

## Facilitator's Manual

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



June 2021

Tel Aviv, Ramallah, Amman

Author: Sara Bachmuth Dayan, Writer, Consultant and Curriculum Developer

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**Acknowledgements:** EcoPeace would like to credit and thank the Co-Directors, Gidon Bromberg, Israeli Director, Nada Majdalani, Palestinian Director & Yana Abu Taleb, Jordanian Director for their assistance. Thank you to Gidon Bromberg, Israeli Director, Abdel Rahman Sultan, Jordanian Program Manager, Uri Ginott, Israeli External & Governmental Affairs Officer, Bashar Al Shawa, Palestinian External & Governmental Affairs Officer, Mahmoud Driaat, Palestinian Projects Manager and Nadav Tal, Israeli Water Officer for giving their time and knowledge in interviews with the author. Thank you to Giulia Giordano, Ph.D., former director of International Programs, EcoPeace Middle East for her initiative and input.

**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](http://www.ecopeaceme.org)

Funding for the training guide was generously donated by the **Bosch Foundation** without whom this incredible opportunity of spreading EcoPeace's methodologies of environmental peacebuilding to the international community would not have been possible. The opinions expressed in this report are those of the authors / EcoPeace Middle East and do not necessarily represent the opinion of our funders and supporters.

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# Training Workbook for Practitioners to Learn and Apply EcoPeace's Environmental Peacebuilding Methodologies

## Training Manual for EcoPeace Facilitators

**Overview:** Using a combination of experiential facilitation methods and EcoPeace presentations, this training manual 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. The training concludes with a simulation, based on EcoPeace's Jordan Valley Master Plan, in which practitioners will attempt to establish a Jordan River Basin Commission.

This version for Facilitators is comprehensive and includes all materials and handouts that are in the Practitioner version as well.

All materials and handouts that the Practitioners will appear in the Practitioner version – save for the following list. The materials on the following list were created as reusable laminated handout cards for the following activities. If more cards are needed, the pages appear in the Facilitators manual and can easily be photocopied.

List of Laminated handout cards:

1. Environmental Quotes – for opening icebreaker activity
2. Confidential Instructions for players in XO Game – Negotiation game
3. Role Play Cards for Simulation – at the end of the manual

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## 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

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## Part 1

# Introduction to EcoPeace and Environmental Peacebuilding

### List of all Materials and Sequencing

- Projector – for PowerPoint presentations and film clips

### Part 1 – Introduction and Environmental Peacebuilding

- **Environmental Quotes** – printed with each quote divided into two parts
- **Glass of water** -- for environmental peacebuilding activity
- **Negotiation Skill builder:**
  - **Arm Game**
    - Flip chart or white board
  - **XO Game**
    - > Flip Chart or white board
    - > Confidential Instructions - Each practitioner receives **confidential instructions** for either Player X or Player O. (These laminated cards (or photocopies) need to be given to the practitioners; they are not in their versions of the workbook.)
    - > Each pair receives the page with the **4 grids for playing**.
- **Follow-up Scenarios – Position-Interest Practice**



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

Experiential Activity - 20 minutes

### Materials

- **Environmental Quotes – printed with each quote divided into two parts**

### A. Procedure

- Distribute the quotes: The quotes are divided in half. Hand out one-half of a quote to each practitioner.
- Instruct practitioners to:
  - Walk around the room to locate the practitioner with the other half of his/her quote. They are color coded so to make locating their partners easier.
  - Upon finding their partners, practitioners should introduce themselves and read the full quote. Together they discuss and prepare to present to the full forum how they believe the quote relates to the workshop.
  - Each pair should share insights in this opening icebreaker.

### Environment Quotes

“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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“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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“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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“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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“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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“The environment is no one’s property to destroy...  
...it’s everyone’s responsibility to protect.” **Mohith Agadi**

---

“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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“Earth provides enough to satisfy every man’s needs...  
...but not every man’s greed.” **Mahatma Gandhi**

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

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“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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“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**

---

“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**

---

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

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“Water is the soul ...  
..... of the Earth.” **W.H Auden**

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

---

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

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“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)**, which has since been renamed Jordan Eco Park, 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 26-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 helping 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 as 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.”<sup>1</sup>

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.<sup>2</sup>

An increasing number of studies show a correlation between climate change, water insecurity and political instability.<sup>3</sup> 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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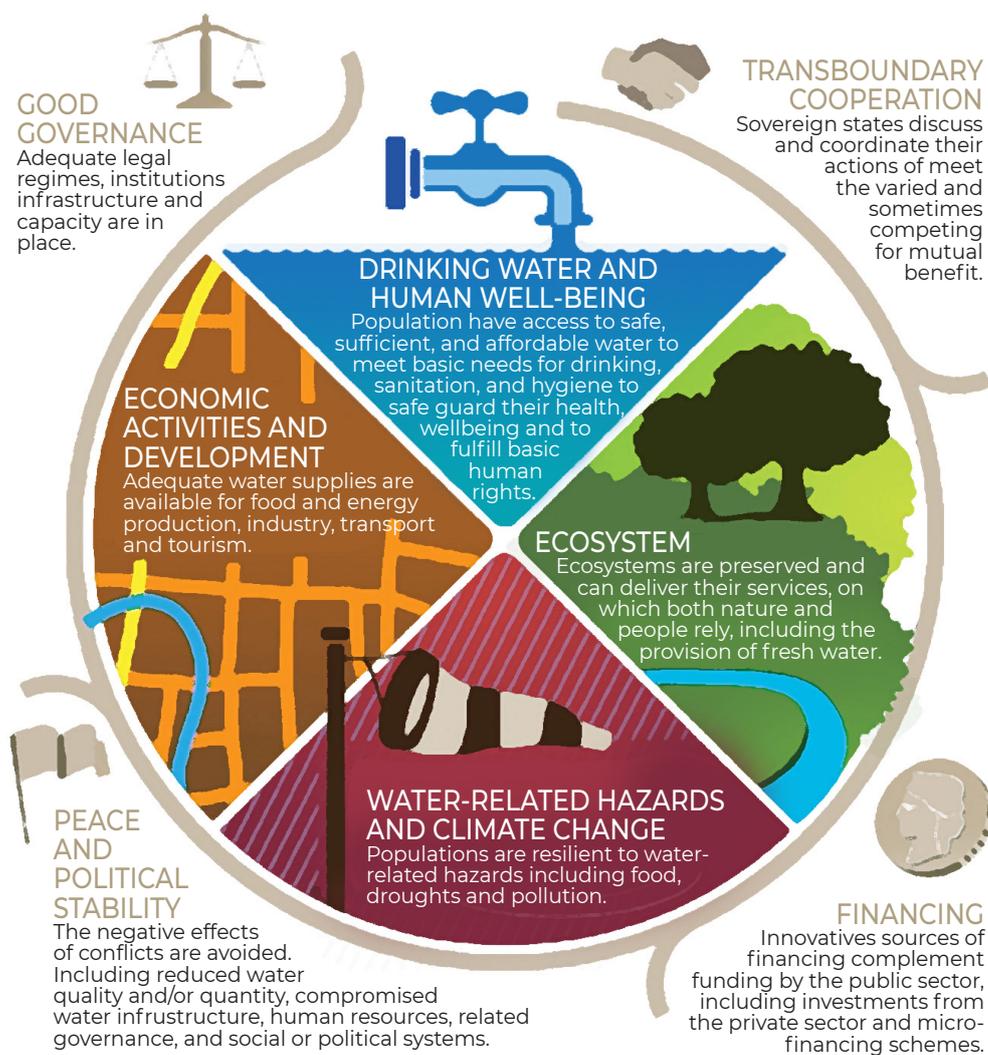
1 Water Security and the Global Water Agenda,” UN-Water Analytical Brief, United Nations University, 2013

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 the 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 skill sets.

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

#### A. Procedure

1. **Pass a glass of water around the circle:** Have practitioners stand in a closed circle, arm-in-arm with their eyes closed. The facilitator will give them a glass of water that they must pass around without spilling. Instruct them as follows:
  - You must keep your eyes closed as you pass the glass of water from one person to the next.
  - You ALL need this water for yourselves and there is enough water for everyone unless it spills.

#### 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 its 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? (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 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 well 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 as 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.<sup>4</sup>

*“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

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<sup>4</sup> 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.

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

#### Environment



#### 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.”<sup>5</sup>*

**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 than 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.

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

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5 Kaldor (2005)

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

Roles	Definition	EcoPeace Middle East
<b>Enskiller (Empower)</b>	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.
<b>Envisioner (Fact finder)</b>	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.
<b>Enhancer (Developer)</b>	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.
<b>Reconciler</b>	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. <sup>6</sup>

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.

<sup>6</sup> 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:<sup>7</sup>

- 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.

*“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 Dame

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

## 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 Games – Information for both Arm Game and XO Game

**Overview:** The Facilitator will choose **ONE** of the following negotiation games to teach this section: The Arm Game or the XO Game. Both games are icebreaker activities that introduce interest-based negotiations. They highlight 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.

- The facilitators will choose and run one of the following games to teach position-interest and the win-win approach:
  - Arm Game
  - XO Game
- **Materials**
  - **Arm Game**
    - > Flip chart
  - **XO Game**
    - > Flip Chart
    - > Confidential Instructions - Each practitioner receives confidential **instructions** for either Player X or Player O
    - > Each pair receives the page with the **4 grids for playing**.
  - **Both Arm Game and XO Game: Follow-up Scenarios – Position-Interest Practice**

## A. The Arm Game<sup>8</sup> – Facilitator Guidelines

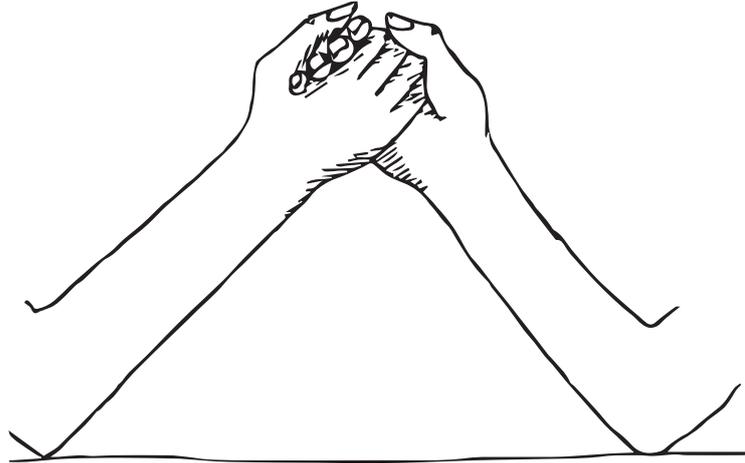


Illustration: The Conflict Resolution Network, PO Box 1016, Chatswood NSW 2057, Australia. [www.crnhq.org](http://www.crnhq.org)

### Reference Material for Facilitator:

Most players will head into the arm game assuming it's a classic competitive arm wrestling 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 with arm wrestling. 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, a situation in which both sides score is still a better option than a zero sum game or a win-lose situation.

<sup>8</sup> The "Arm Game" was adapted from the materials of The Conflict Resolution Network, PO Box 1016, Chatswood NSW 2057, Australia. [www.crnhq.org](http://www.crnhq.org)

In the arm game, the key to achieving this is for both sides to take turns going back and forth with no resistance as quickly as they can, each time placing one person's hand on the table. 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.

### Debriefing

In debriefing the Arm 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 Arm 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 NOT to bargain over positions. The aim is to negotiate not what the other person says (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

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

#### 1. Open by transitioning from the Environmental Peacebuilding activity of Passing the Glass of Water to a Negotiation Lesson:

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 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 Arm Game.
  3. The facilitator demonstrates the arm wrestling pose with either another facilitator or a practitioner. Alternately, an illustration can be projected onto the screen. Right away, based on their own experiences, most will assume that this is an arm wrestling match. If they ask about this, simply repeat the rules.
  4. Ask the practitioners to pair up at their tables.
  5. Read and explain the instructions to the practitioners. It's a good idea to repeat them several times to ensure that everyone understands:
    - Your goal is to score as many points as you can.
    - You will have 30 seconds to play.
    - There is **NO** talking allowed during the game.
    - Every time the other person's hand touches the table, you score 1 point.
  6. If anyone asks if this is an arm wrestle, simply repeat the instructions and encourage them to get started.

7. Ask everyone to assume their positions and wait for the facilitator to start the game: "1, 2, 3...Go!"
8. Stop the game after about 30 seconds.
9. Instruct them to tally up their scores.

## ii. Debriefing – Arm Game – Round 1

1. Explore the differences in the number of points people achieved and how they did it. Ask for a few pairs to share their experiences.
2. The Facilitator charts the **results** on the board: (numbers are illustrative only):

Pairs	Partner 1	Partner 2
Pair 1	0	0
Pair 2	1	0
Pair 3	2	2
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 15-15. 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 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.

### iv. Debriefing – Round 2

- 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:

<p><b>Position:</b> What you want. The stand you take in the argument.</p>	<p><b>Interest:</b> Why you want it. What are the core values your position represents? What are your concerns?</p>
--	---

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 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 about the other side, what they might be thinking.

**Closing Assignment – For both those who ran the Arm Game and those who ran the XO Game.**

**Instructions for this continue at the end of the XO Game Guidelines.**

## **B. The XO Game – Facilitator Guidelines**

### **Reference Material for Facilitator**

The typical approach to the XO Game is to look at it as a **win-lose** proposition. In other words, the players become competitive immediately, based on what is usually their own experiences with Tic-Tac-Toe or Noughts and Crosses. For example, the instructions state, “Your goal is to score as many points as possible.” Nowhere does it state that they should score as many points as possible for themselves only. But they will assume this because it is a game with confidential instructions, points to be earned and communication is not allowed (in the first 2 rounds).

They will play four rounds: two with no communication and then two before which they are allowed to speak with one another. Once they can communicate, many will grasp the advantage of cooperation, but in some cases, others won't. Those who don't will grasp it in the debriefing. The ultimate goal is for the practitioners to understand that there are often greater gains to be had by exploring the other side's interests and working cooperatively.

In general, the idea of negotiating a compromise is also seen as less desirable goal. Often 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 and 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 possible for both sides to both achieve the highest scores, a situation in which both sides score is still a better option than a zero sum game or a win-lose situation.

In the XO game, there is one possibility in which both X and O's interests are in conflict: when both sides try to secure the 400 point option which requires the corners.

However, when they discover, if they do, that they can opt for other possible choices, they will avoid a zero-zero draw in which no one scores. While it isn't possible for both sides to both get the highest scores, they can ensure that both sides will score and if they really grasp the idea, they can take turns in terms of who can score the 400 points, with the other scoring 300.

## Debriefing

In debriefing the XO game, the goal is to show that in a negotiation, the 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 player 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 a person's interests, ask WHY?**

In the XO 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.**
- X needs the four outer or inner corners, while O needs, the outer edges, or inner lines. The biggest conflict of interest would be that both sides cannot both score the higher score, 400 points (X needs all 4 corners, O needs 2 corners, hence an impossible outcome.) However, they can cooperate to ensure that 1 side gets 400, the other 300 and then take turns letting the other score higher.

In interest-based negotiation, the idea is NOT to bargain over positions. The aim is to negotiate not what the other person says (position), but what they actually think and feel (interest.) The real problem to be solved in a negotiation is related to interests, not positions. There are usually several interests behind 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.

**Important:** It is highly recommended that facilitators try out the XO game before running it in workshops. You can practice on family/friends/colleagues in order to get the hang of it.

## Materials

- Each practitioner receives confidential instructions for either Player X or Player O. (These laminated cards (or photocopies) need to be given to the practitioners; they are not in their versions of the workbook.)
- Page with 4 grids for playing.

## i. Procedure

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

Tell them to think back on the activity of passing the glass of water and consider the idea that there could 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 not?
  - Is it OK in such situations that there are losers? Why?
2. Right after the above discussion, the Facilitator announces that they are going to play the XO Game.
  3. Ask the practitioners to pair up at their tables.
  4. Hand out:
    - a. the page with the **4 grids for playing** – 1 to each pair
    - b. the **confidential instruction sheets**: One practitioner receives the role of O and the other the role of X. Tell the practitioners that the instructions are top secret. That is why their scoring boxes at the bottom of the page have fold lines -- this is so that they can tally their scores without the other player seeing their instructions.

- Facilitators can break the practitioners into 2 groups – X and O. They will then take each group out privately and go over the instructions with them to ensure they understand everything. While they are with, say Group X, Group Y will work together to read and understand their instructions till the facilitator gets to them.
5. If they ask if this is Tic Tac Toe or Noughts and Crosses you can tell them that it is a version of Tic Tac Toe/Noughts and Crosses. Be careful not to say “yes”.
  6. The practitioners are **not** allowed to speak with one another for the first two rounds.
  7. They play all 4 rounds on the shared page with the 4 grids. Each round is played on a different of the 4 grids. Make sure they understand this and don’t keep playing on the same grid for each round.
  8. Have them play the first two rounds without communicating.
  9. After each round, each player tallies his/her score and shares the score with the other player. That is all they are allowed to discuss.
  10. **After the second round:** they are allowed to talk **BEFORE** they begin round 3, but not during. **They may also talk BEFORE round 4** but not during.
  11. After the 2<sup>nd</sup> & 3<sup>rd</sup> rounds when they are allowed to talk, give them about 60 seconds to talk and then start the game. During the game they are not allowed to talk.
  12. The facilitator’s role is to make sure everyone understands the instructions, but to not clarify anything. The hope is that they will fall into the familiar trap of aiming at a win-lose game, and with the ability to communicate after the second game, to move toward a win-win game.

## ii. XO Game - Debriefing

- **Debriefing procedure:**
  1. Explore the differences in the number of points people achieved and how they did it. Allow as many students as possible to share their experiences.
  2. Facilitators charts the **total results** of each partner on the board: (numbers are illustrative only):

Pairs	Partner 1	Partner 2
Pair 1	1000	800
Pair 2	900	300
Pair 3	300	400
Etc.		

- What was your experience? What strategies did you use?
- How do you feel about it? Ask both those who won and those who lost.
- 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 were their assumptions about what you were supposed to do? Where did you get this idea? (Usually it’s from their past experiences.)
- Did being able to speak before the 3<sup>rd</sup> round help? In what way? What was discussed?
- Which pairs changed strategy? What did you do?
- When we work with others, we frequently negotiate with them. Why is negotiation often seen as competitive- thinking that one person must win and the other must lose?
- In conflict, are there times when people use the same approach as in this game – that the goal is to win which means the other person has to lose?
- Are there times when we use a different approach?

## C. Closing exercises – Positions vs. Interests

This section is for both those who ran the Arm Game and those who ran the XO Game.

### Materials

- Practitioners worksheet: “**Positional Bargaining vs. Interest-Based Negotiation-Follow-up Scenarios**”.

#### 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 all the juice, not half. So she was dissatisfied. The other sister needed all of the peel 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.

2. **Additional Practice worksheet:** “Positional Bargaining vs. Interest-Based Negotiation- Scenarios”. Have practitioners read and identify the positions and interests for several scenarios on the worksheet “Positional Bargaining vs. Interest-Based Negotiation- Follow-up Scenarios”. Note that these are very straightforward and clear. The point is to further familiarize them with the concepts of position-interest which 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 stakeholders as well as the simulation at the end of the training.
  - Go over their answers.

Answer Key:

### **Scenario 1 – Wastewater Treatment Plant**

#### **Positions:**

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

#### **Interests:**

5. Mayor X – That his residents would be employed to build the plant
6. 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.

7. Have practitioners complete the **Reflection** exercise at the end of the worksheet: **Positional Bargaining Versus Interest Based Negotiation – Scenarios (which is at the end of Part 1)**, and sprinkle share (have some not all practitioners share their ideas) in a larger forum.

## The XO Game – Playing Grid

Game 1 , X goes first


Game 2, O goes first


Game 3 , X goes first


Game 4, O goes first


## The XO Game

### Confidential Instructions for X

- You will play the role of X.
- These instructions are top secret; do not let the person playing O see them.
- You are not allowed to communicate with the person playing “O”.
- Your goal is to score as many points as possible.
- You will have 4 turns in each round. In other words, you will write in 4 “x’s” for every game.

You will gain points according to ANY of the following:

- **You fill all 4 corners – 400 points**

X			X
X			X

- **You fill all 4 inner corners – 300 points**

	X	X	
	X	X	

----- **Fold here** -----

### Scoring:

Game	Your Points
1	
2	
3	
4	
TOTAL:	

## The XO Game

### Confidential Instructions for O

- You will play the role of O
- These instructions are top secret; do not let the person playing X see them.
- You are not allowed to communicate with the person playing “X”.
- Your goal is to score as many points as possible.
- You will have 4 turns in each round. In other words, you will write in 4 “O’s” for every game.

### You will gain points according to the following:

- You fill in four Os in a row that touch 2 corners . Any of the following: 400 points

0	0	0	0	0											0
				0											0
				0											0
				0				0	0	0	0				0

- You fill in 4 consecutive Os but do not touch any corners. Any of the following: 300 points

	0					0									
	0					0		0	0	0	0				
	0					0						0	0	0	0
	0					0									

-----  
**Fold here**  
 -----

### Scoring:

Game	Your Points
1	
2	
3	
4	
TOTAL:	

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

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





## Part 2

# 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 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 story.

Here in the bottom-up section, after the practitioners receive Part 1 of the Background Information, 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) on EcoPeace's bottom-up 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 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:

- Projector – for EcoPeace (PowerPoint) presentations and film clips
- IDEA -- Film clips – possibility of showing clips as well

For example: [https://www.youtube.com/watch?v=BiGOpeOH\\_V8](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
- Background Information part 1 – Group Worksheet
- EcoPeace Bottom-Up Mechanisms - Reflection Page

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

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

- > Active Listening Techniques –Worksheet – for practitioners

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

- > Whiteboard or Flip Chart
- > Markers / Erasable Whiteboard Markers
- > 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

### C. Socratic Seminar 1 – Bottom-Up Stakeholders

- Simulation part 1 – Bottom-up Stakeholder Cards
- Socratic Seminar 1 – Bottom-Up Stakeholder Cards – Worksheet
- Questions for Socratic Seminar Leader - Bottom-up
- **Bottom-Up Stakeholders – Reflection Page**

### D. Good Water Neighbors

- **EcoPeace Good Water Neighbors – Reflection Page**

## 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 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
- Background Information part 1 – Group Worksheet

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

**Nicole Harari and Jesse Roseman**

#### Procedure

1. Divide into Groups: Divide the practitioners into small groups of up to five.
  - Refer practitioners to the following in their workbooks:
    - > **Part 1 of the Simulation- Jordan River Background Information**
    - > **Group Worksheet – Background Information Part 1.**
  - This part 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. **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 groups, participants read the Background Information and then together using the Group Worksheet answer (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 Debriefing**
  - Materials**
    - **Final Reflection – Bottom-Up Mechanisms Reflection page**

## 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 record their answers on a flip chart or white board.

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 brainstorm, full forum presentations and discussions. The practitioners will essentially predict 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 on the white board or flip chart and elicit further ideas. 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 – Full Forum

1. **Facilitator** opens with: "How can we be effective at the community level? Let's hear from each group."
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:
  - > As practitioners give answers, the facilitator should write up the answers on a flip chart or white board in 3 columns according to the 3 categories, **WITHOUT** writing the headings till the end. **At the end, the headings are revealed (the facilitator writes them in) and the facilitator will bring the practitioners attention to this terminology.**

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

- > 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.

1. The debriefing begins with the facilitator referring to the chart in which the facilitator recorded the practitioners’ ideas for Bottom-up Mechanisms.
2. **Think – Share:**
  - **Think,** Facilitator directs the practitioners to the EcoPeace Bottom-Up Mechanisms - Reflection page in the workbook. This should be done individually. Allow about 10 minutes for them to reflect and write down their thoughts.
  - **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 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



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 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<sup>9</sup> 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

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9 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

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 waste water in the region. Wastewater from fish farms remain a major pollutant from the Israeli side.

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









## 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

#### 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**

**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 ice-breaker 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 – Active Listening

- Active listening techniques -Worksheet -- for practitioners

## 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 (10-15 minutes)

### Procedure

1. Have practitioners pair up (two people) at tables. Make sure everyone has a partner.
2. 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.

### 3. 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.

### 4. Debriefing:

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

### 5. Round 2 – Good Listening Skills - 90 seconds

Facilitator announces that the same pairs are going to do the same thing again, same amount of time, same set up, Bs will speak, tell the same story, As will listen.

**But this time, A will listen like it's the most amazing thing they've 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.

## 6. Debriefing:

The facilitator asks:

- So, how was it this time?  
Sample of types of responses:
  - > I actually heard what she said
  - > I remember what he 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 Active Listening and that now, they are going to look at a few techniques.

## 7. Active Listening Techniques – Worksheet

- The facilitator distributes the worksheet 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.

### Procedure:

#### 1. In same pairs as above – 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. Repeat the above with new partners – time permitting

#### 6. 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?

Parts of this lesson were adapted from United States Institute for Peace (USIP), Peacebuilding Kit for Educators, <https://www.usip.org/public-education/educators/peacebuilding-toolkit-educators#>

## 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.

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 you 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**

- Whiteboard or Flip Chart
- Markers / Erasable Whiteboard Markers
- An object that is unfamiliar and unclear (ambiguous) to the practitioners
- Photos of cultural events that practitioners will not be unfamiliar with.
- Describe-Analyze-Evaluate- (DAE) – Group Worksheet – for practitioners

### 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 Describe	Level 2 Analyze	Level 3 Evaluate
What I see (only observed facts) What is going on? This only what I see/observe	How I explain (what I see.) Why is it happening? (there are different possible explanations)	What I feel (about what I think) – positive or negative How do I feel about it? This is my <u>opinion</u> .
<ul style="list-style-type: none"> <li>This is done using the five senses, see, hear smell, touch and taste.</li> <li>These are things for which there is general agreement.</li> </ul>	<ul style="list-style-type: none"> <li>This is done when we are trying to understand what an unfamiliar object or event is.</li> </ul>	<ul style="list-style-type: none"> <li>This is our judgment, our opinion: For example, something is useful, useless, good, bad, etc.</li> </ul>
<b>Examples (facts – what you see, hear, smell, touch, taste):</b> <ul style="list-style-type: none"> <li>This is very light weight.</li> <li>It's red and white.</li> <li>The girl's hair is yellow, the boy's is brown.</li> </ul>	<b>Examples (alternative explanations possible):</b> <ul style="list-style-type: none"> <li>It is a toy.</li> <li>It's a Christmas decoration.</li> <li>It's a cultural symbol because it's red and white.</li> <li>It's something people give to kids on holidays.</li> </ul>	<b>Examples (my opinion):</b> <ul style="list-style-type: none"> <li>It's cute.</li> <li>I've seen better Christmas decorations.</li> <li>It's a pretty useless toy.</li> </ul>

#### 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 exercise opens with the facilitator showing the practitioners an unfamiliar object. The object is passed around – quickly – but with enough time to hold it and look at it for a moment. Then, the facilitator 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 the Level 1-Describe, and go straight to the 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:

- Whiteboard or Flip Chart
- Markers
- An object that is unfamiliar and unclear to the practitioners.
- DAE -- Group Worksheet for Practitioners

### Procedure:

1. The facilitator should prepare in advance 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 an old hydrological tool used in the Middle East. If this isn't possible, a photo of that could also work.
2. Pass the object around so that the group can touch it, hold it and examine it up close. Don't let them hold it for too long, keep it moving.
3. Once they've passed it around, 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. On the whiteboard or flipchart, create three columns **but do NOT put the headings in yet**. Here they are shown for illustrative purposes. You will put the headings in at the end, after the columns have been filled in with the practitioners' answers.

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 enough basic information to go on. By doing so, they are basing it on their own assumptions, their own worldview 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 is there 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 – Further practice - 20-30 minutes

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

### Materials:

- Whiteboard or Flip Chart
  - Markers
  - Photos of cultural events that practitioners will not be familiar with.
  - Describe-Analyze-Evaluate - DAE -- Group Worksheet
1. The facilitator should prepare in advance photographs of cultural scenes, at least size A4, that practitioners won't be familiar with.
  2. Put practitioners into groups of up to 5.
  3. Hand each group a photograph and have them go through the steps of DAE together. Refer them to the **Describe-Analyze-Evaluate – Group Worksheet**. On the worksheet, they have definitions and a place to record their final answers.
  4. When the groups are finished, have each group present their photograph, a little 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.

### 5. 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?

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

Level 1 Describe	Level 2 Analyze	Level 3 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> .
<ul style="list-style-type: none"> <li>• This is done using the five senses, see, hear smell, touch and taste.</li> </ul>	<ul style="list-style-type: none"> <li>• This is done when we are trying to understand how an object is used.</li> </ul>	<ul style="list-style-type: none"> <li>• This is our judgment, our opinion:</li> <li>• For example, something is useful, useless, good, bad, etc.</li> </ul>
<p><b>Examples (see, hear, smell, touch, taste):</b></p> <ul style="list-style-type: none"> <li>• This is very light weight.</li> <li>• It’s red and white.</li> <li>• The girl’s hair is yellow, the boy’s is brown</li> </ul>	<p><b>Examples (alternative explanations possible):</b></p> <ul style="list-style-type: none"> <li>• It is a toy.</li> <li>• It’s a Christmas decoration</li> <li>• It’s a cultural symbol because it’s red and white.</li> <li>• It’s something people give to kids on holidays.</li> </ul>	<p><b>Examples (my opinion):</b></p> <ul style="list-style-type: none"> <li>• It’s cute.</li> <li>• I’ve seen better Christmas decorations.</li> <li>• It’s a pretty useless toy.</li> </ul>

**Your group’s photograph:**

**Describe:** \_\_\_\_\_

\_\_\_\_\_

**Analyze** (write down 2 possibilities): \_\_\_\_\_

\_\_\_\_\_

**Evaluate:** \_\_\_\_\_

\_\_\_\_\_

## 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 in which they are asked to consider and predict the Jordan Valley stakeholders. They will do this based on what they learned in the Background Information. **It is important to tell them at this stage that they will be referring to local, community bottom-up stakeholders only.** Once this exercise is concluded, they will be placed in groups, assigned their role play cards – Jordan, Israel or Palestine - and begin the preparation for and implementation of the Socratic Seminar.

### 1. Preparatory Exercise – BEFORE the Socratic Seminar – Predict Stakeholders – 10 minutes

#### Think-Pair-Share

**Think:** Based on what they've learned from the Background Information, Part 1, ask participants to think about and write down the following questions. Do **NOT** give them the Stakeholder Cards yet.

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

**Pair:** Participants share with a partner what they've come up with.

**Share** – Full Forum: Facilitator records some of the responses on board or flip chart.

#### Debriefing – this is a mini-debriefing:

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
- Socratic Seminar 1 – Bottom-Up Stakeholder Cards – Group Worksheet
- Questions for Socratic Seminar Leader – Bottom-up

### Procedure

#### a. Part 1 – preparation in groups:

- Divide the practitioners into 3 groups – Israel-Palestine-Jordan.
- Distribute to each group 1 of the 3 stakeholder cards:
  - > Group 1 – Israel
  - > Group 2 – Palestine
  - > Group 3 – Jordan
- Instruct each group to:
  - > Read its Stakeholder Card.
  - > Discuss the pros and cons of its stakeholders, using as a base for discussion, the following set of questions (below). These questions also appear in the **Socratic Seminar 1-Bottom-Up Stakeholders-Worksheet** where there is space to make notes.
  - > 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 seated in 1 large circle.

- **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. Part 2: Socratic Seminar - Full forum:**

- Facilitator should appoint 1 Practitioner to lead the Seminar. This person can be from any group. Choose someone with good leadership skills.
- Make sure to refer the leader to the Questions for Socratic Seminar Leader-Bottom-up in the practitioner's workbook. The Leader will use these questions to guide the Seminar.
- 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 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.

**c. Part 3 – Debriefing (15-20 minutes)**

- **This will include a personal reflection on 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 in the workbook. Ask them to answer individually the questions. Allot about 10 minutes.**
- 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 for Practitioners (these are the same questions that the practitioners have answered on their Reflection Page): (10 minutes)**

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?

- > 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 2<sup>nd</sup> 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, Israelis 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 obtain an end to the conflict.













## 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.”<sup>10</sup>

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”<sup>11</sup> 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**.”<sup>12</sup>

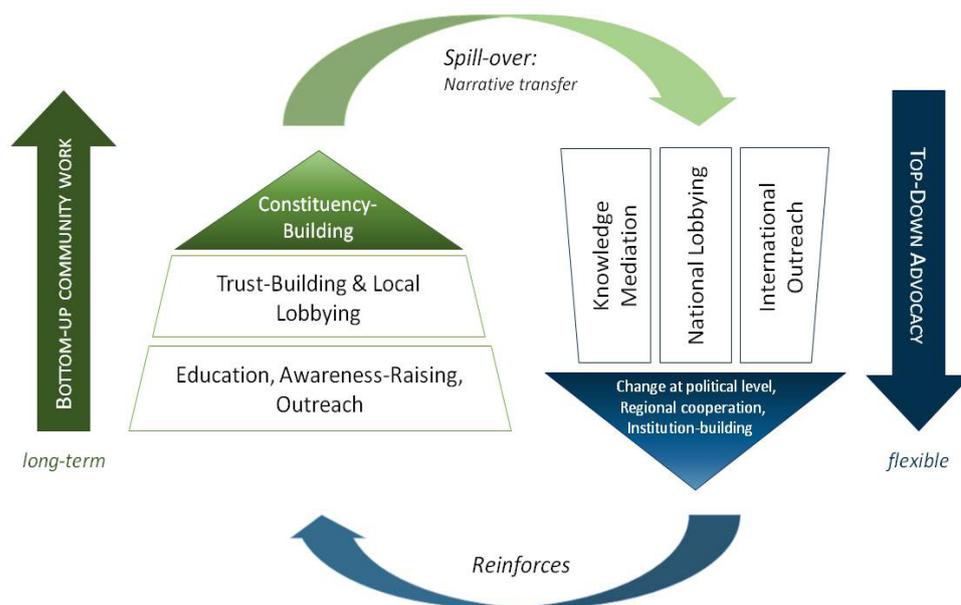
10 Garfinkel (2004) 3.i

11 Medema et. al. (2014), 30

12 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.”<sup>13</sup>

## 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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13 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.<sup>14</sup>

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.<sup>15</sup>

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.<sup>16</sup> 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.”<sup>17</sup>

## **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.

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

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14 Cf Medem et al. (2014:31)  
Cf Medem et al. (2014:31)

15 Lipman Avizhar and Backleh (2013), 6.

16 Cf Medem et al. (2014:31)

17 Lipman Avizhar and Backleh (2013), 6.

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 – (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.”<sup>18</sup>

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.

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

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<sup>18</sup> Lederach 1994, cited in Harari and Roseman (2008)

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.<sup>19</sup>

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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<sup>19</sup> Wang (2014:74)

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

Full Forum activity – 10 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.

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

## Procedure

### Think-pair-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?

**Pair:** have them share their ideas with a partner

**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.

## I. After EcoPeace Presentation - Final Debriefing and Practitioners Personal Reflection – Good Water Neighbors / Sharing ideas

Personal Reflection and Full forum activity - 20 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.

### Think- Share

- 1. Think** - Refer the practitioners to the **EcoPeace Good Water Neighbors – Reflection page**. Give them about 10 minutes to individually answer the questions. Then bring them back to the full forum.
- 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 Reflection Page):

- 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?









## Part 3

# 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 resembles that of 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 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) 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

- Constructing Narratives – Worksheet
- Simulation Part 2- Jordan River Basin Background Information, Part 2
- Background Information Part 2 – Group Worksheet
- EcoPeace Top-Down Mechanisms – Reflection Page
- Simulation part 2 – Top Down Stakeholder Cards
- Socratic Seminar 2 – Top-Down Stakeholder Cards – Worksheet
- Socratic Seminar – Questions for leader – Top-Down
- Top-Down Stakeholder – Reflection page
- Final Reflection Page – Bottom-Up and Top-Down

## 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 further goals.

This section opens by 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 -- they will construct narratives that they would use to persuade the different mayors to cooperate regionally. This will bring into sharp relief the idea that the narratives will differ based on the differing interests in each context.

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

### Procedure

The facilitator explains to the practitioners that they are going to learn to construct narratives – stories – a skill that is useful in environmental peacebuilding.

**A. Constructing Narratives- Worksheet** – direct them to the worksheet (at the end of this skill builder section). In the worksheet they will have a place to write down their ideas for all three exercises in this section.

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 worksheet, 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.
- 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 closes 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:
  - > **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.

## B. Debriefing

- **Sprinkle sharing** – facilitator should ask for a “sprinkling” of answers – in other words, a few practitioners should share.
- Facilitator should elicit insights:
  - > 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 some time to construct narratives for their NGOs.

### Procedure

#### A. Constructing a Narrative – Autobiographical Timeline:

- Allow up to 10 minutes – this is a quick exercise.
- The facilitator instructs participants 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, 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 – there are no rules. 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 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 modified, changed, created to help further goals.

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

**A. The facilitator will now give the participants about 10 minutes to practice constructing narratives for their own NGOs.**

## **B. Debriefing**

- 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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**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
- Background Information Part 2 – Group Worksheet

**Procedure**

1. **Divide into groups:** Divide the practitioners into small groups of up to five.
  - Refer practitioners to the following in their workbook:
    - > **Part 2 of the Jordan River Basin - Background information;**
    - > **Group Worksheet Background Information Part 2.**
  - 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 who, in facing environmental degradation and human suffering, are playing the blame game.
2. **Group Work:** In groups, participants read the Background Information and then together using the Group Worksheet answer (the following appears on 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**

#### 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 record their answers on a flip chart or preferably, a white board.

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 brainstorm and full forum presentations and discussions. The practitioners will essentially predict these aspects of EcoPeace's bottom-up 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 record them 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.

### Procedure – Full Forum

1. **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? “

- **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. There should be full 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 records their answers as follows:
  - > As the practitioners give 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 writes them in) and the facilitator can bring the practitioners’ attention to this terminology.

Knowledge Mediation	National Advocacy	International Outreach
●	●	●
●	●	●

- > 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.
- > 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.

## Reference for Facilitator

For facilitators only. These are the concept that the facilitators are trying to elicit.

### Knowledge Mediation

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

### 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 the 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 be reflecting on how they can apply their learning to their own work.

1. The debriefing begins with the facilitator referring to the chart of the three Top-Down Mechanisms that was created with the practitioners' ideas.
2. Think – Share:
  - **Think:** Then, Facilitator directs the practitioners to the **EcoPeace Top-Down Mechanisms - Reflection** page in the workbook. This should be done individually. Allow about 10 minutes for them to reflect and write down their thoughts and ideas.
  - **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 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 jeopardy:

**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, under development 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 is 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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## C. Stakeholders – Top-Down Predicting Stakeholders Socratic Seminar - Preparatory Group Activity

Group Activity – 90-120 minutes

**Overview:** 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 groups, given their role play cards – Jordan, Israel or Palestine – and begin the preparation for and implementation of Socratic Seminar 2.

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

#### Think-Pair-Share

**Think:** Based on what they've learned from the Background Information, Part 1, ask participants to think about and write down the following questions. Do **NOT** give them the Stakeholder Cards yet.

- Who do you think are top-down stakeholders in the Lower Jordan River Basin? Which people/bodies should be involved in the discussion?
- Make sure they refer to top-down stakeholders only.

**Pair:** Participants share with a partner what they've come up with.

**Share – Full Forum:** Facilitator records some of the responses on board or flip chart.

#### Debriefing – this is a mini-debriefing:

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
- Socratic Seminar 2 – Top-down Stakeholder Cards – Group Worksheet
- Questions for Socratic Seminar Leader – Top-down

### Procedure

#### A. Part 1 – preparation in groups:

- Divide the practitioners into 3 groups – Israel-Palestine-Jordan.
- Assign to each group 1 of the 3 **stakeholder cards**:
  - a. Group 1 – Israel
  - b. Group 2 – Palestine
  - c. Group 3 – Jordan

- Instruct each group to:
  - > discuss the pros and cons of its stakeholders, using as a base for discussion, the following set of questions (below). These questions also appear in the **Socratic Seminar2-Top-Down Stakeholders-Worksheet** where there is space to write notes.
  - > 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 seated in 1 large circle.

**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. Part 2: Socratic Seminar - Full forum**

- The Facilitator should appoint 1 person to lead the Seminar. This person can be from any group. Choose someone with good leadership skills.
- Make sure to refer the leader to “Questions for the Socratic Seminar Leader – Top-down in the practitioner’s workbook. The Leader will use these questions to guide the Seminar.
- 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). **This time, it should include the narrative they constructed (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. Make sure to give the Seminar Leader a copy of the following questions.
- **Note: the Seminar leader is also welcome to participate (he/she will represent the stakeholder group he/she helped prepare.)**

### 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 interests 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.

### c. 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**

#### Overview

This follows the same structure as the Bottom-Up section.

Here the facilitator will debrief the Socratic Seminar and learning about the 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 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:** Refer practitioners to the **Top-Down Stakeholders Reflection** page in the workbook. Ask them to answer individually the questions. Allot about 10 minute for them to reflect and write down their thoughts and ideas.

## 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 valley – 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 which 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 be seen as a 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)
5. 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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## 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.

#### **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 – EcoPeace model**

**Overview:** This will be the **final reflection** before the Simulation. It will be a chance for the practitioners to reflect on the **entire** EcoPeace model that they have learned and start thinking of how they can apply this to their own NGO work.

#### **Procedure:**

1. **Final Reflection – Final Reflection Page:** Direct practitioners to **Final Reflection page**. Give them about 10-15 minutes to complete it.

The Reflection Page 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?

2. **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?

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## 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 apprised 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.

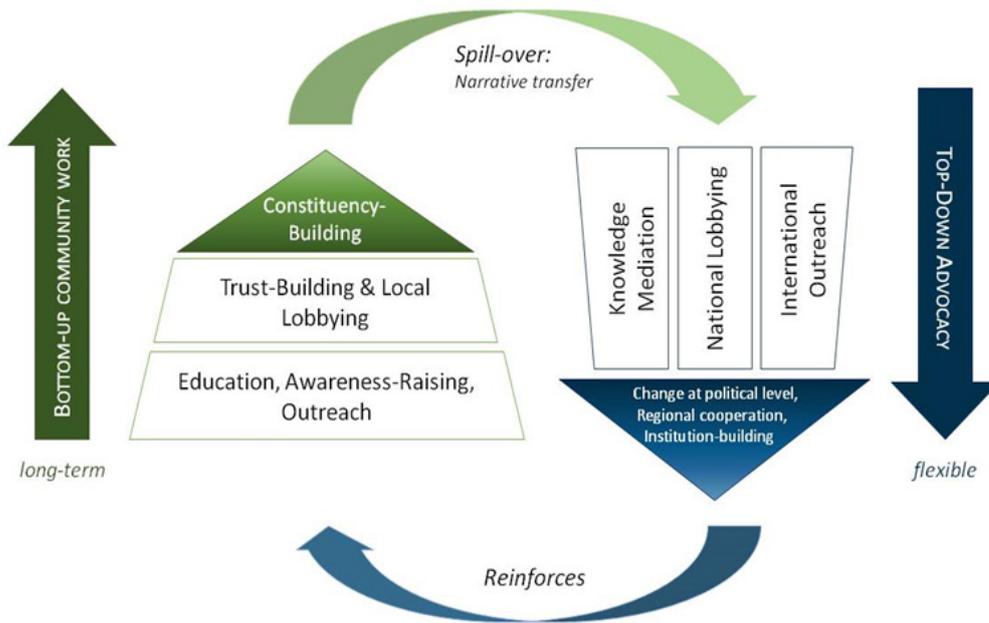
Lastly, EcoPeace's top-down work also relies on pragmatism. Rather than following a fixed strategy and given the volatile political context, governmental affairs officers at EcoPeace are concerned with scanning the political landscape to anticipate windows of opportunity for cross-border cooperation. 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 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 level 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.”<sup>20</sup> 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.<sup>21</sup>

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.

### **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

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20 Hage et al. (2010: 254)

21 Conca (2012), 44

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.<sup>22</sup>
- 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.

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22 Bohannon, John (2006). Bridging the Divide in the Holy Land. *Science* 312: 352-356





## Part 4

# Simulation Conference on the Future of the Jordan River Basin



## Overview

The purpose of the simulation is to train civil society (the practitioners) to engage with stakeholders. In this simulation, they will explore more deeply EcoPeace's model and its engagement with stakeholders.

The simulation will be a **Conference on the Future of the Jordan River Basin**. The aim is to create a **multilateral treaty signed by Jordan, Palestine and Israel that will establish a Jordan River Basin Commission**. The Commission will oversee and regulate the Jordan River Basin. At the same time, if this main goal is not attained, then smaller goals are not only possible but strongly encouraged, such as creating opportunities for business or awareness campaigns. Also, it is acceptable if they are not able to reach any agreements, as from this too, there are lessons to be learned.

The central problem of the simulation, and the stakeholders, will be familiar to the practitioners: The Jordan River is in a state of degradation and decline due to diversion and pollution. The three riparians, Jordan, Israel and Palestine blame one another for this; there is no cooperation, only unilateral action. The three parts of the Jordan Valley suffer from either poverty or underdevelopment or both. There is an urgent need for cooperation in order to rehabilitate the river and develop the Jordan River Basin for the benefit of all its residents in all three riparian states.

The practitioners will take on roles of stakeholders of all three sides. In addition, there will be two additional players: 1) an Environmental Peacebuilding NGO, who will serve as the mediator, and 2) an international actor, who will serve as an outside donor. The simulation will open with a plenary session of a Regional Conference moderated by the NGO(s) and International Actor in which all stakeholders will convene and receive instructions. They will then be given time to meet in their national groups in order to agree on what they wish to achieve. This will be followed by the NGO opening up new channels for them to meet bilaterally and trilaterally with their co-riparians on the other sides. Finally, they will reconvene in a closing plenary session in which they will present their proposals and needs and sign (or not sign) an agreement(s).

## Materials

- Simulation Part 3 – Background Information: Conference on the Future of the Jordan River Basin
- Role Play Cards
- Placards – for roles (separate document)
- Debriefing – Reflection questions

## A. Preparation for the Conference

- 1. Number of participants** – the minimum number of participants is 11. This can be expanded in accordance with the number of practitioners. The way to do this is to double or triple up the roles – i.e. assign 2-3 people to the same role. This is effective as they will work in teams. In the chart below, listed are both the minimum number of roles (11) and the way to increase the roles:

Role	Minimum Number of Participants	Increased Number of Participants
Environmental Peacebuilding NGO	1 – will serve as a Regional NGO	Larger groups – 3 NGOs one for each country (Israel-Palestine-Jordan)
International Actor (Donor)	1 – only. Will serve all three countries.	None
National Decision Makers	3 – one for each country	Can double or triple up the roles – 2-3 per country, total of 6-9
National Private Sector Leader	3- one for each country	Can double or triple up the roles – 2-3 per country, total of 9
Local Community Leader	3 – one for each country	Can double or triple up – 2-3 per country, total of 6-9.
	Total roles: 11	Total – up to 31 roles

- 2. Assign Roles.** The facilitator will assign the following roles. These can be based on some of the earlier groups - i.e. practitioners who had Jordan during the workshops can play the Jordanian roles, those who had Israel can play the Israeli roles, etc. This is up to the facilitator. The roles are as follows: (Note: what follows below are brief descriptions. The full scope, information about and directives are in the **Role Play Cards**.)

- **Environmental Peacebuilding NGO** – for large groups of practitioners, the facilitator will assign 3 NGO roles, one for each country. For smaller groups, there will be 1 regional NGO. The NGO, together with the International Actor, will chair the Opening and Closing Plenary Meetings.

The NGO's role is to take the initiative in convening stakeholders, pushing them forward, encouraging them, problem solving. They will help facilitate the bilateral and trilateral meetings, negotiations and suggest ideas. They can also help in terms of securing funding from the international actor (donor).

- **International Actor** – This international actor will serve as an outside donor. This could be any of the following – a development bank, a foreign government, such as the U.S., Sweden or Germany, an international organization, such as a UN agency or the World Bank. For the purposes of the simulation, the role will be called the “International Actor” without a specific name.  
The role of the International Actor is to try to get the three riparians to agree to a joint regional commission by offering them financial incentives in the form of paying for projects, such as wastewater treatment facilities, etc.
- **National Decision Makers** – There will be a minimum of 1 national decision maker for each country, with a total of 3. This could be anyone from the King to the Prime Minister to the Minister of Water, etc. For the purposes of the simulation, the role will be called the “National Decision Maker” without a specific name. This person has the power and authority to **sign agreements**.
- **National Private Sector Leader** - There will be a minimum of 1 national private sector for each country, with a total of 3. These stakeholders have the funds to develop cross-border projects and are very open to cooperation.
- **Community Leaders** – There will be a minimum of 1 local community leader for each country, with a total of 3. These stakeholders often have more flexibility at the local level for cross border cooperation. In addition, their advocacy can affect the national decision makers. This role can encompass religious leaders, local authority (mayors), farmers, residents and youth groups. For the purposes of the simulation, the role will be called the “Community Leader” without a specific name.

### 3. Role Preparation

- **Full Forum** - The Facilitator will go over the **Simulation Part 3 – Background Information: Conference on the Future of the Jordan River Basin** and go over their roles. In cases in which the roles are doubled/tripled up, those with the same role will prepare in teams. There are benefits to this as they will help one another.
- **Placards** – The facilitator can either provide the practitioners with the EcoPeace printed placards or simply ask the practitioners to make their own placards by folding a piece of A-4 paper in half and writing their role on one side.
- Give the practitioners time to prepare (20-30 minutes):
  - > Read the background information (**Simulation Part 3-Background Information – Conference on the Future of the Jordan River Basin**);
  - > Go over and prepare over their roles (**Role Play Cards**).
  - > In cases in which the roles are doubled/tripled up, those with the same role will prepare in teams.

**Special Note for NGO Role Play:** If the person/s playing the NGO is having trouble coming with ideas, the Facilitator may give them some or all of the following to help. In general, after many hours of workshops and learning about the EcoPeace model, as well as them being professionals themselves, they should be able to come up with such ideas themselves (which is the goal).

**National level:**

- Wastewater treatment plants for Jordan and Palestine
- Financial cooperation

**Private Sector**

- Creating business opportunities – agricultural and agricultural technology, water technology, etc.

**Local Community Level:**

- **Religious sector**

- > Exchanges and programs to increase awareness and tourism

- **Farmers**

- > Knowledge and training exchanges – bringing Jordanian and Palestinian farmer to Israel to learn about its agriculture and agro tech, water tech, etc.

- **Residents**

- > campaigns to raise awareness of river's pollution

- **Education-Youth and teachers**

- > Education exchanges and cooperation –

## B. Simulation – Procedure and Sequencing

- 1. Part1: Opening Plenary Meeting:** The simulation opens in a plenary meeting mediated by the NGO and International Actor. Stakeholders (practitioners) should be seated in a semi-circle or U shape. If the roles are doubled or tripled up, then they should sit as teams. The NGO, serving as a mediator, and the International Actor, sit in the front and chair the meeting. The opening plenary is short, essentially a greeting, a quick briefing as to what follows and then sending off all the stakeholders to meet in their national teams.

- The NGO will call the conference to order and restate the purpose of the simulation; a precise script appears in NGO role play card as well as below for the facilitator. The practitioner playing the role of the NGO can either read it or use it as a blueprint to chair the meeting.) The NGO welcomes the stakeholders and reiterates the goals.
- “Good afternoon, and welcome to our Conference on the Future of the Jordan River Basin. The main goal of our meeting is to bring together Israel, Jordan and Palestine and help them establish a regional body that will govern the Jordan River Basin.

At the same time, smaller scale agreements are strongly encouraged. These could include any of the following – or anything else that you come up with. Be creative!”

- > Bi-lateral agreements – between two countries (Jordan-Israel; Israel-Palestine).
  - > Business opportunities amongst the three countries (these can also be bilateral agreements).
  - > Creating awareness campaigns
  - > Developing tourism
  - > Religious cooperation
  - > Cultural cooperation
  - > Economic cooperation
  - > Educational cooperation
  - > Solutions for sanitation problems -- building wastewater treatment plants
  - > Solutions for environmental rehabilitation
- **Part 2: Meeting in National Teams (20 minutes).**  
The stakeholders will begin with 20-30 minutes to meet in their **national groups** and agree upon what they want to achieve. Each stakeholder will have his/her agenda in his/her role play card.
    - > **Spiral in Negotiation Skills:** They must search for shared interests and not get stuck on positions. When they do, they should remember to look for interests and ask “Why?”
    - > **Meetings with International Actor:** During the national meetings, the International Actor will visit each group and make offers. Note: in the case of Israel, they will not offer funds, rather they will need Israel to agree to pay for its part (Israel does not qualify for international aid.)

## 2. Part 3. NGO facilitated – Bilateral and Trilateral Meetings (90 minutes):

Once the International Actors have made offers, the NGO(s) will open further channels and give the different parties chances to meet with their counterparts on the other sides (National Decision Makers with National Decision Makers; Private Sector with Private Sector, etc.)

They will be given 90 minutes for these parallel, bilateral and trilateral meetings and negotiations.

- > **Aim** - to reach an agreement on a Regional Commission for the Jordan River Basin – and/or – smaller agreements (which can also be bilateral) that they will take to the Closing Plenary.
- > If any of the parties feel that their needs are not being met or that it is not in their interests to hold discussions with the other side, they can refuse to meet. Realistically, this can happen.

### 3. Part 4: Closing Plenary

- The NGO and International Actor call the meeting to order.
- At this point, the only stakeholders who will participate are the **National Decision Makers**.
- The NGO/International Actor – invites the 3 National Decision Makers (or teams of Decision Makers) to submit their proposal (s) to the International Actor.
- Presentation of each side's needs: Each National Decision Maker will be given 2 minutes to present any further needs of their countries.
- 10 minutes for negotiations – the National Decision makers will be given 10 extra minutes to clarify and come to a final agreement.
- Presentation of an Agreement – read by either the International Actor or any of the National Decision Makers and signed by the three National Decision Makers (or Bilateral signings). \*\*\*Note, it is possible that there will not be an agreement to establish a Regional Commission but that there will be smaller-scale agreements.

### 4. Part 5 Debriefing – Facilitator asks Practitioners to reflect on their experience: (Refer practitioners to “Debriefing – Reflection Sheet”.)

**Think:** The Facilitator will ask the participants to reflect on the simulation by answering individually the following questions:

- a. What went well?
- b. Even better if...

**Share:** The facilitator asks the practitioners to share their answers.

#### **Additional questions for the debriefing:**

- > What were some of the challenges you experienced?
- > How did you solve them?
- > How can you apply what you learned to your own work?

## **End of Instructions for Facilitators**

## Simulation Part 3 – Background Information Conference on the Future of the Jordan River Basin Practitioner Guidelines

The goal of the simulation is to establish **a multilateral treaty signed by Jordan, Israel and Palestine that will establish a regional Jordan River Basin Commission**. The Commission will oversee and regulate the Jordan River Basin.

There has never been a regional commission to govern and work with all three riparians. Instead, as introduced in Background Information, Part 1, what governs water issues in the Jordan Valley are two bi-lateral agreements which are ineffective for properly regulating the shared Jordan River Basin.

The Jordan River is in a state of degradation and decline due to diversion and pollution. The three riparians, Jordan, Israel and Palestine blame one another for this; there is no cooperation, only unilateral action. The three parts of the Jordan Basin suffer from either poverty or underdevelopment or both. There is an urgent need for cooperation in order to rehabilitate the river and develop the Jordan River Basin for the benefit of all its residents in all three riparian states.

Until now, there has been an all or nothing perspective – that either all outstanding issues are resolved and a final status treaty can be signed -- or nothing will be addressed.

What is required is a shift from thinking only about rights to considering **needs**, as well as **creative ideas, innovation** and **cooperation**. A regional commission would represent a huge shift in thinking by the 3 riparians, signaling an agreement to move from conflict to cooperation and ensuring a brighter future for the residents in each of the three riparian states.

### Points to Consider

- What are the conditions of each riparian in agreeing to establish a Regional Commission?
- What must be clarified and which issues resolved in order for the riparians to agree?
- What will be the tasks and responsibilities of the Commission?
- Who will serve on the Commission? In what capacity?
- How will the issues of pollution be addressed?
- How will issues of ecological rehabilitation be addressed?
- How will access to the river be granted? (Many parts are inaccessible due to military control by the Jordanian and Israeli militaries. The Palestinians currently have no access.)

- Quantities of Water – how will the water be equitably distributed?
- How will the rehabilitation be funded?

In addition to trying to agree on a Regional Commission to oversee the Jordan River Basin, you are also **greatly encouraged to reach smaller scale agreements as well**. These can include any of the following as well as any ideas that you come up with. Be creative!

- Bi-lateral agreements – between two countries (Jordan-Israel; Israel-Palestine).
- Business opportunities amongst the three countries (these can also be bilateral agreements).
- Creating awareness campaigns
- Developing tourism
- Religious cooperation
- Cultural cooperation
- Economic cooperation
- Educational cooperation
- Solutions for sanitation problems -- building wastewater treatment plants
- Solutions for environmental rehabilitation

## Stakeholders in the simulation

The facilitator will assign you to one of the following roles:

- **NGO** – the NGO's role is to help facilitate agreements for cooperation.
- **International Actor** – this actor can help finance projects in Palestine and Jordan.
- **National Decision Maker** (such as a King, Prime Minister, Minister of Water, etc.) – this stakeholder has the authority to sign agreements.
- **National Private Sector Leader**– these actors are interested in being involved in the economic development of the Jordan Valley.
- **Community Leader** (such as a mayor, local authority, religious leader, youth activist, etc.) – these actors can help advance cooperation at the local, community level.





## Environmental Peacebuilding NGO – Regional NGO (single person - 1 role)

This is when there is one person playing the NGO.

### General Points to Consider:

- Your goal is to get Jordan, Palestine and Israel to agree to a multilateral treaty, signed by the three states that will establish a Jordan River Basin Commission.
- Your guiding principle is “Water cannot wait” – meaning that water matters are urgent and that the 3 riparian parties do not need to wait till Israel and Palestine reach a final status agreement on all outstanding political issues and make peace. They can negotiate a water deal first and this doesn't need to be dependent on a political deal. You recommend concluding water deals first as this can build trust and pave the way for peace.
- **Game Changer:** Israel is a leader in desalinated water and wastewater treatment and reuse. This reality can be a game changer in regional cooperation in this water scarce region. Israel could use its advanced water technology power to help its co-riparians, Jordan and Palestine. Both Jordan and Palestine are in urgent need of water as scarce water resources limit their ability to develop and advance. (Israel has administrative control over all Palestinian access to water.)

**Spiral in the Narratives:** You will use narratives you learned in the workshop here to help persuade each riparian that it is in their own self-interests to cooperate:

**Israel:** You will explain to Israel that it is in its security interests to cooperate with Jordan and Palestine.

- > **Israel** shares its longest border with Jordan and benefits from the stability of Jordan in an unstable region. Any threat to Jordan's stability is a threat to Israel's security because of its shared border.
- > Currently, Jordan is currently 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 this area and lead to radicalization, right on Israel's border.
- > Therefore, Israel has an important security interest in helping to advance and develop the Jordanian Jordan River Basin. And the only way this can be done is through regional cooperation because it is a transboundary river basin.

- **Jordan:** You will explain to Jordan their own self-interests to cooperate. By agreeing to regional cooperation in order to rehabilitate and develop the Jordan River Basin, Jordan will be advancing its own interests in bringing greater prosperity to its 500,000 residents, many of whom live below the poverty line in an area that doesn't even have a sanitation solution.

- **Palestine:** You will explain to the Palestinians that it is in their own self-interests to cooperate to rehabilitate the Jordan River and help develop the Jordan Valley. Rehabilitating the river and taking care of the land is a way to strengthen Palestinian resilience and advance its claim to the land and river.

- **Negotiation Skills** – remember to find the **interests** of each riparian. This will help you identify shared interests and facilitate agreements.
- Your role is to:
  - > Co-Chair, together with the International Actor, the **opening** and **closing plenary** sessions.
  - > During the national team meetings, you will create channels for the national teams to meet their counterparts in the other countries. (National leaders will meet with other national leaders, private sector leaders will meet with private sector, etc.) You will facilitate these meetings and help them find shared interests.
  - > **Your Strategy:** if they do not agree to the larger aim of a multilateral treaty to form a Regional Commission, then you will greatly encourage them to conclude smaller scale, bilateral and trilateral agreements. These could include building wastewater treatment plants for Jordan and Palestine or coming up with ideas for creating financial opportunities.
- If any of the parties feel that their needs are not being met or that it is not in their interests to hold discussions with the other side, they can not only refuse to negotiate agreements, but they can also refuse to meet. Realistically, this can happen.
- It also may be the case that no agreement is reached. This too is acceptable as from this too there are lessons to be learned. (Do not suggest this to the different parties!)

**Opening Plenary** – NGO opens with the following (can be used as is or as a blueprint):

- *“Good afternoon, and welcome to our Conference on the Future of the Jordan River Basin. The main goal of our meeting is to bring together Israel, Jordan and Palestine and help them establish a regional body that will govern the Jordan River Basin. At the same time --- In addition to a Regional Commission, smaller scale agreements are also strongly encouraged. These could include any of the following – or anything else that you come up with. Be creative!”*
- *Bi-lateral agreements – between two countries (Jordan-Israel; Israel-Palestine).*
- *Business opportunities amongst the three countries (these can also be bilateral agreements).*
- *Creating awareness campaigns*
- *Developing tourism*
- *Religious cooperation*
- *Cultural cooperation*
- *Economic cooperation*
- *Educational cooperation*
- *Solutions for sanitation problems -- building wastewater treatment plants*
- *Solutions for environmental rehabilitation*

## Environmental Peacebuilding NGO – (Jordan)

### General Points to Consider:

- Your goal is to get Jordan, Palestine and Israel to agree to a multilateral treaty, signed by the three states that will establish a Jordan River Basin Commission.
- Your specific role is to help persuade Jordan to sign the treaty.
- Your guiding principle is “Water cannot wait” – meaning that water matters are urgent and that the 3 riparian parties do not need to wait till Israel and Palestine reach a final status agreement on all outstanding political issues and make peace. They can negotiate a water deal first and this doesn’t need to be dependent on a political deal. You recommend concluding water deals first as this can build trust and pave the way for peace.
- **Game Changer:** Israel is a leader in desalinated water and wastewater treatment and reuse. This reality can be a game changer in regional cooperation in this water scarce region. Israel could use its advanced water technology power to help its co-riparians, Jordan and Palestine. Both Jordan and Palestine are in urgent need of water as scarce water resources limit their ability to develop and advance. (Israel has administrative control over all Palestinian access to water.)
- **Spiral in the Narratives:** You will explain to Jordan that it is in their own self-interests to cooperate. By agreeing to regional cooperation in order to rehabilitate and develop the Jordan River Basin, Jordan will be advancing its own interests in bringing greater prosperity to its 500,000 residents, many of whom live below the poverty line in an area that doesn’t even have a sanitation solution.
- **Negotiation Skills** – remember to find the interests of each riparian. This will help you identify shared interests and facilitate agreements.
- **Your role is to:**
  - > Co-Chair, together with the International Actor, the **opening** and **closing** plenary sessions.
  - > During the national team meetings, you will create channels for the national teams to meet their counterparts in the other countries. (National leaders will meet with other national leaders, private sector leaders will meet with private sector, etc.) You will facilitate these meetings and help them find shared interests.
  - > **Your Strategy:** if they do not agree to the larger aim of a multilateral treaty to form a Regional Commission, then you will greatly encourage them to conclude smaller scale, bilateral and trilateral agreements. These could include building wastewater treatment plants for Jordan and Palestine or coming up with ideas for creating financial opportunities.

- If any of the parties feel that their needs are not being met or that it is not in their interests to hold discussions with the other side, they can not only refuse to negotiate agreements, but they can also refuse to meet. Realistically, this can happen.
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- “Good afternoon, and welcome to our Conference on the Future of the Jordan River Basin. The main goal of our meeting is to bring together Israel, Jordan and Palestine and help them establish a regional body that will govern the Jordan River Basin.  
At the same time --- In addition to a Regional Commission, smaller scale agreements are also strongly encouraged. These could include any of the following – or anything else that you come up with. Be creative!”
  - > *Bi-lateral agreements – between two countries (Jordan-Israel; Israel-Palestine).*
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  - > *Economic cooperation*
  - > *Educational cooperation*
  - > *Solutions for sanitation problems -- building wastewater treatment plants*
  - > *Solutions for environmental rehabilitation*

## Environmental Peacebuilding NGO – (Israel)

### General Points to Consider:

- Your goal is to get Jordan, Palestine and Israel to agree to a multilateral treaty, signed by the three states that will establish a Jordan River Basin Commission.
- Your specific role is to help persuade Israel to sign the treaty.
- Your guiding principle is “Water cannot wait” – meaning that water matters are urgent and that the 3 riparian parties do not need to wait till Israel and Palestine reach a final status agreement on all outstanding political issues and make peace. They can negotiate a water deal first and this doesn’t need to be dependent on a political deal. You recommend concluding water deals first as this can build trust and pave the way for peace.
- **Game Changer:** Israel is a leader in desalinated water and wastewater treatment and reuse. This reality can be a game changer in regional cooperation in this water scarce region. Israel could use its advanced water technology power to help its co-riparians, Jordan and Palestine. Both Jordan and Palestine are in urgent need of water as scarce water resources limit their ability to develop and advance. (Israel has administrative control over all Palestinian access to water.)
- **Spiral in the Narratives:** You will explain to Israel that it is in its security interests to cooperate with Jordan and Palestine.
  - > **Israel** shares its longest border with Jordan and benefits from the stability of Jordan in an unstable region. Any threat to Jordan’s stability is a threat to Israel’s security because of its shared border.
  - > Currently, Jordan is currently 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 this area and lead to radicalization, right on Israel’s border.
  - > Therefore, Israel has an important security interest in helping to advance and develop the Jordanian Jordan River Basin. And the only way this can be done is through regional cooperation because it is a transboundary river basin.
- **Negotiation Skills** – remember to find the interests of each riparian. This will help you identify shared interests and facilitate agreements.

- **Your role is to:**

- > Co-Chair, together with the International Actor, the **opening** and **closing** plenary sessions.
- > During the national team meetings, you will create channels for the national teams to meet their counterparts in the other countries. (National leaders will meet with other national leaders, private sector leaders will meet with private sector, etc.) You will facilitate these meetings and help them find shared interests.
- > **Your Strategy:** if they do not agree to the larger aim of a multilateral treaty to form a Regional Commission, then you will greatly encourage them to conclude smaller scale, bilateral and trilateral agreements. These could include building wastewater treatment plants for Jordan and Palestine or coming up with ideas for creating financial opportunities.
- If any of the parties feel that their needs are not being met or that it is not in their interests to hold discussions with the other side, they can not only refuse to negotiate agreements, but they can also refuse to meet. Realistically, this can happen.
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  - > *Bi-lateral agreements – between two countries (Jordan-Israel; Israel-Palestine).*
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  - > *Creating awareness campaigns*
  - > *Developing tourism*
  - > *Religious cooperation*
  - > *Cultural cooperation*
  - > *Economic cooperation*
  - > *Educational cooperation*
  - > *Solutions for sanitation problems -- building wastewater treatment plants*
  - > *Solutions for environmental rehabilitation*

## Environmental Peacebuilding NGO – Palestine

### General Points to Consider:

- Your goal is to get Jordan, Palestine and Israel to agree to a multilateral treaty, signed by the three states that will establish a Jordan River Basin Commission.
- Your specific role is to help persuade Palestine to sign the treaty.
- Your guiding principle is “Water cannot wait” – meaning that water matters are urgent and that the 3 riparian parties do not need to wait till Israel and Palestine reach a final status agreement on all outstanding political issues and make peace. They can negotiate a water deal first and this doesn’t need to be dependent on a political deal. You recommend concluding water deals first as this can build trust and pave the way for peace.
- **Game Changer:** Israel is a leader in desalinated water and wastewater treatment and reuse. This reality can be a game changer in regional cooperation in this water scarce region. Israel could use its advanced water technology power to help its co-riparians, Jordan and Palestine. Both Jordan and Palestine are in urgent need of water as scarce water resources limit their ability to develop and advance. (Israel has administrative control over all Palestinian access to water.)
- **Spiral in the Narratives:** You will explain to the Palestinians that it is in their own self-interests to cooperate to rehabilitate the Jordan River and help develop the Jordan Valley. Rehabilitating the river and taking care of the land is a way to strengthen Palestinian resilience and advance its claim to the land and river.
- **Negotiation Skills** – remember to find the interests of each riparian. This will help you identify shared interests and facilitate agreements.
- **Your role is to:**
  - > Co-Chair, together with the International Actor, the **opening** and **closing plenary** sessions.
  - > During the national team meetings, you will create channels for the national teams to meet their counterparts in the other countries. (National leaders will meet with other national leaders, private sector leaders will meet with private sector, etc.) You will facilitate these meetings and help them find shared interests.
  - > **Your Strategy:** if they do not agree to the larger aim of a multilateral treaty to form a Regional Commission, then you will greatly encourage them to conclude smaller scale, bilateral and trilateral agreements. These could include building wastewater treatment plants for Jordan and Palestine or coming up with ideas for creating financial opportunities.

- If any of the parties feel that their needs are not being met or that it is not in their interests to hold discussions with the other side, they can not only refuse to negotiate agreements, but they can also refuse to meet. Realistically, this can happen.
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At the same time --- In addition to a Regional Commission, smaller scale agreements are also strongly encouraged. These could include any of the following – or anything else that you come up with. Be creative!”
  - > *Bi-lateral agreements – between two countries (Jordan-Israel; Israel-Palestine).*
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  - > *Creating awareness campaigns*
  - > *Developing tourism*
  - > *Religious cooperation*
  - > *Cultural cooperation*
  - > *Economic cooperation*
  - > *Educational cooperation*
  - > *Solutions for sanitation problems -- building wastewater treatment plants*
  - > *Solutions for environmental rehabilitation*

## International Actor

- You are an international body that is also a donor. Your goal is to persuade Jordan, Palestine and Israel to sign and establish a regional Jordan River Basin Commission. This is your highest priority.
- Funding: you will provide funding in the form of international aid to Jordan and Palestine. Israel, a wealthier country, doesn't qualify for international aid, but still has to be persuaded to fund the costs on its side.
- At the beginning of the simulation, when each country meets separately in national team, your role is to meet with Jordan and Palestine separately to offer them funding possibilities. You will also meet with Israel in order to persuade Israel to support the agreement and agree to pay its own costs.
- Important:
  - > **Palestine** - qualifies for international aid in any and all projects.
  - > **Jordan** - qualifies for international aid only if it is a trilateral project with all three states as these are seen as a "Peace Projects". For other projects, such as bi-lateral projects, Jordan will receive a loan, which it has to pay back.
  - > **Israel** - does not qualify for international aid. In any trilateral or bi-lateral project in which Jordan and Palestine receive grants, Israel must be convinced to assume the costs on its end.
- Your funding is based on the 3 riparian states meeting certain conditions and for these you have three different types of funding tracks:
  - 1) **Largest funding package - Create Trust Fund of \$1 Billion in grants and 1 Billion in Loan guarantees.** This will be given if the parties meet the following conditions:
    - > All three countries sign an agreement to establish a regional Jordan River Basin Commission. This is your highest priority.
    - > All three countries develop sustainable projects to address the pollution and diversion.
    - > All three countries agree to people-to-people exchanges with an environmental theme related to the Jordan Valley.
  - 2) **Medium-sized funding packages - Create Trust Fund of \$100 million grants and \$Half Billion in Loan Guarantees:** This will be awarded if the parties meet the following conditions:
    - > Trilateral projects (without establishing a Regional Jordan River Basin Commission). For example, this could include economic, environmental, green technology, tourism or educational cooperation.
  - 3) **Smallest funding packages- \$250 million in loan Guarantees:** This will be awarded if the parties meet either of the following conditions. In these cases, Jordan would not qualify for grants.
    - > **Bi-lateral agreements or projects** (without establishing a Regional Jordan River Basin).
    - > **Unilateral projects** – For example, this could be Palestinian or Jordanian efforts to improve the sanitation system in their sections of the Jordan River Basin.

## National Decision Maker – Jordan

- You are the one who has the authority to sign a treaty on behalf of Jordan with Israel and Palestine to establish a Regional Commission for the Jordan River Basin.
- Regarding a Regional Commission:
- Though Jordan and Israel signed a Peace Treaty in 1994, Jordan does not want to be seen cooperating with Israel. Israel government policy on Palestine repeatedly angers Jordanian decision makers who have to answer to their constituents, many of whom are of Palestinian origin. As well, a strong anti-normalization movement in Jordan against Israel makes cooperation hugely unpopular.
- At the same time, at the highest political and military levels, there is excellent security cooperation.
- You do understand that Jordan must advance cooperation on a regional level. There is an existing plan. The Jordanian government understands that there is a need for a serious effort to restore the flow of the Jordan River. It understands that there is need to develop the Jordanian Jordan Valley, which is mired in poverty and underdevelopment. Despite this, investing in the Jordan River is not a high priority for your government. It is seen as a waste of money without benefits – it is considered an unimportant rural area.
- Therefore, Jordan would be persuaded to form a Regional Commission with Israel and Palestine only if it is able to see that such an agreement would bring clear, direct benefits.
- **Conditions for signing:**
  - > Huge investments are required to develop the Jordanian section of the Jordan Valley and you must see clear, direct economic benefits and other benefits, including:
    - A sanitation system for in the Jordan Valley
    - Programs to advance the region economically
- **Financial Incentive:** 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 aid in the form of grants rather than loans which it cannot afford to pay back.

## National Decision Maker - Israel

- You are the one who has the authority to sign a treaty on behalf of Israel with Jordan and Palestine to establish a Regional Commission for the Jordan River Basin.
- You have an interest in establishing a Regional Commission as a way to rehabilitate and develop the Jordan River Basin. However, you are most concerned about **security**. You will not be party to any agreement that compromises Israel's security.
  - > Israel sees allowing Palestine access to the Palestinian section of Lower Jordan River as compromising its security and it will **not agree to it**.
  - > Israel does not even officially recognize Palestine as a riparian to the Jordan River. For Israel, this is NOT up for negotiation until final status negotiations take place on borders and whether the Jordan Valley would even remain in Palestine or be annexed by Israel.
  - > Israel sees giving Palestinians access to the Jordan River as a security threat. The Lower Jordan River forms a section of the border between Palestine and Jordan. Israel insists on an Israeli military presence there in order to protect its eastern border.
- **Jordan:** You have a **strong interest** in finding a way to boost Jordan's economic well-being in the Jordan Valley. This relates to your security concerns:
  - > You share your longest border with Jordan. Israel benefits from the stability of Jordan in an unstable region. Any threat to Jordan's stability is a threat to Israel's security because of its shared border.
  - > Currently, 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 this area and lead to radicalization, right on Israel's border.
  - > Therefore, it is in your interests to see that the Jordanian section of the Jordan River Basin remain stable.
  - > This could include Israel finding ways to help increase the amount of water Jordan receives as well as and financial aid for developing its economy.
- **Game Changer:** Israel is a leader in desalinated water and wastewater treatment and reuse. This reality can be a game changer in regional cooperation in this water scarce region.
  - > You are open to finding ways to use your advanced water technology and leadership to help your co-riparians, especially Jordan. Both Jordan and Palestine require more water as scarce water resources limit their ability to develop.

## National Decision Maker - Palestine

- You are the one who has the authority to sign a treaty on behalf of Palestine with Jordan and Israel to establish a Regional Commission for the Jordan River Basin.
- Israel currently has administrative and military control of the section of the Lower Jordan River that flows through Palestine.
- Palestinians' interests are in receiving their riparian rights to the Jordan River, which Israel does not recognize, and reclaiming their land, which Israel controls.
- While Israel recognized the Palestinians water rights in the West Bank, the current restriction on Palestinian water use do not meet the criteria for equitable sharing among riparian parties in the Jordan Valley.
- Palestine **will not** agree to a joint Jordan River Basin Commission unless they are given access to the Jordan River and their riparian rights to the Jordan River. They want their **land and water rights**.
- At the same time, as the Palestinian National Decision Maker you might be willing to cooperate regionally in restoring the flow of the Jordan River and developing the region on the sole condition that it will advance Palestinian interests in its claim for its land and water rights. You see rehabilitation of the river as an important aspect of reclaiming your land.
- You might also agree to cooperate in knowledge transfer and other areas from which the Palestinian people stand to gain by cooperating with Israel which is an agriculture and agro tech leader.

### **National Private Sector Leader - Jordan**

- As the leader of the Jordanian Private Sector, your core concern is economic advancement.
- You are more willing than your fellow Jordanians to meet and cooperate with Israel.
- You 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, you have a greater ability to streamline projects.
- You are open to cooperation as a means of economic advancement.
- You can seek cooperation in many areas, including green technology, agriculture and agricultural technology, tourism and more.

### **National Private Sector Leader – Israel**

- The Israeli private sector 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.
- Your position is to not get politically involved. You want to create business opportunities through cooperation.
- You are very keen to seek opportunities and with Jordan and Palestine.
- You can seek cooperation in many areas, including green technology, agriculture, agricultural technology, tourism and more.

### **National Private Sector Leader – Palestine**

- Your 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.
- Like all Palestinian stakeholders, your policy is to not cooperate with Israel until you receive your land and water rights. Until this happens, you do not want to be seen cooperating with Israel.
- At the same time, you also see such cooperation as a means for strengthening Palestinian resilience. Israel is a high tech, water and agro-tech leader and Palestinians can benefit from access to Israel's advanced industry.
- You see working with Israel as a way to progress, deriving benefits from exporting their goods, exchange of knowledge and acquisition of technology and experience.
- You are interested in all areas of economic development from agricultural and water technology to developing tourism.

## Community Leader - Jordan

- As a community leader, you do not want to be seen cooperating with Israel. At the community level, Jordanians have seen little to no benefit from the Peace Treaty and at this point, the residents, who live in the poorest section in the Jordan Valley of all three riparians, are just struggling to survive.
- At the same time, you would be persuaded to cooperate if you would see that such an agreement would bring clear, direct benefits.
- You urgently need to bring economic development to your Jordan Valley. The poverty level is very high, with huge numbers of youth unemployment. Scarce water resources limit economic advancement. There is no proper sanitation: sewage is disposed of in cesspits and seeps into the ground and the Jordan River.
- Your conditions for regional cooperation:
  - > You need water for agriculture and economic development.
  - > You need a sanitation system (wastewater treatment and reuse) as there is no sanitation solution at present. Sewage is disposed of in cesspits and seeps into the ground and the Jordan River.
- Tourism: there are important Christian pilgrimage, monasteries and Baptismal sites in Jordan. A cleaner, stronger flow in the river means more visitors to these sites.
- Other areas, such as youth and educational exchanges: you would be open to these if they would bring clear benefits.

## Community Leader - Israel

- As the Israel Community Leader, you are open to hearing about possible benefits for your communities. You are well aware that the towns in the Jordan Valley are in Israel's periphery and only by cooperating with your co-riparians, fighting to clean up the river, advancing your economies, can you become a center rather than remain irrelevant peripheral communities.
- Tourism – you have an interest in gaining access to the Jordan River to increase tourism. The Lower Jordan River is only accessible at 2 points, which is not enough.
- 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.
- But – because the river is a border, rehabilitation can take place only under conditions of cooperation.
- In order to truly develop tourism and benefit the local community in terms of economic development, there is a need for access to the river, a need to clean the river and to cooperate with your co-riparians and develop the area.
- There are residents and youth in your communities who are interested in cooperation with Jordan and Palestine and see it as a way of solving environmental problems. Not all, but some.

## Community Leader - Palestine

- Like all Palestinian stakeholders, your policy is to not cooperate with Israel until you receive your land and water rights. Till this happens, you do not want to be seen cooperating with Israel.
- However, you are willing to cooperate with Israelis in Israel proper (not settlers) when there are clear benefits. Exchanges with Israelis are a way of acquiring skills and advancing. And advancing is in your interests as it strengthens your resilience to fight for your land.
- Your residents, frustrated by the restrictions of the occupation, want economic development. They want better education, better roads and infrastructure and greater water supply. They are in need of wastewater treatment and reuse facilities.
- In the Palestinian section of the Jordan Valley, there are important Christian holy sites. Israel controls these sites, and the Palestinian people want access to and control of these religious sites, including the baptismal site, Qasr al-Yahud, located near Jericho and considered to be the site where Jesus was baptized by John the Baptist.















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