



Environmental Peacebuilding Through Water Harvesting: Students in Israel and Palestine in the Water Resources Action Project Network

funded by the

**American Arbitration Association-International
Centre for Dispute Resolution**

AAA-ICDR

**FINAL PROJECT REPORT
2019-2020**

I. Project Goals and Activities

1) A summary of the project and purpose of the grant

The purpose of the AAA-ICDR funded WRAP project was to enhance WRAP's ability to provide a safe and neutral environment for teachers and students who rarely interact to work cooperatively on the common problems of inadequate water resources and water quality. The initial project intent was to facilitate face-to-face peace-making activities by convening students and instructors from communities that are geographically contiguous, but with governments in conflict. We intended to reinforce these activities with digital interactions. In response to COVID-19 we were required to limit face-to-face interactions while continuing to support the four project goals as much as possible:

Goal 1: Enhance WRAP's school-based, water-focused environmental peacebuilding curricula;

Goal 2: Expand WRAP's online presence to increase and enhance virtual cross-cultural relationships between teachers and students based on common environmental issues;

Goal 3: Strengthen positive relationships between Arabic and Hebrew-speaking students through face-to-face interaction

Goal 4: Create WRAP evaluation tools to assess the impact of WRAP activities on developing and sustaining positive, cross-cultural relationships.

2) Impact of COVID-19 on this project.

The unpredictable spread of COVID-19 in Israel has caused a change in the activities in this project. Digital activities replaced many of the in-person activities that were originally planned for the program, including an emphasis on developing and assessing the WRAP environmental WebApp. We have replaced planned activities involving large numbers of students from each school to activities with a smaller number of highly motivated students from each school. These students will be the nucleus of environmental clubs at the schools when the pandemic has passed. The activities funded by this Grant during the Fall included support for projects by many of these students in preparation for a virtual science fair to be held in the Spring. The

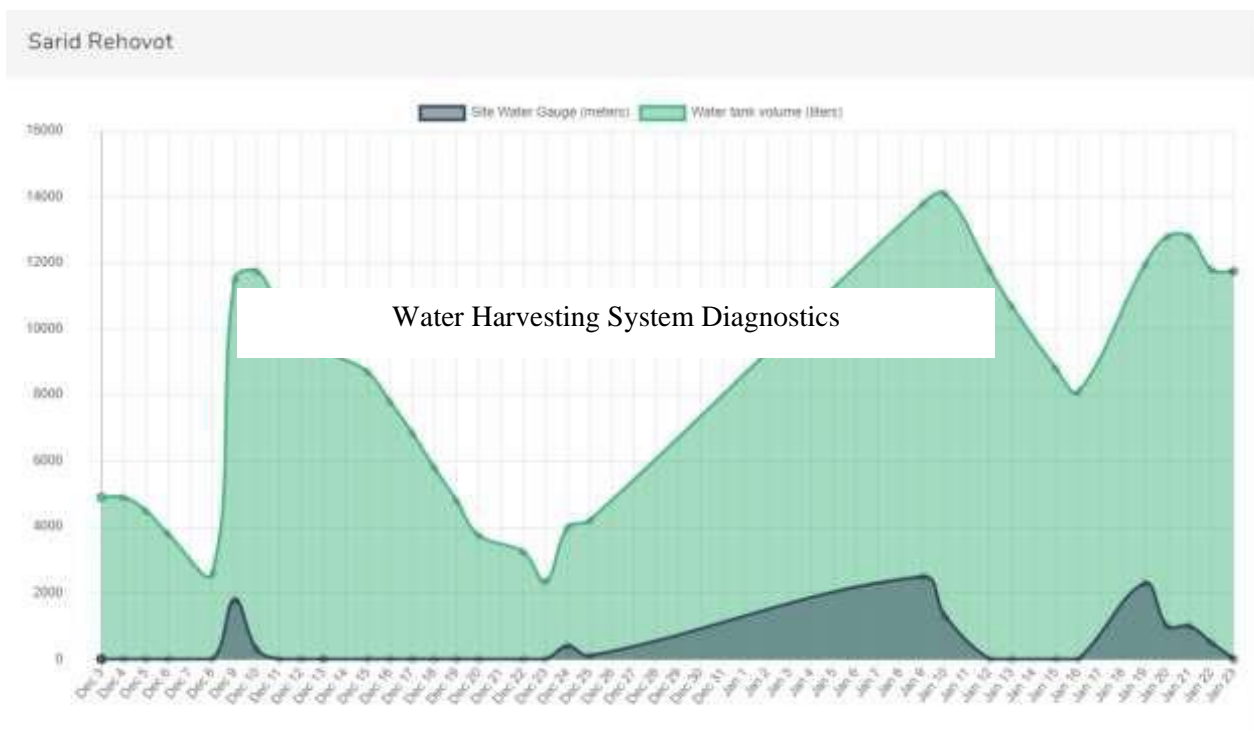
students and teachers will use the WRAPApp to share their projects with others and to solicit comments and suggestions. The WRAPApp contest feature has been adapted to support judging the Science Fair entries.

3) Project Activities

A. Activities supporting the first three project goals:

1. **Educators workshop** – The outcomes of the grant funded Educators Workshop were detailed in our Phase 2 Progress report, including an in-depth evaluation by Dr. Gonen Sagy, the project evaluator., including development of pre- and post-workshop surveys. In summary.... “The workshop was a successful event, with positive and encouraging impact for almost all the participant, both on the environmental and social dimensions. Nine out of 11 participants reported having a conversation with teachers from a school with a different language, and 10 out of 11 will recommend this training to their colleagues. All the participants found the training was great for environmental and/or or social interactions; 4 out of the 11 teachers referred to both elements.”
2. **Enhanced Environmental Peacebuilding Curricula** – The WRAP Educators and Board members compiled environmental peacebuilding educational material; this material is now available on the WRAP website... <https://www.wrapdc.org/school-resources/>. We will continue to update these resources on an ongoing basis.
3. **WRAP Photo Contest** - In June 2020, three Arabic speaking and three Hebrew speaking schools participated in the WRAP 2020 photo contest. A winner from each school was selected by students from a school with a different native language. The photos are displayed in Appendix A.
4. **WRAP Environmental App** - Although the in-country WRAPApp Content Lead contracted COVID-19, we were able to make great strides. All the WRAPApp features are now available in Arabic, Hebrew, and English. Four of our team members have been testing the app and the App will be available to the public in January. The app is now available to host the WRAP Science Fair described below.

A major project accomplishment was the development of the WRAPApp state-of-the art Water Harvesting monitoring and data collection feature. This feature will provide a



powerful education tool for WRAP schools. Amir Yechieli, WRAP Water Harvesting Engineer/Specialist spent substantial time helping to design the system and is currently testing out the system in his Jerusalem home. As described in our Phase 4 Progress Report: “Amir Yechieli, who has installed over 160 systems in Israel, Palestine, U.S., South America, and Africa worked closely with the developer to create an app that supports water harvesting education, including the data needed to support analytical thinking. The water data collection feature will be available to the public and provides an opportunity for students to learn about other projects throughout the world.”

5. Cross-Cultural Connections

- **Cross-cultural community meetings** – For the first time in WRAP’s ten-year history, Jewish Israeli parents and students from Kibbutz Gezer visited a Palestinian community, Sur Baher. The significant positive impact of these interactions is described in the project evaluation, Exhibit A.
- **Cross-cultural communication expanded** with Middle East students through connections to Indigenous populations in the U.S. and Canada. The U.S. COVID-19 emergency initiative to support Native Americans without running water is described on the [WRAP Website](#). Through the relationships developed in Canada by Dr. Gonen Sagy, WRAP Evaluator, Canadian Indigenous populations will be participating in the WRAPApp environmental activities.

6. New Activities in Response to COVID-19 Restrictions.

Our original Scope of Work included a final face-to-face gathering to conclude the project. Since this final work meeting was not possible due to COVID-19, the WRAP educators developed four projects for implementation beginning in December 2020. The expenses for each project are included below and broken up by AAA-ICDR-ICDR WRAP line items in the fiscal section of this report. The WRAPApp will be used as a tool to share the participants projects and Each of the projects described below support one or more of the following first three AAA-ICDR-ICDR WRAP project goals.

- 1) **Jerusalem Project:** Selected students from three Arabic-language schools are participating in the science fair sponsored by WRAP. The subjects for each school are as follows: Al Tur – weather station (teacher Yasmeeen Khoury and 2 students); Sur Baher School for Girls – water quality and natural products (teacher Ayat Aburmella and 2 students); Afaq school teacher Hazar Khatab and 1 student). Total expenses: \$750; the WRAP educational coordinator was Zoubaida Salman.
- 2) **Kibbutz Gezer Project:** Winter Pond study – 7 students from 5th to 7th grade are photographing the winter pond on Kibbutz Gezer on a weekly basis. They have held a smartphone photography class to improve their photos and met with local nature experts to learn more about the winter pond and what students can find there. At the end of the winter rains, they will put together a video presentation including Hebrew, English, and Arabic translations. The presentation will explain to other students about winter ponds and what was learned over the course of the study. Total expenses: \$1750; the WRAP educators were Dani Livni and Tom
- 3) **Rehovot Schools Project:** Amir Yechieli is running and operating Rainwater Harvesting systems at three school in Rehovot and Lod and implementing the WRAPApp as a means of documentation and analyses. This is leading to a digital collaboration between the three of them and hopefully, more schools in the future. Total expenses: \$2500
- 4) **North Israel Project:** Liad Amir (Eynot Yarden, Majdal Shams and Kfar Szold schools) and Basal Swetat (Tuba Zangaria) are working with students to develop in-person and digital activities related to use of rainwater in hydroponic and low-cost greenhouse systems. Construction of the greenhouses, development of virtual reality activities and use of the WRAPApp are in progress. The results of the projects will be shared with other schools to help them build low-cost

greenhouse and hydroponic systems. Total expenses: \$1050

B. Activities Supporting Goal 4: Create WRAP evaluation tools to assess the impact of WRAP activities on developing and sustaining positive, cross-cultural relationships.

We are pleased to report that we are now working with the [Alliance for Middle East Peace](#) (ALLMEP) to utilize the WRAPApp as a potential tool evaluation tool for ALLMEP's 110 member organizations. ALLMEP is the largest and fastest growing network of Palestinian and Israeli peacebuilders. On October 29, 2020 WRAP team members met with the Director of ALLMEP to discuss the potential for using the WRAPApp to evaluate other cross-cultural peacebuilding programs. The app platform can be modified to focus on any issue of common interest to Arabic and Hebrew speaking users. ALLMEP has invited WRAP to demo the WRAPApp to the 110 ALLEMP member organizations during the first quarter of 2021. The draft event flyer is presented in Appendix B.

On December 21, 2020, as the result of over a decade of advocacy by ALLMEP for an [International Fund for Israeli-Palestinian Peace](#), the United States Congress passed the Nita M. Lowey Middle East Partnership for Peace Act, historic legislation delivering unprecedented levels of funding for peacebuilding in Israel and Palestine. The law provides \$250 million over five years to expand peace and reconciliation programs in the region, as well as to support projects to bolstering the Palestinian economy. Evaluating the impact of these funds will be critical, and WRAP is honored that our unique, cross-cultural app, supported by the AAA-ICDR-ICDR grant, is well- positioned to support this effort.

In response to ALLMEP's interest in utilizing the WRAPApp as a research tool to assess the impact of people-to-people projects to support Middle East peace, Dr. Gonen Sagy prepared a "Road Map for using the WRAPApp as a research/evaluation tool" of the impact of people-to-people initiatives to support conflict mitigation efforts in the Middle East. (Appendix C).

II. Project Evaluation by Dr. Gonen Sagy

It is in the exceptional and hardest hours that qualities shine

Introduction and conclusion

Traditionally, a year-end evaluation of educational activities would present quantitative and qualitative data analysis; it would focus on the student's activities, curricular development and staff trainings. Particularly for WRAP, we would focus on the shared activities between schools.

Given the unprecedented conditions posed by the COVID 19 pandemic, Israeli and Palestinian schools restricted students' presence in their facilities for the most part since March 2020.

Deprived from in-school activities, working directly with, and collecting data from our students was almost impossible.

Yet, based on the relationships, communication and friendships that were forged between WRAP staff members in the last few years, an ongoing supportive atmosphere encouraged swift adjustments that allowed WRAP to respond successfully and even exceptionally, as will be explained in the following report.

The world of educators and school students are timed in cycles from September to August, hence, to better tell the story of WRAP in the last year, the following report will reflect on WRAP's activities in the 2019-2020 school year, and up to date.

To better convey the key points, it is structured as a narrative, imbedded with an expert's analysis. WRAP demonstrated significant achievements in students and teachers' encounters before March 2020, and exceptional organizational preparations to facilitate Hebrew and Arabic speaking students' relations. Both online under COVID 19 conditions, and in person, once schools will return to regular activities.

The bottom line is, that while the 2019-2020 school year was full of obstacles and challenges, WRAP of January 2021 is ready than ever to facilitate meaningful, positive face to face teachers and students cross cultural relationships. And is already doing so online.

Summer of 2019 – Kickoff Workshop at Neve Shalom

The spring and summer of 2019 were exciting times for WRAP staff. As the days leading to the teachers training in Neve-Shalom on July 2019 grow nearer, sharing the planning of the workshops was a fun, dynamic way to spend time together for WRAP staff. Conversations about shared curricular items enriched the conversations.

Eventually, the big day arrived, Liad, Zoubaida and two other teachers from east Jerusalem arrived earlier, on the night before to cut traveling time the next day and get everything ready. It provided them with meaningful time to get to know each other. The next morning on July 30th, a group of 18 teachers and education leaders got together to spend a day of shared teachings and learning. Half of whom were new attendants in WRAP's activities.

The teachers' feedbacks at the end of the day were excellent, positive, and encouraging. As was reported in last year's evaluation report, both Arab and Hebrew speaking teachers felt that this event and WRAP's planned activities for the 2019-2020 school year, are providing a tangible platform for environmental collaboration, one that can bring segregated communities closer together.

As was recently (December, 2020) explained by Zoubaida, the leading East Jerusalem teacher and school's coordinator at the time, one of WRAP teachers training's strengths was its structured **equality**:

*"The teachers' seminar in July 2019 was excellent! With more teachers involved, we had a chance to meet each other, and get to know each other better, and know about each other more. **It was not the***

usual one-way teaching from the Israeli teachers, instead it is two way. We all taught each other, and everyone had a role in giving knowledge from their experience. It felt good”.

The principal of **equality** and staff members’ sharing experiences and knowledge was proven to create a strong sense of community in cross-cultural initiatives. By embracing this practice WRAP placed methodological foundations for strong, positive relations between the teachers. Ultimately, that can allow deeper, meaningful, positive students’ encounters.

Before COVID 19: The first half of the 2019-2020 school year

From September 2019 to February 2020, WRAP staff, schools, and participating communities, continued the positive flow that was set at the July teachers’ workshop. The educational and cross-cultural encounters in these months represented new records for WRAP.

The periodical WRAP staff conference-calls navigated between updates on each staff member’s doings, discussions on curriculums, plans for the later part of the year, and ad hoc items related to the main events at hand.

The activities included:

1. installations of new rain harvesting systems by Amir in Rehovot, at Sarid and HaShita schools, which also included the establishing of relationships with teachers and other staff members in the schools;

2. Liad started infrastructure installation for hydroponic test system in Magdel Shames, Tuba Zangaria, and Har VaGay northern schools; another significant point of reference for Liad and his work in the north of Israel was the fact that a group of students in his democratic school, Eynot Yarden, approached him asking to take part in encounters with students from Tuba Zangaria.

3. plans for the later part of the school year included:

- a) a field day for several WRAP schools together led by Amir, to teach about rain harvesting and allow an encounter between the new schools from Rehovot and Lod. Amir was setting dates and coordinating a location.
- b) an end of the year seminar at the Arava Institute for Environmental Studies¹ for WRAP teachers and students. Email correspondences were taking place to coordinate meetings with AIESA students and staff.
- c) WRAP curricular development.
- d) WRAPApp development, and more.

4. the most significant activities in this time period was the students’ visits between Kibbutz Gezer, which is located between Tel Aviv and Jerusalem, and Altur and Surbaher schools that are located in East Jerusalem. What was particularly special about this year’s visits, was the fact that for the first time ever, a big group of young students from Gezer came to visit Surbaher. A lot of preparations took to build the trust and sense of confidence that allowed this visit.

The photos of all participants having a great day together, and excited testimonies by Dani, Tom the youth guide in Gezer’s youth home, Zoubaida and others involved, told the story.

Tom and Dani explained how the relationships are reaching deeper, more meaningful stages, both for students that kept in touch and for Gezer’s community. In a conversation with both, they explained it in many ways.

Here are two selected quotes.

Dani:

¹ The Arava Institute for Environmental Studies (AIES), which was named among the top 100 environmental think tanks in the world, is a leading environmental research academic institution in the Middle East, under the hospice of Ben-Gurion University of the Negev, Israel. It is the only academic centre in the Middle East that facilitates Israeli, Palestinian, and Jordanian academic collaboration on shared cross-borders’ environmental challenges while students share living space and everyday life. Learning at AIES provides a life-changing experience related to social and environmental issues, to tens of students each year.

“ to see the students who visited us in Gezer now when we visit Surbaher, welcoming us excitedly after some of them were in contact through Instagram or other media, it is touching”.

Tom:

“ I am very open with the parents of our youth, and I can clearly see parents that are now more involved with the encounters and that feel more comfortable with the subject, and that also effects more of the youth that more of them are more open to the idea. You can see it very clearly!”.

But perhaps it is the calm, well thought-out words and message that Zoubaida had to give on December 2020, that would best reflect the significance and positive impacts for the participants and their communities:

“The visit from Kibbutz Gezer's students and our visit to them also was wonderful, and signify a new level in the relationships.

The parents were here first, and now finally felt confident to send their children. And this improvement is not just for Surbaher school but for everyone in the community. We experience this as teachers and students, but also as Palestinian to be with our neighbors, and build trusting relationships.

Each one of us knows that we have something in common, we build trust, and each one knows what the other needs.

It has an impact also on the community. Every student says what happen in school to their parents, the parents have a hands-on approach, and they agree to what the school do and what the student do at school.

Now finally it is mutual relationship between us. It opened another door for the community.

If in the future any school from east Jerusalem, if they wish to have environmental relationship with school from Israel, we will share it and help them in it”.



That was the atmosphere, and these were the feelings. WRAP's agenda was full. Then COVID 19 changed the course of actions, new regulations forbid school's regular activities and gatherings of any kind in the next months in Israel and Palestine.

Under COVID 19: new manifestations of invention and resilience.

Any educational work that embraces equality and just shared life under the current Israeli and Palestinian political atmosphere and dynamics must include abundant of flexibility, resourcefulness, and resilience. From March 2020 and up to date, WRAP's approach and adaptation to the new reality was nothing short from inspiring.

WRAP's staff and schools managed to keep working together, by improving or finding new ways to collaborate online, also new connections with far communities were established. By all these activities (listed below), WRAP managed to keep the staff and participating students in high level of readiness for future gatherings, once life will return to their course; and this is perhaps the most important accumulative outcome from WRAP's achievements in the past year.

Winds of change

With the countless changes in everyone's personal and professional life, the periodical WRAP staff conference-calls became ever more significant for the participants. In Amir's words:

"I found that the regular WRAP calls that we had for our team were wonderful, particularly with the COVID 19 situation, it allowed us all to keep in touch and support each other.

These Zoom calls with Malcolm and Leora kept the glue and energy and maintained the connection and relationship in WRAP schools.

The regular WRAP conference meetings are a real present for us all!"

Facing the sudden changes, WRAP's team geared the energy and attention what could be done, mainly an online collaborations. The activities included:

1. Moving online

WRAP's Environmental Photo contest for students titled **My Home: Inside and Outside**. This photography competition invited WRAP's students which were restricted to stay at home, to send a photo of their environment, along with a caption, one or two sentences that will shed light about it; the text was translated to Arabic, Hebrew, and English. 49 students competed, and the winning photos were selected by students' votes. Liad took a leading role in organizing the competition and finding an online platform that will allow all students to view and select winning photos. As he explains: *"Each school had an internal contest, and each pair of schools that is made by an Arab and a Hebrew speaking schools, made the judgment for the other school, with one winner from each school. The students were the judges"*.

The photography contest provided WRAP's students (and staff) with an opportunity to get to know and learn about each other's close environments and inner world. To give a sense of what was on our students' minds, here are four of the photo captions:

- a) *I took this photo outside my house and it reminds me how beautiful is the world if you just open your eyes,*
- b) *Look up, we all look at the same sky*
- c) *Reflection, reflect every beauty in your soul*
- d) *I feel comfortable when I take care of my flowers.*

The winning photos are presented in Appendix A. With the photo competition, WRAP made the change from class-based activities, to activities that are more suitable for students at home, and also defined the environment as both outside and home.

2. Maintaining rain harvesting systems - maintaining relationships.

While schools were not accommodating students in their facilities, the rain harvesting systems still required regular maintenances; Amir took these opportunities to strengthen the personal connections he has in WRAP schools, as he explained in his words:

" I kept taking care of the rain harvesting systems at Lod and Atur , maintaining the systems is a wonderful platform to keep the meeting and joint work with the schools in East Jerusalem. And together with the regular WRAP calls, it was part of positive energy.

In East Jerusalem, all schools were closed, but I kept coming and met the teachers and technical staff on a regular basis.

I had ongoing, meetings at Atur, Azara (in Lod), Surbaher, Um Tuba, Afak, with Argentina school in Jerusalem, and with two new schools in Rehovot: Sarid and HaShita.

Without students, I mainly worked with teachers. In each school there is at least one teacher that knows me and I know well, and I know all the headmasters.

The physical need for water, and rain harvesting systems is increasing all over the world.

Our involvement in WRAP is a huge booster for other activities as well, with other projects that we get the chance to implement our experience and knowledge.”

3. WRAPApp

Significant efforts were dedicated in the past year into the development of the WRAPApp, a user-friendly app which upholds the highest standards for educational apps.

It provides a controlled safe online environment for teachers and students to share learnings and collaborate in many ways. With respect to the water harvesting, it is answering a need that WRAP had for many years to share data between schools in real time. With respect to cross-cultural communication potential, it will hopefully be the place of meetings for Palestinian, Israeli and Indigenous North American schools.

With respect to the research potential, it could provide a rare, deep insight into cross-cultural reconciliation dynamics by content analysis of the app activities and correspondences.

WRAPApp is also a powerful tool for forging new connections. With the prospect of providing the app for other Middle Eastern organizations’ activities, new contacts were made in the last few months with Eco-Peace and with ALLMEP, which also included the developments of strategies for using the app as a platform for the organizations’ inner communications and as a tool to provide insights.

4. Expanding the conversation

a) With the use of Zoom, WRAP introduced water issues for Navajo Native Americans to school students from Gezer. Once the students made contact, the students chose to raise money to buy a handmade traditional rug from a 99-year old Navajo weaver. Thanks to a new WRAP program, followed by the Gezer students, for the first time, she has a portable sink with clean water to wash her hands. The importance of this under COVID 19 is clear. What should be noted, is that by expanding the conversation with WRAP students to issues of justice and equality around the world, WRAP could provide both Arab and Hebrew speaking students with (1) better understanding and tools for reconciliation, (2) shared tangible, yet soft socio-ecological goals upon the students could easily unite and agree.

b) Another new usage of Zoom was in 2 international online events in which WRAP staff from the Middle East made presentations to interested audiences in the USA.

One of the events was dedicated to an audience from Albuquerque, New Mexico that learned about WRAP’s activities in schools in its sister city of Rehovot in Israel.

Last words and future possibilities

The second half of 2019-2020 school year, and most of 2020 provided plenty of challenges due to the COVID 19 pandemic. One of WRAP’s Middle East staff members lost a family member to the pandemic. In the face of these circumstances, the regular WRAP conference calls provided a source of strength and encouragement. It kept everyone connected and generated activities that engaged teachers, school’s staffs, students and more.

Any evaluation and judgment of WRAP’s activities must be made while taking into considerations the political and social dynamics in Israel, and between Israel to Palestine. In the last year, the main media reported a rise in social tensions between various groups in Israel, between Ultra-orthodox and Secular, between Kibbutzim and neighboring Ayarot Pituach (Development cities in the remote areas of the country), and between political groups.

Sadly, the charged social dynamic is also present in the relations between Hebrew and Arabic speaking groups, and manifested for example, by events of arson attempts of [Mosques](#) and [Christian symbols at churches doorsteps](#).

Within this reality, WRAP managed to bring together educators and students, to keep warm relationships alive and to have them looking for ways to deepen and become more meaningful. Perhaps the best way to explain it is by the next statement made by Zoubaida in December 2020:

*“ Moving forward, the teachers need to spend more time together, a longer workshop of at least a week, ideally two weeks, for teachers and students.
In East Jerusalem there are 4 schools right now that will participate with one teacher and at least 3 students from each of them. We have the experience, and we are ready to go to that level of collaboration”.*

At the moment, only a handful of organizations in the Middle East can facilitate meaningful, positive educational activities that will bridge between communities and cultures. WRAP is one of them.

III. PROJECT INFORMATION DISSEMINATION

- 1) Invitation to the WRAPApp presentation – The Alliance for Middle East Peace (ALLMEP) will share information about the WRAP App presentation to the 110 member organizations. See Appendix B.
- 2) The WRAP 2020 year end newsletter focuses on the AAA-ICDR Project outcomes. The newsletter is posted on the [WRAP Website](#) and will also be distributed to 550 WRAP supporters.
- 3) Dr. Gonen Sagy is preparing an academic paper on the impact/evaluation of the AAA-ICDR work to publications interested in conflict-resolution.

IV. FINAL FINANCIAL ACCOUNTING:




The total cost for the activities described above is \$7550. WRAP has contributed an additional \$3990 to cover costs not included in the AAA-ICDR budget. We have transferred the majority of the project funds to our fiscal agent for distribution to our local partners. The final balance will be transferred to our evaluator, Dr. Gonen Sagy, with the completion of this final report.


The breakdown of Phase V costs described above are presented below.

Fall Totals	Total
Educators	\$ 4,200.00
Digital	\$ 800.00
Equipment	\$ 200.00
supplies	\$ 1,250.00
Evaluation	\$ 1,100.00
Total AAA-ICDR	\$ 7,550.00

APPENDIX A
WRAP 2020 PHOTO CONTEST –WINNING PHOTO FOR EACH SCHOOL

School name	Arabic	English	Hebrew
		<p>'נעמי, כיתה'</p> <p>" הזאת והתמונה שלי לבית מחוץ שצילמתי תמונה זאת את פותחים רק אם יפה העולם כמה לי מזכירה העיניים"</p> <p>لقد أخذت هذه الصورة خارج المنزل لانها تذكرني كم هو جميل هذا العالم اذا فتحت عينيك</p> <p>naomi , 10th grade:</p> <p>i took this photo outside my house and it's remind me how beautiful is the world if you just open the eyes</p>	
Eynot Yarden	نعومي حزيزا	Naomi Haziza	נעמי חזיזה
		<p>لوكان عقلك شجرة ولديك عدة أغصان من الحزن والتوهان لكن غدا ستصبح ما تريد</p> <p>באיין קהדר:</p> <p>עצב של ענפים הרבה לך ויש עץ הוא שלך המוח אם רוצה שאתה מה תהיה סוף סוף אך אבוד אתה</p> <p>Bayan Khader</p> <p>If your brain is a tree and you have so many branches of sadness lost but finally you'll be what you want</p>	
Sur Baher	بayan خضر	Bayan Khader	באיין קהדר

		<p>احب هذه الصورة لأنها تخبرني على اللون الأخضر الذي يعطي الأمل بأن الأمور ستكون بخير .</p> <p>התמונה של התמונה:</p> <p>צבע בה שיש מפני בתי של הזו התמונה את אוהב אני ושהחיים טוב יהיה שהכל תקווה לי שנותן מה, ירוק יפים</p> <p><i>mahmud: i love this picture of my home because it has green color, which gives me hope that all will be ok and that life is beautiful</i></p>	
Mekif Tuba	محمود	Mahmud	מחמוד
		<p>ה כיתה -קיגל אשל:</p> <p>ביתי ליד בית בונה דרור.</p> <p>عصفور بني له عشا بجانب منزلنا</p> <p><i>Eshel Kigel- 5th Grade</i></p> <p><i>A sparrow builds a home next to our house.</i></p>	
Kibbutz Gezer elementary	اشل كيجل	Eshel Kigel	אשל קיגל
		<p>יב כיתה - אליאס בן סול</p> <p>" הסוף יבוא תמיד סערה בכל ואופטימיות שמש טיפת עם הטוב .הקשת"</p> <p>الفريل من أشعة الشمس والنفائول سينتهي كل عاصفة بزهابة سعيدة .</p> <p>قوس قزح</p> <p><i>Sol Ben Elias- 12th grade</i></p> <p><i>"With a little sun and optimism, every storm has a happy ending. A rainbow."</i></p>	
Kibbutz Gezer mid- high school	سول بن اليااس	Sol Ben Elias	סול בן אליאס

	<p> زداء القدس أبلفازي לבכות לי גרמה ירושלים של קריאתה Jerusalem's call made me cry </p>		
A Tur	نفيسة ابو سبتان زنفيسة ابو سبتان	Nafisa Abu Sbitan	נפיסה אבו סביטן נפסה אבו סביטן

APPENDIX B



THE WRAP ENVIRONMENTAL WebApp

A Mobile Friendly, Trilingual Website

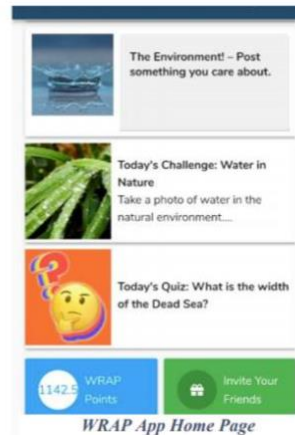
A Presentation by the Water Resources Action Project

a Member of the Alliance for Middle East Peace

The Water Resources Action Project has launched a mobile-friendly Tri-Lingual Environmental website designed to support cross-cultural learning and relationships, and short and long-term program evaluation. You are invited to an on-line presentation to learn how the WRAPApp platform can support a wide range of Middle East, cross-cultural peacebuilding programs. The WRAPApp is free for all users. [Click here for a brief overview of the WRAPApp.](#)

THE STUDENT ENVIRONMENTAL WRAPApp
Arabic, Hebrew, English

- Students earn points for joining fun environmental quizzes, challenges, and contests, and posting photos and videos of environmental issues that are important to them.
- Student earn **bonus points for cross-cultural interactions.**
- Points are redeemed for **prizes** such as field trips, science equipment, and projects that support their schools and communities.
- All posts are vetted by teachers to assure **positive, cross-cultural interactions.**
- **Schools anywhere in the world** with a dedicated teacher liaison are invited to join the WRAPApp community.



The presentation will include:

- An overview of the WRAPApp;
- Using the WRAPApp water harvesting feature for data collection, system monitoring, & cross-cultural information sharing;
- Adapting the WRAP App to support other cross-cultural programs;
- Using the App platform to support short and long-term cross-cultural people to people program evaluation;
- Supporting alumni connections and providing opportunities for Alumni to mentor cross-cultural program participants;
- A discussion of how ALLMEP members can work together to use the WRAPApp to develop a robust, on-line cross-cultural program evaluation tool.

You are invited to “test-drive” the app before the presentation at www.wrapapp.org.

REGISTER HERE FOR THE PRESENTATION

Questions? lsiegel@wrapdc.org

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APPENDIX C

Roadmap Proposal for WRAPApp potential as a research tool

by Dr. Gonen Sagy
“The medium is the message” (Marshall McLuhan, 1964):

In a nut’s shell

WRAPApp is designed to facilitate Hebrew, Arabic and English-speaking individuals, schools and communities in collaborating, learning and building bridges of understanding.

It is structured according to highest standards of educational Apps, provides multiple ways of multiple groups collaborations, full control on content by teachers or moderators, and free exchange of all type of media (movies, photos, texts and more).

It provides the kind of dynamics that the leading social applications give nowadays, while keeping the privacy and safety of users.

Social media as a tool of communication:

Research in the USA show that while more than 60% of users in social media do it for communication with friends and family, only 14% use it for connecting with people with a shared interest, and 9% will make new friends by it.

Concerning these findings, it is important to note that a) WRAPApp users are expected to have their friends on the App with them; b) WRAPApp can be a perfect platform of “shared interest” particularly for WRAP Schools and ALLMEP users, which don't necessarily represent the average/common members of their communities.

The advantages of the WRAPApp are related to the safe platform it can provide to peace organizations in the Middle East, where both individuals and organizations/communities can be condemned by their social groups for communicating with the “Other”.

Data collection framework within the WRAP App framework

Facilitating and empowering positive conversations that relate to environmental and reconciliation activities is the key objective of the WRAPApp. Hence, any kind of data collection, research and analysis should be framed to empower that objective. This is particularly important in the case of ALLMEP activities. Collecting data from WRAPApp users’ communications will be a form of social media research, yet unlike common social media research; we do not predict the need to use other resources on top of the application, such as forums, websites, blogs, vlogs and so forth, all over the internet.

In our case, we are only focused on the conversation that we are having in/by the WRAPApp users.

Preferably, we will use methodologies of Content Analysis combined with statistical and large data analysis.

What could we learn?

Once the conversation starts, we would have a much better sense regarding what data collection and research will look like, that is, because whatever is to be learned from a conversation, depends on the conversation itself... yet, traditionally by following a conversation with tens, or hundreds of participants on social media it is possible to obtain valuable insights about:

1. Audience/participants:
 - a) Age,
 - b) Gender,

- c) Geographic location,
2. Monitoring the Conversation:
 - a) Leading keywords and the links between them;
 - b) Topics of interest, ideas, and who are the participants that find them important or interesting;
 - c) Trends in communications, i.e. what are the tones participants use; is there supportiveness?
And if so, When? Why?
 - d) Did the participants use the WRAPApp to inform or help each other with activities in the real world?
 3. Social dynamics:
 - a) Are there any leading individuals (by social maps on number and quality of interactions),
 - b) Did old friendships find a new channel for communication by the WRAPApp?
 - c) Did the WRAPApp enable new friendships to be formed?

Closing the loop – sharing findings with WRAPApp users

Once we have a conversation going on, data are gathered, and analysis of the content is providing insights. The next step will be to have interviews with selected WRAPApp users, in order to clear, improve and understand our communities of users and the findings better. That would be the last step in learning from the participants directly, and it will be used to improve the WRAPApp in order to help the communication be even more significant, user-friendly and effective for all the participants.

Where could AI steps in?

Basically, AI could help with handling large quantities of messages that need to be qualitatively understood and usually also decoded for the statistical stage.

“The medium is the message” (Marshall McLuhan, 1964):

In today's world, when everyone is constantly monitored on some level, the WRAPApp will provide a private, safe environment to communicate, connect and share experiences. Safety and privacy are key elements for schools, underage participants, and peace activists in organizations such as ALLMEP and WRAP Schools in an area of an ongoing conflict. For these reasons and more, I strongly recommend sharing the findings with the users, both as a way to empower the conversation and as an added value for their participation