do their interests differ in terms of rehabilitating the Jordan Valley? As an NGO, how would you persuade each mayor to become interested in regional cooperation for rehabilitation and development of the Jordan Valley?

  How would you express this? How would you appeal to the mayor? Construct a narrative for each mayor and write it in the lines below.

- NOTE: What the practitioners come up with doesn't have to be exactly like the real EcoPeace narratives (though they can be), the point is to go through the different riparians and have them try to come up with different narratives. They will learn the actual narratives later, in the EcoPeace presentation that concludes the top-down section. This is a warm-up for constructing narratives. So here they

should a) start to grasp the idea of constructing a narrative for a specific purpose; b) note that for different stakeholders, there are different narratives, even if it is the same goal (rehabilitation of the Jordan Valley)

- The worksheet contains the following information for the practitioners to use as reference points. Make sure to go over this with them using the Share Screen PowerPoint: slides 31-32

    > **Jordan**: Jordanian mayors can play an important advocacy role in lobbying the top-down sector. They want to advance the economy. Most of the population is poor, with scarce water sources and poor infrastructure. Jordanian mayors do not want to be officially in contact with Israelis because of the anti-normalization pressure in Jordan. However, they very much want to advance the economy.

    > **Palestine**: Palestinian mayors can play an important advocacy role in lobbying the national government. They refuse to cooperate with Israel as they do not want to be seen as normalizing relations. At the same time, they will cooperate if they see that cooperation can improve the livelihoods of their residents and help advance their water rights and access to land in the Jordan Valley.

    > **Israel**: Israeli mayors can play an important advocacy role in lobbying the national government. Israeli mayors in the Jordan Valley very much want to cooperate with Jordan and Palestine. They understand that their only way to advance is through cooperation with their co-riparians by fighting to clean up the river, advancing their economies and making the Jordan Valley a center. Mayors are subject to condemnation for cooperating with Jordan and Palestine and are concerned that this could impact their chances for reelection.

The narratives illustrate how it is possible to continue pursuing shared environmental solutions, as EcoPeace does, in the midst of a conflict situation in which each side has different interests. Each office constructs its own narrative – somewhat differently than its co-riparians – to align with its own national interests. The goal is always the same – restoration of the Jordan River – but the narrative is adjusted to the national interests.

C. **Breakout Rooms** – place the practitioners in Breakout Rooms in groups of up to 3-4 to work on this together. Each group will select 1 representative who will share the group narratives with the full forum. (10 minutes)

D. **Full Forum Debriefing** – Bring the practitioners back to the full forum.
- **Each group presents** the narratives it constructed to persuade the mayors.
- As each group presents, the facilitator should elicit insights from and open up the discussion to all participants:

> Ask: How can the narratives lead to a shared solution for the Jordan River, or even peace?

> How would new narratives sustain the shared solution?

- **Spiral in the negotiation skill of position-interest**.

> Ask: Why would constructing different narratives appeal to the different interests of Israel, Palestine and Jordan, be effective?  (Answer: It is effective because each side has different interests, so here EcoPeace is appealing to each side's specific interests. For a negotiation to be effective, one must negotiate with the other side's interests, not positions. This provides a clear example of the importance of interests.)

> **Importance of common interests.**  Ask: What is the common interest?

> Ask: What are the interests of the different sides?

## 2. Your Turn: Constructing Narratives / Storytelling - Creating an Autobiographical Timeline – (15-20 minutes)

*Adapted from original activity created by Sarah Perle Benazera*

**Overview**: In this exercise, practitioners will construct their autobiographical stories as a short timeline.  The importance of this exercise is that in giving practitioners freedom to decide on everything in their timeline, including when their stories begin and end, they will grasp the power of constructing a narrative. In other words – it highlights the idea that a narrative is a **construction**  - they can adapt it to suit their purpose and goals.  In terms of their personal narrative, they can even decide where it begins – some may choose their own birth, others may begin with their grandparents or even more distant ancestors, some may link it to their religious beliefs and begin when their religion began and so forth. This section will conclude with the practitioners reflecting on how they can apply this to own NGO work.  They will be given time to construct narratives for their NGOs.

### Materials:

- Constructing Narratives- Worksheet (pages 64-66)

### Procedure:

### A. Constructing a Narrative – Autobiographical Timeline:
- Constructing Narratives - Worksheet (pages 64-66) – direct the practitioners to the worksheet in their Practitioner Workbooks.  The lines for writing during this exercise are right after the lines that they used for the mayors' narratives.

- Quiet time: Allow up to 10 minutes of quiet time for individual work. This is a quick exercise.  Practitioners will work individually and remain in the full forum Zoom room.

- The facilitator explains that the practitioners will work individually on this exercise.  Instruct the practitioners to create their own narrative timelines, plotting out only the important milestones and events.  It is very important to tell them that they decide where their narrative begins.  There are no other rules, tell them that they can begin with their own birth, their grandparents' births, great-grandparents', base it on their ethnic or religious heritage, etc. As well, what they place on their timelines is what they choose.  Whatever they feel are their important milestones and events.

### B.  Quick Debriefing

- The facilitator should explore differences in how they began their stories by asking:
  > When does your timeline begin?
  > What were important milestones?
  > How does your timeline differ from others in the group?
  > What insights have you learned in writing your own narrative? Elicit the following:
    - Narratives are constructed.  This becomes evident when they construct their own narratives.  When did they start? At birth? With their grandparents? Great grandparents? Beginning of time?
    - Narratives can therefore be created, change and modified, to help advance goals.

### 3.  Constructing Narratives for their NGOs – 10 minutes

A. The facilitator will now give the practitioners about 10 minutes to practice constructing narratives for their own NGOs. As with the autobiographical timeline, they will work individually while remaining in the full forum.

### Materials:
- Constructing Narratives- Worksheet (pages 64-66) – direct the practitioners to the worksheet in their Practitioner Workbooks.  The lines for writing during this exercise are right after the lines that they used for the mayors' narratives.

### Procedure:
- Constructing Narratives- Worksheet (pages 64-66) – direct the practitioners to the worksheet in their Practitioner Workbooks.  The lines for writing during this exercise are right after the lines that they used for the autobiographical timelines.

- Quiet Time: Allow 10 minutes of quiet time for the practitioners to construct narratives for their own NGOs.  They will work individually while remaining in the full forum Zoom room.

**B.  Debriefing:**

- **Sprinkle sharing** – facilitator should ask for a "sprinkling" of answers – in other words, a few practitioners should share.
- Questions for Practitioners:
    - > What did you notice when you constructed a narrative for your NGO?  Did you alter it from what it was? Why? Why not?
    - > Why is this helpful?
    - > What insight have you gained?

## Constructing Narratives – Practitioner Worksheet

1.  You are an NGO.  Reflect back on the three different riparians that you learned about in the bottom-up section. You will focus specifically on mayors – a Jordanian mayor, an Israeli mayor and a Palestinian mayor. How do their interests differ in terms of rehabilitating the Jordan Valley?  As an NGO, how would you persuade each mayor to become interested in regional cooperation for rehabilitation and development of the Jordan Valley?

    How would you express this?  How would you appeal to the mayor? Construct a narrative for each mayor and write it in the lines below.

    **You may use the following to help you construct your narrative:**

    • **Jordan**: Jordanian mayors can play an important advocacy role in lobbying the national government. They want to advance the economy.  Most of the population is poor, with scarce water sources and poor infrastructure.  Jordanian mayors do not want to be officially in contact with Israelis because of the anti-normalization pressure in Jordan.  However, they very much want to advance the economy.

    • **Palestine**: Palestinian mayors can play an important advocacy role in lobbying the national government.  They refuse to cooperate with Israel as they do not want to be seen as normalizing relations.  At the same time, they will cooperate if they see that cooperation can improve the livelihoods of their residents and help advance their water rights and access to land in the Jordan Valley.

    • **Israel**: Israeli mayors can play an important advocacy role in lobbying the national government. Israel mayors in the Jordan Valley very much want to cooperate with Jordan and Palestine.  They understand that their only way to advance is through cooperation by fighting to clean up the river, advancing their economies and making the Jordan Valley a center.  Mayors are subject to condemnation for cooperating with Jordan and Palestine and are concerned that this could impact their chances for reelection. When cooperation occurs, mayors explain to their constituencies that they are seeking cooperation because it is in their interests, that it is to their benefit.

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2. Construct your own autobiographical timeline

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3. Practice constructing a narrative/s for your own NGO

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B. **Top-Down Actions  - Anticipating – Top-Down Mechanisms**
**Knowledge Mediation/National Advocacy / International Outreach**
**Part 2 – Background Information of Jordan River Basin Simulation**
**Group Activity - 90-120 minutes**

**Overview**: This activity introduces the practitioners to the second part of the Jordan River Basin story and orients them toward anticipating aspects of EcoPeace's Top-down work that include **Knowledge Mediation, National Advocacy, International Outreach**. They will do this by reading the Part 2 of Jordan River Basin Background Information, a story of governments in the midst of conflict who, in facing environmental degradation and human suffering, are blaming one another for the degradation.  Practitioners will be asked to come up with ideas on how they could change things at the political level.

**Materials:**

- Simulation Part 2- Jordan River Basin Background Information, Part 2 (pages 69-70)
- Background Information Part 2 – Group Worksheet (page 71)
- Share Screen PowerPoint – Top-Down Mechanisms -  Predicting (slide 33-34)
- NOTE: instead of the writing on the Share Screen PowerPoint slide for the Top-Down Mechanisms - Predicting, slides 33-34, the facilitator may use a Whiteboard

**Procedure:**

1. **Breakout Rooms:** The facilitator will divide the practitioners into small groups of up to five.  Each group will work on the assignments together in its Breakout Room.  They will use the following materials in their Practitioner Workbooks.  Refer them to these materials:
   - Part 2 of the Jordan River Basin - Background information pages 69-70)
     > Group Worksheet Background Information Part 2 (page 71)
   - This part provides them with Part 2 of the Jordan River Basin Background Information for the top-down programming.  It is the story of three governments

in the midst of an intractable conflict that in facing environmental degradation and human suffering, are playing the blame game.

2. **Place in Breakout Rooms - Group Work:** In groups, participants read the Background Information Part 2 (pages 69-70) and then together using the Group Worksheet Background Information Part 2, they answer the following questions (these questions appear in the Group Worksheet):

*In the bottom-up section, you have seen how the people at the community level are suffering.  How can you help them at the* **political level***?*

- How do you change the political level?
- How do you persuade the top-down decision makers to make the Jordan River Basin development a priority?
- **Spiral in Narratives**: Which narratives would be effective in persuading the decision makers in Israel, Jordan and Palestine?
- How do you convince them that this needs to be done?
- Which actions could be taken?
- How will this translate into change and policy change?
- How could this be funded?
- How could you deal with the blame game of the three riparians – each accusing and blaming the others for diversion and pollution?

Each group will choose a representative to present their ideas to the full forum.

3. **Return to Full Forum – Group presentations and lead-in to Debriefing**

**Materials:**

- Top-Down Mechanisms – Reflection Page (page 72)
- Share Screen PowerPoint – Top-Down Mechanisms – Prediction (slides 33-34)
- NOTE: instead of the writing on the Share Screen PowerPoint slide for the Top-Down Mechanisms - Predicting, slides 33-34, the facilitator may use a Whiteboard

**Overview:**

This section follows the same structure as the bottom-up version.

In the full forum, each group representative will present his/her group's ideas.  As each group presents, other practitioners will join in with their ideas, adding to the pool of ideas.  As the groups present their ideas and others join in with additional ideas, the facilitator will write down their answers on the PowerPoint slide (or Whiteboard).

The idea here is that many aspects of EcoPeace's top-down work -- **Knowledge Mediation/National Advocacy and International Outreach –** should come up from the participants' group brainstorms and full forum presentations and discussions. The practitioners will essentially predict these aspects of EcoPeace's Top-Down work. The point here is to bring them into focus and further elicit ideas that fall into each of the categories.

This is accomplished as follows: During the full forum, as the practitioners present the ideas, the facilitator will write them in the chart directly on the PowerPoint Share Screen Slide – Top Down Mechanisms – Predicting (slides 33-34) and elicit further ideas. Then, in the debriefing, the facilitator will help them process the learning by drawing insights and ways they can apply this learning to their own NGO work.

NOTE: instead of the writing on the Share Screen PowerPoint slides 33-34 for the Top-Down Mechanisms - Predicting, the facilitator may use a Whiteboard

**Procedure – Full Forum**

- **Facilitator** opens with, "We saw what the people at the communal level suffered, now, how do we change the political level?   How do we translate our efforts at the community level into real change? What actions could be taken? How can we be effective at the top-down level?

  Let's hear from each group."

  > Share Screen PowerPoint – Top Down Mechanisms – Predicting (slides 33-34). Share this with the group – the facilitator will type in the practitioners answers directly onto the Shared PowerPoint slide that is being shared.  The facilitator will write in their answers directly onto the PowerPoint document.

  > **Reminder, the facilitator will make a COPY of the ShareScreen Slide Presentation for each new workshop so as not to use the original.**

  > NOTE: instead of the writing on the Share Screen PowerPoint slides 33-34 for the Top-Down Mechanisms - Predicting, the facilitator may use a Whiteboard

- **Practitioners**:  Each group chooses a representative to present its conclusions. After each group presents, the facilitator should allow and encourage any and all comments from the full forum.  The facilitator may use the following technique to create a dialogue chain:
  - > After each group presents its ideas, other participants acknowledge the points covered and either agree/disagree/add something.  There should be full Zoom room participation.

> The facilitator can offer as an example, the use of any of the following prompts:
> "I agree with what _____ said, and would like to add to this."
> "I think differently than what _____ said, and would like to add to this."

- **Facilitator**: As the practitioners give their answers, the facilitator types their answers directly onto the Shared PowerPoint slide as follows:
  > Share Screen PowerPoint – Top Down Mechanisms – Predicting (slides 33-34). As the practitioners share answers, the facilitator should write up the answers in 3 columns according to the 3 categories, **WITHOUT** writing the headings till the end. **At the end, the headings will be revealed (the facilitator types the headings in) and the facilitator can bring the practitioners' attention to this terminology.**

| Knowledge Mediation | National Advocacy | International Outreach |
|:---:|:---:|:---:|
| ● | ● | ● |
| ● | ● | ● |

  > NOTE: instead of the writing on the Share Screen PowerPoint slide for the Top-Down Mechanisms - Predicting, slides 33-34, the facilitator may use a Whiteboard

  - As the facilitator types in the ideas, he/she may have to change or slightly adapt the ideas to fit into the EcoPeace categories.
  - The facilitator can and should ask questions and give hints to elicit further answers to match the EcoPeace model.
  - Once the headings have been revealed, the facilitator will explain the headings and how what the practitioners predicted relates directly to EcoPeace's top-down mechanisms.
  - Here the facilitator will explain a bit – not a lot – about EcoPeace's top-down mechanisms.  It is also a time to answer any questions the practitioners may have.  There is no need to go into too much depth as later there will be an EcoPeace presentation on its top-down work.

<mark>**Reference for Facilitator** – For facilitators only.</mark>  These are the concepts that the facilitators are trying to elicit.

### Knowledge Mediation

- Science as a diplomatic tool – writing policy papers, studies, reports to influence policy and to gain in-roads into discussion and debate
- Data is not always standardized, the need to establish facts and make it science-based, so that all parties can agree.
- Join-fact finding to create political will and reduce the unilateral blaming (blame-game).

### National Advocacy

- Strategy to present as an emergency
- Framing the issue – narrative – critical in top-down advocacy.  This disempowers those who might object.
- Strategy of each narrative answering to the self-interests of the riparian while aligning with the national narrative.
- All policy work is directed in creating a shift – from competition to cooperation.  That cooperation enables a win-win rather than zero sum game.

### National Advocacy

- EcoPeace directors
- EcoPeace Government Affairs officers – professionals with previous experience in government with contacts to decision makers
- Shaping public opinion – e.g. degradation of cross-border river – show that real estate prices go down.
- Strategic Partnerships, e.g., think tanks, which give legitimacy and authority, validation and endorsement to EcoPeace's message and EcoPeace as an organization.  They elevate the status of EcoPeace and its credibility.  For example, Israel – INSS; Palestine – Palestinian Water Authority; Jordan – Jordanian Minister of Water and Irrigation.

  > Seeking partners is an important EcoPeace strategy.  It doesn't matter which field – scientific, academic, governmental or private.  These partnerships can be long-term or ad-hoc.
  > It is always good to look for partners to help EcoPeace grow.
  > By the same token, EcoPeace looks for stakeholders that need its help.

- National Media – very important to have press – it raises new ideas and gets the message out.
- Narratives – from conflict and competition to cooperation

**International Outreach - Advocacy and fundraising**

- EcoPeace directors
- Donors and international institutions– EcoPeace reaches out to the international community for funding and political support, e.g., different countries, such as the U.S., Germany, Sweden and organizations, such as the UN Security Council, UNEP, etc.
- Platform for visibility to gain support
  > e.g., at conferences speak to international media.  The goal is to increase support, visibility and funding.
- International Media
  > e.g., Thomas Friedman's article had a huge impact
  > Articles targeted to mobilize religious groups (Jordan River is holy to half of humanity.)

## Debriefing /Reflection (20 minutes):

**Overview**:  Reflection is a very important part of the learning process and is well worth the time allotted. It helps lock in the learning and will allow practitioners to reflect on how they can apply their learning to their own work.

1. The debriefing begins with the facilitator referring to Share Screen PowerPoint – Top-Down Mechanisms – Predicting (slides 33-34 ) – the chart in which the facilitator typed in the practitioners' ideas for Top-Down Mechanisms.

2. NOTE: if the facilitator used a Whiteboard, then he/she should refer to the Whiteboard.

3. Think – Share:

   - **Think**:  Then, the facilitator directs the practitioners to the EcoPeace Top-Down Mechanisms – Reflection (page 72) in their Practitioner Workbooks. This should be done individually. Allow about 10 minutes of quiet time for them to reflect and write down their thoughts and ideas.  The practitioners will remain in the full forum Zoom room.

   - **Share: Full forum**: Once they have finished, debrief in a full forum by having them share some of their answers (see questions below).

   - **Sprinkle sharing** – facilitator should ask for a "sprinkling" of answers – in other words, a few practitioners should share.

**Questions for Practitioners: (10 minutes)**

- What are the most important points you have learned from this exercise and the introduction to EcoPeace's top-down work?
- What insights have you gained?
- How might you be able to apply these ideas to your own NGO work?
    - > Knowledge Mediation
    - > National Advocacy
    - > International Outreach
- What are the challenges?
- What do you need help with?
- What questions do you have?
- What more would you like to learn?

# Part 2 - The Jordan River Basin – Background Information

Though the Lower Jordan River Basin is a transboundary water basin, shared by Israel, Jordan and Palestine, there is no regional authority, such as a joint Jordan River Basin Commission that governs and works with all three riparians. Instead, what governs water issues are the two bi-lateral agreements introduced in part 1 of the simulation. Both agreements are ineffective for properly regulating the shared Jordan River Basin, in which actions of each riparian either harm or benefit the others. The result is that the Jordan River, a river that is holy to Christians, Muslims and Jews, half of humanity, is in dire condition:

**Israel-Jordan**: The 1994 Israeli-Jordanian Peace Treaty established a Joint Water Committee and includes a provision for the handling of water issues. However, it does not include anything specific about joint regulation of the Jordan River. Part of the peace treaty includes a fixed amount of water that Israel delivers to Jordan every year. However, Jordan finds itself with a huge water deficit and in need of renegotiating the water agreement with Israel.

**Palestine-Israel**: Part of the Oslo Accords known as *Oslo II*, includes Article 40, a set of provisions for the joint Israeli-Palestinian governance of water which included the establishment of a Joint Water Committee. Like the Oslo Accords in general, Article 40 was meant to be an interim measure for five years till 1999. Two decades later, there has been no progress, there is almost no cooperation between the two riparians and Article 40 – which was meant to last for five years only -- still governs water and sanitation issues between Israel and Palestine.

The Israeli government does not officially recognize Palestine as a riparian to the Jordan River. It maintains that this will be part of final status negotiations on borders and whether the Jordan Valley would even remain in Palestine or be annexed by Israel. For its part, the Palestinian government states that these points – riparian water rights and the Jordan River border – are not even up for discussion. In other words, there is an absolute deadlock and no progress, leaving in jeopardy the entire restoration of the river and development of the valley – that could restore the flow of the river and bring economic relief to the valley and its populations.

Rather than regional cooperation, what exists among the three riparians is unilateralism: Each side blames the others for the demise of the Jordan River, the pollution, diversion and water scarcity. The three co-riparians are engaged in a blame game in which they accuse and blame one another for the pollution and diversion. There is no precise understanding of exactly what the causes are for the demise and how much each co-

riparian is contributing. For example, how much diversion of the Jordan River is each riparian responsible for? It is not clear at all; each country possesses its own data and information.

## Jordan

Jordanian decision makers understand that the country must advance cooperation on a regional level. There is an existing plan. They understand that there is a need for a serious effort to restore the flow of the Jordan River. However, the reality is that understanding and support do not always get translated into action. Investing in the Jordan Valley is not a high enough priority for the government. They see it as a waste of money, with no benefits, pointing out that there have been no benefits from a peace treaty with Israel. They see it as a rural area that doesn't bring much political capital in the way of election victories. The result is a vicious cycle of a lack of political interest, underdevelopment and environmental demise.

Huge investments are required to develop the Jordanian section of the Jordan valley – to begin with, there isn't even a sanitation system. If Jordan were to cooperate regionally with Israel and Palestine, then such cooperation would be seen as a peace project and allow Jordan to receive international grants rather than loans which it cannot afford to pay back. However, the strong anti-normalization movement in Jordan against Israel makes any cooperation hugely unpopular.

## Israel

In Israel, among decision makers there is general support for regional cooperation in developing the Jordan Valley. Israel shares its longest border with Jordan and benefits from the stability of Jordan in an unstable region. At the moment, Jordan is experiencing a huge influx of refugees from the Syrian and Iraqi wars, many of whom live in the Jordan Valley. An impoverished, financially stretched Jordanian Jordan Valley could destabilize the area and lead to radicalization, right on Israel's border. Israeli-Jordanian relations are very cold.

Israel has become a leader in desalinated water and wastewater treatment and reuse. It no longer relies on the Sea of Galilee, the main source of the lower Jordan River, for drinking water. This means, as mentioned in part 1, the Israeli government was able to begin releasing 9 mcm of fresh water from the Sea of Galilee into the Jordan River. The government committed to 30 mcm but this has yet to be realized. This demonstrates Israel's position as a water tech leader and the potential this has to be a game changer in regional cooperation in this water scarce region.

## Palestine

The Palestinian section of the Lower Jordan Valley, except for Jericho, is under full Israeli governance. The Palestinians have no access to the Jordan River and most of the land in their section of the Jordan Valley. Every large project, such as a water treatment facility, has to be approved by the Joint Water Committee and Israel Civil Administration. Most requests by Palestinians end up in long bureaucratic delays and are ultimately rejected mainly because of the Israeli government's policy to limit Palestinian development in the area.

While Israel recognized the Palestinians water rights in the West Bank, the current restrictions on Palestinian water use do not meet criteria for equitable sharing among riparian parties in the Jordan Valley.

## Background Information Part 2- Group Worksheet – Top Down

1. Read the background information. Then with your group answer the following questions. Make sure your ideas and solutions relate to top-down level only.

   In the bottom-up section, you have seen how the people at the community level are suffering. How can you help them at the political level?

   - How do you change the political level?
   - How do you persuade the top-down decision makers to make the Jordan River Basin development a priority?
   - Spiral in Narratives: Which narratives would be effective in persuading the decision makers in Israel, Jordan and Palestine?
   - How do you convince them that this needs to be done?
   - What actions could be taken?
   - How will this translate into change and policy change?
   - How could this be funded?
   - How could you deal with the blame game of the three riparians – each accusing and blaming the others for diversion and pollution?

2. Choose a representative in your group to present your groups' ideas to the full forum.

**Notes:**

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# EcoPeace Top-Down Mechanisms – Reflection Page

## Knowledge Mediation, National Advocacy, International Outreach

Please reflect upon and answer the following questions (in writing):

- What are the most important points you have learned from this exercise and introduction to EcoPeace's top-down programming?

- What insights have you gained?

- How might you be able to apply these ideas to your own NGO work?

    > What are the challenges?

    > What do you need help with?

    > What questions do you have?

    > What more would you like to learn?

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## C. **Stakeholders – Top-Down**
## Predicting Stakeholders
## Socratic Seminar - Preparatory Group Activity
### Group Activity – 90-120 minutes

Overview: The preparatory activity, the preparation in Breakout Rooms and the Socratic Seminar for the top-down section are conducted exactly as they were in the Bottom-Up section.

The practitioners begin with a preparatory exercise in which they are asked to consider and predict the Top-Down Jordan Valley stakeholders. They will do this based on what they learned in the Background Information, part 2. **It is important to tell them that this time, they will be referring to top-down decision makers nationally and internationally.** Once this exercise is concluded, they will be placed in Breakout Rooms in groups, assigned their role play cards – Jordan, Israel or Palestine – and begin the preparation for and implementation of Socratic Seminar 2. Note: Though a Socratic Seminar is meant to be conducted with participants seated in a circle in a room, it works well online with participants simply engaging with one another in the full forum Zoom room.

1. **Preparatory Exercise -BEFORE Socratic Seminar 2 – Predicting Stakeholders (10 minutes):**

**Materials**

- Share Screen PowerPoint – Top-Down - Preparatory Exercise Before the Socratic Seminar – Predicting Stakeholders (slide 35)

1. **Think -Share - Answer in Zoom Chat Feature**

   - **Think**: Share Screen PowerPoint – Top-Down - Preparatory Exercise Before the Socratic Seminar – Predicting Stakeholders (slides 35). Share the screen with this page.

   The page contains the following (NOTE: Do **NOT** give them the Stakeholder Cards yet):

   Answer the following question in the Zoom Chat:

"Based on what you've learned from the Background Information, Part 2:

- Who do you think are top-down stakeholders (decision makers – national and international) in the Lower Jordan River Basin?

  In other words, which people/bodies should be involved in the discussion?

- **Make sure you refer to national and international decision-makers only**.

**Share (5 minutes):**  Instruct the practitioners to write their answers in the Chat feature, so that everyone can view everyone's answer**.**

**Mini-Debriefing:** Full-Forum

- The facilitator pulls up the Chat answers that the practitioners have written and reads them aloud to the full forum.
- The facilitator goes over the group's stakeholders, eliciting insights without yet mentioning EcoPeace's model.

**Facilitator reference: EcoPeace's Top-Down stakeholders:** practitioners will be given stakeholder roles to represent in the Socratic Seminar.  **This list is for facilitator reference only.  Do not mention these to the practitioners.**

- Local Authorities (connects to bottom-up)
- National decision makers, elected officials, politicians, members of governments/parliament, opinion makers (eg. Thomas Friedman)
- Why engage with these stakeholders? These are the ones who make things happen.  Engage with Parliament because that's how legislation gets passed. Authorities, for example, water, energy, etc.
- Scientific Community (academia, think tanks, strategic partnerships)
- National and International media
- Private Sector (national and international) – e.g. Noble Energy
- Donors – access to two funding channels – environmental and peacebuilding
- Foreign governments, international organizations (e.g. UN Security Council)
- Defense Establishment
- Opinion Makers/Shapers – people with great power and influence, not because of their power or position, they don't have formal job titles, rather because of who they are and their influence. Example, the wife, the head of the tribe, etc.

## 2. Socratic Seminar 2 – Top-Down Stakeholders (90-120 minutes)

**Materials:**

- Simulation part 2 – Top-down Stakeholder Cards (pages 73-79)
- Socratic Seminar 2 – Top-down Stakeholder Cards – Group Worksheet  (page 80)
- Questions for Socratic Seminar Leader – Top-down (page 81)
- Share Screen PowerPoint – Top-Down - Preparatory Exercise Before the Socratic Seminar – Predicting Stakeholders (slides 35)

**Procedure:**

**A.  Getting ready for Breakout Rooms: Part 1:**

- In advance: Divide the practitioners into 3 groups – Israel-Palestine-Jordan. These groups should be prepared in advance and the Breakout Room divisions created manually by the facilitator (not automatically by Zoom). **Suggestion**: The facilitator can use the same groups as were used for the Bottom-Up activities.

- In advance: This is also the time the facilitator should appoint 1 practitioner to be the Socratic Seminar Leader.  This person can be from any group. Choose someone with good language and leadership skills.

- **Suggestion**: This can be the same person who did it successfully in the Bottom-Up section or the facilitator may choose a new person.  (See instructions for Socratic Seminar Leader below in Section C.)

- Make sure to refer the Leader to "Questions for the Socratic Seminar Leader – Top-down (page 81) in the Practitioner's Workbooks.  The Leader will use these questions to guide the Seminar.

- Assign to each group 1 of the 3 **stakeholder cards**:

  A.  Group 1 – Israel

  B.  Group 2 – Palestine

  C.  Group 3 – Jordan

- Refer each group to 1 of the 3 **stakeholder cards** (they are all in the Practitioner Workbooks, Simulation part 2 – Top-Down Stakeholder Cards, (pages 73-79)

- Make sure they find these.  Then explain to them that what they are doing now is what they did in the Bottom-Up Section, except that this time they will be working on the Top-Down stakeholders.

- As with Bottom-Up, they will be divided into 3 groups:

  > Breakout Room / Group 1 – Israel

  > Breakout Room / Group 2 – Palestine

  > Breakout Room / Group 3 – Jordan

- Instruct them to:

  > discuss the pros and cons of their assigned country's stakeholders, using as a base for discussion, the following set of questions (below).   As with Bottom-Up, they have a group worksheet where there they have the questions and space to write notes: Socratic Seminar 2-Top-Down Stakeholders-Worksheet (page 80)

  > Upon completion the group will choose 1 representative to present to the full forum a general summary of its stakeholders. The full forum will be a Socratic Seminar with everyone participating.

  **Guiding questions for each group to discuss its stakeholders:**

  - Why is this stakeholder valuable to engage with?
  - Why would NGOs not want to engage with this stakeholder?
  - Why would they?
  - Does this stakeholder have access to other decision makers or influential people?
  - What funds do they have access to?
  - What would they bring?
  - What are the salient (most important) points?
  - **Reinforce Narratives** – Which narrative(s) would be effective for addressing your country's stakeholders? (Your country ONLY)

B.   **Breakout Rooms (up to 60 minutes).** Place the practitioners in their Breakout Rooms in their 3 groups.

C. **Part 2: Socratic Seminar - Full forum (60 minutes):**
   - **Bring back the groups from the Breakout Rooms** to the full forum.
   - **Instructions for Socratic Seminar Leader:** The Seminar Leader opens by calling on each of the representatives from each group to present a short summary of the salient points of its stakeholders (2 minutes each).  **This time, it should include the narrative they constructed (one of the questions they were given on the worksheet) to use when trying to persuade decision makers.**

- The Seminar Leader continues the seminar by asking some the following questions to the group for discussion.
- **Note: the Seminar leader is also welcome to and should participate (he/she will represent the stakeholder group he/she helped worked on.)**

**Questions for the Socratic Seminar Leader:**
- What are the most important points you learned?
- What challenges would you anticipate in terms of dealing with certain stakeholders?
- What insights do you have in terms of ways to succeed – in spite of difficulties?
- (**Spiral in negotiation skills**): How would negotiation skills be helpful in dealing with the stakeholders?  How? Explain.
  > Do you see areas where the positions (the stance they take) is problematic?
  > Do you see places where progress could be made by examining the <u>interests</u> of the different sides? (Remember: to get to interests, ask WHY?)
  > For example: you think your position is non-negotiable – you won't meet with Israel.  Can this change?  How?
- (**Spiral in active listening**)- Were you able to practice active listening skills? Explain how it enhanced / improved your discussion.

## D. Part 3 – Debriefing (15-20 minutes)

- This will include a personal reflection on top-down stakeholders and sharing ideas in a full-forum.

**Materials:**

- Reflection – Top Down Stakeholders -  Reflection (page 82)

**Overview:**

This follows the same structure as the Bottom-Up section.

Here the facilitator will debrief the Socratic Seminar and what they learned about the stakeholders together with a deeper reflection.  This will help lock in the learning as well as allow practitioners to reflect on how they can apply this aspect of the model to their own NGO work.

**Procedure:**

**Think-Share**

1.  **Think (10 minutes)**: Refer practitioners to the Top-Down Stakeholders Reflection (page 82) in the Practitioner Workbooks.  Ask them to answer individually the questions.  This should be quiet time for the practitioners to complete while staying in the full forum.

2.  **Share – Full Forum**
    *   Once they have finished, debrief in a full forum by having them share some of their answers (see questions below.)
    *   **Sprinkle sharing** – facilitator should ask for a "sprinkling" of answers – in other words, a few practitioners should share.

**The following are the questions that appear on the Practitioner's Workbook. Questions for practitioners:**

1.  What were the most important things you learned about Top-Down stakeholders?

2.  What insights can you draw from that?

3.  What are the important points for you in EcoPeace's choice of Top-Down stakeholder groups that you worked with in the Socratic Seminar?

4.  Take a moment to identify in your own countries/regions/communities who you think are the major Top-Down stakeholders and why they are important as stakeholders. Then answer the following:

    *   Who are the Top-Down stakeholders in your community/region/country?

    *   What is the importance of the different stakeholders?

    *   Can you think of any other people, maybe they don't have a formal job title, but they have connections and influence?

    *   What ideas do you have for engaging the stakeholders?

    *   How would you make this happen?

    *   What more do you need / need to know in order to make this happen?

# Stakeholders – Top-Down – Role Play Cards

## Jordan

### National Decision Makers / National Authorities – Public Sector

The stakeholders in this category are national governmental authorities that regulate environmental matters, and more specifically, water, energy and agriculture. As regards the Jordan Valley, these stakeholders tend not to advance things for several reasons: 1) they are inefficient and bureaucratic; 2) they do not have the budgets and need outside funding to advance matters. The anti-normalization pressure in the country makes them resistant to working with Israel. There are some who are more technically-oriented who understand the benefits of knowledge transfer and other areas from which they stand to gain by cooperating with Israel which is an agriculture and agro tech leader.

Examples of Stakeholders in this category include: The Ministry of Water and Irrigation, the Jordan Valley Authority and the Ministry of Agriculture.

### Politicians

Politicians are important influencers – they can speak to other important influencers and impact decisions. The Jordanian cabinet and ministries are constantly in flux, and the politicians usually serve about one year or even less. Therefore, these are important stakeholders but dealing with them is challenging. They also need to be convinced that regional cooperation to restore the flow of the Jordan River and develop the Jordan Valley will advance their interests.

### Scientific Community - Academia

These stakeholders provide a scientific basis for the importance of regional cooperation in the Jordan Valley. Local Jordanian scientists are valuable for providing scientific data and studies on the transboundary Jordan Valley that are viewed as credible by Jordan. When there is joint fact-finding, there is political will, in other words, a willingness to invest political capital to bring about change. The anti-normalization movement, which includes academic boycotts of Israeli academics, has limited Jordanian and Palestinian academic cooperation with Israel. However, this is not across the board; individual scientists can work as private consultants and not through academic institutions. There are some who are willing to do so when the project offers enough incentives and meets the interests of the scientists.

## Strategic Partnerships - Think Tanks

These bodies are important because they write professional research reports that they disseminate to decision makers and media. In Jordan and Palestine, strategic partnerships that can advance rehabilitation of the Jordan Valley can involve partnership with certain research bodies on an ad hoc (case-by-case) basis.

## National Media

Decision makers read the media and stories that highlight problems. This is an effective way of getting their attention and creating political support. At the same time, there is a risk that articles will lead to condemnation and criticism of regional cooperation. In Jordan, because of the anti-normalization movement, programs that involve cooperation with Israel are covered from a national, not regional perspective.

## International Media

In the same way that national media can have an impact on decision makers, international media can too. Stories in international media get noticed by decision makers and help put pressure on them to move things.

## Private Sector – national

These stakeholders have financing which is an important incentive for encouraging the Jordanian government to proceed. Unlike the central government, which tends to be weighted down with bureaucracy, the private sector has greater ability to streamline projects.

## Donors

Huge investments are required to develop the Jordanian section of the Jordan River Valley Basin – to begin with, there isn't even a sanitation system. There are many possible donors for Jordan, who are interested in supporting Jordan's stability. At the same time, outside donors hesitate to invest in such an unstable region. Donors want to see a future, a justification for their investment. This could entail for example, requiring that Jordan reform its water pricing system in which Jordanian farmers get fresh water for free, rather than using treated wastewater, which is half the price.

Jordan qualifies for international loans, which have to be repaid, as opposed to grants that do not, because it is not considered a poor enough country. If Jordan were to cooperate regionally with Israel and Palestine, then such cooperative programs would qualify as peace projects and enable Jordan to receive grants. However, the anti-normalization movement against Israel in Jordan makes cooperation hugely unpopular.

**Foreign Governments and international organizations**

Foreign governments and international organizations can lend support for policy positions -- on the need to restore and develop of the Jordan River Basin.  This can influence and pressure Jordanian decision makers. Often, these bodies are also important donors as well.  Foreign governments are influential in Jordan as many are also donors. Examples of influential donors include the United States, Germany and Sweden.

## Palestine

### National Decision Makers / National Authorities – Public Sector

The stakeholders in this category are national governmental authorities that regulate environmental matters, and more specifically, water, energy and agriculture.  In terms of regional cooperation, like all other stakeholders in Palestine, the official position is that they will not cooperate with Israel, however in cases when it clearly advances Palestinian resilience, they are willing.  There are some who are more technically-oriented who understand the benefits of knowledge transfer and other areas from which they stand to gain by cooperating with Israel which is an agriculture and agro tech leader.

Examples of stakeholders in this category include the Environmental Quality Assurance Authority, the Palestinian Water Authority, the Ministry of Agriculture and Palestinian Industrial Estate and Free Zone Authority.

### Politicians

Politicians are important influencers – they can speak to other important influencers and impact decisions.  The challenge is to convince them that regional cooperation to restore the flow of the Jordan River and develop the region will advance their interests. Palestinian interests are in receiving their riparian rights to the Jordan River, which Israel doesn't recognize, and reclaiming their land, which Israel controls.

### Scientific Community – Academia

These stakeholders provide a scientific basis for the importance of regional cooperation in the Jordan Valley.  Local Palestinian scientists are valuable for providing scientific data and studies on the transboundary Jordan Valley that are viewed as credible by Palestine. When there is joint fact-finding, there is political will, in other words, a willingness to invest political capital to bring about change.  The anti-normalization movement, which includes academic boycotts of Israeli academics, has limited Jordanian and Palestinian academic cooperation with Israel.    However, this is not across the board; individual scientists can work as private consultants and not through academic institutions.  There are some who are willing to do so when the project offers enough incentives and meets the interests of the scientists.

### Strategic Partnerships - Think Tanks

These research bodies are important because they write professional research reports that they disseminate to decision makers and media. Strategic partnerships with these bodies open up further networks and contacts with decision makers and influencers. In Palestine, strategic partnerships that can advance rehabilitation of the Jordan River Basin can involve partnership with certain research bodies on a case-by-case basis.

### National Media

Decision makers read the media and stories that highlight problems. This is an effective way of getting their attention and creating political support. At the same time, there is a risk that articles will lead to condemnation and criticism of regional cooperation. In Palestine, because of the anti-normalization movement, programs that involve cooperation with Israel are covered from a national, not regional perspective.

### International Media

In the same way that national media can have an impact on decision makers, international media can too. Stories in international media get noticed by decision makers and help put pressure on them to move things.

### Private Sector

There are a number of private investors who work in energy, water, green technology, agriculture and ecotourism. They are interested in helping to develop the Palestinian section of the Jordan Valley and some are open to regional cooperation.

### Donors

Palestine has many donors who are interested in helping it develop and prosper. It is eligible for foreign aid in the form of grants that do not have to be repaid.

### Foreign Governments and International Organizations

Foreign governments and international organizations can support policy positions on the need to rehabilitate and develop of the Jordan River Basin. This can influence and pressure Palestinian decision makers. Often, these bodies are also important donors. For Palestine, many countries are important as they are also donors. Sweden, for example, is both a donor and the first country to recognize the State of Palestine and has influence on Palestinian decision makers.

## Israel

### National Decision Makers / National Authorities – Public Sector

The stakeholders in this category are national governmental authorities that regulate environmental matters, and more specifically, water, energy and agriculture. These bodies are open to regional cooperation, though some more than others.

Examples of Stakeholders in this category include the Israel Water Authority, the Israel Ministry of the Environment and the Lower Jordan Valley Drainage Authority.

### Politicians

Israeli politicians look to be statesman-like and therefore come into play at the end. If they like a vision, such as the idea of rehabilitating and developing the Jordan River Basin, they can pressure the staff. Their interests are to be seen advancing major initiatives.

### Opinion Makers

These can be prominent media personalities and journalists. They can also be senior writers and commentators, such as former army generals that head think tanks.

### Scientific Community – Academia

These stakeholders provide valuable scientific legitimacy on the importance of regional cooperation. Local Israeli scientists provide scientific data and studies on the transboundary Jordan River Basin that are viewed as credible and accepted by Israel. When there is joint fact-finding, there is political will, in other words, a willingness to invest political capital to bring about change. The anti-normalization movement has greatly limited the number of Jordanian and Palestinian scientists who are willing to work with their Israeli counterparts. This issue can be overcome by Israeli scientists working as private consultants and not through academic institutions.

### Think Tanks – Strategic Partnerships

Think tanks produce professional research reports that they disseminate to decision makers and media. Strategic partnerships with these bodies open up further networks and contacts with decision makers and influencers. In Israel, it is possible to form long-term strategic partnerships between NGOs and think tanks. (In Palestine and Jordan, the partnerships are on a case-by-case basis).

### National Media

Decision makers read the media and stories that highlight problems. This is an effective way of getting their attention and creating political support. At the same time, there is a risk that articles will lead to condemnation and criticism of regional cooperation, in other words, that regional cooperation is advancing Jordanian, Palestinian and at the expense of Israeli interests. The Israeli government's interests are in security and economic implications and media that present regional cooperation as not solely an environmental interest but a security interest for the country have more influence on decision makers.

### International Media

In the same way national media can have an impact on decision makers, international media can too. Stories in international media that get noticed by decision makers help put pressure on them to move things.

### Private Sector

These stakeholders have funds to finance projects. They are pragmatic by nature which enables them to streamline projects through more easily than the bureaucratic public sector. The challenge is to find ways to get them to invest in projects in the Jordan Valley that may seem risky in terms of investment. There is a market for agrotech, for example.

### Donors

Donors are a critically important part of the rehabilitation and development of the Jordan Valley. Israel is not entitled to foreign aid, but development in Jordan and Palestine benefit Israel as it is a transboundary basin in which the actions of each riparian affect the others.

### Foreign Governments

Foreign governments and international organizations can support policy positions on the rehabilitation and development of the Jordan River Basin. This can influence and put pressure on Israeli decision makers. Often, these bodies are also important donors. For Israel, the two most important countries that have influence on Israeli decision makers are the United States and Germany.

## Socratic Seminar 2– Top-Down Stakeholder Cards
**Group Worksheet**

### Part 1 – Preparation in Groups

1. All group members in your group read the **Stakeholder Card**. Then together discuss the pros and cons of each stakeholder. You may use the following questions as a guide:

   - Why is this stakeholder valuable to engage with?
   - Why would NGOs not want to engage with this stakeholder?
   - Why would they?
   - Does this stakeholder have access to other decision makers or influential people?
   - What funds do they have access to?
   - What would they bring?
   - What are the salient (most important) points?
   - **Reinforce Narratives** – What narrative would be effective for addressing your stakeholders? (Your country ONLY)

2. Choose 1 spokesperson from your group to present a general summary of your stakeholders in the Socratic Seminar (1-2 minutes).


**Notes:**

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## Questions for the Socratic Seminar Leader – Top-down

- What are the most important points you learned?

- What challenges would you anticipate in terms of dealing with certain stakeholders?

- What insights do you have in terms of ways to succeed – in spite of difficulties?

- (**Spiral in negotiation skills**): How would negotiation skills be helpful in dealing with the stakeholders?  How? Explain.

  > Do you see areas where the positions (the stance they take) is problematic?

  > Do you see places where progress could be made by examining the <u>interests</u> of the different sides? (Remember: to get to interests, ask WHY?)

  > For example: you think your position is non-negotiable – you won't meet with Israel.  Can this change?  How?

- (**Spiral in active listening**)- Were you able to practice active listening skills?  Explain how it enhanced / improved your discussion.

## Top-Down Stakeholders - Reflection Page

1. What were the most important things you learned about top-down stakeholders?

2. What insights can you draw from that?

3. What are the important points for you in EcoPeace's choice of top-down stakeholder groups that you worked with in the Socratic Seminar?

4. Take a moment to identify in your own countries/regions/communities who you think are the major local stakeholders and why they are important as stakeholders. Then answer the following:

   - Who are the stakeholders in your community/region/country?

   - What is the importance of the different stakeholders?

   - Can you think of any other people, maybe they don't have a formal job title, but they have connections and influence?

   - What ideas do you have for engaging the stakeholders?

   - How would you make this happen?

   - What more do you need / need to know in order to make this happen?

# D. EcoPeace Presentation –EcoPeace Model - Top-Down work and Stakeholders

*"EcoPeace generally seeks a good relationship to the three countries´ governments and the relevant ministries, being the ministries for water (and irrigation), environment and energy. EcoPeace top-down work aims to keep governmental actors and ministries informed and involved in their activities to foster preemptive approval through **transparency**."*

**Sarah Henkel**

- Insights to be conveyed to practitioners
- Advocacy – Informals as the hidden power
- Projects
- Jordan Valley Master Plan
- Water Energy Nexus
- Water Cannot Wait – Oslo II, water as final status agreement along with Jerusalem, borders, refugees, etc.
- The facilitator can show a clip of the Jordan River – receiving fresh water after EcoPeace's efforts
- Each of the three offices use the shared narrative of the need to rehabilitate the Jordan River, tailoring the narrative to align it with its own interests. Each of EcoPeace's three offices has taken the shared goal of regional cooperation as necessary to restore the river and constructed differing narratives as to WHY they need to cooperate, adapting the narratives to their own contexts.

The facilitator presents the following narratives that the three offices convey to their national top-down decision-makers:

- **EcoPeace Jordan**: The Jordanian office links the country's fate to the ecological health of the Jordan River, its namesake.
- **EcoPeace Palestine**: The Palestinian office focuses on its government's mission to stay on its land until there is peace and argues that environmental protection is an essential part of this mission.
- **EcoPeace Israel**: The Israeli office conveys that environmental demise of its neighbors is a security threat to Israel and thus requires cooperation rather than isolation.
- **All three offices**: All three EcoPeace offices seek to convince their governments that it is in their interests to cooperate regionally. In each country, EcoPeace presents itself as a local organization defending national interests.

## E.  Final Reflection – Top Down – after EcoPeace presentation

## Individual / Full Forum Reflection – 20 minutes

Overview: The practitioners have already reflected on Bottom-Up Stakeholders and how they can apply this to their own NGO work.  Now, this offers an additional opportunity to process further learning and insight they may have gained from the EcoPeace presentation.  It also may be that this question was covered with the EcoPeace presenter, so it may not be necessary.  But if not, it is an important step in processing the learning.

**Materials:**

- Final Reflection (page 84)

**Final Reflection – EcoPeace model**

**Overview:**  This will be the **final reflection** before the Simulation.  It will be a chance for the practitioners to reflect on the <u>entire</u> EcoPeace model that they have learned and start thinking of how they can apply this to their own NGO work.

**Procedure:**

- Facilitator will lead a short debriefing following the EcoPeace presentation on Top-down Stakeholders.

- Full Forum:
  Facilitator asks:

  > Now that you have heard the EcoPeace Presentation on Bottom-Up Stakeholders, what additional insight have you learned about the topic?

  > Do you have further insight as to how you might apply this to your own NGO work?

- **Final Reflection** – Final Reflection (page 84): Direct practitioners to this page in their Practitioner Workbooks.  Give them about 10-15 minutes of quiet time while remaining in full forum Zoom room.

The Final Reflection instructs the practitioners as follows:

Take a few moments to reflect on both the bottom-up and top-down tools of EcoPeace programming.   Reflect on how these tools might be applied to your own countries/regions/communities.

- What ideas and tools of EcoPeace's bottom-up and top-down programming are most relevant for you and your own NGO work?
- Which of these tools can you envision applying to your NGO?
- How would you go about making this happen?
- What more do you need / need to know in order to make this happen?


**Share**: full forum

- Sprinkle sharing – facilitator should ask for a "sprinkling" of answers – in other words, a few practitioners should share.
- Facilitator should also answer questions and relate to any points the practitioners make about needing help, more information, etc.

## Final Reflection

Take a few moments to reflect on both the Bottom-Up and Top-Down tools of EcoPeace programming. Reflect on how these tools might be applied to your own countries/regions/communities.

- What ideas and tools of EcoPeace's Bottom-Up and Top-Down programming are most relevant for you and your own NGO work?

- Which of these tools can you envision applying to your NGO?

- How would you go about making this happen?

- What more do you need / need to know in order to make this happen?

## Reference Pages for Practitioners' Workbook
## EcoPeace Top-Down Work

### Top-Down Work – Needs to be Flexible

In order for EcoPeace to bring about the changes it envisions, in addition to its bottom-up community work, it must engage with decision makers at the national and international levels.

EcoPeace seeks good relationships with the three countries' governments in Jordan, Palestine and Israel, and the relevant ministries, such as water, irrigation, environment and energy ministries. EcoPeace aims to keep government actors and ministries appraised of and involved in its activities.  With such actions and transparency, the goal is to foster preemptive approval and support of these national decision-makers.

EcoPeace frequently engages proxies, such as consultants, lobbying organizations or distinguished experts to facilitate access to decision makers.  Such engagement can also include strategic partnerships, which give further legitimacy and authority to EcoPeace's policy.  Supplementing this, on staff in each of the three offices are government affairs officers, professionals with previous experience in the governments, who have access and contacts to decision-makers.  In Jordan and Palestine, tribal and family structures are also taken into account.

All of EcoPeace's policy work is aimed at creating a shift in the mindset of the decision makers in the three respective governments from one of competition and conflict to one of cooperation.  The message is that cooperation enables a win-win rather than a zero sum game.

Strategies to reach decision makers include the use of specific tools, narrative transfer and pragmatism.

For EcoPeace, science is an important, diplomatic tool.  EcoPeace prepares or commissions joint scientific reports and policy papers, involving the three respective governments and scientific communities by drawing on their data and feedback.  The reports are then disseminated and discussed in national and regional round tables and conferences.  The approach seeks to foster a common vision on the part of regional decision makers in combination with conveying the need for urgent action.

Another important strategy is EcoPeace's use of narratives to convey its messages and persuade decision-makers.   Framing the issues is critical for advancing EcoPeace's messages. The narratives that EcoPeace conveys to the decision makers in the three

countries are adapted to the different contexts in each country, while serving the joint goal of fostering regional cooperation.  All three EcoPeace offices seek to convince their governments and decision-makers that it is in the self-interests of the three governments to cooperate regionally.  In Jordan, EcoPeace links the country's fate to the ecological health of the Jordan River, the country's namesake.  In Palestine, EcoPeace refers to the government's mission to remain on its land until there is peace and argues that environmental protection is an essential part of this mission.  In Israel, EcoPeace conveys the message that environmental demise of its neighbors is a security threat to Israel and thus requires cooperation instead of unilateralism and isolation.

EcoPeace narratives are interwoven into all of its campaigns: In EcoPeace's campaign to rehabilitate the Jordan River, for example, the message conveyed is that the Jordan River, which is experiencing extreme environmental degradation as a result of diversion and pollution, is holy to Christians, Jews and Muslims and as such, is holy to half of humanity.  Such a perspective serves to disempower those who might object to the urgency of rehabilitating it or not see it as a priority.

Lastly, EcoPeace's top-down work also relies on pragmatism.  Rather than following a fixed strategy and given the volatile political context, governmental affairs officers at EcoPeace are concerned with scanning the political landscape to anticipate windows of opportunity for cross-border cooperation.  If there is a demand for such cooperation, EcoPeace offers its assistance and expertise.

The constantly shifting political landscape results in windows of opportunity closing all the time.  Within such limitations, EcoPeace's strategy of remaining pragmatic and flexible enables it, through discussion, to find windows that are open where it is possible to move its policy forward. Rather than focus on limitations or disagreement, EcoPeace seeks to find areas of agreement.  It is not necessary for all windows to be open, just some.

Tangible top-down successes for the staff from all three EcoPeace offices include the building of a sewage treatment plant in northern Gaza as a result of EcoPeace advocacy. Other examples include the prevention of the construction of the separation wall at Battir; the successful lobbying of the Israeli government to release water into the lower Jordan River as well as furthering of EcoPeace policy in the form of resolutions by the European Parliament and letters from representatives of the US Congress. Other outcomes of its national advocacy work include EcoPeace bringing together government representatives from all three governments, Israel, Palestine and Jordan at EcoPeace events as well as fostering the support of high-ranking individuals. Finally, further tangible success includes the managing and maintaining of the Sharhabil Bin Hassneh EcoPark (SHE) EcoPark in Jordan.

The EcoPeace Top-Down programming implemented in its three offices in Jordan, Palestine and Israel comprises three main mechanisms: *Knowledge Mediation, National Advocacy and International Outreach* leading to *Political Change, Institution-Building and Regional Cooperation.*

**EcoPeace Model:**
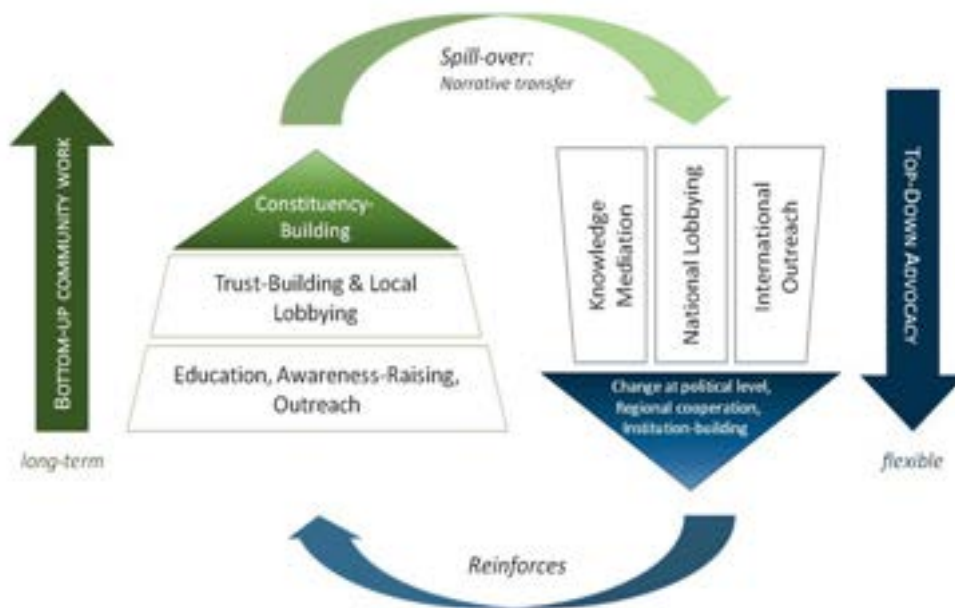


## Knowledge Mediation

- *Issuing scientific reports and policy papers as tools for advocacy; creating shared visions: collecting data, promoting research and advancing policies.*

EcoPeace's top-down work strongly draws on the power of science as a tool for advocacy. It commissions reports, feasibility studies and policy papers that forge a common vision and urgency to act on the part of decision-makers.

As data is not always standardized and can be the basis for disagreement, EcoPeace commissions cooperative, joint reports from the scientific community in each of the countries. EcoPeace's joint-fact finding results in the creation of political will on all sides. The reports are both prescriptive in that they include recommendations; as well, they are pragmatic in that all the recommendations, including projects, can be implemented.

The shared scientific reports serve as important advocacy tools for advancing EcoPeace's policies. These reports are disseminated at all meetings and forums, including EcoPeace's own conferences, which include the presence of national and international decision-makers.  The reports are further disseminated through channels such as newsletters and other media.

**National Advocacy**

- *Engagement and involvement of relevant decision-makers; employing consultants or lobbying groups to gain access to decision-makers; framing a narrative of interdependence, self-interest and mutual gain; scanning political landscape for demand for cooperation.*

This second major element of EcoPeace's top-down work is lobbying and advocacy at the three national levels. This includes keeping ministries and other relevant decision makers informed and involved in EcoPeace's activities to prevent contestation and increases the likelihood of buy-in. When directly approaching decision-makers may be counter-productive and unpromising, EcoPeace works via proxies, such as consultants, lobbying groups and scientists. Each national lobbying effort relies on a narrative that highlights interdependencies and the self-interests of each side.

EcoPeace understands that that decision makers will not consider its initiatives at certain times, but this does not mean that they won't be considered later. Therefore, EcoPeace's strategy is to lay the groundwork: introduce the initiatives and ensure the relevant decision makers are familiar with them. Then, when opportunity arises, these plans can be retrieved right away, with no need for introduction or study, and lead to potential breakthroughs. What is important is to keep the issues on the table.

Another important EcoPeace strategy is seeking partnerships. These partnerships can be in any field, for example, scientific, academic, governmental or private. They can be with government authorities in water, energy or agriculture or private think tanks. The partnerships can be ad-hoc or long-term. These partnerships give legitimacy, authority, validation and endorsement to EcoPeace's message and EcoPeace as an organization. This elevates the status of EcoPeace and its credibility.

Finally, an important aspect of EcoPeace's top-down work is bringing together government ministers and decision-makers and providing them with space for dialogue. This occurs in different types of events, for example, EcoPeace's annual conference allows decision-makers at the national level to meet.

**International Outreach**

- *Involve international institutions to boost political support and financial resources. Bodies include the United Nations, the World Bank and foreign governments.*

This mechanism of EcoPeace's top-down work involves connecting with international organizations, foreign governments or international media to widen its constituencies

of support and attain financial resources.    These organizations include the United Nations (e.g., the UN Security Council (UNSC) and UN Environmental Program (UNEP), the World Bank and foreign governments.

This arm of EcoPeace's top-down work is advanced by the three EcoPeace Directors in all three offices, Jordan, Israel and Palestine.  The directors work in tandem, agreeing in advance to the policy positions for which they will seek international support.   Many of these international bodies are also donor countries that provide EcoPeace with foreign aid.

When it comes to fundraising, unlike many NGOs, EcoPeace seeks out what it believes to be the right donor for its initiatives, donors that will be interested in the projects and also see things similarly.  This catapults the donors into the role of partners, who have a deeper understanding of the initiatives and at times, the need for flexibility.

### Political Change, Institution-Building and Regional Cooperation

In an ideal outcome, the top-down advocacy (in some cases underpinned by bottom-up community work and spillover) brings about change at the political level in favor of the EcoPeace mission and vision.  Whether through political change or not, successful top-down advocacy fosters institution-building, regional cooperation and healthy interdependencies in the long run.

## Top-Down Work

### Stakeholders

As with its bottom-up programming, in its Top-Down work, EcoPeace actively seeks to engage with all possible stakeholders. At the national level, this includes governmental authorities and ministers, politicians, the scientific community and the media. At the international level, this includes international bodies, such as the UN, the World Bank and foreign governments.  As with bottom-up programming, this horizontal expansion is key in creating opportunities; the greater the number of stakeholders that EcoPeace engages with, the greater the number of opportunities for EcoPeace to get its message out and effect policy. If one stakeholder declines to help, then others may be found. NGOs frequently express frustration after receiving negative responses from stakeholders that prevent them from advancing their agendas. EcoPeace's method is to engage with additional stakeholders to increase the chances of finding support.  As well, NGOs often do not consider engaging with particular stakeholders, such as those regarded as enemies or obstacles.  EcoPeace, on the hand, sees value in engaging with such

stakeholders as they too can prove valuable in ways that can't always be foreseen. This open, flexible approach has proven key in advancing EcoPeace's message and policy.

Top-down stakeholders can include any decision maker or influencer at the national level including but not limited to governmental ministers and authorities that regulate environmental matters, such as water, energy and agriculture; politicians, the scientific community; research bodies, such as think tanks, the private sector and national media. At the international media this can include foreign governments and international organizations, such as the UN, the World Bank and international governments; donor organizations; and international media. The list will vary according to the environmental project at hand.

The following includes a summary of a few key top-down stakeholders with whom EcoPeace engages.

## Government Authorities and Ministers – Public Sector

A critical part of EcoPeace's top-down work is spent engaging with government authorities and ministers that regulate environmental matters, and more specifically, water, energy and agriculture. Here EcoPeace relies on its narrative that highlights interdependencies and the self-interests of each side.

## Scientific Community

Academia plays a key role in the production of environmental and decision-making knowledge. Contributions, such as studies, reports and policy papers have the "potential to enhance legitimacy and the quality of decision making processes, especially under conditions of uncertainty and conflict." [19] The involvement of *local* researchers and academics increases the public's perception of ownership of problem-solving and decision-making processes. This important process can be key in offsetting what are governments' increasing use of water as a tool of coercive diplomacy, injecting tensions into international diplomacy and complicating opportunities to find cooperative water solutions. [20]

The interaction between these academic contributions and decision makers takes place on both the grassroots level where the experiences of the local researchers originate, as well as on other levels where public participation and decision-making gain legitimacy and contribute to policy and structural change.

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19 Hage et al. (2010: 254)
20 Conca (2012), 44

## Media

It is very important for EcoPeace to have press. The press raises new ideas and through its reporting, gets the EcoPeace message out. Furthermore, decision makers read the media and stories that highlight problems. This is an effective way to get their attention, create political support and put pressure on them to move things forward.

Examples of media reports and articles on environmental peacebuilding that EcoPeace has been active in include:

- Several media outlets covered the worsening of floods in *Wadi Fukin* due to the expansion of Jerusalem suburbs, reporting on EcoPeace's cooperative projects.
- A *Science* article discussed the benefit of scientific cooperation in the peace process and cited the *Wadi Fukin* projects as an example.[21]
- Other media have focused on projects, such as the Regional Master Plan for the Jordan Valley and the Gaza Water and Energy Crisis. The latter appeared as a focus of public interest after EcoPeace revealed the closure of Israel's massive desalination plant in Ashkelon due to Gaza sewage polluting the seawater. The resulting hazards for public health were examined in an article that included input from the EcoPeace directors.
- Apart from critical coverage of current events, media outlets cover progress in peacebuilding processes, such as the Big Jump of mayors into the Jordan River and the signing of a Memorandum Of Understanding between transboundary authorities.

## Foreign Governments and International Organizations

Foreign governments and international organizations can support EcoPeace policy positions. This can influence and put pressure on the respective decision-makers in each of the three countries, Jordan, Israel and Palestine.

These bodies are often important donors and as well. Beyond this, these bodies often have particularly strong relationships with one or more of the riparian countries and have influence on their respective decision makers.

# Conclusion of Top-Down Section

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21  Bohannon, John (2006). Bridging the Divide in the Holy Land. Science 312: 352-356

**EcoPeace Middle East**