Environmental peacebuilding: A self-paced course and toolkit for conflict analysis and strategic peacebuilding

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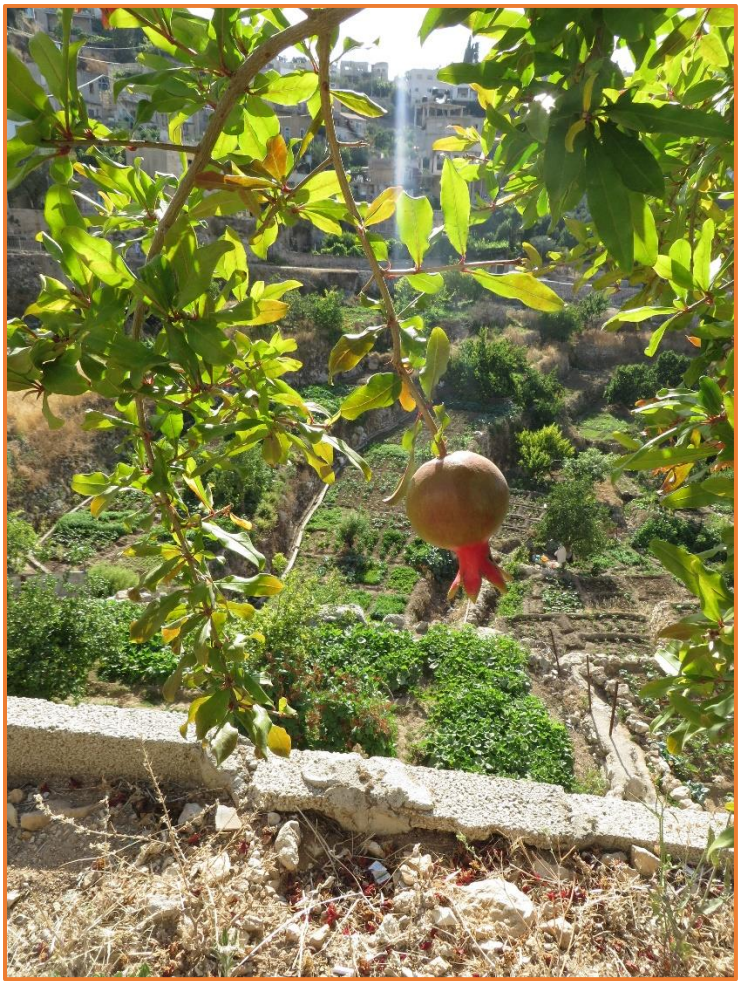

Acknowledgements

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Finally, because the case study for this course has been culled from the experience of EcoPeace, we cannot ignore the genocidal violence playing out in Gaza as we finalize this work. We began this project before the incursion into Israel by Hamas operatives on October 7, 2024, which left some 1,200 Israeli citizens and residents killed. In the wake of that episode, Israel launched a massive campaign of bombardment and ground warfare in Gaza, with a death toll that is difficult to estimate but which certainly exceeds 40,000 people and continues to rise. As we write, it is difficult to know what the future trajectory of peacebuilding will look like, or when conditions will allow peacebuilders there to resume using the sorts of tools and strategies presented in this toolkit. In our view, the need to build environmental sustainability as a force for peace, and vice versa, is more urgent than ever, both in the region and globally.

Cover photo: Pomegranate tree overlooking the terraced growing fields of Battir, Palestine.
Photo credit: Ken Conca.

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About this course

This document contains a self-paced course that trains participants in key concepts and applications of environmental peacebuilding. Environmental peacebuilding is a field of research and practice based on two broad observations about the socio-ecological world. On the one hand, the use of natural resources and the transformation of ecosystems is often intimately linked with various forms of violence, on scales ranging from a patch of forest or a local watershed to entire nations and the international system. Yet, environmental interdependencies can also be powerful forces for peace: building trust, enabling cooperation, and stimulating other positive forms of interaction among stakeholders, peoples, societies, and nations. As a field of research, environmental peacebuilding seeks to understand these dynamics of peace and conflict as they intersect the natural world. And as a body of practice, environmental peacebuilding seeks to create or engage those connections in ways that reduce violence, enhance peaceful outcomes, and work for positive change.

This course is intended for early-career professionals, graduate students, members of community groups, and others seeking to understand, engage in, or launch environmental peacebuilding efforts. It gives participants a foundation in the history of the field, discusses the field's conceptual basis, and reviews the empirical support and evidence base behind its core concepts. **The main purpose of the course, however, is to provide hands-on experience with analytic tools in conflict analysis and the development of environmental peacebuilding strategies.** To do this, we provide a step-by-step navigation through several useful tools, as well as a detailed case study to which the tools may be applied. The course also includes info on key organizations, intellectual resources, and professional development opportunities in the field.

This course is the result of the collaborative project "Charting New Pathways to Peace," conducted by researchers at American University and Oregon State University, in partnership with the civil-society organization EcoPeace Middle East (https://ecopeaceme.org/). EcoPeace is a unique regional organization with Israeli, Jordanian, and Palestinian branches and a joint directorate. The research component of the project sought to derive lessons and insights from EcoPeace's three decades of advocacy work at the intersection of environmental sustainability, conflict transformation and peacebuilding.

For this course, we have developed a case study derived from EcoPeace's experience. You will play the role of an EcoPeace staffer, analyzing the case and developing a response based on information available at the start of EcoPeace's involvement. You will be given a set of facts about the case, apply conflict-analysis tools, and develop a peacebuilding strategy for the situation described in the case. When finished, you will have the opportunity to hear from actual participants in the case, and to contrast their responses to your own plan.

This course may be used in several ways: as an instructor-facilitated classroom experience; a self-paced, individual learning tool; or a self-guided group effort grounded in interaction and discussion. All necessary course materials are included in this document or accessible online. A companion set of teaching notes offers suggestions and tips for conducting the course in a formal setting. The classroom version is designed to be conducted over a two-day period. For the self-paced version, we offer a suggested allocation of time for each course module, but users are free to adapt the time commitment to their needs and schedule.

About the authors

Ken Conca is a professor in the Department of Environment, Development and Health at American University. His research and teaching focus on water, the politics of resilience, global environmental institutions, and the connections among environment, conflict, and peacebuilding. He published the foundational book *Environmental Peacemaking* (Johns Hopkins/Woodrow Wilson Center Press) with Geoffrey D. Dabelko in 2002, and in 2017 was recognized with the Al-Moumin Award for Thought Leadership in Environmental Peacebuilding. He was a founding member of the UN Environment Programme's Expert Advisory Group on Conflict and Peacebuilding, has addressed UN ambassadors on the topic at UN headquarters, and offered remarks in proceedings of the International Law Commission on the question of protecting the environment in the context of armed conflict. His book *An Unfinished Foundation: The United Nations and Global Environmental Governance* (Oxford, 2015) received the 2021 Grawemeyer Prize for Ideas that Improve World Order. Conca earned his PhD from the Energy & Resources group at the University of California, Berkeley.

Matthew Colucci (he/him) recently received his Bachelors of Arts in International Studies at American University's School of International Service, specializing in Environmental Sustainability and Global Conflict Resolution. Matt discovered his passion for environmental peacebuilding in Kenya, where he studied environmental conservation and climate resilience in Laikipia and Turkana County and interned for the East African Wildlife Society (EAWLS) in Nairobi. Matthew is currently based in Washington D.C. as he begins his career in environmental justice and conflict resolution.

Ariana Lippi (they/she) is a Fulbright alumnus and a Boren Fellow and has worked in the environmental policy and international development fields. Their publications and contributions have appeared at The Brookings Institution, The Center on International Cooperation, *Dejusticia*, and International Union for Conservation of Nature (IUCN), among others. Ari's academic interests involve the spatiality of environmental justice, political ecology, critical geography, and the intersection of inequality, inequity and conflict in the context of a changing climate.

Kelcey Negus is currently an Associate with the Institute of World Affairs (IWA) as well as a board member of Model United Nations of the Far West (MUNFW). Her work and studies have focused on environmental peacebuilding, conflict resolution, atrocity/genocide prevention, and transitional justice. Kelcey earned an MA in International Peace and Conflict Resolution from American University's School of International Service and a BA in Post-Conflict Reconciliation from Whittier College.

How to use this document

Materials you will need: Everything you will need to complete the course is included in this document or is available in open-access form on the Internet. Throughout the course, we provide links to suggested readings, to be used for more in-depth background or to allow for further investigation of topics. Wherever possible, we have used open-access materials. Worksheets for the conflict-analysis and peacebuilding-strategy tools are included in Appendices 1 and 2, respectively, and Appendix 3 provides a guide to a few open-source digital "whiteboard" tools that users may wish to consider.

Users may also wish to access the teaching notes we have created for instructors of the "live," in-class version of this course.[1] The notes are not required to complete this self-paced version of the course, but users may be interested in the suggestions they contain for facilitating group discussion, advice for how to work with the tools, teaching resources, and other reflections on course material. The teaching notes are accompanied by an open-access, editable PowerPoint slide deck that may be used in the classroom, viewed along with this course, or adapted to users' specific interests and needs.

Suggested allocation of time: The course is divided into eight substantive modules, as well as a ninth providing additional resources. The modules should be completed in the order provided, but need not be finished in one sitting. The "live" version of this course is designed as a two-day workshop (plus a few hours of preparatory reading). We suggest the following as a rough allocation of time for each module, but users are encouraged to proceed at their own pace:

Module 1 (environmental peacebuilding overview): 2 hours
Module 2 (learning from the experience of EcoPeace): 1 hour
Module 3 (engaging in difficult conversations): 1 hour
Modules 4-6 (conflict analysis): 5 hours
Module 7 (strategic peacebuilding): 4 hours
Module 8 (reflections): 2 hours

If you are working in a group: We recommend that users working in groups take some time initially to get acquainted. Discuss your goals for the course, share a bit of background about yourselves, and consider doing a short "icebreaker" exercise in which people share personal responses to some fun, thought-provoking questions. For example:

--Would you rather live in the **ocean** or live on the **moon**?
--Would you rather travel in time to meet your **ancestors** or your **descendants**?
--Would you rather have the superpower of **invisibility**, or of **flight**?
--Would you rather always be **slightly late** or **extremely early**?
--Would you rather drink **coffee** or **tea**?

[1] Teaching notes are available from Dr. Ken Conca [conca@american.edu]

You may find additional examples of icebreaker questions and exercises on sites such as Parabol and Modern Campus. Whatever you choose, make sure your questions are culturally and situationally appropriate! If people in your group have access to a smartphone, there are freeware apps such as the free version of Mentimeter that allow for real-time polling to display the group's collective responses.

We also recommend taking some time to decide how you will work together with the course materials. Worksheets for the more text-heavy analytic tools are included in the appendix, and may be completed with pencil and paper or adapted into a shared document on Google or another web-based platform. Appendix 3 provides a quick guide to some useful digital apps for the more visually oriented tools.

If you are working individually: Throughout this toolkit, we provide periodic time-outs for reflection and response to discussion prompts. We recommend using these to gather your thoughts and identify queries, concerns, and insights as you proceed, and then to review these notes after the course is finished as a way to chart your learning.

Learning more: We have sprinkled text boxes labeled "learning more" throughout the document, which provide pathways for those seeking a deeper dive into various topics. We point the user toward examples, data sources, additional reading, and complementary learning materials. Module 9, "Resources," also contains an array of supplementary materials, including links to many leading organizations in the field.

When you have completed the course: The course and these materials are meant to be living documents. We welcome feedback! Please send your thoughts and suggestions to Ken Conca (conca@america.edu)

Module 1
Environmental peacebuilding: An overview of the field

1.1 Module overview

We begin with an overview of the field of environmental peacebuilding, including its origins, primary concerns, conceptual foundations, and activities as a field of research and a growing community of practice. The field consists of many different strands of activity, including transforming conflict around the environment and natural resources, exploiting opportunities to use ecological interdependence as a force for peace, and making sure that environmental initiatives themselves do not propagate violence, oppression, or injustice. Many of these concerns emerged as a response to "eco-conflict" narratives that stressed the conflict risks around environmental change and which tended to pay little or no attention to the potential for dialogue, cooperation, trust, and social learning. The module sketches this history, explains the conceptual basis for environmental peacebuilding, and surveys the emerging evidence base. It concludes with a discussion of key controversies, including challenges around inclusivity, building the knowledge base, resisting "one-size-fits-all" approaches, dangers of normalizing unjust social relations, and risks of co-optation. In this module and throughout the course, we also present opportunities to learn more by exploring additional materials.

1.2 The environment, peace and violent conflict[2]

The planet and its people face extraordinary environmental challenges. According to the Planetary Boundaries Framework, the planet has transgressed six of nine critical boundaries, including biosphere integrity, climate change, and changes to freshwater systems (Richardson et al., 2023). The United Nations Environment Programme's periodic *Global Environmental Assessment* states that "Without additional policies, trends in environmental degradation are projected to continue at a rapid rate and the related Sustainable Development Goal targets and internationally agreed environmental goals are not expected to be achieved, including on climate change, biodiversity loss, water scarcity, excess nutrient run-off, land degradation and ocean acidification." (UNEP, 2019, 19). Zooming in from this global perspective to ground level, where people and ecosystems live, these broad trends are felt as specific, material consequences: changes in the water cycle; declining availability of renewable resources such as fisheries, soils, and groundwater; and disruption of crucial ecosystem services such as stormwater absorption, climate regulation, plant pollination, and water and air purification.

These environmental transformations worsen public health, erode the well-being of people and ecosystems, and stymie efforts for social justice. Crucially, they can also undermine the prospects for peace. Consider a few examples, plucked from the headlines, involving the construction and operation of large dams. In war-torn Libya, two dams collapsed during heavy flooding in September 2023, killing more than 11,000 people. Fragmented government and the tensions between rival militias created the conditions for poor maintenance and operating

[2] The material in this section is adapted from Ken Conca, "Environmental Peacebuilding: Yesterday, Today and Tomorrow." *The Journal of Social Encounters* 8 Issue 1 (2024): 4-12; available at https://digitalcommons.csbsju.edu/social_encounters/vol8/iss1/3/

procedures, which left the dams vulnerable to failure. Just a few months earlier, in Ukraine, another disastrous dam failure occurred at the Kakhovka Dam on the Dnieper River. In this case, the dam's rupture appears to have been a deliberate act of sabotage, with Russia suspected given its control of the dam site at the time. According to the Conflict and Environment Observatory (CEOBS, 2023), the flooded area contains 88 hazardous industrial facilities, as well as half-a-dozen ecologically significant sites, and is home to more than 100,000 people.

These two examples connect the environment to violent conflict in different ways. In the Libyan case, people and the environment were casualties of a conflict; in Ukraine, the environment was weaponized as an instrument of warfare. In other instances, the violence may be structural, undermining livelihoods, cultures, and communities. For example, in Colombia, the government allowed construction of the Hidroituango Dam on the Cauca River despite strong local opposition over impacted livelihoods, environmental damage, and human rights abuses. The project displaced more than 13,000 people, triggered extensive die-offs of fish downstream, and has threatened a community of 130,000 people with flooding, landslides, and other effects. The violence here is more than just structural, however: at least eight activists have been assassinated since 2018 for their association with an anti-dam organization. As one activist put it, "They assassinated El Mono [a local nickname for the river] the same way they want to assassinate us and the movement" (Kryt, 2021).

A large body of scholarly literature exists on the various ways that environmental harm may be connected to violence and conflict. The linkages are several: as a source of tensions, a means of sustaining war financially through resource exploitation, a weapon of war, or a source of instability that can undermine the fragile peace of post-conflict settings. Historically, much less attention has been paid to how the environment may be tied to peace. Yet, here, too, there are several important causal pathways: as an entry point for dialogue, a shared interest stretching across conflict divisions, an opportunity to build trust, or a way to minimize grievances by stabilizing local livelihoods.

The field of environmental peacebuilding emerged as a counter to the idea that violent conflict was an inevitable byproduct of environmental change. More than two decades ago, one of the authors of this toolkit published a book, *Environmental Peacemaking*, sketching the argument that ecological interdependencies could be instrumentalized as a force for peace (Conca & Dabelko, 2002). Other early works from this period focused on the peace opportunities in biodiversity conservation (Matthew et al., 2002) and transboundary protected areas (Brock, 1991; Ali, 2007). Around the same time, pioneering activities began to appear among intergovernmental organizations such as the UN Environment Programme and civil-society groups such as EcoPeace. Since that time, a substantial community of research and practice has emerged around these ideas.

1.3 Origins of the field

The end of the Cold War came as a surprise to the mainstream field of international relations (IR) and its more critical counterpart, peace studies. Neither the geopolitical-realist nor liberal-institutionalist wings of IR theory contained the conceptual tools to explain what had happened. One byproduct of this conceptual wake-up call was to trigger, among both scholars and "strategic studies" policy advisers, a quest to understand new threats and insecurities in

the international system.

The environment figured prominently in these new formulations, with growing attention to the idea of environmentally-triggered violent conflict. As the 1990s wore on, a growing body of scholarly literature documented instances in which environmental scarcities—around arable land, fresh water, forests, and agricultural livelihoods—appeared to trigger intergroup tensions, undesirable migration, resource capture, and other destabilizing outcomes (Homer-Dixon, 1994; Spillmann & Bächler, 1995).

Environmental peacebuilding emerged, in part, as a response to problematic aspects of this ecological-insecurity frame, with its emphasis on scarcity, conflict, instability, and the triggering of violence (Conca, 1994). One concern was the clear wariness of countries across the global South to embrace Northern and Western paradigms that securitized the environment. As Conca and Dabelko noted in *Environmental Peacemaking*,

> "Ecological security is emerging within the [advanced industrial] nations as a powerful frame for international environmental protection—yet its terms of reference constitute an obstacle to international cooperation in the very places where the ecological insecurities of people and communities are most starkly displayed. In our judgment, the central reason for this is that neither environmental-conflict research nor ecological-security polemics has provided a clear strategy for ***peace*** (Conca & Dabelko 2002, emphasis in original)."

It is important to stress that, while scholarship played a role, environmental peacebuilding has strong activist and practitioner roots, with researchers learning at least as much from those efforts as they may have contributed. Simply put, what we know about the environment and peace has been crowd-sourced from the start. A good example is the Post-conflict and Disaster Management Branch of the UN Environment Programme, spawned in the wake of the Balkans wars of the early 1990s. The

Learning more: Origins of environmental peacebuilding

Oli G. Brown & Giuliana Nicolucci-Altman (2022), "The Future of Environmental Peacebuilding." A White Paper and Compendium. Prepared in consultation with the Geneva Peacebuilding Platform, PeaceNexus Foundation, Environmental Peacebuilding Association, Environmental Law Institute, and International Union for Conservation of Nature. Available at Ecosystem for Peace.
--This background paper, commissioned for the first International Conference on Environmental Peacebuilding, sketches the historical origins of the field, emphasizing both scholarly contributions and the work of the community of practice. An accompanying compendium contains short contributions from a wide range of thinkers, practitioners, and activists, on topics ranging from definitional debates and responsibility for environmental harm to gender inclusivity and risks of militarization.

Oral history interviews on environmental peacebuilding, *New Security Broadcast*, Woodrow Wilson International Center for Scholars.
--The Education Interest Group of the Environmental Peacebuilding Association (EnPAx), in partnership with the Woodrow Wilson International Center for Scholars, is producing an ongoing series of oral-history interviews with a range of leading figures in the field.

branch began to conduct post-conflict environmental impact assessments for dozens of war-torn countries that were seeking to chart a course toward recovery, as well as partnering with other parts of the UN system such as Peacekeeping Operations and Humanitarian Affairs. This work, which embraced the premise that the environment could be a tool for peace, reconciliation, and recovery, provided rich streams of data for scholars seeking to build out the field's conceptual basis with evidence (Conca & Wallace 2009).

A civil-society example of learning-by-doing is EcoPeace Middle East, which formed in 1994 to bring together environmental activists from Jordan, Palestine, and Israel to work under a single, unified structure. Their work has stressed the barriers that conflict poses to essential regional environmental cooperation, as well as the many opportunities for collaborative problem-solving in an environmentally fragile region. Working for three decades in the context of asymmetric conflict, occupation, sustained structural violence, and episodic warfare, EcoPeace's efforts have drawn substantial interest from scholarly researchers, given that their longstanding efforts provide a rich vein of activities from which to mine insights about the possibilities, limitations, controversies, and mechanisms of environmental peacebuilding (Djernaes et al., 2015; Giordano, 2018; Ide & Tubi, 2020). Module 2 presents a more detailed history and background sketch of EcoPeace, and the toolkit-training portion of this course relies on a case study culled from their files.

1.4 Key concepts and common themes

Over time, early practice-based and research-based efforts have given way to a growing ecosystem of environmental peacebuilding initiatives. For example:

- The grassroots peacebuilding organization Search for Common Ground has worked with farming and herding communities in the Sahel, a dryland region experiencing significant effects from climate change, to peacefully navigate their complex relationships around land and water use. In partnership with local communities, Search developed a methodology for facilitating dialogue, anticipating tensions, and bridging social distances and barriers (Jobbins & McDonnell, 2021). Their work also helps development practitioners and other outsiders understand how their interventions can become more conflict-sensitive and peace-enhancing. In doing so, they punctuate myths of inevitable scarcity-driven conflict between these groups.

- The "peace parks" movement has sought to expand the practice of creating border-straddling conservation areas, as a way to reduce the "fencing in" of fragile ecosystems and migratory species as well as enhancing dialogue among neighboring countries around sustainable development in border regions. Perhaps the most famous example is the tripartite cooperation among Rwanda, Uganda, and the Democratic Republic of Congo in the Virunga region of East Africa, centered on mountain gorilla habitat (Martin et al., 2011). Advocates have proposed creating peace parks in several regions of sustained tension, including the Himalayas, the South China Sea, and the demilitarized zone separating North and South Korea.

- The Arava Institute and the Palestinian Wastewater Engineers Group, civil-society

organizations in Israel and Palestine, respectively, have collaborated on initiatives for graywater recycling, sustainable agriculture, and wastewater treatment in both Israel and the West Bank, extending the idea of transboundary watershed management and demonstrating cooperative possibilities across the divides of conflict and occupation.

- El Salvador and Honduras addressed their long-simmering tensions around their shared border, including disputed islands in the Gulf of Fonseca, by ramping up environmental cooperation efforts beginning in the 1980s. Institution building for the purpose of joint problem-solving, emphasizing transboundary water resources, led to a significant de-escalation of tensions (Ide & Detges, 2018).

- Indigenous communities in Brazil (and elsewhere) have begun to develop "consultation protocols" that specify their requirements for consultation and consent on projects that affect their territories, interests, cultures, and livelihoods (Monteiro Joca Martins, 2023). In theory, these communities enjoy constitutional and other legal protections against encroachment, but requirements for consultation and consent are often skirted, conducted superficially, or simply ignored, and legal redress for affected communities is inconsistent to non-existent. By developing their own protocols, communities are seeking to define the judicial standard for consultation, but they also create procedures for sustained dialogue with extractive industries in cases where indigenous communities may wish to participate in resource development.

Module 9 ("Resources") contains a list of leading organizations across the field, representing many more examples of such activity.

Although these initiatives address very different forms of conflict and operate at different scales, they start from a shared premise: that environmental challenges and interdependencies create opportunities for proactive peacemaking efforts. This is thought to be so for several reasons. First, the environmental problems in the foregoing examples cannot be managed sustainably in a unilateral manner. The problems ignore the social boundaries constructed around conflicts and demand joint action for their effective resolution. At the same time, ecological interdependencies bring people into sustained forms of engagement, and they do so in ways that link not only to people's interests, but also to their place-based identities. While such engagements may be sources of tension, they also create potential moments for conflict transformation. Conflict situations are challenging in part because they create a very poor climate for cooperation. Mistrust is high; so is uncertainty. Borders of various types—political, identity-based, socio-economic—limit social ties between groups or entities in conflict. Under such circumstances, actors retreat into very short time horizons for decision making, and many take refuge in exclusionary identities that make violence against "the other" easier to envision.

Thus, environmental peacebuilding efforts seek to achieve several transformations:

- Identify mutual gains from environmental action;
- Soften exclusionary identities and promote a more inclusive sense of community around places and ecosystems;

- Strengthen trust through cooperative learning;
- Build and sustain social networks across conflict boundaries;
- Reduce tensions through stakeholder dialogue, "good governance" initiatives, and enhanced livelihoods.

1.5 Does it work?

The simple answer to this complex question is "sometimes." Much depends on how we define success. There is no consensus definition of peace; as we shall see when applying tools of conflict analysis and strategic peacebuilding, both conflict and peace must be understood to have distinct ideational, relational, and structural elements (Söderström et al., 2021). Progress toward peace along any of these dimensions is often non-linear, making it difficult to isolate cause and effect. Much of environmental peacebuilding practice focuses not on some ultimate definition of peace, but rather on intermediate outcomes such as enhanced dialogue, cooperative learning, and the building of trust and mutual understanding. Across much of the field, the assumption is that these gains will, in turn, enhance the prospects for peace.

Evidence for environmental peacebuilding effectiveness consists primarily of single-case studies, with a handful of broader and more systematic studies beginning to appear. A recent meta-analysis of the existing scholarly literature found mixed results (Johnson et al., 2021). The authors culled a set of 79 published case studies and used them to identify both outcomes and the mechanisms by which they occurred. Of the 79 cases (all of which involved 'post-conflict' settings), they identified 55 (70%) which showed at least some positive effects on peace outcomes (with 20 cases unambiguously positive and 35, mixed). Positive outcomes were defined as the absence of violence, shared identity, increased capabilities for peacemaking, or "substantial integration" (in the sense of deepened institutionalization or cross-boundary/inter-group linkages). The authors identified a large number of specific mechanisms associated with these positive outcomes, including but not limited to livelihood improvements, political inclusion, enhanced trust, and joint action by parties in conflict.

The same research study also noted, however, that more than half the cases showed some negative effects, in the sense of an erosion in the aforementioned outcomes. Negative effects occurred primarily in the mixed-effects cases, but there were also 13 unambiguously negative cases. Findings such as these caution us to pay attention to unintended consequences and perverse effects. For example, the aforementioned Virunga conservation efforts in East Africa have been controversial for stimulating privatized, centralized hydropower development while undermining local, community-based energy systems (Marijnen & Schouten, 2019). Ide (2020) cautioned about the dangers of a "dark side" to environmental peacebuilding, citing several risks: that initiatives emphasizing technical expertise may have depoliticizing or technocratic effects; that emphasis on social and political outcomes may fail to attend to environmental needs; that benefits may be distributed unequally or discriminate along the lines of race, ethnicity, class, gender, sexual orientation, disability, religion, or region; and that projects may displace or otherwise harm local communities (for example, by creating exclusionary protected areas that deny access by area residents to natural resources).

1.6 Challenges and controversies

As the field has grown, demand for a stronger knowledge base and more effective practice triggered the formation of the Environmental Peacebuilding Association (EnPAx) in 2019. EnPAx links scholars and practitioners in interest groups on topics such as water, forests, gender, and environmental education. A recent stock-taking assessment of the field's strengths and weaknesses (Brown & Nicolucci-Altman, 2022) called for the field to strengthen inclusivity, emphasize bottom-up initiatives, embrace a more anticipatory stance toward preventing environmentally-linked conflicts, and continue to build the evidence base.

One overarching challenge involves whether it is possible to develop a standardized menu of effective environmental peacebuilding mechanisms, or whether the inherent importance of context makes such a quest impossible or even undesirable. As the field has grown increasingly institutionalized, so have the stakes around this fundamental question. As donors and intergovernmental organizations have grown more interested, there have been growing calls for standardized evidence of effectiveness and more routinized practices of monitoring and evaluation. Yet, there is a danger of gaps between the perceptions and priorities of international actors who operate from standardized approaches, on the one hand, and those closer to a specific conflict situation or episode. For example, a study of a sustainable-livelihoods peacebuilding initiative in Caquetá, Colombia compared the perceptions of global experts, national experts, and local experts/practitioners (Morales-Muñoz et al., 2021). The study found differences among these groups as to which dimensions of the initiative they felt were most important for peace. While each group emphasized socio-economic inclusion, the external experts were much more likely to stress the role of governance, while those closer to the project site emphasized transitional justice and "peace culture."

Learning more: EnPAx

The **Environmental Peacebuilding Association** (EnPAx) is a network organization that links hundreds of practitioners, researchers, activists, and policy makers interested in environmental peacebuilding. Its primary aims are to identify promising research avenues and best policy practices, foster exchange of knowledge and data, build capacity and awareness among practitioners, and promote interactions among researchers, practitioners, and policy makers. EnPAx organizes the biennial International Conference on Environmental Peacebuilding; supports Interest Groups on topics ranging from climate, water, and forests to gender, monitoring & evaluation, and specific world regions; and maintains a web-based library of resources that includes research papers, policy briefs, practitioner toolkits, training courses, and more.

A second challenge relates to how we evaluate what we know. Recent studies of the scholarly literature have demonstrated a substantial "streetlight effect" in which scholars have focused disproportionately on a highly skewed sample of places and cases. Hendrix (2017) found that research on climate change in Africa oversampled countries that were former British colonies, had stronger civil liberties, and enjoyed greater political stability, as opposed to stressing factors related to climate risk and vulnerability when choosing research sites. In other words, factors such as ease of access, language skills, and the researchers' convenience determined where evidence was collected, rather than climate-related circumstances! In another example of skewed attention, a review of the literature on conflict risks around climate change found a heavily disproportionate focus on sub-Saharan Africa, the Middle East, and the

Sahel, at the expense of other world regions (Adams et. al, 2018). During the rise of first-generation eco-conflict research in the 1990s and 2000s, Barnett (2000) warned that the disproportionate emphasis on areas of strategic and geopolitical interest to western governments risked delegitimizing the field. Environmental peacebuilding research and practice must not make the same mistake.

Finally, environmental peacebuilders must maintain a critical perspective on the merits of cooperation and a grounded, historically informed understanding of the roots of violence. Some stakeholders around socio-ecological controversies are not particularly interested in peace, and may wield violence and repression opportunistically (Le Billon, 2001). Whether such actors can, or even should, be invited to the table for conversations about peace, the environment, and natural resource management is a high-stakes question with complex ethical layers. The civil-society organization Global Witness (2021) documented the death or disappearance of 227 environmental and land-rights activists around the world in the year 2020 alone. Cooperation and dialogue are not inherently good: they may be a step toward peacebuilding, equity, and sustainability—but they can just as easily enable joint resource plunder that perpetuates unsustainability and structural violence. Even initiatives working explicitly for environmental sustainability can result in repressive measures, as seen in the increasing militarization of parks, protected areas, and anti-poaching initiatives around the world (Duffy, 2016). True peace must be built through peaceful means.

1.7 Reflections

a. What are your principal goals for this training? How can you use it to deepen your knowledge and understanding? To develop skills? To accomplish specific learning goals?

b. How do you define peace? Is it simply the absence of systematic, sustained violence, or something more? What are the strengths and weaknesses of narrower and more expansive conceptions of peace? Is peace better understood as a process, a condition, an outcome, a relationship, or…?

c. Is peace an absolute value? Is it in tension with other values we may hold? What is the relationship between peace and justice? Peace and stability? Peace and rights? Peace and …?

d. Is the environment an important source or cause of violent conflict? Should the environment be treated as a “security” issue? Can environmental cooperation be a peacemaking tool, and if so, under what circumstances or in what ways? Can environmental cooperation be a source or risk factor for conflict or violence? For all of the above—under what circumstances?

e. Many of the early originators of environmental peacebuilding ideas are European or North American white men? Does this matter? What are the scholarly benefits of a diverse and inclusive research community? The social benefits? As we learn about the field, how should we decide whom and what to read?

f. How should we define and measure success in environmental peacebuilding, considering how enduring and intractable both violent conflict and environmental harm can be? Is an end to conflict a realistic goal? The only goal?

Module 2
Learning from the experience of EcoPeace

2.1 Module overview

EcoPeace Middle East is a civil-society organization that works to promote sustainability and peace across the Middle East region, with particular attention to Israel, Jordan, and Palestine. EcoPeace is unique in several ways, including its tripartite structure linking Israelis, Palestinians, and Jordanians; its longstanding experience working at the heart of one of the world's most intractable situations of occupation, violence, and conflict; and its broad repertoire of "top-down" and "bottom-up" strategies and initiatives.

This course is an outgrowth of a collaborative research project examining EcoPeace's experience. Subsequent modules will draw on EcoPeace's experience to illustrate the use of conflict-and-peacebuilding analytic tools. As essential background for that work, this module provides a brief history of EcoPeace, focusing on its structure, aims, initiatives and repertoire, as well as associated challenges and controversies. Further detail on the challenges of violence, occupation, and conflict in the region are provided in the case study you will analyze later in this course.

2.2 About the organization

EcoPeace was founded in 1994. It conducts collaborative work among, with, and on behalf of Jordanians, Palestinians, and Israelis. The organization's 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" (https://ecopeaceme.org/about/).

One of EcoPeace's unique features is its regional character and structure. It is led by one director from each of the three national locations. (At the time of its founding, Egyptian environmentalists formed a fourth cluster, until political conditions forced their withdrawal). Two of its three current directors, representing Jordan and Palestine, are women. EcoPeace has offices in Amman, Jordan; Ramallah, Palestine; and Tel-Aviv, Israel. It also maintains the Jordan EcoPark, a 26-hectare area in the Jordan River Valley that is intended to be a model for sustainable development, environmental education, and local well-being, as well as environmental education centers in Palestine (at Auja, near Jericho) and Israel (at Ein Gedi, near the Dead Sea).

Learning more: EcoPeace

One of EcoPeace's directors, Gidon Bromberg, was a co-founder of the organization. Read his reflection on the organization's origins, experiences, and evolution.

EcoPeace's YouTube channel contains a wide array of video clips documenting their work and providing background on key regional environmental issues.

The organization's web site contains an archive of reports, policy briefs, and studies spanning more than three decades of activism, lobbying, organizing, and analysis.

2.3 Origins and early activities

EcoPeace was founded at a meeting of environmental non-governmental organizations (NGOs) in Taba, Egypt in 1994. The organization was created to serve as an umbrella group for NGOs across the region, with a board of directors and a General Assembly representing participating organizations. Staffing was initially on an all-volunteer basis. Early initiatives included a regional conference on the status of the Gulf of Aqaba, an inventory of environmentally impactful development projects proposed for the region, and a "shared environment" conference to strengthen ties among NGOs across the region (EcoPeace 1995).

EcoPeace's repertoire of activities has evolved over time in response to changing regional conditions. It began as a fairly traditional advocacy organization, seeking to influence political discourse by conducting research studies, publishing policy briefs, lobbying for change, and trying to draw media attention. According to founding director Gidon Bromberg, "Over-development beyond the carrying capacity of the region's natural resources, such as the proposed building of 50,000 new hotel rooms around the Dead Sea or an international eight-lane highway proposed along the Jordan Valley, was the focus of concern in the eyes of the young environmentalists that created the organization (Bromberg, no date)."

By the late 1990s, the organization began to expand its strategy, continuing its "top-down" science-based advocacy efforts but also adding a "bottom-up" approach of people-to-people and community-to-community exchange on common environmental challenges. A key component of this shift was the "Good Water Neighbors" program, launched around the time of the Second Intifada, a violent uprising of Palestinians against Israeli occupation of the West Bank and Gaza. The program sought to bring together across political boundaries several local Israeli, Palestinian, and Jordanian communities that shared water supplies and occupied the same watershed. Good Water Neighbors was nearly canceled before it started, due to skepticism from funders that it could function in the climate of heightened violence and hostility at that moment (Bromberg, no date). Initially, Good Water Neighbors involved 11 communities: 5 Israeli, 5 Palestinian, and 1 Jordanian.

Over time, EcoPeace has had to adapt its repertoire of activism to changing conditions on the ground and across the region. With the heightened violence and tensions around the Second Intifada and the growing sense of failure of the Oslo Accords, which sought to chart a path toward a final peace agreement between Israel and an independent state of Palestine, the organization began to emphasize parties' self-interest and the urgency of cooperation given the needs of all people in the region (while continuing its people-to-people work).

There are also limits to EcoPeace's repertoire: It does not engage in the destruction of property or other illegal activities as a form of protest, and it does not collaborate with Israeli settlements in the West Bank. The settlements are widely viewed as illegal under international law.

2.4 Current focus

Today, EcoPeace's work includes grassroots efforts such as the Good Water Neighbors initiative and educational activities; middle-range advocacy that engages mayors, community leaders, and sub-national entities such as individual governmental ministries; and efforts aimed at top-level political leadership across the region. Substantively, much of EcoPeace's work focuses on water. The organization considers water to be at the center of a regional environmental crisis: "In the most water-scarce region on the planet, climate change and conflict have made a problematic situation even more desperate" (https://ecopeaceme.org/about/). In 2015, the organization published a "master plan" for the Jordan River Valley, an ambitious vision of investment and policy reforms for pollution control, investments in infrastructure, ecosystem restoration, and sustainable economic development (Royal HaskoningDHV and EcoPeace Middle East, 2015). Most ambitiously, its call for a regional "Green Blue Deal" has urged cooperative action on water, solar energy, rehabilitation of the Jordan River ecosystem, and environmental education (EcoPeace 2020). EcoPeace has also worked on a range of other regional environmental issues, including sanitation and public health, biodiversity and land-use issues, climate adaptation, and sustainable development initiatives such as eco-tourism.

Learning more: Occupied territories and international law

The Fourth Geneva Convention of 1949 speaks to the protection of civilians in times of war, including state responsibilities in and regarding occupied territories. Most international legal experts have historically viewed Israel's occupation of the West Bank, Gaza, and the Golan Heights as a violation of these international legal standards (see for example Roberts 1990). The Israeli government has historically rejected this interpretation—at times challenging the applicability of international law to Palestine as a "non-sovereign" territory, and in other instances justifying its actions with claims of military necessity.

A 2024 advisory opinion of the International Court of Justice (popularly, the "World Court"), requested by South Africa, ruled that the occupation of Palestinian territories and the presence of Israeli settlements in the West Bank was indeed illegal. The court also found that Israel had an obligation to remove the settlements and end the occupation as soon as possible (ICJ 2024). Israel's prime minister rejected the ruling as a violation of the country's inherent right to defend itself. The United States, which has recognized that "Israel's program of government support for settlements is both inconsistent with international law and obstructs the cause of peace," criticized the broad scope of the ruling as a potential obstacle to the peaceful resolution of the situation in the occupied territories (Singh 2024).

EcoPeace also runs several educational initiatives. One of its earliest efforts, the Good Water Neighbors program, brought together youth from across the region through hands-on environmental awareness programs. It has developed a unique high school curriculum on water security, currently used in schools across the region, which includes resources and training opportunities for teachers. Other initiatives include networking and training opportunities for youth leaders and young entrepreneurs.

Across its work, there are some distinct and recurring elements of EcoPeace's repertoire of action. While it may draw upon people's desire for peace and sense of environmental ethics, the organization generally frames its campaigns for Israeli, Palestinian and Jordanian transboundary cooperation as matters of evidence-based self-interest in a climate-vulnerable, water-stressed region. Issues tend to be framed as broad regional concerns, even if much of the

organization's day-to-day work takes place within the confines of a single national entity. Some initiatives (e.g., the Jordan Valley Master Plan and the Green Blue Deal) propose bold alternatives to the status quo; others fight off environmentally harmful proposals (e.g., the campaign against the Red Sea/Dead Sea Conveyance, a large-scale water transfer scheme). Key tools in these efforts include generating alternative analyses, mobilizing media, building coalitions, and appealing to extra-regional actors in Europe and the United States.

2.5 Recognition, criticism, and controversies

As one of the world's oldest and most prominent environmental peacebuilding organizations, EcoPeace has frequently been recognized as a leader in the field. In 2022, EcoPeace directors Nada Majdalani (Palestine) and Gidon Bromberg (Israel) addressed the United Nations Security Council during a special session focused on climate change as a threat to international peace and security. The organization has won many awards for environmental and peace advocacy. In 2021, the Green Blue Deal initiative received the Council of Europe's Democracy Innovation Award. In 2024, the organization was nominated for the Nobel Peace Prize jointly with two grassroots movements of women for peace (Women Wage Peace and Women of the Sun).

EcoPeace's efforts have also come under substantial criticism, from multiple directions. EcoPeace was for several years an affiliate of the global network organization Friends of the Earth International (FOEI), and went by

Learning more: Scholarship on EcoPeace

Aggestam, K. & Strömbom, L. 2013. Disempowerment and marginalization of peace NGOs: Exposing peace gaps in Israel and Palestine. *Peacebuilding* 1(1), 109-124. https://doi.org/10.1080/21647259.2013.756278

Aggestam, K., & Sundell-Eklund, A. 2013. Situating water in peacebuilding: revisiting the Middle East peace process. *Water International* 39(1), 10–22. https://doi.org/10.1080/02508060.2013.848313

Barron, E. 2024. On dialogue and beyond: Positive environmental peacebuilding in Palestine. *The Journal of Social Encounters* 8(1), 21-28.

Giordano, G. 2018. Water as a source of regional cooperation in the Middle East: The work of EcoPeace Middle East in Jordan, Israel, and Palestine. *Open Rivers* 11 (Summer), 24-32.

Ide, T. & Tubi, A. 2020. Education and environmental peacebuilding: Insights from three projects in Israel and Palestine. *Annals of the American Association of Geographers* 110(1), 1-17.

Mathiu, L.J. 2024. Bonds across divides: Track III diplomacy in environmental peacebuilding projects - A case study of EcoPeace Middle East in the Jordan Basin. Master's thesis, Orgon State University.

McKee, E. 2018. Environmental framing and its limits: Campaigns in Palestine and Israel. *International Journal of Middle East Studies* 50, 449–470.

Reynolds, K.M. 2017. Unpacking the complex nature of cooperative interactions: Case studies of Israeli–Palestinian environmental cooperation in the greater Bethlehem area. *GeoJournal* 82, 701–719.

Schilling, J., Nash, S.L., Ide, T., Scheffran, J., Froese, R. & von Prondzinski, P. 2017. Resilience and environmental security: Towards joint application in peacebuilding. *Global Change, Peace & Security*, 29(2), 107-127.

Sommer, U. & Fassbender, F. 2024. Environmental peacebuilding: Moving beyond resolving violence-ridden conflicts to sustaining peace. *World Development* 178, 106555.

the name “Friends of the Earth Middle East” during this period. But ties were severed over differing interpretations of whether EcoPeace activities violated FOEI’s support for the Boycott, Divestment, and Sanctions (BDS) movement, which has sought to bring economic pressure to bear on Israel over its occupation of Palestine.

More broadly, there are those who view collaborative efforts of the sort that EcoPeace promotes as a form of normalization of the occupation of Palestinian territory by Israel (https://www.tni.org/en/article/arab-israeli-eco-normalisation). As is the case more broadly for the field of environmental peacebuilding, other skeptics have questioned the transformative potential of functional cooperation on issues such as the environment (Aggestam & Sundell-Eklund, 2013). There are also questions about whether appeals to national self-interest are sufficient to catalyze meaningful, sustained, and transformational collaboration in the face of unequal power relations (Davis et al. 2023).

Given its longstanding and in many ways unique character, EcoPeace has also received much attention from scholarly researchers. There is a large literature evaluating its activities and their impacts. The accompanying text box provides a representative sample.

Module 3
Engaging in difficult conversations

3.1 Module overview

The practice of environmental peacebuilding often involves dialogue with or between parties that may be locked in situations of conflict, tension, destructive competition, oppression, injustice, and various forms of violence. Engaging in such work compels us to understand the interests, identities, and perceptions of a diverse range of actors, often in situations where dialogue can be difficult. In such encounters, identities are at stake, attachment to community and place run deep, grievances may be longstanding, even the most basic facts are in dispute, and the threat of violence may be ever-present.

As we navigate this difficult terrain, we must also consider our own positionality. Why are we engaging in such work? Are we qualified to do so? What types of transformation do we hope to enable? How are we part of the power dynamics surrounding this situation? What are ethical (and unethical) ways to proceed? When and how should we engage actors whose values, interests, behavior, and identities may be jarringly different from our own?

There are no universal answers to such questions, and no easy ones even when we work in a specific context. Still, we must grapple with them constantly. Reviewing the materials below will help you bring a spirit of constructive dialogue, openness to difference, purposefulness, and cooperative learning to your peacebuilding efforts. The module begins with an exercise in self-reflection, then moves into specific techniques for productive engagement in difficult conversations. The module concludes with some suggestions for facilitating constructive dialogue specific to our case study.

3.2 The first step: Self-reflection

Mobaderoon is a Syrian non-profit organization that provides support to civil-society organizations and works for inclusive peacemaking. Among the resources made available on their web site (https://mobaderoon.org) is a series of reflection tools that may be used to better position yourself to work ethically for peace. We encourage you to reflect on the very personal questions below, drawn from Mobaderoon's "10x10" framework for analyzing violence. You may not be able to answer each question to your satisfaction, but reflecting on them will help you approach the shared enterprise of environmental peacebuilding with a spirit of humility, learning, collaboration, and dialogue.

- *My motives*: Why do I want to do what I have planned for? For the community, those affected by violence, or for my agenda?
- *General knowledge*: Do I possess enough knowledge concerning the conflict at hand, or is it shallow and inadequate?
- *Determinant local knowledge*: Do I have the knowledge to ask questions of use that will help enclose issues, or am I not even willing to understand the specifics of this conflict?
- *My skills*: Do I have adequate thinking, articulating, and listening skills? Do I have what it takes to remain silent to listen, or do I wish to impose my vision of change?

- *Empathy*: Am I mature enough to feel what others who are affected by violence feel? Or do I have prejudgments that I lean more toward?
- *Nonviolence*: Am I nonviolent in my actions, speech, and ideas? Or do I easily tend to lose my temper and become violent whenever I am angry?
- *My creativity*: Does conflict motivate me to be creative, or do I see only demolishment in conflicts?
- *My clemency*: Do I feel the suffering of others (victims – perpetrators), or are they only means to ends?
- *My persistence*: Do I have the ability to go on despite the hurdles, or do I drown in misery when my advice is not taken, or my efforts are not an immediate success?
- *My will for self-improvement*: Do I have the will and wish to develop, or do I tend to believe myself ready and civilized?

Learning more:
Preparing yourself to address violence and conflict

These reflections are culled from just one of Mobaderoon's ten suggested "acts" for those addressing problems around violence. If you are interested in the full exercise they have developed, see https://mobaderoon.org/10x10-for-dealing-with-community-violence-conflict/)

3.3 Techniques for discussing sensitive topics

Another essential step is to think carefully about how you will engage in dialogue with others—whether that occurs in a classroom, within an organizational setting, among coalition partners and allies, or in direct conversations with and among conflict-affected stakeholders. A useful resource is the guide on discussing sensitive topics put together by the Center for Research on Learning & Teaching (CRLT) at the University of Michigan. Core principles and behavioral strategies they recommend include the following:

- Listen respectfully, without interrupting.
- Listen actively and with an ear to understanding others' views. (Don't just think about what you are going to say while someone else is talking.)
- Criticize ideas, not individuals.
- Commit to learning, not debating. Comment in order to share information, not to persuade.
- Avoid blame, speculation, and inflammatory language.
- Allow everyone the chance to speak.
- Avoid assumptions about any member of the class or generalizations about social groups. Do not ask individuals to speak for their (perceived) social group.

Learning more:
Discussing sensitive topics

For the full guide put together by the University of Michigan's Center for Research on Learning & Teaching, see (https://crlt.umich.edu/publinks/general guidelines).

Note that these principles are more than just guidelines for personal behavior (although they do provide that). They are tools to which all members of a conversation can commit, and which

can be used to help everyone manage and take responsibility for the quality of that conversation.

3.4 Facilitating difficult conversations on Palestine and Israel

Nowhere are the challenges of discussing sensitive topics greater than in efforts to talk about Israel and Palestine. A useful resource in this context is the "Brief Guide for Facilitating Difficult Conversations" of the Alliance for Middle East Peacebuilding (ALLMEP) (https://www.allmep.org/public_resources/a-brief-guide-to-facilitating-difficult-conversations/). ALLMEP suggests six core principles:

- *Notice:* Begin by identifying what stands out to you in a person's comment. Be specific in your observations.
- *Appreciate:* Express your appreciation for elements that you like, value, or respect. Again, be specific to ensure clarity.
- *Connect:* Establish a connection between their words and your own experiences, feelings, or interests. Ask thoughtful, sincere questions.
- *Point of View:* Clearly express your point of view, first-person position, or opinion. Use phrases like "From my perspective…" or "In my opinion…"
- *Challenge:* Engage in constructive discourse by questioning or challenging a point of view or idea shared by others. Try suggesting a different way of looking at an issue.
- *Name:* Acknowledge the aspects of your identity, experiences, or context that influence your perspective. This helps others understand your own viewpoint better.

Learning more:
Engaging in dialogue on Palestine and Israel

ALLMEP also offers public resources and guides on a wide range of related topics, such as identifying bias, creating constructive dialogues, and addressing political polarization on campuses (see https://www.allmep.org/public-resources/)

We also include some suggested readings on the history of Israel, Palestine, and the region (see the "learning more" text box "Diverse historical perspectives on Israel and Palestine") in Module 5.

3.5 Reflections

a. Which of Mobaderoon's 10 questions do you find most challenging to answer? Most unsettling to consider? Why? If you are not satisfied with any of your responses, what can you do to improve?

b. When is it most challenging to follow the Michigan CRLT guidelines—with whom, under what circumstances, and in what settings? Are there ever situations when these principles should be set aside? If so, when and how? How can you respond when someone else in your dialogue transgresses these principles?

c. What are your foundational views, beliefs, and motivations related to the situation of Israel and Palestine? How do those commitments intersect with the idea of peace? Do you understand peace as a means to an end or an end in itself? Does peace reinforce other values you hold, or must it be balanced against them in some manner? What aspects of peace, if any, do you consider non-negotiable? How can you reconcile deeply held convictions with the spirit of humility and learning that informs Mobaderoon's questions, above?

Module 4
Conflict analysis: Introduction, background, and overview of the tools

4.1 Module overview

In this module, you will begin to learn how to analyze situations involving conflict. Conflict analysis requires us to gather and process information in a systematic, organized, and conceptually rigorous manner. The module begins with an overview of the general concept of conflict analysis, followed by an introduction to the tools you will use. We then present a case study (Module 5) culled from the files of EcoPeace, to which you will apply these tools (module 6). Then, with your conflict analyses in hand, you will develop an environmental peacebuilding strategy for this case (Module 7).

4.2 Conflict and its analysis: A brief introduction

Conflict is a complex, multi-dimensional phenomenon and a term that is used in many different ways. Conflict situations are characterized by some sort of incompatibility of interests and/or identities. Importantly, conflict is not synonymous with violence: as Haider and Rohwerder (2014) note, "Non-violent resolution is possible when individuals and groups have trust in their governing structures, society and institutions to manage incompatible interests. Conflict becomes a problem when this trust and respective conflict management capacities are absent and conflicting parties choose instead to resort to the use of force to secure their goals."

Peacebuilding is generally concerned with situations when such conditions and capacities do not exist, and violence or the risk of violence becomes an imaginable, feasible means of resolving disputes or pursuing interests. There is no consensus among conflict experts as to the causes of violence. Some frameworks emphasize violent conflict as a response to grievances, real or perceived; others view it through the lens of opportunity, understanding actors who use violence to be pursuing interests and seeking gains. For example, when the West African nation of Liberia was wracked by civil war in the 1990s and early 2000s, some saw the roots of violence in grievances triggered by inequality: unequal political representation, marginalized livelihoods pushed to the brink by deforestation and land concentration, and so on. Others interpreted the conflict as driven by opportunistic behavior, with the actors fueling violence using it as a way to capture resources and maximize their power. Most conflict scholars recognize the role of both grievance and opportunity as factors at the root of episodes of organized, sustained violence.

Learning more: Understanding violent conflict

An excellent resource for understanding violent conflict is GSDRC's topic guide. GSDRC is a consortium of research institutes, think tanks, and consultancies that provides briefing notes and instructional guides on a wide range of topics related to development, governance, conflict, humanitarian challenges, and aid. Their conflict guide (Haider 2014) provides an accessible overview of conflict drivers, the conditions facing affected people, and approaches to conflict prevention, transformation, and recovery. The guide includes short summaries of classic works in the field, as well as additional resources.

Another way to think about causes is to examine a conflict's distinct ***ideational***, ***relational***, and ***structural*** dimensions. The ideational dimensions refers to attitudes, ideologies, worldviews, and identities, or images of 'self' and 'other.' The relational dimension refers to the presence or absence of various ties, formal or informal among different parties to a conflict, such as channels for dialogue, diplomatic engagements, or commercial relations. Structurally, we focus on the existing landscape of institutions, power relations, and social structures such as race, class, and gender that create the context within which relational and ideational dynamics occur. The rest of this module provides an overview and contextualization for three different types of conflict-analysis tools, each of which emphasizes one of these three dimensions.

4.3 Tools for conflict analysis

Different conflict analysis tools highlight different dimensions of conflict. Here we present three such tools—one stressing structural dimensions, one, ideational; and one, relational. In practice, multiple tools are often used together. For example, Table 4-1 lists the processes and forms of analysis that the humanitarian organization CARE International routinely applies when facing the need for "conflict sensitivity" in its projects and programming (Slutzky and Care Nederland 2013). Note also that the figure is based on Care's "short process" for conflict-sensitivity analysis!

Table 4.1: Stages of conflict analysis used by Care International in its programming

Stage 1 Macro Analysis:	• Conflict analysis • Actor analysis • Cause analysis • Peace and Conflict Trends analysis
Stage 2 Micro Analysis:	• Community-based Perspectives analysis • Theory of Change definition
Stage 3 Integrating Analysis into Programming Design:	• Capacity analysis • Objectives analysis • Peace and Conflict Trends analysis • Intervention analysis and development • Risk analysis • Conflict indicators • Revise the chosen intervention on Peacebuilding Theory • Finalize Theory of Change and program design

Source: Slutzky and Care Nederland (2013).

In this training, we will apply three different conflict-analysis tools: A **conflict tree**, a **stakeholder network map**, and a **conflict analysis template**. This section provides a brief introduction to the strengths, weaknesses, and uses of each. In later modules, you will be given instructions for how to read the case narrative and extract information from it, followed by step-by-step instructions in how to use each tool.

It is important to stress that, as with many modes of conflict analysis, these tools may be used in different ways. Here, we are using them *individually*, as a means for you (or your group) to organize your current understanding of a situation. The tools may also be used *collaboratively,* as part of a conversation with stakeholders, to reveal how they understand a conflict situation or to create an opportunity for dialogue. Finally, they may also be used *comparatively*, to contrast how different parties understand the relationships among components of a conflict differently.

As with all tools, each of these three has strengths and weaknesses. One way to think of them is as three different pairs of eyeglasses, calibrated to strengthen a particular depth of vision. Just as one would not try to drive a care while wearing reading glasses meant for close-up work, we need to recognize both the strengths and the limitations. Table 4-2 provides a quick summary of how each of these tools does (or does not) enhance an ideational, relational, and structural view of conflict.

Table 4-2: Relative strengths and weaknesses of the tools

	Ideational dimension (perceptions, norms, values, attitudes)	**Relational dimension** (trust, inter-group ties, resource flows, cooperation)	**Structural dimension** (institutions, power relations, social structure)
Conflict tree:	limited insights	partial insights	primary value of the tool
Stakeholder map:	Limited insights	primary value of the tool	partial insights
Conflict analysis template:	primary value of the tool	partial insights	partial insights

a. Conflict tree

Our first tool is a **conflict tree**, one of the simplest and most widely used instruments for organizing thinking about conflict using the metaphor of a tree. This form of analysis helps us collect our ideas and build our understanding of the most important enduring features or

"structures" across the conflict landscape, how they may serve as causes of conflict, and the specific consequences they may generate. The tree is less useful for understanding relational and ideational dimensions of conflict, which is why we supplement it with the other tools in this course.

According to Fisher and colleagues (2012), conflict trees are a useful exercise to "stimulate discussion about causes and effects in a conflict," to "help a group to agree on the core problem," and to "assist a group or a team to make decisions about priorities for addressing conflict issues." They can be helpful when there is a lack of consensus as to the core problem(s) in a situation, or when a team is trying to decide which aspects of a conflict they will attempt to address. An essential point that cannot be overstated: The purpose in using the tree is not to capture a single, universal "truth" about the conflict situation, but to facilitate dialogue, challenge participants to see the problem from multiple angles, and try to forge a consensus on the most important aspects of the conflict landscape.

Following the 'tree' metaphor, the main categories for organizing information are roots, trunk, and branches. The tree's roots correspond to the root causes of conflict, the trunk corresponds to the core problem(s) that must be addressed, and the branches correspond to the consequences. Specifically:

- **Roots**: Here we are trying to capture the most important conditions that have created and given shape to the core problem (the trunk).
- **Trunk**: Here we are trying to give name to the problem that constitutes the task at hand. In doing so, it is important to think carefully and specifically. For example, "gender discrimination," "lack of effective representation for women," and "unequal access to voting" are clearly related, but placing each of them on the trunk would lead to three very different (though overlapping) conflict trees, in terms of causes and consequences.
- **Branches**: Here we are trying to capture the most important consequences. Keep in mind that effects can be both direct and indirect, both intended and unintended, and both first-order (immediate) and second-order (downstream). Also, they may occur one time, episodically, or be sustained. These might be useful distinctions, but any/all such types of effects may be relevant. Keep in mind as well that different stakeholders may have very different ideas about whether a consequence is positive/negative or important/unimportant, or even whether it exists.

Another way to think about the relationship among categories is that the roots are fixed/static factors embedded in the landscape, the leaves are dynamic factors occurring in society (recalling that leaves blow in the wind), and the trunk is the connection between the two.

b. <u>Stakeholder network map</u>

Stakeholder mapping is used to sketch your understanding of the relationships among actors in a conflict setting or actively engaged in conflict. It can be a helpful tool to use early in the process of conflict analysis. As with the conflict tree, it may be used in many ways: *individually*, to organize one's own current understanding of a situation; *collaboratively,* to reveal how stakeholders themselves understand a conflict situation; or *comparatively*, to contrast how different parties understand relationships differently.

Stakeholder mapping assembles a list of the relevant actors in a situation of conflict and captures various ways that they relate to one another. Importantly, it captures not only existing ties between actors, such as collaborative activities, an alliance, or an engaged dispute, but also helps us see the absence of such ties. The map can be helpful on a few different levels. Stepping back and looking at the full set of actors and ties, we can see central players (densely tied to many other actors), parties that are isolated (few or no ties to other actors), and the possibilities for creative new relationships among previously disengaged actors. Zooming in, the map helps us reflect on the state of ties, which may be multi-dimensional, among key stakeholders, disputants, and potentially important third parties.

Importantly, stakeholder mapping does more than simply name actors and identify ties between and among them; it also focuses our attention on the nature and characteristics of those ties. Is a particular relationship relatively balanced, or highly asymmetrical? Interdependent, or dependent? Do information and other resources flow in both directions, or only one way?

c. Conflict analysis template

As noted in Table 4-2, neither the conflict tree nor the stakeholder map provides much insight into actors' perceptions, values, interests, or identities. Thus, we supplement them with a third tool, a conflict analysis template. This tool, developed by one of the authors (Conca) over several years of classroom use, takes an actor-centered perspective gathering information on actors' interests, grievances, ability to mobilize their concerns, and aspects of group identity. The tool also adds a temporal dimension to our analysis, collecting information about trends, social patterns, and other dynamic elements of the case. Finally, you will note when using it that the tool calls attention to the specifically environmental dimensions of these elements, as a way of identifying possible entry points for an environmental peacebuilding strategy (Module 7).

4.4 Applying the tools to a case study

Module 5 will present a detailed case-study narrative for use with the conflict analysis tools. The case involves a proposal several years ago to construct a portion of Israel's separation wall through the Palestinian village of Battir. The narrative tells the story of the village, the separation-wall controversy, and how EcoPeace became involved. You are asked to play the role of an EcoPeace staff member and analyze the situation at hand, using the tools for conflict analysis (explained here and applied in Module 6) and peacebuilding strategy (Module 7). In telling the story of Battir, the case narrative provides you with detailed information about actors, interests, identities, institutions, and relationships. Figure 4-1 presents a word cloud for the Battir case narrative (generated using the freeware tool WordItOut), with the size of terms proportional to their frequency of use in the text.

How to read the case

The premise of our exercise is that you are a staffer who works for EcoPeace. Your organization's goal is to work in collaboration with other stakeholders to address the situation. Your specific tasks are (1) to use tools of conflict analysis to characterize the current situation (this module), and (2) to develop the main components of a strategic response, based on your

conflict analysis, an explicit theory of change, and an identification of environmental entry points (Module 6). The following suggestions will help you read the case study efficiently and effectively:

- Keep in mind that you are doing a preliminary assessment for your organization. This assessment is not a substitute for working with the community or other stakeholders, which involves an extensive process of dialogue, mutual understanding, and negotiation about ends and means. Think of this exercise as a preliminary, internal review meant to prepare you for that engagement in deeper discussions.
- Before you start reading the case, you may wish to review the step-by-step instructions for using the tools (Module 6), so that you will understand the form and content of the information you will require. We suggest reading the full case narrative and flagging useful information, then revisiting it as you proceed more systematically through process of applying the tools.
- As you proceed, you will be aware of several unrealistic aspects of our exercise. Keep in mind that the goal of the exercise is not to produce a realistic result, but to give you familiarity with modes and techniques of conflict analysis and peacebuilding strategy. At the end of the exercise, you will have the opportunity to compare your results to what really happened in each case, hearing from EcoPeace staff and other participants (Module 8, “Reflections”).

Figure 4-1: Word cloud for the Battir case study

Module 5
Battir case study

5.1 Introduction and overview

This document provides background and contextual information for the case study you will use in this course. The case involves the efforts of the civil-society organization EcoPeace Middle East to assist a Palestinian community threatened with negative environmental and social impacts threatened by the Israeli government's plan to build a wall separating Israel and the West Bank. We will use information from this case to examine and apply techniques that are widely applicable in the field of environmental peacebuilding, including conflict analysis, stakeholder mapping, and the development of a peacebuilding strategy.

For the purposes of this training, we assume the following scenario: It is the year 2011. You are a staff member at EcoPeace. Your organization has been working for the past decade to build ties and coordinate action between Palestinian and Israeli communities that share local watersheds and common interests in clean water and environmental protection. One of these communities, the Palestinian village of Battir, straddles the boundary between Israel and the Palestinian West Bank. The Israeli government is proceeding with plans to build a vast wall network separating Israel physically from the West Bank. Farmers in Battir find themselves threatened with being cut off from a significant portion of their agricultural fields if the wall is constructed along the planned route. This outcome will damage their livelihoods and bisect a site of historic ecological and social significance. The Israeli government argues that the wall is necessary to the nation's security, and in particular the rise in bombings within Israel that originated from the West Bank during the Second Intifada (2000-2005). The village is attempting to resist being divided by the wall, and the premise of our scenario is that you are entering into a dialogue with village leaders and other actors about how to respond to the situation.

Your tasks are to produce a conflict analysis and response strategy grounded in a specific, explicit theory of change. Once you have completed the simulation, we will examine how EcoPeace engaged in this case in the real world. We will hear from staff about what they did, what they didn't do, why, and what they feel they achieved or failed to achieve as a result. We will also reflect on the strengths, weaknesses, and broader applicability of the tools and techniques used during the simulation.

To make this exercise a rich learning experience, you should restrict yourself to the material presented here, without doing additional background reading or research. This document presents the situation up to a specific moment in time (2011). Your challenge is to evaluate the conflict as it was understood at that moment and develop a response to the situation at hand, putting yourself in the shoes of someone faced with a realistic dose of uncertainty. A key piece of this exercise will be to compare the analysis, ideas, and strategies you produce to what EcoPeace actually did. So, in order to maximize the learning experience, do not investigate the case's eventual outcome before you try to analyze it.

5.2 Historical background on Battir

Battir is a rural village of some 800 households, with a population of around 4,000. It is located in the Palestinian West Bank, a few kilometers southwest of Jerusalem and about six kilometers west of Bethlehem. Battir is one of five communities often referred to collectively as the West Bethlehem Villages. Battir also sits in close proximity to Israeli West Bank settlements Kfar Etzion (re-established in 1967 after its abandonment in 1948), Har Gilo (established 1968), and Beitar Illit (established 1985).

The village sits over 700 meters above sea level. Despite steep, hilly terrain, several factors make the location attractive for settled agriculture, including the subhumid Mediterranean climate, moderate rainfall, a reliable spring-fed water supply, and proximity to Jerusalem. Both irrigated and rain-fed growing have been practiced in the community for millennia. Today, most of the land remains under cultivation, primarily in fruit trees and vegetables (ARIJ no date).

Cultivation on the steeply sloping landscape required a series of adaptations. Early settlers in the area constructed stone terraces—step-like structures that allow horizontal cultivation on a sloping surface. They also created a central holding pond to trap and store spring water and a series of conveyances to deliver the stored water to the terraced fields. These systems have been operated and maintained by community members over time, and are still in use today.

Experts consider the area in and around Battir to be historically significant, for several reasons. The site reflects 4,000 years of human history and has been a source of rich archaeological finds for well over a century, including tombs, a well-preserved Roman bath, and a wide array of artifacts. Battir is also considered important as socio-ecological history, with well-preserved ancient stone terraces, longstanding irrigation infrastructure, and sustainable farming and water-management practices, all of which have been cared for and maintained to the present day.

Figure 5-1:
Roman-era bath works at Battir

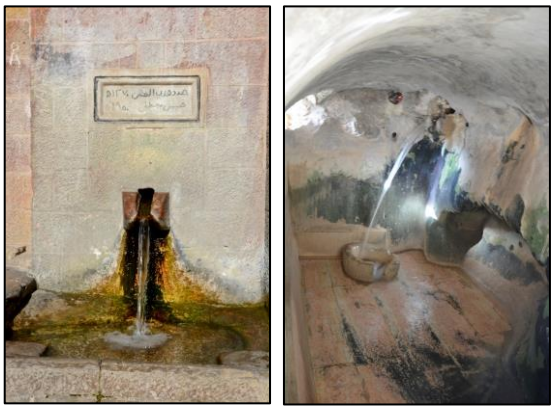


Photo credits: Ken Conca

The village lands of about 7 square kilometers straddle the so-called “Green Line,” the armistice line agreed to by Israel and Jordan in 1949. About 30% of the land is to the west of the line, and thus within Israeli territory. The rest of the village lands were in Jordanian territory until the Six-day War of 1967, in which Israel seized land from the Green Line up to the western bank of the Jordan River (along with Sinai, Gaza, and the Golan Heights). This brought Battir and the rest of the West Bank under Israeli military occupation.

The Green Line in this area tracks closely with the Jaffa-to-Jerusalem railway, which passes through the bottom of the valley. The railroad was built in 1892 under Ottoman rule and is considered the first Middle Eastern railway. Historically, Battir was the first rail stop heading west out of Jerusalem, providing an important transportation link for travel and commerce. As

part of the 1949 armistice agreement with Jordan, Israel took control of the railroad and resumed operations, but closed the Battir station. Today, the rail line is used primarily for Israeli-based tourism and does not stop in Battir.

In the violence surrounding establishment of the state of Israel in 1948 and 1949, fighting occurred around Battir and some village residents were forced to flee. Although most were reportedly able to re-establish residence, many maintain refugee status as a result of their displacement. With the establishment of the state of Israel, the Battir community found itself at risk of losing access to agricultural lands on the Israeli side of the Green Line. In what proved to be a unique arrangement under the terms of the armistice, villagers were able to retain daily access to these lands in return for guaranteeing not to disrupt the rail line.

5.3 Battir today (2011 for our simulation)

Battir has a population of about 4000. At the heart of the community are eight extended-family lineages, which serve as units for the first-order allocation of irrigation water (discussed below). Palestinian scholar Kholoud D. Nasser (2024, p. 28), who has conducted research on how the local community operates its irrigation practices in the context of occupation, describes the experience of entering the village:

> "On arrival at the village, one's eye is struck by the beauty of the horizon and of the green valley below. On both sides of the village's main road, almost every house is surrounded by dense orchards. Moving down the hill, one sees green cultivated terraces cascading like stairs and hears birdsong that harmonizes with the sound of the springwater that floods the terraces. From the first moment of entering the village, it is clear that water gives life to this place and that its inhabitants live in dynamic interaction with nature's living and non-living elements."

About 40 percent of adults in Battir have completed at least secondary education, with about 18 percent holding higher education. Unemployment is high (estimated at roughly 40%). The single biggest source of employment is the Israeli labor market, followed by agriculture and government/services (ARIJ no date). In an attempt to bolster the economy and take advantage of its unique history, the village has recently developed an eco-museum and is opening a guest house for tourists.

Households in the village area are connected to a central water-supply network, but there is no centralized wastewater system or health clinic.

5.4 The wider context of war, occupation, and conflict

The history and present-day circumstances of war, occupation, violence, displacement, resistance, and human insecurity, which have marked the region for decades, provide important context for this case. It is impossible to summarize that context adequately here; for additional background, you may wish to consult the works cited in the "learning more" box (below) and the material cited throughout this case study. Here, we note a few key contextual factors that are particularly salient to this case:

- In 1993 and 1995, Israel and the Palestine Liberation Organization (PLO) signed a pair of agreements known as the Oslo Accords, meant to create interim arrangements on the road to peace and a two-state solution. Among the agreements' provisions was the creation of the Palestinian Authority, which gained local administrative powers in portions of the West Bank. The accords divided Palestinian territory into administrative areas A, B, and C. Area C is a contiguous, securitized space accounting for about 60 percent of the West Bank, which falls under the jurisdiction and control of the Israeli military. Area A, which includes major population centers and accounts for roughly 18 percent of the West Bank, is fragmented, corresponds to the larger population centers, and is under the local authority of the Palestinian Authority. Zones classified as Area B (22%) are jointly administered. None of the lands of Battir fall into Area A zones; 76% are in Area C and the rest is classified as Area B. There is, however, a nine-member local village council for Battir, whose members are appointed by the Palestinian Authority.

- The Oslo Accords defined water as one of a handful of challenging issues, the "permanent status" of which were postponed pending the completion of a full peace agreement, for which the Accords were meant to prepare the way. (The other deferred issues were Jerusalem, refugees, settlements, security arrangements, borders, and international relations/cooperation). Pending final agreement, one of the water provisions of Oslo was to create a joint committee to approve the location and plans for building water infrastructure. In practice, this has made it challenging for Palestinians to get approval to build water infrastructure, whether for wastewater treatment or to trap and store water for irrigation. Arrangements such as the traditional water practices in Battir are allowed to continue, but their expansion or modernization is effectively prohibited.

Learning more: Diverse historical perspectives on Israel and Palestine

Ian J. Bickerton and Carla L. Klausner, *A History of the Arab-Israeli Conflict*, Eighth Edition (New York, NY and London, UK: Routledge, 2018).

James L. Gelvin, *The Israel-Palestine Conflict: A History*, 4th Edition (Cambridge: Cambridge University Press, 2021).

Rashid Khalidi, *The Hundred Years' War on Palestine: A History of Settler Colonialism and Resistance, 1917-2017* (New York: Metropolitan Books, 2020).

Anita Shapira, *Israel: A History* (Waltham, MA: Brandeis University Press, 2012).

Yezid Sayigh, *Armed Struggle and the Search for State* (Oxford: Oxford University Press, 2000).

Waxman, Dov. *The Israeli-Palestinian Conflict: What Everyone Needs to Know®*. Oxford University Press, 2019.

- Although farmers in Battir retain access to their fields immediately across the Green Line, wider access to Israel and connections with local communities on the Israeli side are challenging. For example, during a cross-border meeting between residents of Battir and the Israeli community of Tzur Hadassah to discuss the proposed wall, it was necessary for the Palestinian attendees to pass through an official checkpoint, which

meant spend two hours on a journey to a neighboring community that would be a five-minute drive up the road if they were allowed to travel directly. Israelis are prohibited from visiting Area A communities under the terms of Oslo, but they enjoy rights of free passage in Area C, which includes the various Israeli West Bank settlements. But it is not common for average Israelis to cross into the West Bank to visit Palestinian communities, and older people on both sides note how much more difficult it has become to interact in recent decades, even compared to the earlier years of the Israeli occupation.

- At the time of our simulation (2011), Palestine has not yet obtained observer status within the General Assembly of the United Nations. [Palestine would apply for and be granted Observer Status within the UN General Assembly the following year, but this is not known to you at the time of our simulation.] Palestine has, however, recently joined the United Nations Educational, Scientific and Cultural Organization (UNESCO), a specialized agency of the UN. Among its many charges, UNESCO oversees the World Heritage Convention, an international treaty that lists sites around the world of great historic value and obligates countries that have signed the treaty to protect those sites. Israel is a member of UNESCO and a party to the World Heritage Convention, with six sites listed and a few more soon to be considered. [Israel would later withdraw from UNESCO over the question of Palestinian membership, but remained a party to the World Heritage Convention.]

- Palestinian resistance to Israeli occupation has taken many forms, both violent and non-violent. During the period 2000-2005, a widespread campaign of resistance known as the Second Intifada was marked by heightened violence in both Israel and the West Bank. It is estimated that almost 5,000 Palestinians and more than 1,000 Israelis were killed in the violence of this period. One form of escalating violence, the bombing by Palestinians of targets in Israel such as malls, cafes, buses, and supermarkets, led the Israeli government to propose construction of a separation wall between Israel and the West Bank. At the time of our case, construction of the wall is under way, but many segments remain to be started and many more are still incomplete.

5.5 Farming, water access, and Battir's irrigation system

Figure 5-2:
A portion of the water-conveyance system

Photo credit: Ken Conca

Most residents of Battir continue to farm their land, either directly or by subcontracting the work, even if they have other forms of employment/income. Cultivation includes both irrigated production (primarily vegetables) and rain-fed cultivation (primarily olives and grapes). Of Battir's 13 historic springs, 8 remain active as sources of water. Spring water is trapped in a central pool and then distributed to irrigated fields on a rotating basis. Supply is by gravitational flow; there is no pumping.

Sustaining cultivation requires the local community to maintain both the terraces and the irrigation scheme. The community undertook an extensive rehabilitation of the Roman-era central pool and the irrigation canals in 1950 (Nasser 2024). Today, the system remains communally controlled and operated. Water is first allocated among the eight large family units within the community (based on an eight-day rotation) and is then sub-allocated to specific families/farms within each of the eight units. No fee is charged for water. The costs of maintaining and operating the system are paid by community members in the form of time and labor. The unit for allocating water is a period of time rather than a fixed quantity, and the system is monitored to ensure water allocations are equitable. Those who experience low flow during their allocation time are compensated with future water.

5.6 Regional threats to the terraced cultivation system

Traditional agricultural practices in the region have faced a number of pressures, including the displacement and bordering that accompanied the creation of the state of Israel, the conditions of occupation post-1967, the encroachment of pressures for agricultural modernization, and a range of environmental stresses. De Donato (2018) demonstrates the impact of these combined effects in a case study of the nearby Palestinian village of Wadi Fukin. Notably, local farmers have resisted "renovations that do not preserve the traditional character of the spring systems and fail to respect local knowledge" (Nasser 2024, p. 39).

Figurer 5-3: Cultivation in Battir

Photo credits: Ken Conca

According to an EcoPeace report, both the West Bethlehem Villages and the Israeli

communities in the same region face severe challenges of landscape conservation, albeit driven by a different mix of factors on each side of the Green Line:

Learning More: Water issues in Palestine and Israel

Water challenges afford many cooperative opportunities, at scales ranging from local to regional. They are also deeply politicized, enmeshed in wider and deeper tensions around identity, rights, conflict, sovereignty, and occupation. What follows is a sample of diverse perspectives on the region's water politics:

AICE. No date. "Water in Israel: Overview of Israel-Palestinian Water Issue." Available at https://www.jewishvirtuallibrary.org/overview-of-israel-palestinian-water-issue

Brooks, D.B. and Trottier, J. 2021. Moving water from last to first in the Middle East peace process. *International Journal of Water Resources Development* 37 (4): 741-745.

Dai, L. 2021. Implementation constraints on Israel–Palestine water cooperation: An analysis using the water governance assessment framework." *Water* 13: 620.

Dajani, M. 2022. How Palestine's climate apartheid is being depoliticized. *Open Democracy*, 25 February 2022. Available at https://www.opendemocracy.net/en/north-africa-west-asia/how-palestines-climate-apartheid-is-being-depoliticised/

Fischhendler, I., Dinar, S. and Katz, D. 2011. The politics of unilateral environmentalism: Cooperation and conflict over water management along the Israeli-Palestinian border. *Global Environmental Politics* 11 (1): 36-61.

Gasteyer, S., Isaac, J., Hillal, J. and Walsh, S. 2012. Water grabbing in colonial perspective: Land and water in Israel/Palestine. *Water Alternatives* 5(2): 450-468.

McKee, E. 2018. Environmental framing and its limits: Campaigns in Palestine and Israel. *International Journal of Middle East Studies* 50(3): 449-470.

State of Israel. Water Authority. 2012. *The water issue between Israel and the Palestinians: Main facts*. Available at https://www.gov.il/BlobFolder/reports/water-authority-data-english/he/21-Water-Issues-between-Israel-and-Palestinians-Main-Facts.pdf

State of Palestine. Water Authority. *Main challenges of water security*. Available at http://www.pwa.ps/page.aspx?id=xypsxqa2552601546axypsxq

"Within the Israeli area, the pressure of urban development and the need for a growing transportation infrastructure conflict with the conservation of the terraced landscape. Since 1948, there has been an abandonment of the traditional terraced agricultural land use. Many springs are now dried up or polluted by runoff from agriculture, sewage, and gas infrastructure, as noted by a 2011 survey of the Judean Hills springs prepared by the Israel Nature and Parks Authority, the Israel Water Authority, and Hydrological Services.

Within the Palestinian area, illegal dumping of waste, urban development, the building of Israeli settlements, and their subsequent bypass roads are in direct competition with conservation of this landscape. A push towards modernizing the agricultural infrastructure in Palestine, away from

traditional methods, leads to further degradation of this high valued landscape" (EcoPeace 2012, p. 7).

Israel's military occupation of the West Bank impacts the water options and practices of local farmers in important ways. The requirement that constructed water infrastructure must obtain approval from the Joint Water Committee, with dual Israeli and Palestinian representation, means that the possibility of building upgraded reservoirs to trap runoff is strictly limited. For Battir, spring water that is not trapped drains downstream, with much of it crossing the Green Line into Israel. Water demand by the growing number of Israeli settlements in the West Bank is also a concern. A survey of springs in the West Bank, conducted by the UN Office for the Coordination of Humanitarian Affairs around the time of our case study, identified 30 springs that had been fully taken over by settlers, denying Palestinians access, and 26 more that were at risk of such takeover (UN OCHA 2012; see also Nasser 2024). Of the identified springs, 93 percent were located in the highly securitized "Area C" territory, and 84 percent were on land parcels designated as Palestinian-owned.

Some researchers have described this mix of environmental, economic, and occupation-related pressures as not only unstable but inherently transitory, even if the results of that transition remain unclear: "Either they will complete the dispossession and destruction of the surrounding modes of land and water tenure, or the social fabric of Palestinian society will successfully resist" transitory (Trottier and Perrier, 2018, p. 293 and 308, cited in Nasser 2024).

5.7 The proposed construction of a separation wall

The idea of a barrier between Israel and the West Bank originated in Israel in the 1990s. In 2002, the government of Israel announced plans to build a wall—which it referred to as a "security fence," and which would consist of both walled and fenced segments—that would dramatically limit and control access to Israel from the West Bank. At the time of this announcement, a few portions had been built previously, and in some places Israeli communities, frustrated by government inaction, were beginning construction of their own barriers.

In a ruling on the legality of the project, the Israeli Supreme Court noted the wall's justification given acts of violence against Israelis as part of the Second Intifada—specifically, suicide bombings in Israel undertaken by Palestinians entering from the West Bank. Many Palestinians and international human rights advocates rejected that justification and condemned the project as a seizure of Palestinian territory, an act of ethnic/racial segregation, and a unilateral action to define a new, *de facto* border between Israel and an eventual state of Palestine.

The wall is a substantial piece of

A note on terminology

The proposed construction has been referred to by many names, including but not limited to separation barrier, separation wall, security fence, terror prevention fence, apartheid wall, and segregation wall. Here, the term "wall" is used throughout, following the terminology of the International Court of Justice in its 2004 advisory opinion on the wall's implications under international law. The court noted the project's complex character, asserted that terminology used by Israel ("fence") and the UN Secretary General ("barrier") did not add additional clarity, and opted for the term "wall" as used by the General Assembly in its request.

infrastructure, consisting of both fencing and permanent walled sections, that is planned to run over 700 kilometers when finished (the Green Line, in contrast, is less than half that length). Portions of the wall's route run along the Green Line, but other portions veer up to several kilometers into the West Bank, effectively absorbing Palestinian communities into Israel while also incorporating Israeli West Bank settlements. At the time of our case study (2011), about half of the project has been completed. Israeli government officials credit the wall with reducing "terrorist" killings, and report that deaths from such incidents have fallen from 452 in 2002 to 9 in 2010 (Israeli Security Agency 2011). In 2004, the International Court of Justice, responding to a UN General Assembly request for an advisory opinion, found that the wall violated international law and that Israel was obligated to "cease forthwith" the construction and make reparation for damage (ICJ 2004). Israel's then-prime minister, Ariel Sharon, rejected the court's finding, describing it as one-sided and politically motivated.

The proposed route for construction at Battir would cut the community off from its terraced agricultural land, as well as a school. The barrier would also disrupt the flow of water down the valley.

5.8 EcoPeace and Battir

[Note: You may wish to refer back to Module 2, "Learning from the experience of EcoPeace," for background and context on the organization, its work, and its repertoire of activities and modes of operation.]

By the time of our case study, EcoPeace has worked extensively for a decade in the region of the West Bethlehem Villages, particularly in collaboration with the Palestinian village of Wadi Fukin. Cooperation with residents of Wadi Fukin and the neighboring Israeli community of Tzur Hadassah was an original part of the Good Water Neighbors initiative and began in 2001. EcoPeace assisted in the construction of a "Neighbors Path" which has allowed hundreds of residents to visit one another's communities. Youth Water Trustee groups have been established in these and other communities. The US Agency for International Development has provided funding for these activities.

When the Israeli Defense Ministry informed Wadi Fukin in 2005 of its wall-building plans in the area, a group of residents from Wadi Fukin and Tzur Haddasah met to discuss a joint strategy for opposing the project. This meeting was attended by staff from EcoPeace and other non-governmental organizations and civil-society groups working in the area. A hydrologic survey demonstrated that the proposal created risks to groundwater. One-third of the residents of the bordering Israeli community, Tzur Hadassah, signed a petition opposing construction.

As part of its engagement with these communities, EcoPeace began lobbying a sympathetic member of the Knesset and drew Israeli media attention to the story. Members of the two communities and EcoPeace filed a petition for an injunction against construction, which was successful on environmental grounds. Following the injunction, EcoPeace began work on developing an "alternative master plan" for Wadi Fukin, which brought the community's mayor into the process for the first time. During this period, EcoPeace also facilitated visits by international delegations, including British Prime Minister David Cameron in 2007 and The Elders (a group of eminent former heads of state, including Nelson Mandela, Jimmy Carter, and others) in 2009.

At the time of our case, EcoPeace's engagement with Battir is more recent, and is an

outgrowth of its work in and around the West Bethlehem Villages. EcoPeace is shifting the focus of Good Water Neighbors from paired communities to watersheds, which brings other communities including Battir into the West Bethlehem work. Just this year (2011), the Neighbors Path project has been extended to include Battir. And now EcoPeace has learned that residents of Battir are alarmed at the prospect of the wall bisecting their community and have been mobilizing in opposition. Three years previously, in 2008, two anthropologists and a forensic architect working with the Ramallah office of UNESCO completed a preliminary assessment of the Battir area's cultural heritage values. They brought the case for listing Battir as a World Heritage site with UNESCO to the Palestinian Ministry of Antiquity (a part of the Palestinian Authority). But the ministry prefers to support a different project, the Church of the Nativity in Bethlehem, and argues that Battir is neither the only such site in Palestine nor the most important.

EcoPeace is not the only organization involved in efforts to counter the wall or to work in partnership with Battir and other affected communities in West Bethlehem; nor is controversy and resistance to the wall limited to that region. Several communities threatened with negative impacts have attempted to block or reroute the wall, using a range of tactics. Some communities have formed committees to organize resistance, and there are efforts to forge a coalition of affected communities. There also have been active protests against the wall at many sites, including Bil'in. Some have led to violent clashes between protesters and Israeli military personnel.

Another strategy has been to use the Israeli court system, and while many of these efforts have failed, a few have succeeded. In addition to Wadi Fukin, the Palestinian village of Bil'in won its case before the Israeli Supreme Court in 2007. Bil'in would have been split in two and separated from much of its farmland, similar to the threat facing Battir. The court ruled that the wall was not being built in that location for security reasons, ordered the dismantling of existing construction, and accepted an alternate route for the wall. Protests in Bil'in have continued, over the alternate route and the expansion of a nearby Israeli settlement that encroached on lands claimed by Palestinian farmers.

5.9 Your task

As a staffer of EcoPeace, your organizational goal in this case is to work in collaboration with the community of Battir (and possibly other stakeholders) as it seeks to address the problem of the wall. Your specific tasks are (1) to use specific tools of conflict analysis to characterize the current situation (Module 6), and (2) to develop the main components of a strategic response, based on your conflict analysis and an explicit theory of change (Module 7). These products are not a substitute for working with the community—they are preliminary, internal analyses that will help your organization engage in deeper discussions with the community.

Module 6
Conflict analysis: Using the tools

6.1 Module overview

This module will guide you in applying tools of conflict analysis to the case study in the previous module. The first two tools, a conflict tree and a stakeholder map, have a strong visual component. Appendix 3 includes some suggestions for simple, open-source digital apps for use when preparing these tools. Simple pencil and paper will work just as well! The third tool, a conflict analysis template, is more text-heavy in nature. We include a copy of the template in Appendix 2 and users may wish to copy/adapt it in order to type out responses, or simply to print it for written notations.

6.2 Preparing your conflict tree for the Battir case

Once you have read through the case, follow the sequence of steps outlined below. Be sure to read through the entire sequence of steps before beginning to work!

Step 1. Keep the following cautions and suggestions in mind

- Try to resolve **discrepancies**, but don't give up too easily just for the sake of progress (or team harmony if working in a group)! Stick to your position, and yield only if/when you have been persuaded. If you remain uncertain on where something belongs, flag that item as contested and leave it in all the categories for which it may belong (root, trunk branches), or in multiple positions in a single category. Set items to the side for the time being if they are bogging you down.
- Be comfortable with **uncertainty**. We are capturing your current, and thus incomplete, understanding of the case, not imposing a single interpretation. Use question marks liberally if items are uncertain.
- Don't neglect conflicting or otherwise differing **perceptions** among the actors in this case. When perceptual differences are important, name your item to reflect this. Does it make more sense to write a note stating, "Condition X" or "Group Y's perception of Condition X"? This should be a significant part of your thinking as you refine your tree.
- Think about how to reflect **priorities**. We don't want a simplistic map, but we also don't want one that is buried in its own complexity. Remember that we are trying to forge a better understanding (and a consensus, if working in a group). We should be focusing on the most important dimensions of root, trunk, and branch to do this. A wise person once said that knowledge is the selective process of forgetting! Decide what to leave out as well as what to bring in, and whether items on your tree are marginal or central.
- **Save your work** now and then. This exercise works best when you move things around on the tree as you proceed, but you may find later that you wish to reset/return to a prior point in your analysis. Take a photo now and then if working with paper and sticky notes, or save a separately named file if working digitally.

Step 2. Plan how to organize information
Next, decide how the you want to organize your information. Depending on the setting and whether you are working alone or in a group, any of the following means of organizing information might be considered:

- Draw a tree on a whiteboard or large piece of paper. Use sticky notes, index cards, or scraps of paper to record individual items you wish to place on the tree. This allows you to reposition items as you debate where they go and how they relate to other facts.
- Using a computer, simply create a document with three categories for roots, trunk, and branches.
- If you prefer to use a digital whiteboard, see Appendix 3 for some options.

Step 3. Identify the most important facts of the case
Start your analysis by identifying the facts from the case that belong in each of the three analytic categories of roots, trunk, and branches. If you are working in a group, each member should do this by themselves before you discuss the case together, to maximize the range of ideas and perspectives. If you are working alone, don't limit important facts to a single category at this stage! If something feels like both a cause and a consequence, place it in both the roots and branches, for now. Take the time you need for this step; don't rush through it.

Step 4. Start building your tree
Place your (or each team member's) contributions in the appropriate category on the tree. Don't worry if there are redundancies (similarly named items from different team members) or disagreement/redundancy (similar items placed in more than one category). Get it all on the tree!

Step 5. Discuss
If working in a group, discuss each team member's thinking, focusing on items of disagreement or instances where the reasoning may not be obvious. If (and only if) this resolves discrepancies or consolidates items, adjust the note(s) on your tree accordingly.

Step 6. Add detail
6. Once you are done hanging all these preliminary ideas on the tree, make a second pass through the case to fill out your tree with more specific or subtle considerations. When everything is on the tree, finalize the wording of each noted item.

Step 7. Refine your problem statement
Next, revisit your trunk (statement of the problem(s)). Does it adequately capture the range of consequences you have identified? Does it adequately reflect the most important roots? Adapt the material on your tree's trunk accordingly.

Step 8. Consider connections
Next, think about the relationship between roots and branches. How, exactly, do the set of identified causes trigger the consequences—what are the specific mechanisms? This can help you refine your thinking and identify missing steps in important causal chains.

Step 9. Highlight environmental dimensions
When you are satisfied with the content of your tree, adopt a way to flag items in all three categories that have an environmental dimension, and tag them accordingly. (This will depend on your method of recording information—you might use the color green, or attach a designated symbol, or any other method that helps you call these items out). Don't do this step until you have settled on a final placement or wording of each item, but be open to rewording or repositioning items if this step leads you to new insights.

Step 10. Don't throw important items away
If there are any relevant considerations—conditions, facts from the case, etc.—that don't find a home on the tree but still seem important to carry forward, don't throw them away! Create a residual category on your board, to the side of the tree, and place them there.

Step 11. Look for entry points
Once you have designed your tree through the above steps, make some notes about which specific items on your tree constitute possible entry points for responding to the problem you have identified. Think creatively: don't worry about the categories (root or branch) in which they fall, whether they are short- or long-term undertakings, whether they are 'environmental,' or the degree of difficulty. We are looking for entry points. Do, however, keep in mind the capabilities, expertise, relationships, credibility, and limitations of your organization (in this case, EcoPeace). Add a symbol such as an asterisk (*) to identify your chosen possible entry points. Feel free to add nuance, with notations such as a double asterisk (**) for particularly promising items, an interrobang (!?) to indicate uncertainty, and so on. For each flagged item, keep a separate log with a brief notation as to why/how it might constitute an entry point.

6.3 Preparing your stakeholder map for the Battir case

Once you have read through the case, follow the sequence of steps outlined below. Be sure to read through the entire sequence of steps before beginning to work!

Step 1. Before you start, bear in mind…

- *Capture your uncertainty*. Make liberal use of question marks or other indicators of uncertainty. Number these points on your map and keep a running set of notes explaining what is unknown, why you are uncertain, and how you would proceed to reduce your uncertainty.
- *Innovate with symbols*. For example, there is nothing in the key we've given you to capture the **content** of a relationship—is this an exchange of information, or the provision of financial or other material support, or …? If the content matters, find a simple way to note it in your diagram, and add it to the key. Similarly, when mapping complexities such as differing perceptions (discussed below), you may wish to adopt a new symbol and/or make notes to accompany your map. If you adopt written notes in a separate document, treat them like footnotes, with a clear numerical indicator placed on your map.
- *Work interactively with the case scenario*. Return periodically to the case-scenario

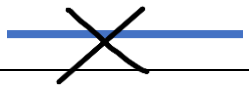
briefing document. Are there named actors you have failed to include? Are there coalitions or alliances (realized or potential) that you are not reflecting? Are there secondary axes of conflict not represented here?

- *Recognize perceptions*. For this exercise, we are not mapping the actors' perceptions of relationships; we are mapping your understanding (and your uncertainty therein, as discussed below). But it may be appropriate to incorporate differing perceptions of the same relationship. For example, a group with minority status may consider a relationship to be one of domination/subordination in a way that a majority group may not recognize. Drawing a single cooperative link between these two groups would mischaracterize a more complex situation.
- *Capture your thinking periodically as you proceed*. Take a picture of your map periodically, as you will likely adapt and revise it several times throughout the exercise. It is quite common, and often a sign of progress and learning, to abandon or heavily revise your approach, deciding you've gone down a dead end, and return to where you were.
- *Think about other uses as you proceed*. In this case, we are simulating an organization capturing its current understanding (and lack thereof) of a set of relationships. Can you imagine using this approach in a community setting? In a trust-building dialogue? In other ways? Focus on the task at hand, but think about other potential applications of this tool.

Step 2. Organize your map

Table 6-1 provides symbols that may be used in constructing your map. Feel free to modify, add symbols, or adopt other conventions. Allow adequate space for your diagram to grow.

Table 6-1
Symbols to use in your stakeholder map

symbol	meaning
	A circle indicates an actor from your case. The size of the circle should correspond to more central or powerful actors.
	A straight line between circles/actors indicates a well-established and positive relationship between actors.
	A crooked line between circles/actors indicates an established relationship between actors marked by tension or conflict.
	A crossed-out line indicates a ruptured relationship or suspension

	of communications or engagement.
-- -- -- -- -- -- --	A dashed line indicates a relationship that is informal, episodic, or intermittent.
	If a relationship is one-sided, or if interaction flows primarily in a single direction between actors, use an arrow to connect the circles instead of a line segment.

Step 3. Identify actors
Cull from your notes a preliminary list of actors in the case. Your list should include all the actors mentioned. It will mostly be focused on organizations, but may also include key individuals or broader collectivities (for example, "village residents" or "voters" or "smallholder farmers across the region"). You are not limited to actors mentioned in the case—there may be important third parties or potentially creative alliances with previously unengaged actors—but focus on the named actors initially.

Step 4. (Dis)aggregate actors
Carefully consider the appropriate level of aggregation for the actors you include. Overly aggregated categories such as "the government" are unhelpful in identifying entry points, barriers, potential allies, and other key features of the social/political/economic landscape. Excessive disaggregation is also unhelpful, in that it may blur power relations or relevant agents for bargaining or negotiation. A good rule of thumb is to think about **agency**: At what level of social aggregation are decisions taken and actions implemented? How does that actor operate, and how might they be engaged? Revisit your list with these considerations in mind, and adjust the level of aggregation as you see fit.

Step 5. Place actors on the map
Make the size of the circle proportional to how significant they are to the case (you will likely adjust this later). You may wish to place actors that are obviously tightly coupled to one another near each other on the map, although again, this can be adjusted as you proceed.

Step 6. Map relationships
Using the suggested key and any additions/modifications you have made to it, draw out the ties among actors as you understand them. Don't fall into the trap of trying to capture a multi-dimensional relationship with a single notation. Consider, for example, the multiple ties of cooperation and conflict that may exist simultaneously between a labor union and a firm. Or consider how rival firms in an industrial sector may cooperate (on, say, lobbying to change regulations) even as they compete for customers or market share. It is crucial to capture all important dimensions of a relationship, particularly when it blends elements of cooperation, common interests, tensions, or competition.

Step 7. Map environmental ties
Environmental peacebuilding (sometimes) uses socio-ecological ties among actors as an entry point, and you may choose to do so at the next stage of the exercise (peacebuilding strategy, Module 7). We don't want to overstate their significance, but keep a green marker handy (or whatever symbology you choose).

Step 8. Consider the unconnected spheres
Don't neglect peripheral or marginalized actors! They should be on your map, even if there are few or no lines connecting them to other actors. Similarly, notice ties not yet in existence. Are there potential allies or disruptors not currently engaged in significant relationships with stakeholders, but who could be important in the future if/when they engage? Remember that the unconnected spheres of your map and the missing ties/relationships can be just as important as the connected ones.

6.4 Preparing your conflict analysis template for the Battir case

Once you have read through the case, follow the sequence of steps outlined below. Be sure to read through the entire sequence of steps before beginning to work!

Step 1. Review the template
A copy of the conflict analysis template is included in Appendix 1. Before starting, review the entire template to familiarize yourself with its categories. Also, consider how you will record information. You may wish to print the template and write your notes onto it by hand, or copy it into an editable document, typing your entries.

Step 2: Don't worry about overlap among categories
For each category, write all your responses inside the appropriate text box. Redundancy is ok—sometimes you will not be into which category a particular bit of information should be placed. Overlapping entries across multiple text boxes are preferable to gaps, particularly early in your analysis. But try to find the best home for each idea, fact, or question you add to the template. If you must mention something in multiple places, describe it clearly in one box, and then use a brief cross-reference when mentioning it in other boxes (e.g., "see 'grievances' box for details").

Step 3: Apply all concepts to all actors in the case
For example, you may see some actors as behaving opportunistically, whereas you see others motivated primarily by grievances or elements of group identity. Try to view each actor through more than one such lens, even if you do not ultimately commit to that view in your analysis.

Step 4. Remember: No tool is perfect
Concepts used here may apply differently at different scales or levels of social aggregation (for example, the elements of group identity carried by members of a community may not be parallel to the aspects of organizational identity found in an entity such as the military or a governmental bureaucracy). Similarly, concepts may have different meaning when applied at

different scales. Try to think creatively about how a concept is (or isn't) useful, and best used, when applied to a specific actor, relationship, trend, or condition.

Step 5. Note the importance of recording uncertainty

Pay attention to inherent uncertainty around the case that could affect its outcome or your response—for example, a policy decision that is yet to be made, or the as-yet-unclear prospects for an impending election. Pay attention also to your own ignorance—your own lack of information or understanding. Use the space provided to log the things you need to know, but don't yet know. It can be helpful to state the latter as questions you need to answer.

Step 6. Identify environmental linkages

Note also that most categories ask you to break out any key environmental dimensions related to that category. Doing so will be useful when you develop your response strategy, in light of your organization's expertise. It is best to define 'environmental' quite broadly here, to include ecosystem effects, pollution, conservation, natural resource use, public health implications, or values that are spiritual, aesthetic, or recreational.

Module 7
Strategic peacebuilding

7.1 Module overview

This module will guide you through a simple tool for translating your conflict analyses into a strategy for environmental peacebuilding. The module begins with a brief discussion of the concept of peace, emphasizing its distinct ideational, relational, and structural dimensions. We then turn to the task of articulating your "theory of change" for the case at hand, the specific components or dimensions of peace your strategy is meant to strengthen, and identifying potential useful environmental entry points from the case study.

7.2 What is peace?

Peace is a challenging concept. Most peace researchers and activists are not satisfied defining it simply as the absence of war. A common distinction contrasts "negative" and "positive" peace, with the former referring to the absence of armed conflict and the latter to affirmative conditions that make it possible for people and communities to live free from fear, deprivation, violence, and insecurity (Galtung 2013). In his famous essay, "Letter from a Birmingham Jail," Dr. Martin Luther King, Jr. referred to "negative peace which is "the absence of tension" and "positive peace which is the presence of justice (King was expressing his dissatisfaction with "white moderates" who supported the former but not the latter). ."(King, Jr. 1963) Beyond the absence of overt violence, a condition for positive peace is the absence of various indirect and "structural" forms of violence, rooted in oppressive social structures that inhibit people to meet their needs or realize their human rights.

When we take a more dynamic view, turning from the idea of peace as some fixed state in society to the matter of *building* peace, it helps to further unpack the concept. Here, it is helpful to think of peace (as we noted in the previous modules, on conflict) as having distinct ideational, relational, and structural dimensions (Söderström et al. 2021). Seen in this manner, the challenge of peacebuilding is to make progress on all three fronts (Table 7.1, below). Ideationally, it means moving away from fear, hatred mistrust, and essentializing of "the other" by enhance trust, recognition, and a wider circle of empathy. Relationally, it means increasing forms of positive contact, sustaining communication, enhancing productive dialogue, and enabling cooperation. Structurally, it means transforming material and institutional conditions, power relations, and social structures that sustain violence and oppression.

7.3 Preparing your environmental peacebuilding strategy for the Battir case

We suggest the following as an approximate allocation of time for developing your strategy (2 hours total):

Step 1. Statement of objectives	10 minutes
Step 2. Components of change	15 minutes
Step 3. Environmental entry points	15 minutes
Step 4. Mechanisms	20 minutes

Step 5. Theory of change	30 minutes
Step 6. Incentive and capacity issues	20 minutes
And: Remember to take a break at some point!	10 minutes

Step 1. Keep these considerations in mind…

- Remember the scenario: As with the conflict analysis, it is 2011, and you are role-playing a staff member (or group of staff) within EcoPeace. **You are preparing for a partners' meeting (community and allies) on Battir and the proposed wall, and each partner has been asked to brainstorm and organize a possible response strategy before the meeting.** In order to prepare for that meeting, you will use this worksheet to organize and systematize your current thinking, so that you have some ideas to contribute to the larger group.
- Before starting, review the entire template to familiarize yourself with its categories and the tasks ahead. Appendix 2 contains a worksheet that gathers all the chunks of material you will create into a single document; you may wish to use it as you write out your responses.
- Try to stick to the suggested time limits for each category. Remember, we are introducing you to a mode of analysis that would not occur in a single morning! Your goal is not to produce a coherent plan, but to become familiar with a systematic way of translating your conflict analysis into a peacebuilding strategy, while being clear and explicit about the thinking, assumptions, and goals that underlie your efforts. It is better to navigate the entire worksheet incompletely than to bog down in the early steps.
- For each step, if you settle on your ideas (or if you reach consensus, for those working in groups) within the time allotted, record it and move to the next step. If you are out of time and have not been able to decide/agree, write some notes to capture the essence of your remaining uncertainties, then make a practical choice that will let you proceed to the next step. Doing so may mean narrowing your focus and setting some goals or mechanisms aside for the sake of completing the exercise.
- If you face uncertainty, ask yourself whether an EcoPeace staff member would likely know the answer at this stage in the organization's engagement. If so, you have encountered a limitation of our simulation and will have to make a reasonable choice, move on, and possibly investigate it later. If it's an uncertainty that they too would face, then you should consider how to resolve/reduce the uncertainty and make it part of your strategy.

Step 2. Decide on your objective(s)

Write a short statement of the specific objective(s) this effort is seeking to achieve. Your objectives should speak to the specific circumstances of the case, but they may (or may not) be linked to wider aims. They should also be consistent with your own organization's goals and modes of operation, to the extent possible.

Step 3. Name the components of change you seek to bring about

Next, think about the *type(s)* of change you are trying to bring about, or could try to bring about, as part of this objective. For each of the 3 categories in Table 7-1 below, identify a few

specific transformations that would advance your overall objective. This is still a brainstorm—not all of these will show up in the steps below.

Table 7-1: Ideational, relational, and structural change	
Type of change:	Elaboration of the concept:
Ideational change:	Change to actors' beliefs, attitudes, causal understandings, access to/faith in information
Relational change:	Change to the character of ties among actors, in terms of contact, trust, dialogue, sustained engagement, cooperative collaboration
Structural change:	Change to the existing landscape of institutional arrangements, power dynamics, allocation of resources, voice/access/power in decision forums

Step 4. Identify possible environmental entry points

Make a list below of the most important environmental entry points in this case, as identified in the conflict analysis. Think broadly about the different type of relations that might create an entry point for your strategy. Entry points could be problems facing one or more actors; sources of tension between actors; common interests among actors; forms of change that create new relations between actors; or opportunities to engage in dialogue, information sharing, knowledge creation, joint monitoring, etc.

Step 5. Brainstorm mechanisms

Next, identify specific mechanisms that will catalyze the changes you are seeking. Table 7-2 identifies several examples of mechanisms which may be helpful to spur your thinking. But it is not comprehensive, and not all mechanisms listed there will apply to your case.

Try to be specific here. The mechanisms you list should be related to the environmental entry points you identified in step 3, and should be chosen to deliver the desired changes from step 2.

Table 7-2: Examples of peacebuilding mechanisms

Dialogue: building bridges between actors/parties/communities; enhancing trust, confidence-building; deepening or sustaining engagements; improving flows of information

Governance: mobilizing or strengthening mechanisms of accountability and the rule of law; engaging the judicial system; triggering new policies or policy/administrative reforms

Democratization: strengthening access to decision-making forums; increasing participatory opportunities; gaining or fulfilling opportunities for voice, representation; "naming and shaming" campaigns

Institution building: creating or strengthening mechanisms for conflict resolution; establishing systems for resource access/allocation, property/use rights or other rule-based mechanisms

Economic development: infrastructure, investment, livelihood strengthening/diversification, development assistance, policy reforms

Monitoring and information gathering: independent monitoring; data collection; cooperative knowledge efforts; human rights monitoring and promotion; educational initiatives

Managing environmental impacts: strengthening natural resource management, enhancing conservation efforts, pollution control, climate adaptation.

Direct action: Participating in or mobilizing protest, resistance, or other forms of direct contestation against problematic actions/behaviors; boycotts, sanctions, disinvestment campaigns

Capacity building: training programs or meeting material needs to undertake any of the above

Step 6. State your theory of change

Next, combine what you have done thus far into a preliminary ***theory of change***. A theory of change is a systematic, sequential explanation of how a set of activities is posited to bring about the changes being sought. What is the specific sequence of steps, events, and intermediate outcomes that will (or could) lead to achieving your objective? A theory of change is often presented in the form of a flow chart.

In laying out your theory of change, think carefully about the following:

- Sequencing. Which activities most occur prior to, or in parallel with, other steps?
- Think also about how multiple "lanes" of activity—for example, advocacy work, trust-enhancing dialogue, and capacity building—fit together. Do they each feed independently into the desired outcome, or are there upstream linkages/interactions across those lanes?
- Think also about some of the indirect linkages or feedback that may connect the steps in your chain of action.

Step 7. Refine your focus: Actors, incentives, and capacity

Now that you have your theory of change, review it with a focus on (a) actors, (b) incentives, and (c) capacity. Specifically:

- Make sure that each step names the specific **actors** involved, either as the initiator, participant, target, or beneficiary of the action. Be specific.
- Think about **incentives**. Your theory of change may fail, in that actors do not engage as posited or encouraged, but make sure that the incentive structure is plausible. Why would these actors engage in such action? What is their incentive? If they lack incentive, then creating it should be part of your theory of change. Are you using persuasion, carrots (positive incentives/potential benefits), sticks (negative incentives, sanctions, threat of legal or other punitive action), socialization/norms, or some other means? You may need to add intermediate steps to your theory of change to account for incentives.
- Think about **capacity**. In addition to incentive for action, do actors have the ability to do what is expected of them? What specific capabilities are required? If they do not exist, how can they be created? As with incentives, add intermediate capacity-building steps as needed.

Module 8
Reflections

8.1 Module overview

This module summarizes the outcome of the Battir case, enabling you to compare EcoPeace's response to the analysis and strategy you developed from reading the case and using the tools. The module begins with a discussion of EcoPeace's repertoire of actions in this case, including both efforts that were undertaken and those that were avoided, as well present a short written summary of the case results. We then present a series of recorded interviews with participants in the case, in which they describe the efforts and outcomes in their own words. The module concludes with a set of reflections, returning to some of the larger questions, concerns, and controversies around environmental peacebuilding noted at the outset of this course.

8.2 What happened?

At first glance, the outcome of this case appears straightforward: EcoPeace, community members, and their allies won in court, with the Israeli High Court blocking construction of the Battir portion of the wall. In late 2012, EcoPeace filed a petition with court seeking a temporary injunction against construction of the wall segment, submitting expert testimony on harmful environmental and cultural impacts and arguing that less intrusive means (sch as security cameras and sensors) were available. The court granted the injunction in 2013, pending its review of the matter, and required the IDF to present a new design for the wall and justify why it would not be irreversibly harmful to the landscape. In 2015, following two years of deliberation, the court permanently blocked construction of the wall at Battir. This was the first time the court had blocked construction of a portion of the wall outright, rather than merely rerouting it.

But the use of legal means was merely the final step in a multi-pronged effort in this case, grounded in a more complex theory of change. EcoPeace's repertoire in this case—which, it is important to stress, was carried out not unilaterally but in partnership with members of the affected communities and other allies—consisted of several interacting components. Along with legal action in the Israeli court system, key elements of the repertoire deployed in this case included the following:

Nurturing cross-border community dialogue. As noted in the case notes, EcoPeace had a longstanding presence working with the West Bethlehem villages through the Good Water Neighbors project, which brought Israeli and Palestinian community members together around a common vision of environmental protection, enhanced trust, and cooperative opportunities. Bringing Battir into this process led directly to EcoPeace becoming engaged in the effort to oppose the wall. EcoPeace organized or participated in many community meetings to determine a response strategy to the threat of the wall; they also organized high-visibility events such as a musical performance by prominent Israeli singer/activist Noa and an activist bicycle ride. Demonstrating community support would be a key piece of both media-based and legal campaigns (below).

Recruited allies in governmental bodies. EcoPeace also sought allies in both the Israeli and Palestinian governmental structures. The Israeli Parks Authority was persuaded to oppose construction of any physical barrier at Battir (the first time it had taken such a position), and would support EcoPeace's petition to block the wall. The Authority's support undercut claims of the Ministry of Defense that impacts would be minimal. On the Palestinian side, EcoPeace and others engaged the Ministry of Antiquities, helping to change its initial position against a world-heritage listing for Battir with UNESCO (discussed below).

Not all such efforts bore fruit. An early effort to engage and persuade the Israel Defense Forces (IDF) about the wall's environmental impacts at Wadi Fukin was unsuccessful.

Conducting a media campaign. Media efforts focused both on Israeli domestic media and international coverage. The campaign emulated EcoPeace's earlier efforts to block the separation wall at Wadi Fukin (see case notes in Module 5), which had included a high-profile visit to the site by then-British Prime Minister David Cameron during which he planted an olive tree along the wall's planned route. For Battir, EcoPeace arranged several media tours of the village and the site. For example, *The New York Times* article listed in Table 8-1 was the result of an EcoPeace-facilitated tour of the village.

Table 8-1: Examples of international media coverage

"West Bank barrier threatens villagers' way of life." BBC, May 10, 2012.

"A Palestinian village tries to protect a terraced ancient wonder of Agriculture." New York Times, June 25, 2012.

"Renewed barrier construction threatens Palestinian heritage." *The New Humanitarian*, August 9, 2012.

"Israeli separation wall threatens Battir's ancient terraces." *The Guardian*, December 11, 2012.

Leveraging Israel's commitments under international law. As discussed in the case notes, the effort to get Battir recognized internationally as a site of important cultural and environmental heritage had begun many years earlier. In 2011, the Battir Village Council and the Ramallah office of UNESCO received the Melina Mercouri International Prize for the Safeguarding and Management of Cultural Landscapes. Soon after it became involved, EcoPeace staff met with UNESCO's representative in Palestine. EcoPeace's 2012 petition to the court for a temporary injunction against the wall came before Battir gained its World Heritage site designation in 2014. But the petition argued that the site met the criteria for World Heritage status, and that this obligated Israel as a World Heritage Convention signatory to protect the site. EcoPeace also succeeded in getting Battir onto the World Monument Fund's "watch list" of sites in danger.

The eventual listing of Battir as a World Heritage site came while the Israeli High Court was still deliberating on the case, and clearly influenced the court's eventual decision. Indeed, when UNESWCO announced the listing, the court, which had seemingly concluded its hearings on the matter, added an additional hearing and required the Israeli cabinet to engage in

renewed discussion of its plans.

It is also important to underscore what EcoPeace did not attempt. There was no engagement in the direct-action protests being launched by other wall opponents. There was no attempt to use the 2004 advisory opinion of the International Court of Justice, which found that the wall itself was illegal under international law (ICJ 2004). Nor did the campaign question the legitimacy of Israeli security concerns.

From these actions—both those taken and those eschewed—we can infer a clear underlying theory of change:

- Demonstrating community was a prerequisites both to persuading potential allies within government and to effective legal action.
- Allies within government would be essential to arguing against both the entrenched position of the Israeli government and the disinclination of the Palestinian Authority.
- Domestic and international media could be used to generate pressure, thereby changing key actors' incentives.
- Israel's legal system could be swayed by arguments about international treaty commitments.
- Appeals to environmental impact and cultural heritage would be easier to leverage than outright challenges to Israeli security concerns, human rights, or the illegitimacy of the occupation under international law.

As you contrast the results sketched here with the approach you developed, it is worth remembering that you had very little information, very little time, and no access to real-time dialogue with other stakeholders! Our goal has not been for you to produce a matching or even realistic outcome, but rather to help you gain familiarity with the tools: when and how to use them, their relative strengths and weaknesses, and the different ways they might be applied (e.g., as a preliminary desk study versus as part of a participatory dialogue). Thus, when your response differed from the actions EcoPeace and other stakeholders took in this case, note that the reasons may be several: different access to information, different views of what was possible, different theories of change, and/or different underlying goals. The reflections questions below encourage you to consider these distinctions.

8.3 In their own words: Interviews with participants

[Note to readers: We are still working on recording the participant interviews, which have been delayed by the ongoing violence in Gaza and the West Bank. We will update the toolkit when they are available.]

8.4 Battir today

The successful campaign against the wall does not mean that Battir faces no threats from the larger context of occupation, structural violence, and conflict in which it is embedded. In 2021 the community again approached EcoPeace, alarmed about proposed plans for the Israeli settlement of Beitar Illit to build an industrial facility in the buffer zone of the Battir World Heritage site. EcoPeace filed an objection with the military planning commission with

jurisdiction in this case. Soon after, additional concerns emerged about the proposed expansion of Har Gilo, another nearby Israeli settlement in the West Bank. Some 560 new housing units, effectively constituting a new settlement built in the rocky hills above Battir, would threaten the flow of springs feeding the village's water supply and the agricultural terraces. EcoPeace began gearing up for a new campaign of coalition building, media engagement, expert analysis, and legal action.

8.5 Reflections

a. Do you consider the outcome achieved in this case to be a success? Why or why not? How should we define success—in environmental terms, peacebuilding terms, or some combination?

b. In what ways did your peacebuilding strategy differ from the steps taken by EcoPeace and partners in this case? Were the differences based on lack of information? Differences rooted in how you used the tools or what the tools encouraged you to consider? A different peacebuilding strategy? Different objectives or values?

c. Think back to our distinction among the ideational, relational, and structural dimensions of peace. How did EcoPeace and allies engage (or not engage) each of these dimensions?

d. Obviously, fending off the wall's impact on Battir did not transform the larger situation of violence, oppression, and fear marking Israelis and Palestinians. How, if at all, do specific campaigns such as this one, with limited objectives, fit into larger processes of moving toward peace?

e. Recall that our premise assigned you the roll of EcoPeace staff, and we stipulated that you were using the tools to get a better handle on the case, as a precursor to dialogue and strategizing in partnership with other stakeholders. How do you think your analysis would have differed if you had used the tools in a different way—for example, to facilitate that dialogue rather than to prepare for it?

f. Consider some of the critiques and controversies around environmental peacebuilding noted in Module 1 (Section 1.6). These included, among others, the concerns that environmental peacebuilding sought overly standardized, one-size-fits-all approaches; that it elevated concerns for peace over other values such as justice or accountability; that it may perpetuate inequalities of voice and power; and that it was in danger of wrongly assuming that all parties involved were interested in peace. Did you see a basis for these concerns in your exercise? In the outcomes of this case?

Module 9
Resources

9.1 Module overview

As noted at the outset of this course, environmental peacebuilding is a growing community of practice, research, scholarship, and advocacy. In this module, we provide resources for you to learn more about the field, identify key actors and issues, and expand your personal and professional networks.

9.2 The Environmental Peacebuilding Association (EnPAx)

"The Environmental Peacebuilding Association (EnPAx) describes itself as "the premiere global association dedicated to bringing together researchers, practitioners, and decision makers working on issues of environment, conflict, and peace." EnPAx was founded in 2018, and launched at the first International Conference on Environmental Peacebuilding. It is a multidisciplinary forum with three principal goals:

- "to identify promising research avenues and best policy practices, as well as foster exchange of knowledge and data."
- To build "capacity and awareness among practitioners to advance the field and increase impact."
- To foster "interactions among scholars, practitioners, decision makers, and others across disciplines, genders, geographical locations, and stages of professional development."

Members engage in EnPAx in many ways, including but not limited to organized thematic Interest Groups on specific topics, regions, or areas of concern; the biennial International Conference on Environmental Peacebuilding; and various professional gatherings, educational opportunities, webinars, mentorship opportunities, and online discussion fora. In 2023 the association launched a new peer-reviewed scholarly journal, *Environment and Security*.

9.3 Organizations active on environment, conflict, and peacebuilding – a sampler

The following list of organizations is not meant to be comprehensive geographically, with regard to focus, or in terms of the many ways in which environmental peacebuilding is practiced. It also over-represents Washington, DC, where our own students happen to study and seek internships. We include the list merely to give you a sense of the range of activities in the field and the various types of organizations engaged in them. We suggest that you first browse the entire list, to get a deeper sense of practice across the field. Next, look for local organizations in your own area (and share them with us!) Finally, consider following those organizations working in areas closest to your own needs and interests, through social media, signing up for emailed updates, or just keeping an eye on their website.

adelphi (Berlin, Germany)

Amazon Watch (Oakland, California, USA)

Arava (Ketura, Eilat, Israel)

Center for a New American Security (Washington, DC, USA)

Center for Climate & Security (Washington, DC, USA)

Center for Conservation Peacebuilding (Washington, DC, USA)

Centre for Analysis on Governance and Security in the Sahel (Mali)

Conflict and Environment Observatory (West Yorkshire, UK)

Conflict Ecology Lab (Corvallis, Oregon, USA)

Conservation International (Washington, DC, USA)

Consortium on Gender, Security and Human Rights (Boston, MA, USA)

Cultural Survival (Boston, MA, USA)

EADE (Iraq)

EcoPeace Middle East (Jordan, Israel, Palestine)

Environmental Law Institute (Washington, DC, USA)

European Peacebuilding Liaison Office (Brussels, Belgium)

Front Line Defenders (Dublin, Ireland and Brussels, Belgium)

Geneva Water Hub (Geneva, Switzerland)

Global Witness (London, UK)

Green Cross International (Geneva, Switzerland)

Inclusive Security (Washington, DC, USA)

Institute for Environmental Security (The Hague, Netherlands)

International Alert (London, UK and The Hague, Netherlands)

International Institute for Sustainable Development (Winnipeg, Canada)

International Law Commission, initiative on Protection of the Environment in Relation to Armed Conflict (New York, NY, USA)

ICRC Red Cross/Red Crescent (Geneva, Switzerland)

IUCN thematic group on Environment & Peace (Gland, Switzerland)

John S. McCain III National Center for Environmental Conflict Resolution (Tucson, AZ, USA) (formerly the US Institute for Environmental Conflict Resolution)

La Via Campesina (Bagnolt, France)

MercyCorps (Portland, OR, USA)

Organization of National Indigenous Councils (Colombia)

Northern Rangelands Trust (Kenya)

Norwegian Refugee Council (Oslo, Norway)

Pax for Peace (Amsterdam, Netherlands)

Peace Research Institute Oslo (Oslo, Norway)

PeaceNexus Foundation (Switzerland)

Refugees International (Washington, DC, USA)

Rights and Resources (Washington, DC, USA)

SaferWorld (Washington, DC, USA)

Save the Children (Washington, DC, USA)

Search for Common Ground (Washington, DC, USA)

Stimson Center (Washington, DC, USA)

Survival International (London, UK)

Swedish Defence Research Agency (Stockholm, Sweden)

Swisspeace (Bern, Switzerland)

UN Environment Programme, Conflicts and Disasters branch (Geneva, Switzerland)

UN Department of Peace Operations (New York, NY, USA)

UN Office for the Coordination of Humanitarian Affairs (Geneva, Switzerland)

UN Peacebuilding Commission (New York, NY, USA)

United States Institute of Peace (Washington, DC, USA)

Women's International League for Peace and Freedom (global)

Women's Refugee Commission (New York, NY, USA)

Woodrow Wilson Center, Environmental Change and Security Program (Washington, DC, USA)

World Bank, postconflict unit (Washington, DC, USA)

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9.5 Scholarly journals

Journals are periodic publications that feature original academic scholarship and research. There are dozens of academic journals on environmental topics, and dozens more on themes of peace, conflict, and violence. We include here a list of journals that have paid particular attention to the intersection of these two domains. Much of the material in these journal sits behind a paywall, requiring either a subscription or payment to access it. However, it is generally possible to access and read a summary or 'abstract' of each article via the journal's web site, and many journals are increasingly moving toward open-access rules for some or all of their content. Authors of scholarly research will often provide a free/open-access version of their work on their website or via ResearchGate (https://www.researchgate.net/), and many researchers will be happy to send a copy of their work via email to users who cannot otherwise access it.

--Antipode
--Development and Change
--Environment
--Environment and Security
--Environment and Planning
--Geoforum
--Global Environmental Change
--Global Environmental Politics
--Journal of Peace Research
--Journal of Peacebuilding and Development
--Peace and Change
--Political Geography
--WIRES Climate Change

9.6 Other sources of information and data

New Security Beat
[blog, Woodrow Wilson International Center for Scholars]

Insight on Conflict
[blog, Peace Direct]

WritePeace
[blog, Stockholm International Peace Research Institute]

Ecosystem for Peace
[blog, ECCP]

Conflict and Environment Observatory
[CEOBS monitors the humanitarian and environmental consequences of war and military activity.]

Climate Diplomacy
[Run by adelphi Research, a consulting firm that advises the German Foreign Ministry and other clients. Excellent source for finding recent publications and keeping abreast of events and developments in the field.]

Environmental Peacebuilding Association
[The website of this professional association for the community of practice is a clearinghouse for information on environmental peacebuilding. EnPAx has several active interest groups, including a Young Professionals group).

Security Council Report
[Independent organization that monitors and provides background information on the activities of the UN Security Council. Produces a monthly report that is invaluable for

Council-watchers.]

UN Environment Programme (data resources page)
[Platform to access a wide-ranging set of data, tools, and environmental information from across the UN system.]

Uppsala Conflict Data Program
[Extensive database on conflicts around the world, including timelines, case histories, and relevant statistics, maintained by the Department of Peace and Conflict Research at Sweden's Uppsala University]

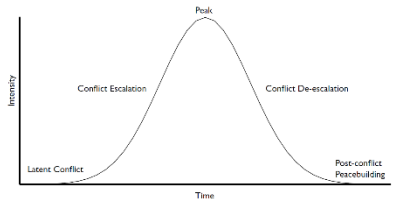
The Environment, Climate Change, and Conflict Working Group
[Run by the Alliance for Peacebuilding. This working group aims to advance new and improve existing legal and policy frameworks, funding, and programming to address the intersection of conflict and climate change to more effectively promote peace and stability and mitigate the negative impacts of the climate crisis.]

Appendix 1: Conflict analysis template

Worksheet: Conflict analysis template

1. Provide a short sketch of the **HISTORY** of the conflict. Emphasize key events, dates, triggering events (if any), trends, and important actions taken by key actors. To the extent possible, please organize this material chronologically. You may find the figure at right helpful, but few situations can be plotted so neatly. A narrative approach is usually preferable to creating a figure that imposes a few fixed dimensions on the story.

Figure 2: Conflict Curve



1a. Conflict history:

1b. Key uncertainties around conflict history:

1c. Key environmental dimensions (if any) around conflict history:

2. Identify the principal **ACTORS** in this case. **A bulleted list is suggested**. Simply list each actor by name, but please be as specific as possible. For example, "the Ministry of Interior, a cabinet-level agency in the national government that grants forest concessions" is far better than "the government. Similarly, "downstream communities whose fisheries were harmed by the dam" is better than "local people." Over-aggregation will hinder your ability to see opportunities for coalition-building, possible tensions inside collective actors, or opportunities for overlapping interests. But excessive disaggregation can blur power relations or bargaining dynamics. Try to find the sweet spot in between.

2a. Actors:

2b. Key uncertainties around actors:

2c. Key environmental dimensions (if any) around actors:

3. For each actor identified above, briefly summarize their principal **INTERESTS** related to the case. What outcomes are they seeking to prevent? To obtain? Keep in mind that actors (1) almost always have multiple interests, and (2) may have interests that relate more to other concerns than to case-specific concerns—for example, avoiding a certain precedent, expanding their budget, or establishing a reputation. If you identify multiple interests, try to rank them when you can, of tag as major/minor, or short-term/long-term—anything that helps us see how they may fit together.

3a. Interests:

3b. Key uncertainties around interests:

3c. Key environmental dimensions (if any) around interests:

4. For each actor identified above, summarize any important **GRIEVANCES**.
[***Grievances*** are "deep feelings of dissatisfaction among society's members with how their society is organized and how it impacts their lives." They are "specific claims or complaints advanced by specific identity groups in society, perhaps against other groups, the state, or particular actors."]

What are actors' grievances in this case, and against whom are they directed? What are the most important perceptions of inequity or injustice held by different actors? How, and how deeply, do they feel harmed by past actions? Not all actors will have distinct grievances, but think creatively before deciding a particular actor does not.

4a. Grievances:

4b. Key uncertainties around grievances:

4c. Key environmental dimensions (if any) around grievances:

5. How, and to what extent, have the grievances discussed previously been **MOBILIZED?** By whom, and toward what specific goals? Are there any significant barriers to mobilization worth noting?

5a. Mobilization:

5b. Key uncertainties around mobilization:

5c. Key environmental dimensions (if any) around mobilization:

6. Describe the **NATURE AND LEVEL OF VIOLENCE** in this case. This may (but need not) include 'structural violence' and 'slow violence' (see glossary). Has the violence been sustained, episodic, cyclical, or following some other pattern? What is the likelihood of future violence?

6a. Violence:

6b. Key uncertainties around the nature and level of violence:

6c. Key environmental dimensions (if any) around interests:

7. What are the most important limitations of **TRUST** among actors in this case? Try to think beyond the most obvious axes of conflict—for example, are there chronic rivalries between government ministries, low levels of faith in a group's own political leadership, or important elements of factionalism inside a collective actor we are otherwise treating as unitary in this analysis?

7a. (Mis)trust:

7b. Key uncertainties around (mis)trust:

7c. Key environmental dimensions (if any) around (mis)trust:

8. Do actors work from similar or different foundations of **KNOWLEDGE** in this case? Do they have a common understanding of key facts? Cause-and-effect relationships? Does this case feature important elements of knowledge contestation?

8a. Knowledge:

8b. Key uncertainties around knowledge:

8c. Key environmental dimensions (if any) around knowledge:

9. What elements of **GROUP IDENTITY** are important in this case? What are the principal identity groups? To what extent are identities overlapping or exclusionary? In what ways does identity shape the key components of your conflict analysis? How does identity matter for grievances, mobilization, levels of violence, conflict history, or any other aspect of the situation?

9a. Group identity:

9b. Key uncertainties around group identity:

9c. Key environmental dimensions (if any) around identity:

10. How well or poorly have relevant **INSTITUTIONS** performed in this case? Are actors channeling their grievances and pursuing their interests through well-established institutional channels? Do all actors have plausible access to those channels? What are the most important forms of extra-institutional behavior.

10a. Institutional performance:

10b. Key uncertainties around institutions:

10c. Key environmental dimensions (if any) around institutions:

11. What are the most important **CONTEXTUAL RISK FACTORS** or **SOCIAL PATTERNS** in this case? See the table following this document for some useful categories, but you are not limited to these. Provide a bulleted list, with a sentence or two of elaboration when necessary.

11a. Relevant risk factors and social patterns:

11b. Key uncertainties around contextual risk factors and social patterns:

11c. Key environmental dimensions (if any) around risk factors and social patterns:

12. What **TRIGGERING EVENTS** have occurred to escalate conflict, tensions, or violence in this case? What possible future triggering events can you imagine that would further escalate the situation? How likely are such triggers, and are they tied to specific moments, events, or decisions?

12a. Triggers:

12b. Key uncertainties around triggers:

12c. Key environmental dimensions (if any) around triggers:

13. Please note anything else here that you consider relevant, emphasizing any factors or considerations not captured in the above categories.

14. Now that you have completed the template, write a 150-word **EXECUTIVE SUMMARY** of this conflict, drawing on the information in your template. Include only the aspects you consider to be most important.

The following tables may help you address the portion of the template discussing social patterns and contextual risk factors. They are based on a conflict analysis tool developed by the United States Agency for International Development (USAID 2012).

Table A1: Social patterns that may drive grievances, fragility, and conflict

Pattern:	*Definition:*
--Elitism	"*Elitism* is a pattern of vertical inequality creating "haves" and "have-nots" and it typically manifests itself as concentration of wealth and power in the hands of a few…. In highly elitist societies, one's position in the social hierarchy determines one's access to power and resources. These hierarchical systems may be quite rigid and, indeed, resistant to change or adaptation."
--Exclusion	"*Exclusion* refers to the horizontal inequalities or divisions through which certain groups are prevented from accessing the services, resources, power, and recognition that are afforded to other members of the society. There are political, economic, and social components to exclusion. Such social exclusion is a feature of groups rather than individuals, and is not limited to ethnic or religious identity, but may be based on any differences, including geography, social class, age, and gender, among many others."
--Chronic capacity deficits	"*Chronic capacity deficits* are failures of the state and society to deliver the services and the functions expected of them. These failures vary by context, but are typically ongoing, systematic failures of performance rather than one-off incidents. In some cases, the core problem may concern the management of strategic resources…. In other cases, there is a failure to deliver basic services and public goods, particularly security, justice, education, health care, and basic infrastructure. Another capacity deficit occurs when a portion of the state's territory is persistently neglected."

--Transitional moments	"*Transitional moments* emerge following a crisis or dramatic change in a state or society's structure. The post-conflict period is a transitional moment. In such instances, especially in fragile situations, an expectations gap emerges between what citizens expect and what the state delivers. In some cases, particularly when there are concurrent patterns of exclusion, a growing sense of relative deprivation may contribute to deeply-felt grievances among those who feel they deserve more, or were promised more than they have received."
--Corruption	"*Corruption* refers to private abuse of public resources through bribery, nepotism, fraud, and similar illicit behaviors…. Corrupt behaviors frequently support and facilitate other destructive patterns—such as when patronage systems facilitate political exclusion and elitism, or when chronic resource "leakage" limits the state's ability to deliver needed services. Corruption is, however, a problematic term because it encompasses a wide variety of behaviors and social understandings of what constitutes 'abuse.'"
Source: Adapted from US Agency for International Development. 2012. "Conflict Assessment Framework (version 2.0)."	

Table A2: Contextual risk factors
(conditions associated statistically with a higher risk of armed conflict)

Factor:	*Definition:*
--Anocratic regimes	Governing regimes that are neither wholly democratic nor wholly autocratic, but rather operate as "partial democracies"
--Factionalism within ruling-elite groups	
--A recent history of conflict	
--"Bad neighborhoods"	Recent or ongoing armed conflict in one or more bordering countries
--Low levels of social or human development	Often measured through proxy variables such as infant mortality rate, literacy rate, secondary education rate, or longevity/life expectancy

--State discrimination	Repression, denial of equal treatment, or denial of opportunity targeted at specific social groups
--Poverty	

Source: Adapted from US Agency for International Development. 2012. “Conflict Assessment Framework (version 2.0).”

Appendix 2: Peacebuilding strategy worksheet

Worksheet: Environmental peacebuilding strategy

1. Decide on your objective(s)
Write a short statement of the specific objective(s) this effort is seeking to achieve.

Objective: *(type here)*

2. Name the components of change you seek to bring about
Next, think about the *type(s)* of change you are trying to bring about, or could try to bring about, as part of this objective. For each of the 3 categories below, identify a few (2-3) specific transformations that would advance your overall objective. This is still a brainstorm—not all of these will show up in the steps below.

- *Ideational change* (change to actors' beliefs, attitudes, causal understandings, access to/faith in information): *(type here)*
- *Relational change* (change to the character of ties among actors, in terms of contact, trust, dialogue, sustained engagement, cooperative collaboration): *(type here)*
- *Structural change* (change to the existing landscape of institutional arrangements, power dynamics, allocation of resources, voice/access/power in decision forums): *(type here)*

3. Identify possible environmental entry points
Make a list below of the most important environmental entry points in this case, as identified in the conflict analysis. Think broadly about the different type of relations that might create an entry point for your strategy. Entry points could be problems facing one or more actors; sources of tension between actors; common interests among actors; forms of change that create new relations between actors; or opportunities to engage in dialogue, information sharing, knowledge creation, joint monitoring, etc.

Entry point:	*Explanation/notes:*
a.	
b.	
c.	
d.	
e.	

f. (add additional rows as needed)	

4. Brainstorm mechanisms

Next, identify specific mechanisms that will catalyze the changes you are seeking. Try to be specific here: the mechanisms you list should be related to the environmental entry points you identified in step 3, and should be chosen to deliver the desired changes from step 2.

Mechanism:	*Explanation/notes:*
a.	
b.	
c.	
d.	
e.	
f. (add additional rows as needed)	

5. State your theory of change

Next, combine what you have done thus far into a preliminary ***theory of change***. A theory of change is a systematic, sequential explanation of how a set of activities is posited to bring about the changes being sought. What is the specific sequence of steps, events, and intermediate outcomes that will (or could) lead to achieving your objective? A theory of change is often presented in the form of a flow chart.

In laying out your theory of change, think carefully about the following:

- Sequencing. Which activities most occur prior to, or in parallel with, other steps?
- Think also about how multiple "lanes" of activity—for example, advocacy work, trust-enhancing dialogue, and capacity building—fit together. Do they each feed independently into the desired outcome, or are there upstream linkages/interactions across those lanes?
- Think also about some of the indirect linkages or feedback that may connect the steps in your chain of action. You may find it helpful to draw a diagram (on paper or using one of the digital apps listed in Appendix 3), using arrows or loops to visualize these feedbacks.

Theory of change: *(type here)*

6. Refine your focus: Actors, incentives, and capacity

Now that you have your theory of change, review it with a focus on (a) actors, (b) incentives, and (c) capacity. Specifically:

- Make sure that each step names the specific **actors** involved, either as the initiator, participant, target, or beneficiary of the action. Be specific.

- Think about **incentives**. Your theory of change may fail, in that actors do not engage as posited or encouraged, but make sure that the incentive structure is plausible. Why would these actors engage in such action? What is their incentive? If they lack incentive, then creating it should be part of your theory of change. Are you using persuasion, carrots (positive incentives/potential benefits), sticks (negative incentives, sanctions, threat of legal or other punitive action), socialization/norms, or some other means? You may need to add intermediate steps to your theory of change to account for incentives.
- Think about **capacity**. In addition to incentive for action, do actors have the ability to do what is expected of them? What specific capabilities are required? If they do not exist, how can they be created? As with incentives, add intermediate capacity-building steps as needed.

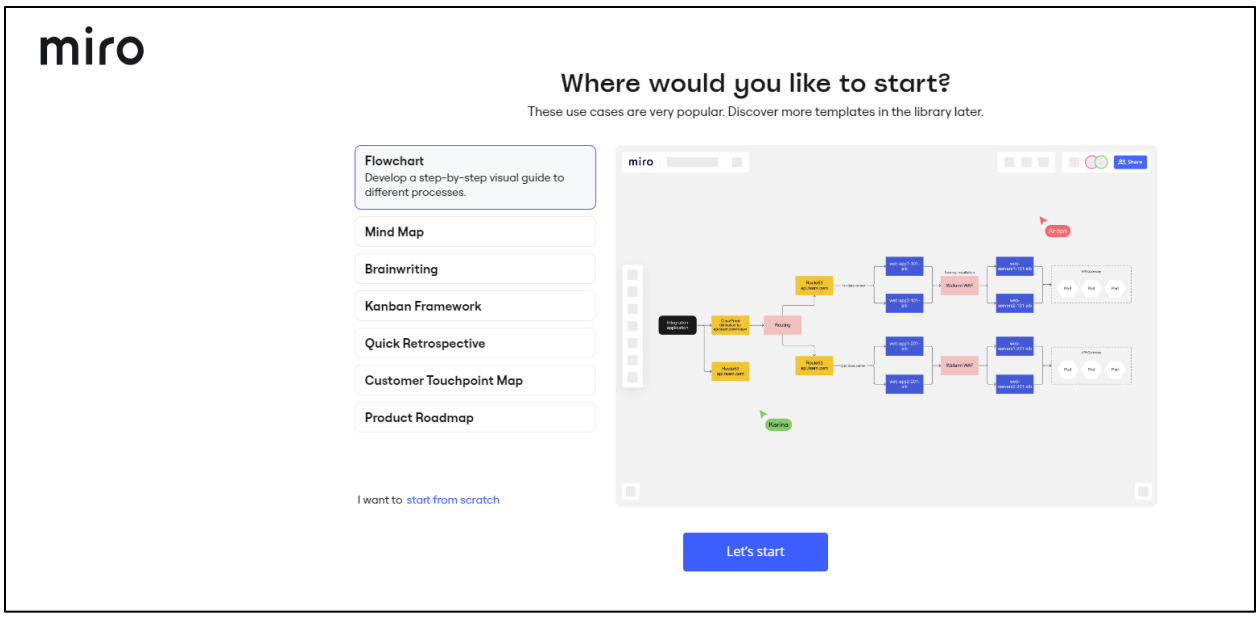
Additional notes about actors, incentives, and capacity: *(type here)*

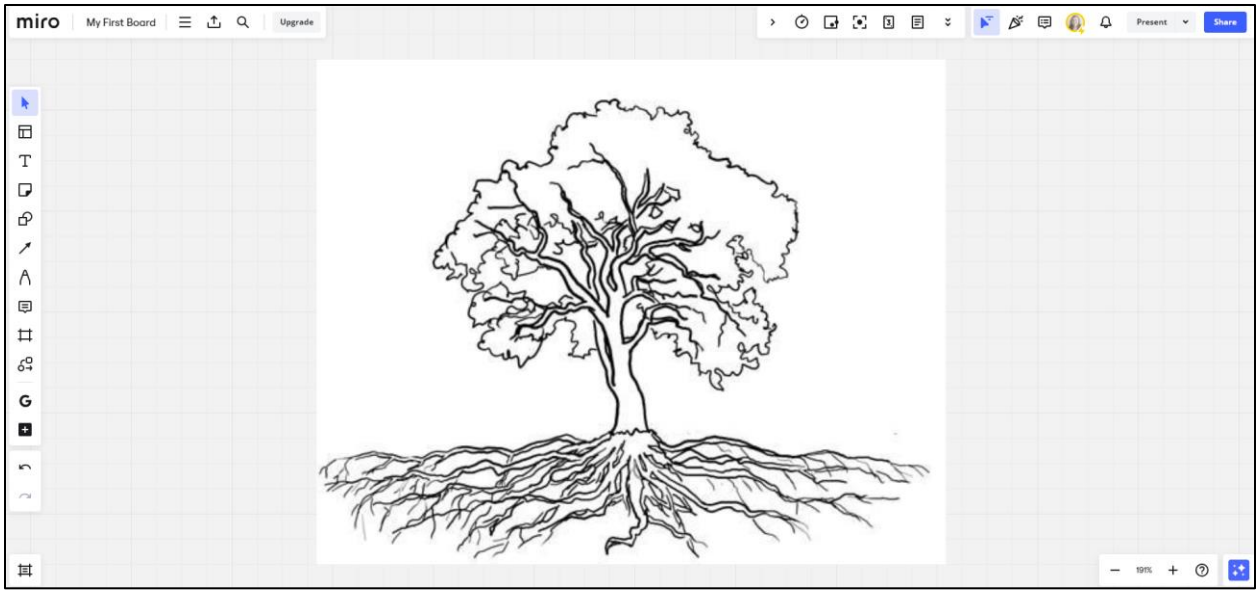
Appendix 3: Digital Tools

Digital tools can be utilized to facilitate collaborative group work for Modules 6 (conflict analysis) and 7 (strategic peacebuilding). Below are some options for free digital whiteboards that allow groups to collaborate in real time and from diverse locations. These apps allow you to create flow charts, use existing templates, or begin with a blank board. You can insert an image (such as a tree) and add digital "sticky notes" or text boxes to annotate the added graphics.

1. **Miro [https://miro.com]**

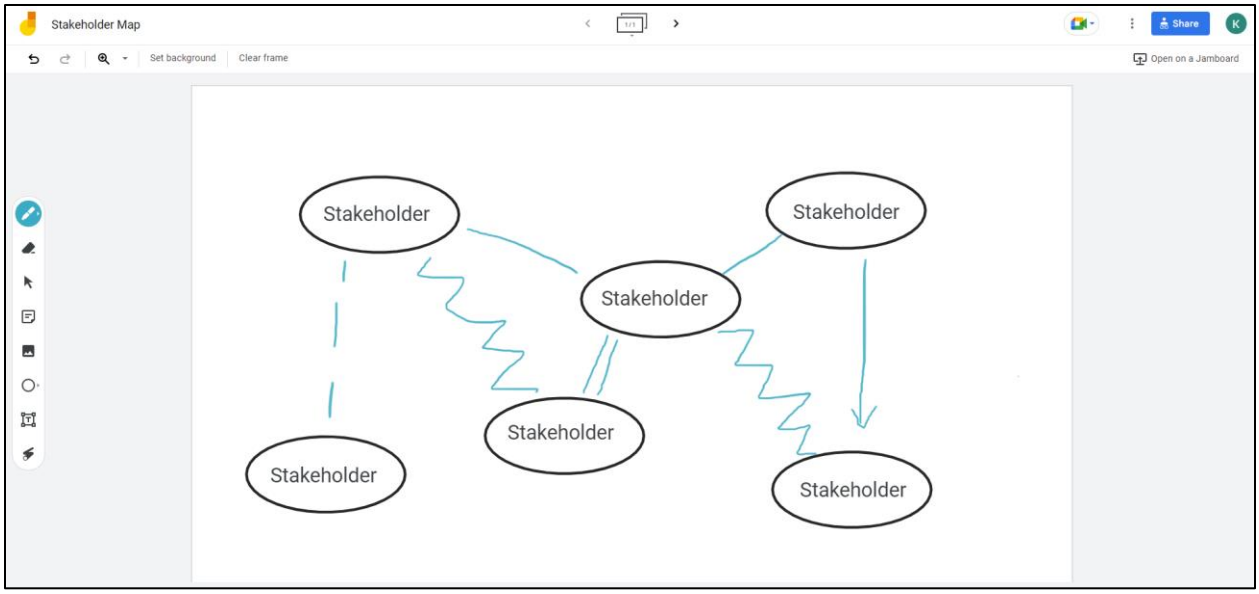
Miro is a collaboration platform that allows users to create user-friendly tables, timelines, and graphic images for capturing information. An account is required, but may be created free of charge. To get started, choose from among several templates or click on "start from scratch."





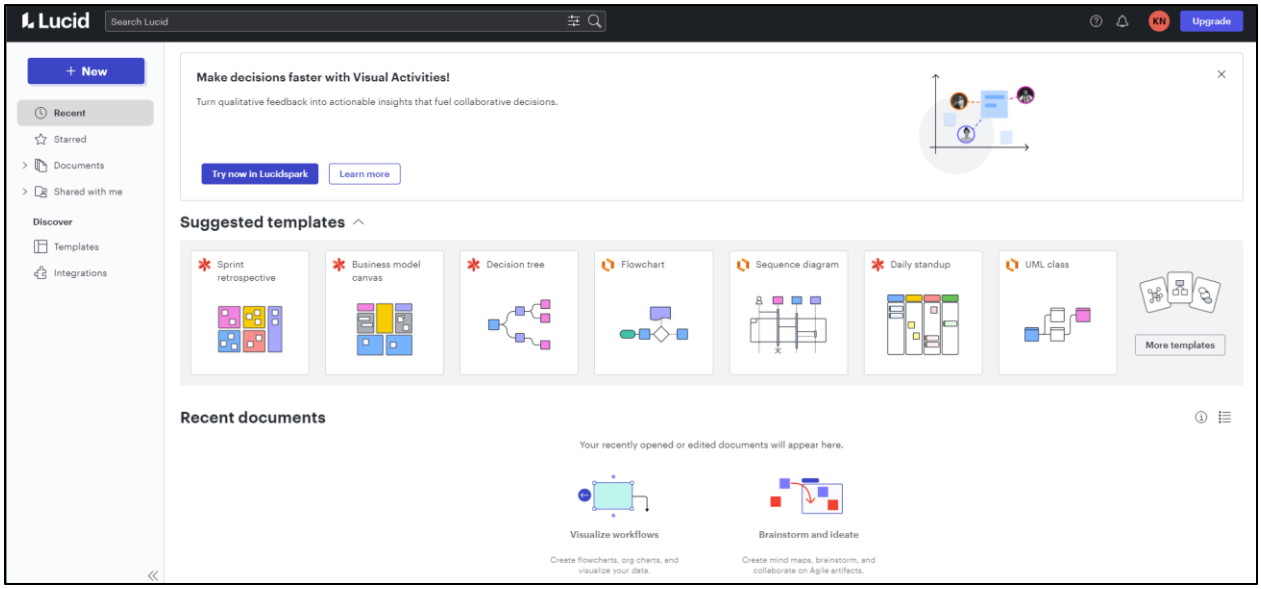
2. [Google Jamboard](#) [https://jamboard.google.com]

Google Jamboard features handwriting and shape recognition, contains an image finder, and uses cloud storage through Google Drive. It is available through a web browser or as a mobile app.



3. [Lucidspark](#) **[https://lucidspark.com]**

An account is required, but may be created free of charge, or users may sign in with a Google account. Users may choose from several existing templates or create a blank board.

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Share
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