

"WORKING WITH STAKEHOLDER DIALOGUES

IN WATER RESOURCE MANAGEMENT"

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Documentation





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1 DAY 1: INTRODUCING STAKEHOLDER DIALOGUES IN INTEGRATED WATER RESOURCE MANAGEMENT

AGENDA		
Day 1	Main objectives: Participants understand the concept of Stakeholder Dialogues and its function in societal change.	Responsible
9:00	 Welcome & Introduction Welcome of participants Introduction ENTIRE and partners Participants expectations Program overview 	ENTIRE Team: ACWUA RAED GWP CLI
10:45	Coffee/Tea-break	
11:00	 Stakeholder Dialogue in IWRM What are Stakeholder Dialogues? Examples of Stakeholder Dialogues in the water sector Why working with Stakeholder Dialogues in IWRM? → Conceptual input and discussion 	CLI ACWUA
13:00- 14:00	Lunch time	
14:00	"Change is Yours: Empowering Southern Mediterranean CSOs in IWRM" Input and discussion	RAED
15:15	Coffee/Tea-break	
15:30	Stakeholder Dialogues and IWRM to support change processes in the water sector: the 4 dimensions of change Interactive exercise and discussion	CLI
17:00	Check-out	



1.1 Introduction

Brief description of ENTIRE, introduction of project partners, and informal introduction of participants.

Please introduce yourselves by sharing:

- Name
- Organisation, country
- Position, project
- What I am passionate about in water sector development?
- How can Stakeholder Dialogues contribute?

1.2 Participants Expectations

Prior to their arrival, participants were asked to fill out a questionnaire about their learning interests and experience in stakeholder dialogues.

The compilation of responses shows that they are interested in developing knowledge related to:

Process & Structure

- How to initiate an efficient dialogue with stakeholders and make them realize about its benefits
- Learn how to work together with stakeholders to create new solutions and foster commitment
- Specific ways and methods to bring the stakeholder in a more effective and sustainable dialogue
- What is the benefit (added value) of Stakeholder Dialogues

Technical Knowledge

- Technical knowledge related to integrated water resources
- Share practices with other actors in the region

<u>Soft Skills</u>

- Facilitating outcome-oriented dialogue
- How to reach agreements
- Handling/Motivating actors from different sectors (convince decision-makers)
- Mediation, negotiation and advocacy skills
- Improve communications skills to find common ground

Participants' Questions

- What is the benefit of implementing Stakeholder Dialogues?
- How long does my Stakeholder Dialogue process should take?
- What should I expect at the end of a Stakeholder Dialogue process?
- How do I keep the interest/motivation of stakeholders high even during a crisis or hard times?
- How to build trust between our stakeholders in a more methodological way?
- How to analize stakeholders (types) and how to identify relevant stakeholders?
- How can I engage stakeholders in my initiative?



1.3 Program Overview



1.4 Stakeholders Dialogues

After the introductory session, the concept and benefits of Stakeholder Dialogues were introduced. For detailed information, please refer to the complete presentation: **Working with Stakeholder Dialogues in Integrated Water Resource Management.**



Benefits of the Stakeholder Dialogue Approach



1.5 Introduction to Integrated Water Resources Management (IWRM)

IWRM is a process which promotes the coordinated development and management of water, land and related resources, in order to maximize the resultant economic and social welfare in an equitable manner without compromising the sustainability of vital ecosystems. (GWO, 2000)

The three pillars of IWRM are:

- 1. Ecological Sustainability
- 2. Economic Efficiency
- 3. Social Equity

IWRM needs an integrated approach to cope with current challenges. Therefore, it should involve several sectors and institutions, which requires collective decision making to address complex issues.

Why Stakeholders Dialogue in IWRM?

Efficient participation of different actors in managing water resources has been defined as one of the sustainable water management principles. It promotes social equity, and facilitates to generate equitable and sustainable solutions to water problems and promote 'bottom-up' decision making process.

For detailed information, please refer to the complete presentation.



1.6 Group Work: Success Factors for Stakeholder Dialogues

Handout 1

From your experience in multi-actor settings in water sector development and IWRM, please discuss the following questions:

- What are 3 5 major success factors for Stakeholder Dialogues?
- What are the 3 5 main contributors that can make Stakeholder Dialogues unsuccessful?

Please keep the principles of good dialogue in mind as you manage your discussion and contributions.

Results

Other's Opinion: Accept Trust & honest De centralization 3. dialogue Inchide All State (4) 5 Williquess. Political Conf E Na Long term strat 3 Unclear framework 4 Exclude key statech

uccess UN SUCCESS planni - exparances and Pul ptrou arraption



Day 1 Group 3) Day & HIGH Major Juniss Cparl 2 3-5 factors for successful S.D Lactors Definition Sa TACKELLA 1- Good communication. (2) Transparency:= Trust 2- Common Goal -> by stakeholders 3 in volving = Civil Society who having sufficient expansione in Decession ronaking for a better sustainable Nation. 3- Partner ship based on shared benefits "Working together to achieve the same goal" 4- Transparency & Equity \$ Good Coordination between all the concerned 3-5 factors for unsuccessful S.D. parties of to clavify the both voles of responsibility Sithe National Interest must take the priority 1- No Willingness nSuccess 2- Conflict of interest. Denterlization in Desticion Making 3 - Underestimating the importance. 2) latt of sufficient expanses 4 - Prioritizing interests exclusion 5 - Not trusting theother person in making decisions.). The National intration mot the privily

Principles of Good Dialogue





1.7 Change is Yours: Empowering Southern Mediterranean CSOs in IWRM

Presentation on Water Governance in Schools "Change is Yours"

The project focused on creating student councils in schools. The student councils focused primarily on water related issues such as **"Nile in Our Eyes"** on how they could protect their LIFE Vessel from waste or/and pollution.

The ongoing activities went through three phases with different approaches and supporters. Representatives from civil society such as students, teachers, parents, neighborhood residents and NGOs were involved.

Three Egyptian Governorates "Cities" participated in the project **"Dakahlia – Beni Suef – Minia"** then **"Cairo"** came in the latest phase.

The main activities conducted were:

- Non Formal Education in schools accompanied by fieldwork.
- Art and Cultural Competitions.
- Training of Trainers ... NGOs, Educators and Parents.

Lessons learned:

- ✓ No progress when responsibility and ownership were absent.
- \checkmark Children love the non-formal education more than formal education.
- ✓ Clarity of rights and duties/roles is essential for change and involvement especially in the issue of water scarcity.
- ✓ Sustainability won't be achieved without Stakeholder Dialogue and engagement.

Please refer to power point presentation to get more information.



1.8 Dimensions of Change

Where does change start?

Transforming individual consciousness	Changing behaviour patterns
• Self-awareness, personal and	Broad education
spiritual growth	• Influencing through information
• Reflection and contemplation	• Influencing through requirements
Individual education	• Setting conditions
• Transformation of mental models	Offering incentives
and belief systems	• Developing and making available
• Broaden knowledge and competence	new technologies
Individual skills-development	• Influencing behavior through
Individual value-orientation	technology
'People change by themselves	'People need to be influenced to change
consciousness determines the being '	habitual patterns of behavior '
Transforming culture and relationships	Changing structures and systems
Changing dysfunctional collective	Reforming regulations
• Changing dysfunctional collective patterns of thought and action	Reforming regulationsCreating bodies, organizations,
Changing dysfunctional collective patterns of thought and actionCollective reflection	 Reforming regulations Creating bodies, organizations, institutions
 Changing dysfunctional collective patterns of thought and action Collective reflection Changing or reviving collective 	 Reforming regulations Creating bodies, organizations, institutions Creating laws
 Changing dysfunctional collective patterns of thought and action Collective reflection Changing or reviving collective value systems 	 Reforming regulations Creating bodies, organizations, institutions Creating laws Changing organizational structures
 Changing dysfunctional collective patterns of thought and action Collective reflection Changing or reviving collective value systems Promoting reconciliation, inclusion 	 Reforming regulations Creating bodies, organizations, institutions Creating laws Changing organizational structures Institutional restructuring
 Changing dysfunctional collective patterns of thought and action Collective reflection Changing or reviving collective value systems Promoting reconciliation, inclusion and participation 	 Reforming regulations Creating bodies, organizations, institutions Creating laws Changing organizational structures Institutional restructuring Changing policies
 Changing dysfunctional collective patterns of thought and action Collective reflection Changing or reviving collective value systems Promoting reconciliation, inclusion and participation Interpersonal communication 	 Reforming regulations Creating bodies, organizations, institutions Creating laws Changing organizational structures Institutional restructuring Changing policies Re-allocating of resources
 Changing dysfunctional collective patterns of thought and action Collective reflection Changing or reviving collective value systems Promoting reconciliation, inclusion and participation Interpersonal communication Awareness of interdependence 	 Reforming regulations Creating bodies, organizations, institutions Creating laws Changing organizational structures Institutional restructuring Changing policies Re-allocating of resources Developing systems to measure
 Changing dysfunctional collective patterns of thought and action Collective reflection Changing or reviving collective value systems Promoting reconciliation, inclusion and participation Interpersonal communication Awareness of interdependence Respect and recognition 	 Reforming regulations Creating bodies, organizations, institutions Creating laws Changing organizational structures Institutional restructuring Changing policies Re-allocating of resources Developing systems to measure change
 Changing dysfunctional collective patterns of thought and action Collective reflection Changing or reviving collective value systems Promoting reconciliation, inclusion and participation Interpersonal communication Awareness of interdependence Respect and recognition <i> only as a result of a transformation of</i> 	 Reforming regulations Creating bodies, organizations, institutions Creating laws Changing organizational structures Institutional restructuring Changing policies Re-allocating of resources Developing systems to measure change <i>* structure determines consciousness and</i>
 Changing dysfunctional collective patterns of thought and action Collective reflection Changing or reviving collective value systems Promoting reconciliation, inclusion and participation Interpersonal communication Awareness of interdependence Respect and recognition <i> only as a result of a transformation of collective patterns of thought and respectful</i> 	 Reforming regulations Creating bodies, organizations, institutions Creating laws Changing organizational structures Institutional restructuring Changing policies Re-allocating of resources Developing systems to measure change ' structure determines consciousness and behavior '





Individual Consciousness Self Awareness + reflection Personal + Spinitual growth Individual education 6 Transformation of helief systems 6 Individual skills development 0 "People change by themselves... .. Culture + Relationships

Behavior Patterns Broad education 0 Information dessemination 0 New technologies 0 Offering incentives 0 "People need to be influenced to change U

Collective Reflection 0 Changing collective value Systems 0 Quality of telahouships 0 Promoting inclusion + participation 0 Awareness of into - dependence 0 Change is a result of a co- creative process

Structures + Systems Reforming Regulations/policies 9 Creating organizations / institutions 9 Creating laws 0 Changing organizational structures 0 Developing systems to 0 measure change Structure determines Conscionsness and behavior.



2 DAY 2: UNDERSTANDING THE DIALOGIC CHANGE MODEL

Day 2	Main objective: Participants understand the Dialogic Change Model as a pragmatic approach to successfully engaging stakeholders and can apply phase 1 of the model.	
9:00	Check-in	CLI
9:15	 The Dialogic Change Model and Stakeholder Dialogues for the implementation of change processes Overview of the 4 phases → Conceptual input → Discussion 	CLI
10:00	 Dialogic Change Model Phase 1: Exploring and Engaging Create resonance Understand the context Build a container for change → Conceptual input 	CLI ACWUA
10:30	Coffee/Tea-break	
10:45	Exercise on participants' cases Group work Discussion Feedforward	CLI
13:00- 14:00	Lunch time	
14:00	Presentation of group work results and discussion	CLI
15:00	Coffee/Tea-break	
15:15	 Balanced communication in the four action modes Move – Oppose - Follow - Bystand Interactive exercise and discussion 	CLI
17:00	Check-out	



2.1 The Dialogic Change Model

The Dialogic Change Model is a methodology that allows for result-oriented, structured planning and implementation of a Stakeholder Dialogue. The model and its four phases were introduced to the participants and questions were discussed accordingly.



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2.2 Best Practice Case Example: Improved Water Resources Security in Low Income Rural and Urban Communities -WRAP Project

The ultimate goal of the stakeholder dialogue is to sustain the management of water resources in Yarmouk basin and reduce groundwater abstraction.

To achieve this goal the project works on:

- Establishing constructive dialogue between stakeholders and decision makers to discuss water issues within Yarmouk Basin
- Developing strategy to enhance water security in Yarmouk Basin

How the Project developed the four phases?

1. Phase one: Exploring and Engaging



- Create resonance: formal and informal meetings to engage stakeholders and create commitment, kick-off workshop with high governmental support
- Understand the context: perform studies
- Build container for change: stakeholder analysis and development of communication strategy to reach stakeholders
- 2. Phase two: Building and Formalizing
 - Process structure and landscape: set phases and steps of water dialogue at different levels, define tools to be used for dialogue activities
 - Clarify common goals and resources: it was agreed towards sustaining the management of water and natural resources in Yarmouk basin areas
 - Plan the future together: participatory meetings and discussions at the local level were carried out as well as verification of obtained results at the meso level. It turned out in a strategic plan to improve water management in YB.
 - Consolidate agreements and establish structure: communicate the strategic plan and priority projects with donor agencies and get financial support
- 3. Phase three: Implementing and Evaluating
 - Create results and celebrate success: conduct workshops and meetings to present strategic plan, search funding opportunities, and implement pilot initiatives
 - Establishing learning mechanisms: lessons learned were identified, and capacity of MWI employees was built
- 4. Phase four: Developing Further, Replicating and Institutionalizing
 - In process

2.3 Dialogic Change Model Phase 1: Exploring and Engaging

Phase 1 is essentially about raising the energy for change and dialogue. In this phase, stakeholders explore the Stakeholder Dialogue's context, taking other existing initiatives and the people involved into account. This requires understanding the external context, the factors that will influence the dialogue, and the dynamics of the complex system in which the Stakeholder Dialogue will take place. Talking to selected but relevant stakeholders and opinion-leaders informally in this phase can help to understand the prospects and potential obstacles for dialogue and change. A small cross-sector team of engaged people, called the core group (container), can meet at various opportunities, exchange ideas and receive inputs from interested and knowledgeable people in this phase.

2.4 Group Work – Phase 1: Exploring and Engaging

The participants were asked to propose cases to work with. The following cases were chosen for the group work:

Group 1: Reduction of Non-Revenue Water in Palestine

Group 2: Stopping the Random Building of Dams in Lebanon

Group 3: Introducing Fair and Integrated Water Management in the Region of Kairouan, Tunisia

Group 4: Efficient Use of Ground Water in the Area of Doucen, Algeria

Handout 2

Phase 1 of the Dialogic Change Model is focused on context analysis and engagement. In this group work the participants conducted a stakeholder analysis and planned an initial process design.



TASK 1: STAKEHOLDER ANALYSIS

Discuss and explore the selected practice case of water sector development / IWRM in more detail: Describe what you want to achieve with your change process. Agree and write down the main **'change objective'**. **15 Minutes** Then move on to the tasks below. Discuss in the group and cover as many questions as possible.

Do a stakeholder analysis and take into consideration:

- Who is the driver / initiator of the dialogic change process?
- Please list the **7-10 most relevant stakeholders.** Please consider civil society, private sector, research/science, public sector and communities.
- How does the interest/influence grid look like (see handbook)? Please define 'influence' and 'interest' in your change initiative and place the stakeholders accordingly.
- Where are the opportunities / where might conflicts arise?

TASK 2: INITIAL PROCESS DESIGN

- What are your conclusions regarding steps to be taken to engage all relevant stakeholders in Phase 1 and build a good container for change?
- Please take into account the '4 dimensions of change' (see handbook page 82) and name some concrete actions how you will design the change process with your main stakeholders.
- How do you engage stakeholders that are not well organized / structured and ensure that they can take part in the Stakeholder Dialogue?





Results Group Work - Stakeholder Analysis:

Group 1: Reduction of Non-Revenue Water in Palestine





Group 2: Stopping the Random Building of Dams in Lebanon

stopping The Randum building of Lebanones Damms linistry of Energy & Water Economic Lobby sindy cats (lawyers, ca Executive Companies • Synaplats (consulting & continctors) • Mass Medie Politicals · CiviL -high interest

Group 3: Introducing Fair and Integrated Water Management in the Region of Kairouan, Tunisia

Acheeving Water management in Stepse Supporting Formers " Local? Adminstration to reach to inflevence / Rower Positions Kairaoun The driver & Water Regional clirectoration *Moving Investors and Private Seston te be more intersted / National Adminstrate Currently . We are in the 1 Phase, Y Investors For / Inflerence Contractors Local Adminstration ! Rouer V Formers. N Water Uspis Research Scientific



Group 4: Efficient Use of Ground Water in the Area of Doucen, Algeria









2.5 Toolbox

PRINCIPLES FOR GOOD DIALOGUE

Dialogue is known as the craft of "thinking together". In our working groups it helps to keep some key principles in mind:

VOICE – ensure all the voices are heard. Be willing to give your opinions clearly, and briefly, with your own reasoning and examples.

LISTEN – give the speaker your full attention, listening to what is said (and not said); be genuinely curious about what they are saying. Ask open question to get a richer understanding of their perspective.

RESPECT – if we want to generate really open dialogue, it is essential to hold an inner intention of 'respect' towards others – irrespective of whether their views and style are similar to yours or not.

SUSPEND – dialogue benefits from a high level of self-awareness; notice when you are judging the statements of others (positively and negatively) as this often stops us from listening; suspend your agreement and disagreement until they have finished what they have to say. Non-interruption is key.

FEEDFORWARD by Marshal Goldsmith

The tool was introduced and participants were encouraged to use it to give contributions to the other projects.

Feedforward by Marshal Goldsmith Suggestions for the future that might help achieve a positive change. Try feedforward ° giver: ideas for the future ° receiver : vlisten attentively & take notes - not allowed to comment vthank the other person



2.6 Balanced Communication in the Four Action Modes

INTERACTIVE ROLE PLAY



FOUR ACTION MODES by David Kantor

The Model holds that in all interactions between people, there are four, and only four, possible speech acts. Many communication problems occur when individuals become "stuck" and over-use one of the four actions again and again, or when certain combined sequences of actions become entrenched, undermining group learning and effective decision making.





3 DAY 3: BUILDING COMMITMENT FOR CHANGE

Day 3	Main objective: Participants understand how to build commitment for change by applying the Dialogic Change Model as a pragmatic approach to successfully design and implement Stakeholder Dialogue processes in IWRM, and can apply Phase 2 of the model	
9:00	Check-in	CLI
9:15	Good Practice Input: Project Spree 2011, Germany - Input - Interactive discussion	GWP Ralf Steeg Project Spree 2011
11:15	Coffee/Tea-break	
11:30	 Dialogic Change Model Phase 2: Building and Formalizing Clarify common goals and resources Consolidate agreements and establish structures Process planning → Conceptual input and discussion 	CLI ACWUA RAED
12:00	Exercise on participants' cases – designing result- oriented processes in Phase 2 → Group work → Presentation and review	CLI
13:00- 14:00	Lunch time	
14:00	Presentation of group work results and further discussion	CLI
15:30	Coffee/Tea-Break	
15:45	 Dialogic Practices: Voice Listen Respect Suspend → Conceptual input → Interactive exercise 	CLI
17:00	Check-out	



3.1 Good Practice Input – Project SPREE 2011

Background

The protection of natural resources should be based in social action. In other words: A society can only function in the long term, if the interaction between humankind and nature works. City and nature do not longer contradict each other.

In Berlin the Spree River should be a central part of the city again: with a clean stream, where people might be able one day to bath, and where there is a functioning flora and fauna. And even a river with a total functioning cultural landscape.

The project has developed the world's first modular system for storing of mixed water. It consists of elements that have exactly the size of overseas containers. Here the waste water flows, where it is temporarily stored until the sewer is free again and the waste water can be pumped back. The entire process is automatic.

The surfaces of the system are used in many ways -. For example, as wetlands, where the waste water can be cleaned immediately, as well as a sun deck, outdoor cinema, gardens or café.

For the team project the question was how urban water management measures cope with urban development. This system was designed to prevent the discharge of waste water, so the surfaces of the system can be used as a space for urban development. The cost incurred is lower than in conventional systems and it relieves the budget. In overall, an increase in the value chain is triggered, which makes the city more attractive.

The project is very complex; therefore, collaborations are absolutely necessary. The main partners are the Federal Ministry of Education and Research as grantor for the research and the pilot plant, the Berlin Senate Departments, the Berliner Wasserbetriebe, the Technical University of Berlin with four participating departments, the six participating engineering offices and the pipe supplier and research partners Amitech.

For more information, please refer to the complete Power Point presentation.

3.2 Dialogic Change Model Phase 2: Building and Formalizing

Phase 2 is geared more towards consolidating the system of stakeholder collaboration and formalizing stakeholders' commitment to change. The objective of Phase 2 is to find an appropriate formal structure for moving an initiative forward and to build a stable collaborative system for implementation. Goals are agreed upon jointly, and roles and resources are defined. Initial structures can be developed, project teams defined and regular meetings planned.

3.3 Group Work – Designing a Result-Oriented Stakeholder Process

Handout 3: Preparing for Phase 2 of the Dialogic Change Model

Based on the results of your stakeholder analysis and conclusions concerning your stakeholder engagement, please design a roadmap for the next 6-9 months with concrete actions to engage all relevant stakeholders and build a good container for change.

- Who should be in your **initial container**? Please consider **people** and **institutions**, as well as the **different sectors** to be represented.
- How will you empower stakeholders with **low influence** (3 actions)
- How will you raise the interest of stakeholders with high influence (3 actions)



For your concrete actions, please try to focus on:

- How you can get commitment from the people that you wish to have in the "core group/container"?
- What you can do to help build trust amongst your different stakeholder groups?

Please consider the ideas provided through the **FEEDFORWARD** session. Also think about **informal and formal ways** to engage your stakeholders.

Example of process design:











Results Group Work

Group 1









Group 2

1 2)3)	Day 3 Group 2
1. Local citizens Local committee - LEM	3. - Universities - Experts - justice	4. - Citizen's Movement Political petres Magurah charado
· For Low influence	Health impact & Sa Ecroponic Ingh Safety rite weak studies presente We are presented Studies Scientifie Studies	to fallow (IFA)
(Tredibili	of Withuld	of using unter

Group 3

Day 3 group 3 Day 3 frap 3 Raising interests Initial Containers-) Holding meetings with the "Wajor water users" in order to illustrate the current Stivation. relected tarmers. Governments "Youth Grap"- Field workers and the VInvestors V Contractors 2) Holding meeting with "Ministry of Agriculture" to Y Inergy Sector. Clarify the farmers responsability and their role.in V Union of Formers the Process. Empownings-Low 3) We are planning to meet the contractors ... Actionse) Electing the former's representative., Commitment p. 2) Forming an important role For the Youth G" through collecting data for the last lo Years * Building trustship between the Manitaring the Water Resources Status dialogue and the Concerned Patties. 3) Giving the opportunity the formers to * Periotorite the Souttions giving from the Key Staketblders. Suggest the suitable solutions.



* Iransperancy ... releasing all the details also at the meetings have been Held with the other Parties.

- * Fresenting the real amount of water currently exist
- * Forthing " Convention gathering all the stake holders, and

Jay3, Soup3

Group 4

- Initial Container: (pay-frapy 1- Blue Gold Association \$ Algerian Federation for Env Protection + 2. Ministry of Agriculture
- 3- Municipalities
- 4- Head of Farmers' Union
- 1- Form a Scientific Committee for the project.
- 2. Consult Environmental NGO,
- 3. Competitions in Schools (Celebrating all water & environment events)
- i 4 Competitions for households (best water use)
 - 5- Competitions for Farmers (best Water use)

1. Give importance to all aspects. 2. Clarify role of all members. 3. Provide information with transparency. 4. Equal treatment among all. 5. On-going follow-up. Build a mock-up of ground wells

in Children's playground

Day 3, Sapy



3.4 Dialogic Practices





4 DAY 4: UNDERSTANDING THE KEY FACTORS FOR SUCCESSFUL IMPLEMENTATION OF STAKEHOLDER DIALOGUES

Day 4	Main objective: Participants understand key factors for the successful implementation of Stakeholder Dialogues and know when and how to monitor the process quality.	
9:00	Check-in	CLI
9:15	The Dialogic Practices & the 4 Action Modes to Enable Collective Intelligence - Input	CLI
10:00	Good Practice Input Water and Energy: Use of Solar Energy in Berlin-Tegel Water Work - Input - Interactive discussion on best practice examples	GWP Jörn Heppeler, p2m Berlin GmbH
11:45	Coffee/Tea-break and group photo	
12:00	 Dialogic Change Model Phase 3 & 4: Implementing and Evaluating Developing further, replicating or institutionalizing → Conceptual input and discussion 	CLI
12:45	Process monitoring in Stakeholder Dialogues → Input and discussion	CLI
13:15	Next steps: sharing best practice examples in IWRM Presentation ENTIRE webportal & website	CLI RAED ACWUA
13:30	Workshop feedback	ENTIRE Team
14:00	Certificate ceremony Check-out and closing	
14:30	Lunch time	



4.1 The Dialogic Practices & the Four Action Modes to Enable Collective Intelligence

Exercise on dialogue and listening













4.2 Good Practice Input - Water and Energy: Use of Solar Energy in Berlin-Tegel Water Work

Why photovoltaic at Berlin-Tegel?

- High power demand/ own power generation
- International and national consent for climate protection
- Green image/ environmentally friendly
- Prevention of CO₂ emission
- Positive options of fiscal depreciation/ profit
- Filtration building and open space ideal conditions
- Largest PV plant in Berlin, Germany

Building permit

- Hearing of concerned parties (water authority, monument protection service, environmental protection agency, electricity supplier, compliance with development plan)
 E.g. nature and environment protection (national level): Intention: no construction on ecologically valuable land
 In line with development plan
- Guaranteed remuneration for construction on sealed areas, conversion land, land along highways, train lines, etc.
- E.g. state wide land use planning (federal state level):
- Guidelines and criteria to identify suitable locations
- Definition of land for Photovoltaic

 E.g. regional and urban land use planning (local level)
 Aligned with development plan (inner area)
 Aligned with interests of nature protection
 Considered aspects such as habitat network

Basic facts of field plant (atop of water reservoirs):

- Costs 1.4 Mio. EUR (nominal power 3,812 EUR/kW net)
- Pretax rate of return 7.7% (after tax)
- Electricity generation costs 0.3335 EUR/kWh
- Guaranteed feed-in remuneration 0.3958 EUR/kWh
- Prevention of CO₂ emissions (avg.) 319.5 tons/a

Conclusion:

- Good reasons for implementation
- Challenging application and construction process
- Performance of PV plants in line with expectations
- PV electricity sufficient for water supply of 26,000 inhabitants
- Invest is economically efficient

For more information, please refer to the complete Power Point presentation.

4.3 Phase 3: Implementing and Evaluating & Phase 4: Developing Further, Replicating or Institutionalizing

The participants learnt about phase three and four of the Dialogic Change Model.

Phase 3 refers to implement agreed-upon or recommended activities, creating showcases for change, evaluating progress and outcomes. It can take from several months to years, depending on the issue. It is characterized by regular review meetings with all relevant stakeholders.



In Phase 4, one a Stakeholder Dialogue has reached the agreed-upon results, the question remains whether an initiative should stop there, or if it should be further developed. If the desired goal has been achieved, success should be adequately celebrated: participation and contributions of individual stakeholder groups should be acknowledged and appreciated. Many Stakeholder Dialogues terminate successfully after Phase 3.

Some Stakeholder Dialogues may want to consolidate their outcomes into sustainable structures. This can mean taking the endeavor to the next level, replicating it at another location, integrating a new issue or further institutionalizing the dialogue on a more formal level.

If taking the initiative or project to the next level seems to have a worthy option, Phase 4 needs to concentrate on building appropriate structures without losing sight of the crucial role of people and process. It is about creating the next-level *container* by inviting and integrating new participants. This often requires building new structures and developing a governance system that represents the stakeholder groups. Sometimes it can make sense to set up an institution with the appropriate management structure. The major challenge in Phase 4 is keeping the spirit of change alive.

The best practice case example of WRAP was explained using the 4 phases of the DCM.

4.4 Success Factors

Running a successful Stakeholder Dialogue requires paying special attention to the quality of the dialogue process itself. The participants were presented eight success factors that help evaluating their own cases:

- 1) Leadership and high-level sponsorship
- 2) Cohesion and relationship-management
- 3) Goal and process clarity
- 4) Knowledge and competence
- 5) Credibility
- 6) Inclusivity
- 7) Ownership
- 8) Delivery and outcome-orientation

Differentiate between:

- ✓ Monitoring of Stakeholder Dialogue process (e.g. use the spiral model, spider net, self assessment, outcome mapping)
- ✓ Monitoring of results (any applicable monitoring system can be used)

Participants can evaluate their own cases using the <u>online self assessment tool</u>.





Critical success factors for stakeholder cooperation

4.5 Planning the Joint Future Together

As a final session the web-portal was introduced as an exchange platform for water management and networking tool.

Webportal: <u>http://iwrm-dialogue.com/#&panel1-1</u>

Website: http://entire.collectiveleadership.com/

Facebook Group: ENTIRE





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German Water **Partnership**