

DISCUSSIONS: MODERATOR MANUAL

Table of Contents

1	PROGRAM OVERVIEW	3
1.1	DISCUSSION GROUP COMPOSITION	3
2	YOUR ROLE AS A MODERATION TEAM	5
2.1	IMPLEMENTATION OVERVIEW	6
3	PREPARING FOR THE DISCUSSIONS	8
3.1	PRE-DISCUSSION PREPARATION	8
3.2	CHECKING IN RESPONDENTS (ASSISTANT MODERATOR)	9
3.2.1	OBTAIN INFORMED CONSENT	10
3.2.2	PARTICIPANT SUBSTITUTION	11
3.2.3	WHAT TO DO IF FEWER THAN SIX PARTICIPANTS ARE PRESENT	12
4	INTRODUCTIONS AND PRE-DISCUSSION DATA COLLECTION	13
4.1	PRE-DISCUSSION SURVEY (MODERATOR)	13
4.2	INTRODUCTORY REMARKS (MODERATOR)	14
4.3	PUBLIC GOODS GAME, PART I (ASSISTANT MODERATOR)	15
4.3.1	OVERVIEW OF THE ACTIVITY	15
4.3.2	PROCEDURES	16
5	THE DISCUSSION	24
5.1	IMPORTANT DOS AND DON'TS	24
6	POST-DISCUSSION DATA COLLECTION	27
6.1	MAP EXERCISE	27
6.2	PUBLIC GOODS GAME, PART II	28
6.3	POST-DISCUSSION SURVEY	30
7	CONCLUDING THE SESSION	32
7.1	PARTICIPANT PAYOUTS	32
7.2	MODERATOR SURVEY	32
7.3	THE PUBLIC GOODS GAME RECORD SHEET	32
7.4	COMPILING ALL MATERIALS	33
	APPENDIX A: MATERIALS CHECKLIST	34

APPENDIX B: DIALOGUE PROGRESS CHECKLIST	35
APPENDIX C: CHECK-IN FORM	37
APPENDIX D: INFORMED CONSENT	37
APPENDIX E: PUBLIC GOODS GAME, PART I	38
PUBLIC GOODS GAME SCRIPT, INTRODUCTION AND PRACTICE	38
EXAMPLES WORKSHEET TEXT (PARTICIPANT COPY)	42
PRACTICE GRID EXERCISE TEXT	43
APPENDIX F: DISCUSSION GUIDE (ANNOTATED)	44
INTRODUCTION (5 MINUTES)	44
APPENDIX G: MAP EXERCISE	48
MAP EXERCISE HANDOUTS	48
APPENDIX H: PUBLIC GOODS GAME, PART II	51
PUBLIC GOODS GAME SCRIPT, ROUND 2	51
RECORD SHEET	52
ALLOCATION TABLE	52
APPENDIX I: PETITION AND POST-DISCUSSION SURVEY	55
APPENDIX J: SESSION DATA SUBMISSION CHECKLIST	57

1 Program Overview

Over the coming months you will be leading several discussion groups that will be undertaken as part of a research project for the Lebanese Center for Policy Studies (LCPS) and researchers from the University of Pittsburgh. The full-scale research project involves 120 discussion groups and 720 participants and will take 10 weeks to implement during the period from January 2016 – March 2016.

The main goal of this project is to understand whether and why people support confessional politics and to investigate possible ways to increase support for cross-sectarian, issue-based politics. These discussions are being conducted in the context of the recent protests in response to the trash crisis in Lebanon as well as the recent discovery of the potential for oil and natural gas. This presents a critical opportunity for all Lebanese to consider their hopes and fears regarding the future and the extent to which they support political change in Lebanon.

Overall, we hope that the discussions will shed light on the following broad questions:

1. To what extent do people support the current confessional system and why?
2. When do people increase their support for cross-sectarian, issue-based politics? In particular, how do concerns about economic interests and economic security affect support for confessional politics?

1.1 Discussion group composition

A central goal of these discussions is to understand how interacting with people from different economic and confessional backgrounds affect support for cross-sectarian politics. In other words, we are interested in answering the following question: ***To what extent does discussing these issues with participants from a similar or different confessional background and participants from a similar or different economic background affect participants' preferences for change?*** This will help us to understand the critical trade-offs people face when considering ties to confessional identity and the need to secure vital economic goods.

To answer this question, we will vary the group composition of the discussions in four ways. Each group will have six participants, where participants belong to the:

- (1) Same sectarian group and same economic class
- (2) Mixed sectarian groups and same economic class
- (3) Same sectarian group and mixed economic classes
- (4) Mixed sectarian groups and mixed economic class

Table 1 summarizes these four different group types and shows the number and type of participants that will take part in each group. The procedure for recruiting participants and randomly assigning participants to groups is described in a separate document that is not directly relevant to the work of the moderator team.¹

¹ For more information, see the Management Field Manual.

Table 1: Discussion group type variations (120 total groups)		
	<i>Same sectarian group</i>	<i>Mixed sectarian group</i>
Same economic class	No. of groups: 30 No. of participants = 180 No. of participants per group: 6 Backups per group: 3 Sect: 6 Sunni or 6 Christian or 6 Shia Econ: All lower income OR all upper income	No. of groups: 30 No. of participants = 180 No. of participants per group: 6 Backups per group: 3 Sect: 2 Sunni, 2 Christian, and 2 Shia Econ: All lower income OR all upper income
Mixed economic class	No. of groups: 30 No. of participants = 180 No. of participants per group: 6 Backups per group: 4 Sect: 6 Sunni or 6 Christian or 6 Shia Econ: 3 are lower and 3 are upper income	No. of groups: 30 No. of participants = 180 No. of participants per group: 6 Backups per group: 6 Sect: 2 Sunni, 2 Christian, and 2 Shia Econ: One of each is low income, one of each is high income

To control for other possible sources of differences between respondents, we are organizing the discussion groups such that they will be all male or all female. There will be no mixed gender groups. Additionally, we will control for participant age by specifying two sets of the male groups to be composed of men under 35 years of age and for the other set of male groups to be composed of men over 35 years of age. Meanwhile, for the two female sets in the sample: one of the sets will be composed only of women under age 35 and the other half will be composed only of women over age 35.

By varying the composition of the groups along confessional and economic lines, we aim to answer the following specific questions:

1. To what extent does discussions amongst people from same vs. different sectarian groups affect support for sectarian politics versus cross-sectarian issue-based politics?
2. To what extent do discussions amongst people from same vs. different economic classes affect support for sectarian politics versus cross-sectarian issue-based politics?

2 Your role as a moderation team

As the Moderation Team, you will have two broad responsibilities in running these discussion groups. First, you will be responsible for handling all logistical and data collection activities associated with the discussions. These are discussed in detail in this manual, as this is a very significant task. We cannot emphasize enough that all of the activities surrounding the discussions are as important as the discussions themselves and we thank you in advance for your diligence with handling these responsibilities.

Second, you will, of course, be responsible for facilitating the discussions themselves. While this manual discusses what that involves in great detail, it is important to recognize at the outset why this might be a particularly challenging task in the context of this program.

Regardless of which type of discussion you are doing, each discussion should be implemented in exactly the same way each time, meaning you should follow the same protocols for data collection, the same structure, use the same language, etc. Since we are interested in studying the effects of group composition on the outcomes of interest, it is important that there be no systematic differences in how the discussions are executed across group types.

With that said, we expect that there will be differences in how each discussion proceeds. In some discussions, participants might have much in common. In other discussions, there might be disagreement amongst participants on some issues. In fact, the discussion format is designed to elicit awareness within each group of common interests of and an understanding of key differences. Your greatest challenge will be to conduct the discussions in a way that maintains a respectful and constructive tone while allowing or encouraging similarities OR differences of opinion to emerge naturally.

One of the big benefits of discussions of the type we are conducting here is that they can reveal common ground or shared understanding. As one source describes it: *“An effective dialogue reduces stereotyping and increases mutual understanding. Through dialogue, people who seem intractably opposed often change the way they view and relate to each other—even as they maintain the commitments that underlie their views. They often discover shared values and concerns which may lead to collaborative actions that were previously unthinkable”* (Public Conversations Project - PCP). To that effect, the Public Conversations Project defines discussion as a “conversation in which people who have different beliefs and perspectives seek to develop mutual understanding” (p. 3).²

On the other hand, people naturally disagree with one another on economic, social, and political issues. When this happens, it is important to allow these differences to emerge and to work towards facilitating a deeper understanding of *why* these differences exist. In other words, we do not expect that everyone in every group will always find common ground, since we anticipate that key differences in terms of experience, expectations, and priorities should emerge during the discussion.

In other words, **your most important facilitation task** is to moderate the discussions such that these similarities or differences are allowed to come to the fore and participants leave with a deeper

² Sylvia Hurtado, “Research and Evaluation on Intergroup Discussion” in Intergroup Discussion on Google Books and Amazon (chapter 2) 2001. → Go here for some good citations (left over from LP’s initial rough outline of the FM)

understanding of how people who they do not know personally are thinking or feeling about important issues that everyone in Lebanon faces.

2.1 Implementation Overview

The remainder of this manual describes how to implement the discussion sessions from beginning to end. For each session you will be responsible for each of the components listed in Table 2. Overall, there are five main components to each session: (1) preparing for the discussion, (2) introductions and pre-discussion data collection, (3) the discussion itself, (4) post-discussion data collection, and (5) concluding the session. Each component consists of one or more activities.

The estimated time for each activity is shown in column 2: “Minutes.” Overall, the total time with participants is expected to last between 2 and 2.5 hours. Additionally, the Moderation Team should budget approximately 20-30 minutes of preparation time prior to each session and approximately 30-40 minutes to conclude the session and complete post-discussion data compilation.

In the third column you can see which member of the Moderator Team is designated as the responsible individual for each activity. The **Assistant Moderator** is primarily responsible for preparing all materials for the discussion; checking in respondents, obtaining informed consent, and replacing respondents; conducting parts I and II of the public goods game; note-taking during the discussion and drafting answers to the Moderator Post-Survey; calculating participant payments; and compiling and preparing all data from the session. The **Moderator** is primarily responsible for overseeing the pre- and post-discussion surveys and facilitating the actual discussion.

Table 2: Discussion Session Overview			
	Component	Minutes	Who
<i>Preparing for the discussion</i>			
1	Pre-discussion preparation	20	Moderator + Asst.
2	Respondent check-in, consent, and replacement	10	Asst. Moderator
<i>Introductions and pre-discussion data collection</i>			
3	Pre-discussion survey	15	Moderator
4	Intro remarks	5	Moderator
5	Public goods game, part I	25	Asst. Moderator
<i>The Discussion</i>			
6	Discussion	60	Moderator + Asst.
<i>Post-discussion data collection</i>			
7	Map exercise	10	Moderator
8	Public goods game, part II	5	Asst. Moderator
9	Post-discussion survey + petition	20	Moderator
<i>Concluding the session</i>			
10	Participant payments	5	Asst. Moderator
11	Moderator post-survey	15	Moderator + Asst.
12	Compile and deliver data	20	Moderator + Asst.
Total time per discussion:		210 minutes	
Total time per discussion with participants		140 minutes	

In order to be able to implement your responsibilities, you will need to refer to several additional documents. Before continuing the training you should make sure that you have access to each of the following documents. Most of these can be found in the Appendices and the rest are available as separate documents.

Table 3: List of Documents			
	Component	Appendix	Who
<i>Preparing for the discussion</i>			
1	Discussion materials checklist	Appendix A	Moderator + Asst.
2	Discussion progress checklist	Appendix B	Moderator
3	Check-In Sheet	Appendix C	Asst. Moderator
4	Informed consent	Appendix D: Informed Consent	Asst. Moderator
<i>Introductions and pre-discussion data collection</i>			
5	Pre-discussion survey	See separate	Moderator
6	Public goods game, Part I script	Appendix E	Asst. Moderator
7	Examples Worksheet & Practice Problem text	Appendix E	Asst. Moderator
8	Practice Grid exercise text	Appendix E	Asst. Moderator
<i>The Discussion</i>			
9	Discussion guide (annotated)	Appendix F	Moderator
<i>Post-discussion data collection</i>			
10	Map exercise	Appendix G	Moderator
11	Public goods game, Part II script	Appendix H	Asst. Moderator
12	Record sheet	Appendix H	Asst. Moderator
13	Allocation table	Appendix H	Asst. Moderator
14	Post-discussion survey	See separate	Moderator
15	Petition (with cover sheet)	Appendix I	Moderator
<i>Concluding the session</i>			
16	Moderator survey	See separate	Moderator + Asst.
17	Data submission checklist	Appendix J	Asst. Moderator

3 Preparing for the discussions

For this section you will need the:

- Discussion Materials Checklist
- Discussion Progress Checklist
- Check-In Sheet
- Informed consent form

3.1 Pre-discussion preparation

Prior to the arrival of the participants for a session, the Moderator Team should check to make sure that all materials for the session are prepared. This is to minimize any delays during the implementation itself but also to mitigate the possibility of any mistakes.

To facilitate the materials preparation, refer to the **Discussion Materials Checklist** (Appendix A), which is a complete list of all materials that you will need for the session. The Moderator Team should print and prepare a clean version of the checklist for each session. The Assistant Moderator should take the lead in making sure that all of these materials are correctly prepared.

Furthermore, in order to simplify implementation, a packet should be prepared for each potential participant who has been scheduled to attend that group in advance. This packet should be a solid envelope that should contain each document (in dialogue format order) that the participant will need to complete during the course of the session. These documents should each be **pre-labeled** with the unique participant ID number (the PID). In total, five documents should be included in this packet.

1. Pre-discussion survey
2. Public goods “Examples Worksheet” with “Practice Problem” (the Participant Version)
3. Public goods “Practice Grid” worksheet
4. Map exercise
5. Petition (with PID) + Cover Sheet inside a blank unsealed envelope
6. Post-discussion survey

The only documents that should not be in the packet are the informed consent form (discussed more below) and the contribution envelopes for the public goods game. **Note:** By preparing the packet for respondents in advance we minimize the possibility of them making mistakes with labeling and this will also reduce the time necessary to hand things out. At the same time, we do not want respondents looking ahead at documents that will be used later. The easiest way to do this will be to have all the documents in a solid folder and for the Moderation Team to have participants pull documents out of the folder at the correct time.

In **Section 3.2.2** we talk about what to do with unused packets for participants.

A few important things to note:

- **Participant packets:** For the sake of organization and to minimize mistakes, it is crucial that you do this and that every document is correctly labeled in advance.

- **Check the group type:** When the moderator first introduces the session s/he will need to inform the group of the group composition. The moderator needs to make sure that s/he does this correctly AND in a way that does not reveal to participants that there are other group types. Participants should NOT know other variations exist so everything needs to be planned out in advance.
 - **Note:** If a participant asks whether these discussions are being conducted with other people from other sects and other economic backgrounds, you may respond by saying: *“Yes, LCPS is organizing 120 discussion groups with people from different sectarian and confessional backgrounds to get a better understanding of how many different people feel about economic and political issues.”* The key is only to reveal this information if prompted by a participant and not to say too much about how the groups were selected, just that LCPS is asking all different kinds of people what they think.
- **Male/female group:** It is also important to check whether it is a male or female group. There is a slight variation in terms of the Visual Materials (for Visuals #2/3) that you will use depending on the group’s gender composition. Women-only discussion groups should only see Visual #2 (women characters), while men-only discussion groups should only see Visual #3 (men characters).
- **Consistent age within the group:** It is important to verify that age of participants has been properly controlled for – all participants in any given group should be either above the age of 35 or below the age of 35.
- **Monetary denominations for the public goods game:** The public goods game requires the correct denominations of money and this must be prepared in advance to avoid any confusion during actual implementation.

Once you have prepared all your materials you should have ready the **Discussion Progress Checklist** (Appendix B: Dialogue Progress Checklist. This is a step-by-step checklist to guide you through every activity from the moment the participants arrive. Since there are many components to each activity, you should be sure to keep this handy and refer to it before moving on to each new activity.

3.2 Checking in respondents (Assistant Moderator)

Once participants arrive, the first step is to check them in. It is possible that respondents will arrive one-by-one, in groups of three, or all at once, so you should be prepared to handle them efficiently to minimize delays. Participants have been invited to specific sessions by professional recruiters and it is essential that only participants who have been invited to participate in that particular session join in the discussion. Therefore it is very important that you:

- Check in each participant as s/he arrives and confirm their identity according to the information on your list of participants. This information about which participants to expect at the session will be included on the Check-In Sheet.
- The Check-In Sheet will be pre-filled with all of the Participant IDs, First and Last Names, sectarian group, and economic status of the people who have been assigned and scheduled to

show up to that particular group session. We anticipate about 50% attrition so all group sessions have been over-recruited accordingly.

- Participants' economic and sectarian information is pre-filled on the Check-In Sheet along with the target profile types needed for the session to help ensure that you fill all required slots.
- If a participant arrives who is not on the list then kindly ask them to leave immediately and make a note of their name and contact information. It is possible that a participant came to the wrong session. If this happens, you should contact the Program Manager immediately after the session to have a recruiter get in touch with this participant.

3.2.1 Obtain informed consent

As participants arrive you need to obtain formal informed consent from them to participate in the discussions. The Institutional Review Board—which oversees the conduct of ethical research—requires this. Obtaining informed consent is about providing participants with information on the purpose of the study, who is conducting it, and the costs and benefits of their participation. While all of this is described in the Informed Consent form that you will be handing respondents, **it is important that you also explain the importance and purpose of this form verbally.**

Once a respondent is checked-in:

- Provide them with an informed consent form. You should prepare in advance to make sure you have enough copies of the consent form to hand one to each scheduled attendee.
- As you hand them the form, **verbally** explain to them the importance of the form and read it with them.
- Give respondents time to read the form on their own, ask any questions that they might have, and verbally communicate their consent (or lack thereof) to participate according to the terms.
- Seek a verbal reply from each person as to whether they do consent or do not consent and record this verbal reply on the Check-In Sheet for each participant who shows up to the session.
- If anyone prefers not to give their consent, then you can politely ask them to leave at this time. This is okay – no one should feel they have to participate in the discussion if they prefer not to!
- Confirm with participants whether they know anyone else who has arrived to participate at the session.

Language for Informed Consent

On behalf of the Lebanese Center for Policy Studies, Ra'i for Research and Development SARL is conducting a research study about people's opinions and perceptions towards economic and political conditions in Lebanon. We will hold 120 discussion groups of 6 people each; there are no specific answers that we are looking for. The opinion of all participants will be equally valued and taken into account for the research findings analysis.

We are not working with the government, or any political parties or any company with financial interests. Our research seeks to provide Lebanese citizens with a unique opportunity to make their voices heard. There are no risks to participating in the study. Your participation in these discussions is confidential and your name will never be mentioned in any situation or case. No specific opinion, quote or position will be attributed to any person by name.

We are inviting you to be part of this study by participating in one of these discussion groups. If you agree to participate, the entire exercise will take about two hours to complete. The discussion portion will take approximately one hour. You will also be asked to complete very important short surveys before and after the discussion to help us gain a better understanding of your views. There are no right or wrong answers, so please be honest in giving your responses. Please inform us in case you know

any of the other participants present today. This is very important for us and for the study.

You will be paid a minimum amount of 20\$ for your time and your participation. Throughout the session, there is a possibility you could earn up to 15\$ more.

Your verbal consent to participate means that you understand the information presented, and that you want to participate in the study. You understand that participation is voluntary, and you may withdraw from the session at any time in case you feel uncomfortable with the questions or discussion and your concerns were not properly addressed by the moderator.

If you have any questions about this study you should feel free to contact:

Zeina El-Helou, Ra'i for Research and Development SARL
Phone: 961 3 847 803 – 961 71 530 472
Email: zshelou@gmail.com

3.2.2 Participant Substitution

At this point it is likely that the Moderator Team will need to handle the issue of randomly selecting participants to stay for the dialogue (and for all extras to leave). Remember, only six people can participate in any discussion and we need to adhere to the exact group composition for each group, meaning that only the pre-designated number of rich/poor or Sunni/Christians/Shia can participate in the session. For every session, “backup” individuals will be invited for each “type” of participant, but these “backups” will not be identified by name in advance. Thus, for each of the different groups we will have the following number of backups (see also Table 1):

- (1) Same sectarian group and same economic class – 3 backups
- (2) Mixed sectarian groups and same economic class – 3 backups
- (3) Same sectarian group and mixed economic classes – 4 backups
- (4) Mixed sectarian groups and mixed economic class – 6 backups

Depending on the profiles needed for a given group composition and the profiles of those who show up to the session, you may need to randomly select some people to stay and some people to leave. You can randomly select between two names/individuals using a basic coin flip.

You will have to randomly select participants when:

- All individuals (including backups) for a particular profile arrive on time, so you must randomly select only the number that is needed to fill the slots given the group type.
- Two or more main participants know each other, as revealed on the informed consent sheet when they sign in and confirmed by the assistant moderator before continuing. One of them will need to be randomly replaced.

You may not have to randomly select any participants if:

- Exactly 6 of the correct profile types arrive to the session on time.
- A participant decided not to provide informed consent and there was exactly one other person of that type who showed up and is eligible for that slot.

If you must randomly select among two or more participants, make sure you do this carefully and tactfully. All respondents who participate in the discussion must feel equally as if they were meant to be there—if any respondent feels like a “backup” then this could affect his/her participation and would undermine the purpose of the discussions.

Before continuing, check your final participant list to make sure that the replacement procedure was implemented correctly, then announce to the group:

“Thank you all very much for coming here today. As you were informed when you were invited, there was a possibility that not everyone would have a chance to participate in the discussion today. We can only include six people in the discussion today and we have X people here. To make this as fair as possible, we selected the six of you that will be invited to stay randomly. If you are not invited to stay, we will provide you with a transport reimbursement and your names will go back into the pool to be considered for a future session.”

At this point, inform the six who will be participating and invite them into the space where they will be completing the pre-discussion survey. This will most likely be the room where the discussion will be held. The Moderator should go with this group to get them started immediately on the pre-discussion survey.

Any remaining backups should be thanked again, asked if they would like to be considered for inclusion in a future session, and provided with a transport reimbursement. The Assistant Moderator should be in charge of handling this.

Note that the entire procedure outlined above has corresponding questions for documentation in the Check-In Form. The Assistant Moderator is responsible for recording all of the above proceedings.

Please keep in mind that some participants might be upset when they learn that they are not going to be included. We will try to mitigate this by informing every respondent that this is a possibility at the time they are recruited. Still, it is very important to handle this as politely, fairly, and transparently as possible to minimize the chances of them becoming upset.

3.2.3 What to do if fewer than six participants are present

If fewer than 6 participants of the correct profile types show up to the session, then the entire session must be cancelled and rescheduled for another time. In the event that this occurs, do your best to address any concerns on the part of participants and to provide proper compensation for the time that has been lost.

4 Introductions and pre-discussion data collection

For this section, you will need:

- The pre-discussion survey
- The public goods game script (note that 3 versions are available):
 - (1) The “full script” or “annotated” version (for training purposes)
 - (2) The “bulleted” version with a step-by-step walk through of the Examples Worksheet demonstration with cash (for training purposes; this is the version in Appendix E: Public goods game, part I)
 - (3) The “bulleted” version without the walk through (for live use during sessions)
- The public goods game “Examples Worksheet” (two versions are available):
 - (1) Participant Copy (to be used live during the discussions)
 - (2) Asst. Moderator Copy (for reference but not needed during the session since all relevant information is included as part of the “bulleted script” noted above and include in Appendix E: Public goods game, part I)
- The public goods game “Practice Grid” exercise (only available as a “participant” version)

4.1 Pre-discussion survey (Moderator)

While the Assistant Moderator provides transport reimbursement for any participants not selected for participation in the session, the moderator will join the invited participants in the room where they will be completing the pre-discussion survey.

It is **VERY** important that the moderator explains to participants the purpose of the survey and provides clear instructions on how to complete it. In particular, the moderator should emphasize **ALL** of the points in the box below:

Key points to emphasize before the pre-discussion survey

- *The questionnaire provides important information on your opinions and perceptions of important issues.*
- *Because this information will help us understand your experience in the discussion today, we ask that you answer each question as carefully and honestly as possible.*
- *Your answers are confidential and cannot be linked to your identity. This is why you have a random number on each of the documents you will submit today.*
- *Write clearly—if you need to change an answer be sure to clearly cross out the old response and indicate the intended response.*
- *With each question there is a box where they can indicate if they prefer not to answer a question or do not know the answer to a question. We ask that they try as hard as possible to provide an answer before using these options.*
- *Do not discuss your answers with one another.*
- *If you have any questions, you can ask the moderator for clarification.*
- *You will have approximately 10 minutes to complete the survey but we will ask if you need more time before collecting them.*

The moderator **MUST** stay in the room during the pre-discussion survey to be available to answer questions as they arise and to ensure that participants do not talk during this exercise.

As surveys are completed, the moderator should check to make sure that the PID is clearly visible on the front of the survey but should **NOT** look at any of the responses. The surveys should be placed facedown until all surveys are completed and then they should be placed inside an envelope with the Group ID on the outside and sealed in front of the participants. This will reinforce our promise that their answers will be kept confidential. It is also very important that they do not think that the moderator knows how they responded on any question.

Note: The surveys should take approximately 10 minutes to complete. It is very important that participants do not feel rushed, however, and that they answer all questions on the survey. The moderator should therefore ask if anyone needs more time before moving on and allow for some extra minutes here if need be.

4.2 Introductory remarks (Moderator)

Once all the pre-discussion surveys are completed, the moderator can formally begin the session. The most important part of the introductory remarks is to tell people the purpose of the discussion AND to inform them of their group composition. The moderator should use the following script for introductory remarks:

SCRIPT: *We are meeting today to discuss the recent developments in the country, mainly the protests that recently began in Lebanon. Many persons consider that these protests may present an important moment to reflect about the future of this country regardless of their outcome.*

We have invited you here today to engage in a discussion with members from [SAME/DIFFERENT] sectarian groups [BUT/AND] [SAME/DIFFERENT] economic classes so that you can share with each other your thoughts and feelings about your economic and political hopes and concerns. Some of what we discuss today could be sensitive and at times people might disagree—that is ok. We just ask that you engage with one another with honesty and respect so that we can all learn more about how people who we do not know personally are thinking and feeling on the issues that we all face.

Our agenda for today is to have a discussion on these issues and then after that we will talk about one political action that you can choose to take as individuals. Finally, before you leave today we will also ask you to complete a questionnaire. The purpose of the questionnaire is to better understand your perceptions of economic, political, and confessional issues in Lebanon so that LCPS can use its position as an independent, non-partisan, non-governmental organization to better inform the public debate on what changes (if any) people would like to see made to the current system.

We anticipate that the total time for our activities today will be about 2 hours. We would like to thank you in advance for taking all activities that we engage in today seriously.

A few key things to note:

- Where it says [**SAME/DIFFERENT**] sectarian groups and [**SAME/DIFFERENT**] economic classes, the moderator needs to fill in those blanks based on the type of group. That is why it is very important for the moderator to check this information in advance so that there are no mistakes.
- It is crucial that the moderator include the number of people of each type when making this announcement (i.e. we have “2 Sunnis, 2 Christians, 2 Shia.” It is important to announce the number so that people know how balanced the groups are between different confessions and classes.
- Even if it is uncomfortable to mention confession and economic status, it is **VERY** important so that people know what type of group they are in. All participants **MUST** know the profile of the other participants in the group, including whether they are lower or upper income and whether they are Christian, Shia, or Sunni.
- Because we are interested in understanding confessional versus economic identity, please be careful to avoid language that emphasizes a common Lebanese identity throughout the duration of the discussion.

After reading the introductory script, you should ask questions that further illuminate the identities present in the group, such as:

- What is your name? (As they tell you their names, write them on name plates and hand these to the participants so that they will be identified by name at all times by everyone in the group.)
- Where are you from?
- What do you do?

Once the lead Moderator finishes making the group introductions, s/he should introduce the group to the Assistant Moderator and step outside of the discussion session space. The Assistant Moderator will then begin conducting a participatory exercise with the group, known as a public goods game.

4.3 Public goods game, part I (Assistant Moderator)

4.3.1 Overview of the activity

In order to get a sense of how the group members interact with one another we will be implementing a participatory activity often referred to as a public goods game. We want to use this activity to learn about whether and how the composition of participants in the discussion group may impact participants’ initial willingness to contribute to a “group pot” from which all can benefit.

In total, the activity will be conducted two times during the course of each discussion session. We will do it once immediately after the introductory remarks and once immediately after the map exercise.

In both instances, the Moderator will vacate the discussion space and the public goods game will be explained and moderated by the Assistant Moderator while the Moderator remains out of sight of all participants. This is to ensure that participants do not feel the need to alter their contribution amounts in order to curry favor with the Moderator, or to otherwise behave differently during the discussion portion of the meeting due to any fear or hope that the Moderator will ever know their contribution amount.

When interacting with participants, the public goods game should only be referred to as a “participatory exercise” or as a “participatory activity” and never directly as a public goods game. To maintain the serious nature of the exercise, you should also avoid any reference to it as a “game” when discussing it with participants.

As the Assistant Moderator, you will notice that the biggest difference between Round 1 and Round 2 of the participatory exercise is that in Round 1 you will walk all participants through some examples to ensure that they have a complete understanding of the activity. Since the activity will be more difficult to introduce the first time, we focus on that here and then return to explaining part II of the activity towards the conclusion of the manual.

4.3.2 Procedures

The Assistant moderator will begin by explaining the purpose and rules of the activity using the script below (see also Appendix E). **Note:** It is absolutely essential that you follow the talking points outlined below. Every single point was written with great care and attention and it is important to convey all of this information to the participants.

Introduction Script

INTRODUCTION KEY POINTS:

- **Participatory exercise that reflects real world choices that people sometimes have to make**
- **Already earned an additional 10,000 LL** (for filling out the pre-survey)
- Can use all, none, or some of it in this group activity
- Doing this twice, once before our group discussion, and once again afterwards
- **We will not reveal the results of either round of the exercise until the end of the session**
- Only one of the two rounds will “count” in terms of how much extra money you earn today
- The round that “counts” will be determined randomly after the second round

EXERCISE RULES:

- **No talking to each other! Clarifying questions about how the activity works only**
- Each have earned your own 10,000 LL
- Contribute any amount from 0 up to 10,000 LL in increments of 1,000 LL
- I will add up everything you individually contribute and increase it by half (multiply by 1.5)
- Then redistribute this new total back to all 6 members of the group, whether they contributed or not
- Your share of the group pot plus whatever you did not contribute will be your total extra earnings
- **This means that how much you stand to gain or to lose from contributing to the group pot depends both on your private decision about what to contribute, as well as on the private decisions made by every other member of this group**

Key reminders for the script above:

- If participants ask you why they have to do this, you can use the following phrases to address their question about the relevance or importance of the participatory activity/exercise:
 - *“The exercise reflects real world choices that people sometimes have to make.”*
 - *“This activity helps the research team understand when and how people decide to cooperate with one another.”*
 - *“This exercise helps the research team understand when people are likely to work together as part of a group.”*
- Emphasize that no one else in the group will ever know (not even at the end of session) how much any particular individual member of the group contributed. They will only know what the total amount contributed to the pot was based on how much the Group Pot ends up earning for the group.
- Emphasize that each person’s final earnings will depend both on his or her decision regarding what to contribute, as well as the contribution decisions of each other person in the group.
- Make sure that everyone understands that you will conduct the exercise twice, but that only one of the rounds will actually count in terms of their payoffs and that which round this will be decided randomly at the end, after both rounds have already been conducted. Thus, they should take both rounds seriously.

After you have delivered this information, you will then ask the participants to remove the “Examples Worksheet” from their packets. This worksheet is critically important because it is essential that we do everything we can to make sure **ALL** participants understand how the activity works and what they could possibly earn. If even one person does not understand how the exercise works, it could jeopardize our ability to make **ANY** meaningful inferences from the resulting contributions. Because of this, it is essential that you proceed slowly and deliberately through the two examples in the worksheet and that you **ONLY** refer to and rely on the script material that is provided to you to explain how it works. Because of the nature of these exercises, every word you use to describe the exercise and its purpose could potentially impact the contribution decisions that individuals make. You must stick to the script and the suggestions provided in the event that participants need more explanation.

The examples from the worksheet are as follows:

EXAMPLES WORKSHEET (Asst. Mod. Copy)

Note: The text here matches the “bulleted version with the cash demonstration step-by-step”

- Remove the “Examples Worksheet” from your packets

** Moderator Copy of the “Examples Worksheet” inserted here **

EXAMPLES WORKSHEET (Asst. Mod. Copy)

Example 1

[**Note:** This is an extreme example where Participant 1 contributes a lot and everyone else contributes little.]

Contributors	To Group Pot	Keep privately	Earned from Group Pot	Total Earned
Participant 1	8,000	2,000	4,000	6,000
Participant 2	0	10,000	4,000	14,000
Participant 3	0	10,000	4,000	14,000
Participant 4	2,000	8,000	4,000	12,000
Participant 5	2,000	8,000	4,000	12,000
Participant 6	4,000	6,000	4,000	10,000
Total in group pot				
	16,000			
Multiplied by 1.5				
	24,000			
Each person’s share from Group Pot				
	24,000/6= 4,000			

DEMONSTRATING EXAMPLE 1 WITH CASH (spoken script in *bold Italics*):

- ***Each participant in the group has 10,000 LL*** (Separate the 10,000 LL into 6 piles, one representing each person.)
- ***In Example 1, Participant 1*** (indicate one pile of 10,000 as “Participant 1”) ***decides to contribute 8,000 and keep 2,000*** (Now, physically move 8,000 LL from that pile to a “group pot” pile and leave 2,000 LL behind)
- ***Meanwhile, two of the other participants contribute nothing and keep all 10,000*** (move nothing from those two piles to the group pot).
- ***At the same time, two of the others contribute 2,000 each, but keep 8,000*** (move 2,000 from two of the piles to the group pot).
- ***And the last one contributes 4,000 and keeps 6,000*** (move 4,000 from that pile to the group pot pile).
- ***I will multiply whatever is contributed to the group pot pile by 1.5. So, the total here in the group pot is 16,000*** (Count it out for them so they see how it is just like in the example)
- ***16,000 times 1.5 is 24,000, so I (as the Asst. Mod.) will add an additional 8,000 to the pot, so it is now 24,000*** (physically add an additional 8,000 to the pile)
- ***This 24,000 gets divided evenly back between the 6 participants no matter how much each contributed individually*** (Distribute it evenly to each pile of what was set aside as “kept” by each)
- ***So, now you see that Participant 1 has 6,000; Participant 2 has 14,000; Participant 3 has 14,000; Participant 4 has 12,000; Participant 5 has 12,000; and Participant 6 has 10,000.***

Example 2

[**Note:** This is an extreme example where Participant 1 contributes little and everyone else contributes a lot.]

Contributors	To Group Pot	Keep privately	Earned from Group Pot	Total Earned
Participant 1	1,000	9,000	12,000	21,000
Participant 2	9,000	1,000	12,000	13,000
Participant 3	9,000	1,000	12,000	13,000
Participant 4	9,000	1,000	12,000	13,000
Participant 5	10,000	0	12,000	12,000
Participant 6	10,000	0	12,000	12,000
Total in group pot				
	48,000			
Multiplied by 1.5				
	72,000			
Each person's share from Group Pot				
	72,000/6= 12,000			

DEMONSTRATING EXAMPLE 2 WITH CASH (spoken script in *bold Italics*):

- ***Each participant in the group has 10,000 LL*** (Separate the 10,000 LL into 6 piles, one representing each person.)
- ***In Example 2, Participant 1*** (indicate one pile of 10,000 as "Participant 1") ***decides to contribute 1,000 and keep 9,000*** (Now, physically move 1,000 LL from that pile to a "group pot" pile and leave 9,000 LL behind)
- ***Meanwhile, three of the other participants contribute 9,000 each and keep 1,000 each*** (move 9,000 from those three piles to the group pot).
- ***At the same time, the remaining two participants contribute all 10,000 each and keep nothing*** (move 10,000 from two of the piles to the group pot).
- ***I will multiply whatever is contributed to the group pot pile by 1.5. So, the total here in the group pot is 48,000*** (Count it out for them so they see how it is just like in the example)
- ***48,000 times 1.5 is 72,000, so I (as the Asst. Mod.) will add this additional earnings of 24,000 to the pot, so the pot is now 72,000*** (physically add an additional 24,000 to the pile)
- ***This 72,000 gets divided evenly back between the 6 participants no matter how much each contributed individually. In this case, that is 12,000 per participant, or 72,000 divided by 6.*** (Distribute it evenly to each pile of what was set aside as "kept" by each)
- ***So, now you see that Participant 1 has 21,000; Participants 2 and 3 and 4 have 13,000; and Participants 5 and 6 have 12,000 LL.***

EXAMPLE FOLLOW-UP QUESTIONS:

- **When do participants take home the least money?**
 - Answer: When they contribute a lot but no one else does.
- **When do participants take home the most money?**
 - Answer: When they keep everything but other people in the group contribute a lot.

REPEAT KEY POINTS:

- It is possible for everyone to contribute different amounts.
- The “bonus” of 1.5 is only applied to money that is contributed to the Group Pot, and not to the amount that individuals choose to keep privately.
- Everyone will benefit equally from the Group Pot earnings, regardless of whether they contributed or not (like in Example 1).
- No one will ever know what anyone else contributed – totally anonymous.

PRACTICE PROBLEM:

- Fill in the blank columns in the “Practice Problem” exercise at the bottom of the “Examples Worksheet.”
- Complete this practice problem quietly on your own.

Practice Problem

Contributors	To Group Pot	Keep privately	Earned from Group Pot	Total Earned
You	6,000	4,000	10,000	14,000
Other participant 1	5,000	5,000	10,000	15,000
Other participant 2	5,000	5,000	10,000	15,000
Other participant 3	7,000	3,000	10,000	13,000
Other participant 4	7,000	3,000	10,000	13,000
Other participant 5	10,000	0	10,000	10,000
<hr/>				
Total in group pot	40,000			
Multiplied by 1.5	60,000			
Each person’s share from Group Pot?	60,000/6 = 10,000			

**** Note for the Asst. Moderator:** The Participant Copy of the “Examples Worksheet” is blank in all of the places where you have values highlighted in RED above. Briefly compare each person’s answers to the correct answers you have here. If you see consistent issues across participants, make sure to clarify again how the activity works. **

***Note:** Please see Appendix E: Public goods game, part I the Examples Worksheet identified above. Both the Moderator and the Participants can see the red-highlighted answers for the two example problems, since this helps the Moderator to explain how the exercise works.

Key reminders for the Examples Worksheet above:

- You should walk through the first two examples with everyone together as a group. Guide them in understanding that they are not obligated to make the same decision about how much to contribute to the Group Pot.
- Make sure it is clear from the examples that how much each of them will earn from the exercise depends **both** on each person’s individual decision and on the decisions of all other members of the group.
- Each person should complete the Practice Problem independently and without talking. Allow approximately 5 minutes for everyone to have a chance to think through it and fill in the blanks

before collecting the sheets from everyone. The blank spaces that participants will be asked to fill in are:

- The row for “Each person’s share from Group Pot?”
 - The column for “Earned from Group Pot”
 - The column for “Total Earned”
- Review the correct answers with the group before proceeding to the Practice Grid. DO NOT allow participants to hang on to the Examples Worksheet while they fill out the Practice Grid OR while they do Round 1 of the exercise.

Once you have completed the Examples Worksheet / Practice Problem and feel confident that participants fully understand the activity, you will move on to the Practice Grid. These sheets will be pre-labeled with each participant’s ID number and the Group ID number and they will be inside of the participant packets. Walk them through the instructions at the top of the page before inviting them to complete them. Make sure that they understand that this is just “one last round” of practice and that it is there to help them think through what they would do in each situation.

Practice Grid																																						
Group ID:																																						
Participant ID:																																						
<p><i>As a final round of practice before we begin Round 1 of the exercise, please answer the following questions. There should be NO COMMUNICATING during this exercise.</i></p> <p>Question 1: If you had no idea what the other members of the group had contributed to the Group Pot, how much would you choose to contribute out of your 10,000 LL?</p> <p>Please enter an amount out of 10,000 LL:</p> <div style="text-align: center; margin: 10px 0;"> <input style="width: 200px; height: 30px; border: 1px solid black;" type="text"/> LL </div> <p>Question 2: Now, how much you would contribute to the Group Pot if you knew the following information about what the other members of the group had contributed?</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">Average contribution by each of the other 5 group members:</th> <th style="width: 35%;">What would you contribute if you knew for sure that this was true?</th> </tr> </thead> <tbody> <tr><td style="text-align: left;">Scenario #1</td><td>0 LL</td><td>LL</td></tr> <tr><td style="text-align: left;">Scenario #2</td><td>1,000 LL</td><td>LL</td></tr> <tr><td style="text-align: left;">Scenario #3</td><td>2,000 LL</td><td>LL</td></tr> <tr><td style="text-align: left;">Scenario #4</td><td>3,000 LL</td><td>LL</td></tr> <tr><td style="text-align: left;">Scenario #5</td><td>4,000 LL</td><td>LL</td></tr> <tr><td style="text-align: left;">Scenario #6</td><td>5,000 LL</td><td>LL</td></tr> <tr><td style="text-align: left;">Scenario #7</td><td>6,000 LL</td><td>LL</td></tr> <tr><td style="text-align: left;">Scenario #8</td><td>7,000 LL</td><td>LL</td></tr> <tr><td style="text-align: left;">Scenario #9</td><td>8,000 LL</td><td>LL</td></tr> <tr><td style="text-align: left;">Scenario #10</td><td>9,000 LL</td><td>LL</td></tr> <tr><td style="text-align: left;">Scenario #11</td><td>10,000 LL</td><td>LL</td></tr> </tbody> </table>				Average contribution by each of the other 5 group members:	What would you contribute if you knew for sure that this was true?	Scenario #1	0 LL	LL	Scenario #2	1,000 LL	LL	Scenario #3	2,000 LL	LL	Scenario #4	3,000 LL	LL	Scenario #5	4,000 LL	LL	Scenario #6	5,000 LL	LL	Scenario #7	6,000 LL	LL	Scenario #8	7,000 LL	LL	Scenario #9	8,000 LL	LL	Scenario #10	9,000 LL	LL	Scenario #11	10,000 LL	LL
	Average contribution by each of the other 5 group members:	What would you contribute if you knew for sure that this was true?																																				
Scenario #1	0 LL	LL																																				
Scenario #2	1,000 LL	LL																																				
Scenario #3	2,000 LL	LL																																				
Scenario #4	3,000 LL	LL																																				
Scenario #5	4,000 LL	LL																																				
Scenario #6	5,000 LL	LL																																				
Scenario #7	6,000 LL	LL																																				
Scenario #8	7,000 LL	LL																																				
Scenario #9	8,000 LL	LL																																				
Scenario #10	9,000 LL	LL																																				
Scenario #11	10,000 LL	LL																																				

Key reminders for the Practice Grid:

- Be sure to emphasize that this grid is meant to help them think through how they would behave in the participatory exercise given different types of scenarios. First, if they knew nothing about what other people in the group contributed or who those other people in the group might be, and secondly depending on the amount contributed by others if they had access to that information.
- There should be **NO TALKING** while participants fill out the grid.
- Collect **ALL** Practice Grids **BEFORE** conducting the actual exercise. Confirm that each person has filled them out in their entirety.
- Gather all grids together and put them aside face down. When you exit the room after Round 1, you will take them with you and prepare them for inclusion with the final data package. These Practice Grids and the Examples Worksheet are the only things you will take with you when you leave the room after Round 1.

After the Practice Grid has been completed, you can proceed with Round 1 of the activity. Before they actually begin, remind them that they cannot talk and ask them to move to parts of the room where they cannot see each other. Remind them to use their clipboards during this exercise as a way to maintain the privacy of their individual decisions about what to contribute to the Group Pot.

Round 1 Script

- Any questions?
- Remember, **no talking!**
- [Pass out envelopes with slip of paper inside]
- Circle the option corresponding to **how many LL you would like to contribute to the group pot**
- **No right or wrong answer**
- **Your decision will remain anonymous**
- Put slip of paper back into the envelope and pass it to me

[Put the envelopes in box labeled “Round 1” at the front of the room.]

[Take the Examples Worksheets AND the Practice Grids with you when you exit the moderation space.]

Key reminders for Round 1:

- Invite questions **BEFORE** passing out the envelopes with the slips inside.
- Emphasize that the amount they circle should correspond to how much they want **to contribute** to the Group Pot, not how much they wish to keep privately.
- Be sure participants understand that this is the actual round of the exercise and that there is a chance that this round could count for their real payoffs.

- **DO NOT** permit participants to communicate in any way during this exercise. This is essential.
- Encourage them to move to separate parts of the room and to use their clipboards to shield their contribution decisions from the other participants in the room.
- Collect the envelopes once each person is finished and place them in the box labeled “Round 1.” This box should be visible to all participants and it should stay in the room when you exit between rounds. This is to make it obvious to all participants that no one knows what they have chosen to contribute in Round 1 so that they will not feel obligated to behave differently than they normally would during the discussion portion of the session that follows.
- All slips will be pre-labeled with each person’s unique Participant ID number. You will use this number to keep track of who contributed what in each Round. This means that it is critical that you hand the envelopes out to the **CORRECT** participants so that the ID numbers match. To help this process, the envelopes will also be pre-labeled on the outside with the participant’s ID number. Make sure to check this against the names on the check-in sheet that you used at the start of the session so that you can correctly identify who to hand each envelope to at this point.

Once the activity is completed, the assistant moderator should exit the room with the practice grids and example problem worksheets. Deposit these items in a safe place for inclusive in the data collection materials to be submitted to the Program Manager at the end of the session. Invite the Moderator to return with you to the moderation space to begin the actual discussion.

During the discussion period, the Assistant Moderator will primarily be responsible for taking notes.

5 The Discussion

For this section, you will need:

- The discussion guide (annotated)

For the discussion itself, the moderator will follow the Discussion Guide (see Appendix F). The discussion guide included here is annotated, meaning that it has extra instructions for the moderator. These instructions are particularly important to learn during training and piloting. The annotated sections will be removed from the final version of the discussion guide that you will use for actual implementation for the sake of simplifying what you have to read while facilitating the discussion.

Overall the discussion guide contains five sections (in addition to the introductory remarks). These sections are listed below in Table 4 along with the anticipated amount of time that each section should take. At present it will take about 75 minutes to complete the discussion, not including time allotted for the public goods participatory activity (25 minutes for Round 1). As you will see in the discussion guide, each section contains a number of questions that follow sequentially in order to get respondents to consider as deeply as possible their economic and confessional interests.

Pre-Discussion 1	Intro remarks	5 minutes (already completed)
Pre-Discussion 2	Public goods game, part I	25 minutes (already completed)
Section 1	Reactions to the Protest	10 minutes
Section 2	Economic Concerns/Interests	20 minutes
Section 3	Sectarian Politics	20 minutes
Section 4	Oil and Gas	10 minutes
Section 5	Discussion Wrap-up	10 minutes
Total:		100 minutes (75 minutes w/o PGG)

Since there is a break between the Introductory Remarks and Section 1 of the content due to the public goods game, the moderator should refresh participants on the main points of the Introductory Remarks before diving into the rest of the discussion. This includes reminding participants of whether they are in same or mixed sect and same or mixed economic class groups.

5.1 Important Dos and Don'ts

- **Implement the discussion guide the same way every time:** For the reasons discussed above, it is absolutely essential that you implement the discussion guide the same way every time, meaning that you ask ALL of the questions in the order they are presented, you don't skip questions, you don't change the order of the sections, etc. In order to be able to determine the effects of group composition we need to hold constant the way the dialogues are implemented. Of course, every discussion will be different in terms of how people respond to questions, topics raised, tenor of the discussion, etc. but your job is to ensure that you stick to the guide and the guide is implemented faithfully in each discussion.
- **Allow for similarities AND differences of opinion:** There will be some groups in which the participants might tend to agree with one another and others in which they disagree. It is very

important to lead the discussion in such a way so as to underscore agreement when it arises but also to allow for disagreement when it arises. We want everyone to be respectful of one another and to understand others' positions and perspectives, but we are *not* trying to force consensus. The whole point of the discussions is to help people understand where the areas of similarities and differences exist but to acknowledge that differences are also natural and ok. **You want to probe so that by the end of the discussion, participants have a deeper understanding both of what they have in common with other participants but also on points of disagreement.**

- **Encourage people to speak personally:** There is a wide body of literature supporting the idea that it matters whether or not participants are encouraged and made to feel comfortable speaking from a personal perspective. When participants speak personally from the full range of their experiences as complex individuals, they begin to listen more fully to each other. Therefore you should continually remind them to use personal examples from their own lives when illustrating points. Additionally they should: Share stories about the ways in which their views, hopes, and concerns have been shaped by life experience; shift from expressing positions to expressing hopes, fears, values, and assumptions; and speak about uncertainties, complexities, and gray areas in their views in addition to what they know for sure.
- **Remind of group identities:** You should also work to frequently remind group members of the group's composition and refer directly to the identity perspectives that they are drawing on throughout the discussion when they articulate personal experiences. We want to keep both economic identity and confessional identity salient in the minds of participants throughout the course of the discussion. To help with this, there are key moments built in to the discussion guide where we want you to specifically highlight that you are inviting them to respond as "members of a particular economic or confessional group," or to reflect on their experiences as "upper/lower income citizens" or as "Sunni/Shia/Christian." Because we want them to speak from these identity perspectives and to draw on how they feel as members of those groups, it is essential that you continually, subtly draw them into making those associations.
- **Everyone must have a chance to participate equally:** Make sure that everyone in the group has an opportunity to participate. Because we are looking at how economic versus sectarian group composition varies, it is important for everyone to contribute to the discussion. Please take extra steps to make sure everyone is included.
- **Atmosphere:** Regardless of group composition, we want to stimulate a positive and constructive atmosphere where everyone feels comfortable participating and everyone has an equal opportunity to be heard. We should therefore establish a code of conduct at the beginning to set the ground rules for participation.
- **Do not emphasize Lebanese identity:** Since we are interested in understanding the role of economic and confessional identity, it is very important that the moderator does not inadvertently say things to get people to think about their common Lebanese identity. If a participant makes comments to that effect it's fine but the moderator should avoid making such statements, for instance to put participants more at ease.

- **Honest discussion:** Remind participants that we are interested in their honest opinions, that there are no right or wrong answers, and that they should not respond based on what they think the moderator or other members of the group want to hear.
- **Participant discussion:** Encourage participants in the discussion to talk to each other not to you, the moderator. Do this by asking questions in such a way that it builds a conversation between participants, for instance by asking them to respond directly to one another. This is especially important in the final part of the discussion guide in which they will talk together about their future goals for political change.
- **Visuals:** You will see that in several parts of the discussion you are asked to introduce visuals. Please be sure to have these organized prior to the sessions and to be ready to use these during the course of the discussion in the appropriate place.

6 Post-discussion data collection

For this section, you will need:

- The Map Exercise
- The public goods game script, part II (also included in the text of the bulleted script used previously)
- The Record Sheet
- The Allocation Table
- The post-discussion survey
- The petition (with cover sheet)

Following the discussion there will be several activities that will help us measure the outcomes of the discussion. Each of these activities is designed to help us understand the effect of participating in the discussions on participants' opinions on economic and political issues. Since the whole goal of conducting the discussions is to understand their effect, these post-discussion activities are just as important to the overall activity as the discussion itself. Again, there is no point in implementing the discussions if we do not do an equally good job collecting this data and getting participants to take these activities seriously as well.

Overall there are four important components of the post-discussion data collection:

1. Map exercise
2. Public goods game, part II
3. Post-discussion survey
4. Petition (conducted with the post-discussion survey)

6.1 Map Exercise

The purpose of the map exercise is to understand how participants would allocate future oil revenues at the district level if they themselves were in a position of authority. This exercise will immediately follow the final part of the discussion in which participants discuss together what changes, if any, they would like to make to the current confessional system in Lebanon.

When that has concluded, the moderator will transition to the map exercise using the following script:

SCRIPT: *Thank you very much for your participation in the discussion today. We have now officially concluded our discussion. As we mentioned at the outset, we have a few more activities that we would like to do with you before concluding our session today.*

First, as we mentioned at the outset, an important purpose of the discussion today is to encourage participants to think about how they feel about economic, social, and political conditions in Lebanon so that your opinions and preferences can be shared with political leaders in the country. Remember, this is confidential, all answers will be aggregated and no one will know how you individually responded. But this is a chance for you to convey your preferences to those in power.

A few minutes ago, we were discussing the potential discovery of oil and gas offshore. These natural resources have the potential to bring substantial revenue in the future. We would like to know your

individual preferences for how you think that revenue should be allocated across different regions in Lebanon, and we will eventually use this information to inform policymakers on people's preferences with regards to the oil and gas sector.

In front of you is a map and table that will help you understand the 26 districts with regard to their majority confession and development and prosperity levels. A low score or light yellow color (on the map) indicates high levels of development and prosperity, and a high score or dark red color indicates underdevelopment and high levels of poverty for that district. Please allocate the revenue out of 100% as you see fit. You may choose to allocate revenue to all districts, only to some districts, or all to one district. This means you may allocate anything from zero to 100% of the revenue to a district, as long as the total for all the 26 districts adds up to 100%.

Collect all answer sheets, be sure they have participant IDs on them, and bundle them together for submission with the final session data package. The moderator should take the forms and leave the room at this point and invite the assistant moderator to conduct the second round of the public goods game.

6.2 Public goods game, part II

Once the map exercise has been concluded, the Assistant Moderator should conduct Round 2 of the participatory activity, the public goods game. The rules for this round are exactly the same as Round 1 only you will not need to walk through the “Examples Worksheet” again with the group. Instead, you will inform everyone

Appendix H).

Round 2 Script

Thank you all for your participation in this group discussion. As I mentioned before, we will now perform the “participatory exercise” a second time.

- Works the same way that it worked the first time
- Remember, **no talking!**
- All have **10,000 LL that you earned** already today
- Decide **how much to keep for yourself or to contribute to the group pot**
- Everything contributed to the **group pot will get increased by half** (multiplied by 1.5) and **distributed back equally** to all members of the group.
- **How much you stand to gain or to lose from contributing to the group pot depends both on**

your private decision about what to contribute, as well as on the private decisions made by every other member of this group

- You can **make whatever decision you want**, it can be the same or different from the first round
- **No one will ever know who contributed what** – all contributions are anonymous
- Afterwards, **will flip a coin to see which round will count** for actual earnings
- Any questions?
- [Pass out envelopes] Inside your envelope there is a slip of paper just like in the first round – **circle the amount you want to contribute to the group pot**

[Do the exercise. Collect the envelopes and place them in the second labeled shoebox.]

[Do the coin flip and take only that box of envelopes from the room. Collect other envelopes after all of the participants leave.]

After this activity is over, the assistant moderator will leave the room with ONLY the box for the round that was randomly selected. The assistant moderator will proceed to calculate the payouts for each participant in a separate room while the moderator returns to the main room to conduct the post-discussion survey.

There are a few important things to note about the instructions above:

- **Coin flip:** After everyone in the group has filled out their Round 2 slips and turned in their envelopes, you will flip a coin to decide which round of the exercise will actually count for payoffs. Show participants the coin ahead of time so that they agree on what each side represents (Round 1 counts vs. Round 2 counts). The coin should be a common piece of Lebanese currency so that it is familiar to everyone in the group. Flip the coin and have one of the participants confirm the result. Use the contributions made during that Round of the exercise when calculating the real payoffs to participants.
- **Leave the box in the room:** Be sure to only remove the box from the room that corresponds to the round that was randomly selected. This is to increase participants' confidence that their final earnings are based only on the round that was randomly selected.
- **Complete one round on the Record Sheet:** You will be provided with a record sheet that will record the individual decisions from both Round 1 and Round 2. After leaving the room with the correct box, complete the Record Sheet to determine how much each participant should receive at the end of the session. You should consult the Allocation Table to determine the appropriate amounts. You will also be provided with an Excel spreadsheet that will help you do the proper calculations (quickly) for how much each person is to receive based on the total group pot size. Prepare the payment envelopes for each participant.

- **Complete the Record Sheet:** Once all participants have left the dialogue location, you should open the box for the round that was not randomly selected and record the individual contributions in the appropriate space on the Record Sheet. Make sure that the record sheet is completely and accurately filled out and submit this with the session data.

PUBLIC GOODS GAME RECORD SHEET				
Group ID:				
Date of Discussion:				
Assistant Moderator:				
Participant ID (Copy from contribution slips)	Round 1		Round 2	
	Money Contributed to Pot	Money to Receive**	Money Contributed to Pot	Money to Receive**
TOTAL IN POT				
TOTAL PER PERSON (FROM POT)				
Round that counts (circle one):	1		2	
**Money to receive per person = 10,000 LL – money contributed + TOTAL PER PERSON				

6.3 Post-discussion survey

After the coin is flipped, the Assistant Moderator should vacate the space and the Moderator should return to the room to inform the participants that they will complete the “post-discussion survey” questionnaire while the results of the “participatory exercise” (public goods game) are being tabulated.

The moderator should use the following script:

SCRIPT: *The final activity that we are going to ask you to complete today is the post-discussion survey. As we mentioned at the beginning, this is very important to provide a better sense of your opinions and perspectives. This data will be analyzed and shared with key actors to inform policy debates over what changes, if any, people want to see in the country. Again, your responses will be aggregated with the more than 700 people participating in these discussions so that no one—including those of us at R’ai and LCPS will be able to connect your responses to your identity. In order for this to be useful though we ask that you take it seriously and provide honest answers.*

The post-discussion questionnaire is similar in format to the pre-discussion questionnaire.

- *Please read all answers carefully before responding.*
- *If any questions are confusing or unclear, please ask me for clarification.*
- *Please only use the special codes as a last resort.*
- *Please do not talk or discuss your answers with anyone during the survey.*
- *Please write clearly.*

Inform about petition

Finally, when you have completed the questionnaire you will have one more decision to make. I would like everyone to take out the blank envelope that is in your packet. You do not have to open this envelope yet but it contains a petition on an important political issue. You should be aware that if you choose to sign this petition you might be taking a stand that some would consider controversial, so please be sure to read the cover sheet and petition closely before making a decision.

When you are done with the survey, please read the instructions and the petition itself carefully before making a decision on whether or not you want to sign. Please note that regardless of whether you want to sign or not, you should return an envelope at the end along with your questionnaire. If you choose not to sign, you can return the blank petition. If you choose to sign, you should complete the information at the bottom of the petition. By everyone returning an envelope no one in this room today will be able to tell whether you chose to sign or not so your decision will be confidential.

[ASK THEM TO BEGIN THE SURVEY]

A few important things:

- The moderator should stay in the room during the post-discussion survey to make sure that participants do not speak to one another and to answer questions as they arise.
- Once participants have finished their surveys, they can bring them to the front of the room along with their petition envelopes. Before allowing them to leave the room, **please confirm**

whether they have made a decision about the petition. Do not ask them what decision they made, but do check that they did not simply hand back the envelope we gave them. If a participant forgets to return the envelope, remind them about the petition and ask them to go back and carefully read the instructions and make a decision. Once you are sure, you can then instruct them to see the assistant moderator on their way out to receive their payment.

- If anyone would like to take a copy of the petition home, they can request one from the assistant moderator.
- **Collect all documents:** The moderator should collect all surveys and petition envelopes and keep them face down on the table in front. These will be added to the session data folder immediately after the conclusion of the session.

7 Concluding the Session

For this section, you will need:

- The moderator survey
- The Record Sheet
- The Data Submission Checklist

7.1 Participant payouts

As participants exit the discussion room after completing the survey and petition, they will see the assistant moderator to receive their final payouts. All participants are required to sign a receipt for their full payment. The guaranteed minimum amount that each participant will receive is \$20 USD. In addition, participants have the opportunity to earn up to \$15 USD more through the participatory activity (public goods game) depending on the contribution amounts of everyone in the group.

Thank the participant again for his or her participation. They are now free to go.

7.2 Moderator Survey

Only after all participants have completed their surveys, petitions, and received the payouts should the post-session work be undertaken. The moderator should complete the Moderator Survey **immediately** after the participants have left the discussion location and before any considerable amount of time has passed or the next session has occurred. The moderator survey asks a number of questions that are specifically relevant to the group and it is very easy for impressions to change over time or with some distance or to confuse more than one session. It should therefore always be completed **before** another group convenes so that there is no danger of the Moderator misattributing characteristics of one group to another group that they may have moderated in the same day.

7.3 The Public Goods Game Record Sheet

While the moderator is completing the moderator survey, the assistant moderator should complete the record sheet for the public goods game. The assistant moderator should open the envelopes from the round not selected for payout and should record the appropriate individual responses on the record sheet.

7.4 Compiling all materials

All documents and information from this session must be bundled together in one package with the group ID for submission to the Program Manager. The complete list of all materials that must be submitted can be found in the Data Submission Checklist (see Appendix X).

Data Submission Checklist	
Group ID: _____	Moderator Name: _____
Date of Session (MM/DD/YY): _____	Asst. Mod. Name: _____
Initials	Data Item
	Check-In Sheet (1)
	Pre-discussion survey (6 surveys, already sealed in an envelope labeled with Group ID)
	Examples Worksheet for public goods game (6)
	Practice Grid for public goods game (6)
	Map exercise (6)
	Petition envelopes (6, should all be sealed)
	Post-discussion survey (6)
	Moderator survey (1)
	Recording of session (1, labeled with Group ID)
	Record Sheet for public goods game (1)
	Signed receipts for payment (6)

You should check to make sure that all of these items are clearly labeled with both Group and Participant IDs. Please use binder clips to hold together each of the document types for which there is more than one.

Put all documents together in a large folder with the Data Submission Checklist taped to the outside. Make sure that the group ID is recorded on the checklist. This is the envelope that will be turned over to the Program Manager. These documents are VERY important so be sure to keep them in a safe, dry place until you have been able to give them to the Program Manager.

And that officially brings us to the end of the session!

Appendix A: Materials Checklist

DIALOGUE MATERIALS CHECKLIST	
Group ID: _____	Moderator name: _____
Group Gender: Male Female	Asst. Mod. name: _____
Dialogue Environment	
Refreshments for participants (cups, drinks, napkins, snacks)	
Identification Materials	
Check-In Sheet for that session (names + Participant IDs)	
Participant ID packets - check that codes match Check-In Sheet (up to 12 pre-labeled packets)	
Blank Participant ID packets – (2, just in case)	
Informed consent sheet (at least 12 copies: 1 for each of 12 maximum possible participants who show up)	
Inside Participant Packets (enough pre-labeled packets for all participants scheduled; up to 12)	
Pre-survey for participants (up to 14 copies: total participants expected + 2 extra)	
Examples Worksheet for public goods game (up to 14 copies: total participants expected + 2 extra)	
Practice Grid for public goods game (up to 14 copies: total participants expected + 2 extra)	
Map exercise (up to 14 copies: total participants expected + 2 extra)	
Post-survey for participants (up to 14 copies: total participants expected + 2 extra)	
Petition + Cover Sheet INSIDE unsealed blank envelope (up to 14 copies: total participants + 2 extra)	
Facilitation Tools	
Plain sheets of paper for making name cards (at least 6)	
Ink pens (at least 10: 7 + 3 extra)	
Stopwatch to keep track of time (1)	
Recording device to record session (1)	
Extra batteries for recording device (if necessary)	
Clipboards (6)	
Personal, handheld calculators (6)	
Extra batteries for calculators (if necessary)	
Discussion Materials	
Discussion Guide with script only (at least 2 copies - 1 for Mod + 1 for Asst. Mod)	
Visual #1 - protesters in the street	
Visual #2 (women characters) OR visual #3 (men characters) depending on group gender type	
Survey + Data Collection Tools	
Moderator post-survey (1)	
Petition text handouts (6 copies of just the petition text to hand out if participants ask)	
Data Submission Checklist (1)	
Binder/paper clips to gather materials separately inside large envelope for submission (10)	
Large envelope w/ all data submission materials w/ Data Submission Checklist on outside (1)	
Public Goods Game Materials	
Asst. Moderator Public Goods Game Script (Bulleated Handout Version)	
Cash (90,000 LL in single 1,000 LL bills for examples demonstration)	
Envelopes (12 total; 6 per round labeled with Participant ID on outside)	
Slips of contribution options (0 – 10,000 LL) inside envelopes labeled with PID (12; 6 per round)	
Shoebboxes/Boxes labeled “Round 1” & “Round 2” (2)	
Coin, common Lebanese currency for coin flip (1)	
Record Sheet for public goods game (1)	
Allocation Table for public goods game (1)	

Appendix B: Dialogue Progress Checklist

DIALOGUE SESSION PROGRESS CHECKLIST	
Group ID: _____	Moderator name: _____
Group Gender: Male Female	Asst. Mod. name: _____
On Participant Arrival – check in, consent, pre-survey	
	Check participants in - refer to assigned list for that session and confirm names + IDs
	Conduct informed consent procedure
	Confirm that none of the participants already know one another
	After 10 minutes of waiting for all to arrive, conduct random selection of actual participants
	Distribute transport refunds to those not selected & get signed receipts (as necessary)
	Distribute participant packets according to PIDs
	Moderator joins participants in discussion space & delivers pre-survey script
	Participants remove pre-surveys from packets and fill them out + Mod answers any questions as needed
	Mod collects surveys, checks labels, & seals them in an envelope w/o reading responses
Group Introductions	
	Start recording device to record session
	Welcome and introductions - make the group composition known to all - ask names, jobs, etc.
	Fill out name plates and hand them out to participants
	Moderator leaves room + Asst. Moderator conducts public goods game
Public Goods Game (Asst. Moderator), Round 1	
	Deliver introductory script for “participatory exercise”
	Walk through “Examples Worksheet” – use cash to demonstrate
	Ask participants to practice by filling “Practice Problem” – collect and check answers & confirm PIDs
	Ask participants to do another practice round by filling out “Practice Grid”
	Collect “Practice Grid” sheets + confirm PIDs are on each of them
	Lead Round 1 – distribute envelopes with slips inside to correct participants by PID
	Collect envelopes and put them in Round 1 box + collect examples worksheets & practice grid
Discussion Guide Content (Moderator)	
	Asst. Moderator takes notes on “draft” copy of Moderator post-survey during discussion
	Recap of introduction – including reminders about group composition
	Reactions to the Protest
	Visual #1 - protesters in the street
	Economic Concerns/Interests
	Visual #2 (women characters) OR visual #3 (men characters) depending on group gender type
	Sectarian Politics
	Oil and Gas
	Discussion Wrap-up
Map Exercise (Moderator)	
	Lead participants through map exercise – collect all responses and check for PIDs
Public Goods Game (Asst. Moderator), Round 2	
	Deliver script for Round 2
	Distribute envelopes with slips inside
	Collect envelopes and put them in Round 2 box
	Flip coin to decide round that will count for payoffs in front of participants

	Leave room w/ only selected Round Box
	Use "Record Sheet" + "Allocation Table" to record and finalize payoffs
Questionnaire Data Collection (Moderator)	
	Moderator returns to room and introduces the post-survey to participants (inside packets)
	Highlight importance of the petition at the end of the post-survey (inside packets)
	Moderator stays in room to answer any questions and to make sure participants take it seriously
	Stop recording device (once participants have finished asking any questions and all have exited the room)
	Collect surveys and petitions (confirm that participants considered the petition)
Before Participants Leave – Payment/Compensation (Asst. Moderator)	
	Give payments = compensation (\$20) + public goods earnings (up to \$15) + transport refund (if applicable)
	Get signed receipt from each person
After Participants Leave	
	Asst. Moderator finishes filling out Record Sheet using the unselected Round Box Slips
	Complete Moderator post-survey based on Asst. Moderator draft notes & Moderator observations
	Gather all data submission materials into ONE large envelope – attach Data Submission Checklist to outside
	Confirm all data has been collected by initialing each line of Data Submission Checklist

Appendix C: Check-In Form

Appendix D: Informed Consent

On behalf of the Lebanese Center for Policy Studies, Ra'i for Research and Development SARL is conducting a research study about people's opinions and perceptions towards economic and political conditions in Lebanon. We will hold 120 discussion groups of 6 people each; there are no specific answers that we are looking for. The opinion of all participants will be equally valued and taken into account for the research findings analysis.

We are not working with the government, or any political parties or any company with financial interests. Our research seeks to provide Lebanese citizens with a unique opportunity to make their voices heard. There are no risks to participating in the study. Your participation in these discussions is confidential and your name will never be mentioned in any situation or case. No specific opinion, quote or position will be attributed to any person by name.

We are inviting you to be part of this study by participating in one of these discussion groups. If you agree to participate, the entire exercise will take about two hours to complete. The discussion portion will take approximately one hour. You will also be asked to complete very important short surveys before and after the discussion to help us gain a better understanding of your views. There are no right or wrong answers, so please be honest in giving your responses. Please inform us in case you know any of the other participants present today. This is very important for us and for the study.

You will be paid a minimum amount of 20\$ for your time and your participation. Throughout the session, there is a possibility you could earn up to 15\$ more.

Your verbal consent to participate means that you understand the information presented, and that you want to participate in the study. You understand that participation is voluntary, and you may withdraw from the session at any time in case you feel uncomfortable with the questions or discussion and your concerns were not properly addressed by the moderator.

If you have any questions about this study you should feel free to contact:

Zeina El-Helou, Ra'i for Research and Development SARL
Phone: 961 3 847 803 – 961 71 530 472
Email: zshelou@gmail.com

Appendix E: Public goods game, part I

Public Goods Game Script, Introduction and Practice

INTRODUCTION KEY POINTS:

- Participatory exercise that reflects real world choices that people sometimes have to make
- Already earned an additional 10,000 LL (for filling out the pre-survey)
- Can use all, none, or some of it in this group activity
- Doing this twice, once before our group discussion, and once again afterwards
- *We will not reveal the results of either round of the exercise until the end of the session*
- Only one of the two rounds will “count” in terms of how much extra money you earn today
- The round that “counts” will be determined randomly after the second round

EXERCISE RULES:

- *No talking to each other!* Clarifying questions about how the activity works only
- Each have earned your own 10,000 LL
- Contribute any amount from 0 up to 10,000 LL in increments of 1,000 LL
- I will add up everything you individually contribute and increase it by half (multiply by 1.5)
- Then redistribute this new total back to all 6 members of the group, whether they contributed or not
- Your share of the group pot plus whatever you did not contribute will be your total extra earnings
- *This means that how much you stand to gain or to lose from contributing to the group pot depends both on your private decision about what to contribute, as well as on the private decisions made by every other member of this group*

LOOK AT SOME EXAMPLES:

- Remove the “Examples Worksheet” from your packets

**** Moderator Copy of the “Examples Worksheet” inserted here ****

EXAMPLES WORKSHEET (Asst. Mod. Copy)

Example 1

[**Note:** This is an extreme example where Participant 1 contributes a lot and everyone else contributes little.]

Contributors	To Group Pot	Keep privately	Earned from Group Pot	Total Earned
Participant 1	8,000	2,000	4,000	6,000
Participant 2	0	10,000	4,000	14,000
Participant 3	0	10,000	4,000	14,000
Participant 4	2,000	8,000	4,000	12,000
Participant 5	2,000	8,000	4,000	12,000
Participant 6	4,000	6,000	4,000	10,000
<hr/>				
Total in group pot	16,000			
Multiplied by 1.5	24,000			
Each person's share from Group Pot	24,000/6= 4,000			

DEMONSTRATING EXAMPLE 1 WITH CASH (spoken script in *bold Italics*):

- ***Each participant in the group has 10,000 LL*** (Separate the 10,000 LL into 6 piles, one representing each person.)
- ***In Example 1, Participant 1*** (indicate one pile of 10,000 as “Participant 1”) ***decides to contribute 8,000 and keep 2,000*** (Now, physically move 8,000 LL from that pile to a “group pot” pile and leave 2,000 LL behind)
- ***Meanwhile, two of the other participants contribute nothing and keep all 10,000*** (move nothing from those two piles to the group pot).
- ***At the same time, two of the others contribute 2,000 each, but keep 8,000*** (move 2,000 from two of the piles to the group pot).
- ***And the last one contributes 4,000 and keeps 6,000*** (move 4,000 from that pile to the group pot pile).
- ***I will multiply whatever is contributed to the group pot pile by 1.5. So, the total here in the group pot is 16,000*** (Count it out for them so they see how it is just like in the example)
- ***16,000 times 1.5 is 24,000, so I (as the Asst. Mod.) will add an additional 8,000 to the pot, so it is now 24,000*** (physically add an additional 8,000 to the pile)
- ***This 24,000 gets divided evenly back between the 6 participants no matter how much each contributed individually*** (Distribute it evenly to each pile of what was set aside as “kept” by each)
- ***So, now you see that Participant 1 has 6,000; Participant 2 has 14,000; Participant 3 has 14,000; Participant 4 has 12,000; Participant 5 has 12,000; and Participant 6 has 10,000.***

Example 2

[Note: This is an extreme example where Participant 1 contributes little and everyone else contributes a lot.]

Contributors	To Group Pot	Keep privately	Earned from Group Pot	Total Earned
Participant 1	1,000	9,000	12,000	21,000
Participant 2	9,000	1,000	12,000	13,000
Participant 3	9,000	1,000	12,000	13,000
Participant 4	9,000	1,000	12,000	13,000
Participant 5	10,000	0	12,000	12,000
Participant 6	10,000	0	12,000	12,000
Total in group pot				
	48,000			
Multiplied by 1.5				
	72,000			
Each person’s share from Group Pot				
	72,000/6= 12,000			

DEMONSTRATING EXAMPLE 2 WITH CASH (spoken script in *bold Italics*):

- ***Each participant in the group has 10,000 LL*** (Separate the 10,000 LL into 6 piles, one representing each person.)
- ***In Example 2, Participant 1*** (indicate one pile of 10,000 as “Participant 1”) ***decides to contribute 1,000 and keep 9,000*** (Now, physically move 1,000 LL from that pile to a “group pot” pile and leave 9,000 LL behind)

- **Meanwhile, three of the other participants contribute 9,000 each and keep 1,000 each** (move 9,000 from those three piles to the group pot).
- **At the same time, the remaining two participants contribute all 10,000 each and keep nothing** (move 10,000 from two of the piles to the group pot).
- **I will multiply whatever is contributed to the group pot pile by 1.5. So, the total here in the group pot is 48,000** (Count it out for them so they see how it is just like in the example)
- **48,000 times 1.5 is 72,000, so I (as the Asst. Mod.) will add this additional earnings of 24,000 to the pot, so the pot is now 72,000** (physically add an additional 24,000 to the pile)
- **This 72,000 gets divided evenly back between the 6 participants no matter how much each contributed individually. In this case, that is 12,000 per participant, or 72,000 divided by 6.** (Distribute it evenly to each pile of what was set aside as “kept” by each)
- **So, now you see that Participant 1 has 21,000; Participants 2 and 3 and 4 have 13,000; and Participants 5 and 6 have 12,000 LL.**

EXAMPLE FOLLOW-UP QUESTIONS:

- When do participants take home the least money?
 - **Answer:** When they contribute a lot but no one else does.
- When do participants take home the most money?
 - **Answer:** When they keep everything but other people in the group contribute a lot.

REPEAT KEY POINTS:

- It is possible for everyone to contribute different amounts.
- The “bonus” of 1.5 is only applied to money that is contributed to the Group Pot, and not to the amount that individuals choose to keep privately.
- Everyone will benefit equally from the Group Pot earnings, regardless of whether they contributed or not (like in Example 1).
- No one will ever know what anyone else contributed – totally anonymous.

PRACTICE PROBLEM:

- Fill in the blank columns in the “Practice Problem” exercise at the bottom of the “Examples Worksheet.”
- Complete this practice problem quietly on your own.

Practice Problem

Contributors	To Group Pot	Keep privately	Earned from Group Pot	Total Earned
Participant 1	6,000	4,000	10,000	14,000
Participant 2	5,000	5,000	10,000	15,000
Participant 3	5,000	5,000	10,000	15,000
Participant 4	7,000	3,000	10,000	13,000
Participant 5	7,000	3,000	10,000	13,000
Participant 6	10,000	0	10,000	10,000
Total in group pot	40,000			
Multiplied by 1.5	60,000			
Each person’s share from Group Pot?	60,000/6 = 10,000			

**** Note for the Asst. Moderator:** The Participant Copy of the “Examples Worksheet” is blank in all of the places where you have values highlighted in **RED** above. Briefly compare each person’s answers to the correct answers you have here. If you see consistent issues across participants, make sure to clarify again how the activity works. ******

OTHER STEPS BEFORE ROUND #1:

- Collect each person’s “Examples Worksheet.”
- Briefly check his or her answers to the practice problem. If you notice that some people are struggling to understand how the exercise works, make a note of what the issue seems to be and clarify how the activity works a final time before proceeding.
- Set the Examples Worksheets facedown and off to the side. **DO NOT** hand them back to the participants.
- Direct participants to remove the “Practice Grid” handout from their packets and to fill them out quietly.
- Collect Practice Grids and set them facedown and off to the side.

ROUND 1 SCRIPT:

- Any questions?
- Remember, no talking!
- [Pass out envelopes with slip of paper inside]
- Circle the option corresponding to how many LL you would like to contribute to the group pot
- No right or wrong answer
- Your decision will remain anonymous
- Put slip of paper back into the envelope and pass it to me

[Put the envelopes in box labeled “Round 1” at the front of the room.]

[Take the Examples Worksheets AND the Practice Grids with you when you exit the moderation space.]

Examples Worksheet Text (Participant Copy)

Examples Worksheet	
Group ID:	
Participant ID:	

Example 1:

Contributors	To Group Pot	Keep privately	Earned from Group Pot	Total Earned
Participant 1	8,000	2,000	4,000	6,000
Participant 2	0	10,000	4,000	14,000
Participant 3	0	10,000	4,000	14,000
Participant 4	2,000	8,000	4,000	12,000
Participant 5	2,000	8,000	4,000	12,000
Participant 6	4,000	6,000	4,000	10,000
Total in group pot				
	16,000			
Multiplied by 1.5				
	24,000			
Each person's share from Group Pot				
	24,000/6= 4,000			

Example 2:

Contributors	To Group Pot	Keep privately	Earned from Group Pot	Total Earned
Participant 1	1,000	9,000	12,000	21,000
Participant 2	9,000	1,000	12,000	13,000
Participant 3	9,000	1,000	12,000	13,000
Participant 4	9,000	1,000	12,000	13,000
Participant 5	10,000	0	12,000	12,000
Participant 6	10,000	0	12,000	12,000
Total in group pot				
	48,000			
Multiplied by 1.5				
	72,000			
Each person's share from Group Pot				
	72,000/6= 12,000			

Practice Problem

Contributors	To Group Pot	Keep privately	Earned from Group Pot	Total Earned
Participant 1	6,000	4,000		
Participant 2	5,000	5,000		
Participant 3	5,000	5,000		
Participant 4	7,000	3,000		
Participant 5	7,000	3,000		
Participant 6	10,000	0		
Total in group pot				
	40,000			
Multiplied by 1.5				
	60,000			
Each person's share from Group Pot?				
	60,000/6 =			

COMPLETE PRACTICE GRIDS:

- Direct participants to remove the "Practice Grid" handout from their packets and to fill them out quietly.
- Collect Practice Grids and set them facedown and off to the side.

Practice Grid Exercise Text

Practice Grid		
Group ID:		
Participant ID:		
<p><i>As a final round of practice before we begin Round 1 of the exercise, please answer the following questions. There should be NO COMMUNICATING during this exercise.</i></p>		
<p>Question 1: If you had no idea what the other members of the group had contributed to the Group Pot, how much would you choose to contribute out of your 10,000 LL?</p>		
<p>Please enter an amount out of 10,000 LL:</p>		
<input style="width: 150px; height: 20px;" type="text"/>		LL
<p>Question 2: Now, how much you would contribute to the Group Pot if you knew the following information about what the other members of the group had contributed?</p>		
	Average contribution by each of the other 5 group members:	What would you contribute if you knew for sure that this was true?
Scenario #1	0 LL	LL
Scenario #2	1,000 LL	LL
Scenario #3	2,000 LL	LL
Scenario #4	3,000 LL	LL
Scenario #5	4,000 LL	LL
Scenario #6	5,000 LL	LL
Scenario #7	6,000 LL	LL
Scenario #8	7,000 LL	LL
Scenario #9	8,000 LL	LL
Scenario #10	9,000 LL	LL
Scenario #11	10,000 LL	LL

Appendix F: Discussion Guide (Annotated)

Introduction (5 minutes)

SCRIPT: We are meeting today to discuss the recent developments in the country, mainly the protests that recently began in Lebanon. Many persons consider that these protests may present an important moment to reflect about the future of this country regardless of their outcome.

We have invited you here today to engage in a discussion with members from **[SAME/DIFFERENT]** sectarian groups **[BUT/AND]** **[SAME/DIFFERENT]** economic classes so that you can share with each other your thoughts and feelings about your economic and political hopes and concerns. Some of what we discuss today could be sensitive and at times people might disagree—that is ok. We just ask that you engage with one another with honesty and respect so that we can all learn more about how people who we do not know personally are thinking and feeling on the issues that we all face.

Our agenda for today is to have a discussion on these issues and then after that we will talk about one political action that you can choose to take as individuals. Finally, before you leave today we will also ask you to complete a questionnaire. The purpose of the questionnaire is to better understand your perceptions of economic, political, and confessional issues in Lebanon so that LCPS can use its position as an independent, non-partisan, non-governmental organization to better inform the public debate on what changes (if any) people would like to see made to the current system.

We anticipate that the total time for our activities today will be about 2 hours. We would like to thank you in advance for taking all activities that we engage in today seriously.

Moderator notes

After reading the introductory script, you should ask questions that further illuminate the identities present in the group, such as:

- What is your name? (As they tell you their names, write them on name plates and hand these to the participants so that they will be identified by name at all times by everyone in the group.)
- Where are you from?
- What do you do?

Public goods game, part I (25 minutes)

Moderator notes

- Make sure that everyone participates
- Maintain salience of group representations throughout—meaning that even though we are asking people to draw on their personal experience the moderator should continually refer to them as members of economic or sectarian groups.
- Do not refer to a common Lebanese identity “We are all Lebanese”
- Highlight economic and sectarian divergence and convergence where it emerges but do not force it

DISCUSSION (60 MINUTES TOTAL)

Reactions to the Protest (10 minutes)

SCRIPT: As I mentioned in the beginning, we have invited you here today to engage in a discussion with members from **[SAME/DIFFERENT]** sectarian groups **[BUT/AND]** **[SAME/DIFFERENT]** economic classes so that you can share with each other your thoughts and feelings about your economic and political hopes and concerns. Some of what we discuss today could be sensitive and at times people might disagree—that is ok. We just ask that you engage with one another with honesty and respect so that we can all learn more about how people who we do not know personally are thinking and feeling on the issues that we all face...

Moderator Note: Present Visual #1 on a large board or via Power Point through an LCD projector



1. Do you remember that day? When was it?
2. Were you there? Why or why not?
3. When you see this image, how do you feel? (Probe about hope, fear, apprehension, distrust, indifference, etc.) Why?

Economic Concerns/Interests (20 minutes)

SCRIPT: Some people might say that concerns about social and economic welfare were at the root of the protests.

4. What are your major economic concerns today? Please feel free to share with us examples from your personal experience so that we can better understand your concerns.

Moderator Note:

- Go around and discuss the different economic concerns.
- Encourage people to draw on stories from their personal experience to illustrate their points.
- Underscore similarities and differences in concerns by asking others if they share that concern or if they have a difference concern they would like to share.
- If participants mention broad issues like 'education' probe to get more specifics that will also illuminate similarities and differences. For instance, probe if their concern is related to access to university education or access to primary or secondary education, cost or availability etc. Similarly, if 'electricity' or 'water' is mentioned, go into more detail on the reliability/quality of the service for different participants, and how they cope or deal with this (private supply...). Water and electricity are likely to be an issue for the majority of the population, but similarities/differences will only really arise when these issues are looked at in more detail.
- Continue this exercise until you feel that there are examples of both similarities and differences in economic concerns on the table.

SCRIPT: I am now going to describe for you two different characters that represent different types of people in Lebanon. I'd like you to think about which character you feel closest to.

Moderator Note: Show visual and be sure to use the cards representing male/female characters as appropriate to the group.

For women's groups:

- **Character 1:** Ms. Hind lives in Beirut. Her parents could not afford to give her university education, so she underwent some vocational training. She works on a part-time basis in a medium enterprise in Lebanon, does not have health coverage, and earns an income but often has trouble making her ends meet.
- **Character 2:** Ms. Roula also lives in Beirut. Her parents were able to pay for her education in a private university in Lebanon. She occupies a high position in a well-established company in Lebanon, has a private insurance and earns an income that allows her to afford a comfortable living.

For men's groups:

- **Character 1:** Mr. Karim lives in Beirut. His parents could not afford to give him university education, so he underwent some vocational training. He works on a part-time basis in a medium enterprise in Lebanon, does not have health coverage, and earns an income but often has trouble making her ends meet.
- **Character 2:** Mr. Ibrahim also lives in Beirut. His parents were able to pay for his education in a private university in Lebanon. He occupies a high position in a well-established company in Lebanon, has a private insurance, and earns an income that allows him to afford a comfortable living.

5. In your opinion, what are the economic concerns of each of these two characters? [moderator probes about differences and similarities trying to elicit as much as possible under each column - writes them in two separate columns on the flipchart]
6. Which of these characters do you feel closest to? Why?
7. **Transition question:** Now I am going to ask you a question and I do **not** want you to immediately answer out loud but I want you to think about this privately. Imagine that you were to learn that the character you just said that you feel closest to is from a different confessional group and the character you said you feel less close to is from your same confessional group. Would the character that you feel closest to change or remain the same? [AGAIN, DO NOT RESPOND AND JUST CONSIDER PRIVATELY FIRST]
8. [AFTER A MOMENT] Who answered that the character to whom they feel closest changed? Who answered that the character to whom they feel closest remained the same? Why?
9. **Transition question to next section:** If socio-economic issues are so important, then why do you think confession dominates politics in Lebanon?

Sectarian Politics (20 minutes)

SCRIPT: The recent protests in Lebanon raise important questions about how people view their economic and their confessional interests and what changes (if any) people would like to see made to the current system.

10. When thinking of all these protests and the overall movement recently taking place in Lebanon, what is the slogan that you remember the most? Why? Does it bring hope or despair / confidence or fear?
11. How did you feel when protesters started chanting: "The people want to abolish the system"?
 - a. What system do they mean in your opinion? Why?
12. Please give me one aspect that brings hope and another that generates fear for you personally with regards to possible major changes that would occur to the current system (discuss).

Oil and Gas (10 minutes)

SCRIPT: You may have heard about the recent announcement regarding Lebanon's potential significant reserves of oil and gas. This resource, if developed, could bring in significant revenue in the future that could be used to finance public services and attract investment vital to the development of the country

13. How would you like these revenues to be spent? Please indicate regions, confessions, communities, sectors, etc. What did you base your choice upon? Discuss.
14. In your opinion, how will these revenues eventually be allocated given the current system?
15. When it comes to the allocation of future oil and gas revenue, would you rather have future revenue from oil and gas allocated on the basis of confession (as in the current system) or allocated based on socio-economic need and priorities without any regard for confession. Why or why not?

Discussion Wrap-up (10 minutes)

***SCRIPT: Now** I would like you all to discuss as a group what kinds of changes, if any, you would like to see to the confessional system based on what we have discussed today. Would you prefer an alternative to the current political system or would you prefer to keep things as they are? If you prefer to change the system, please describe what this alternative would look like. If you prefer to keep the system the way it is, please describe the main reasons for why you feel this way. Please take 10 minutes to discuss and see whether you agree or not and, if you do agree, what kind of changes you would like to make. It is also perfectly ok if you cannot agree—these are big questions and we only have a short time.*

Moderator Note:

- Let them discuss with minimal involvement on your part.
- Interject to make sure the conversation stays civil, respectful, and that everyone’s voice is heard.

16. **Final question:** In your opinion, to what extent would this alternative / these alternatives to the current political system [depending on the outcome] would help address the kinds of socio-economic concerns you raised earlier including ensuring that oil and gas revenues are spent well? Why or why not?

Map Exercise (10 minutes)

Public goods game, part II (5 minutes)

Petition and Post-Discussion Survey (20 minutes)

Appendix G: Map Exercise

SCRIPT: Thank you very much for your participation in the discussion today. We have now officially concluded our discussion. As we mentioned at the outset, we have a few more activities that we would like to do with you before concluding our session today.

First, as we mentioned at the outset, an important purpose of the discussion today is to encourage participants to think about how they feel about economic, social, and political conditions in Lebanon so that your opinions and preferences can be shared with political leaders in the country. Remember, this is confidential, all answers will be aggregated and no one will know how you individually responded. But this is a chance for you to convey your preferences to those in power.

A few minutes ago, we were discussing the potential discovery of oil and gas offshore. These natural resources have the potential to bring substantial revenue in the future. We would like to know your individual preferences for how you think that revenue should be allocated across different regions in Lebanon, and we will eventually use this information to inform policymakers on people's preferences with regards to the oil and gas sector.

In front of you is a map and table that will help you understand the 26 districts with regard to their majority confession and development and prosperity levels. A low score or light yellow color (on the map) indicates high levels of development and prosperity, and a high score or dark red color indicates underdevelopment and high levels of poverty for that district. Please allocate the revenue out of 100% as you see fit. You may choose to allocate revenue to all districts, only to some districts, or all to one district. This means you may allocate anything from zero to 100% of the revenue to a district, as long as the total for all the 26 districts adds up to 100%.

[PROCEED TO MAP EXERCISE]

Map Exercise Handouts

Let's say the Lebanese government decides to allocate some of the revenue from the oil and gas sector to undertake development projects that will benefit local populations. If it were up to you, how would you distribute this revenue among the 26 districts in Lebanon? Please allocate the revenue out of 100% in the right column of the table.

Below is map and table that will help you understand the different districts with regard to their populations' majority confession and living conditions in terms of development and prosperity levels. A low score (in the table) or light yellow color (on the map) indicates high levels of development and prosperity, and a high score or dark red color indicates underdevelopment and high levels of poverty for that district.

MAP IMAGE

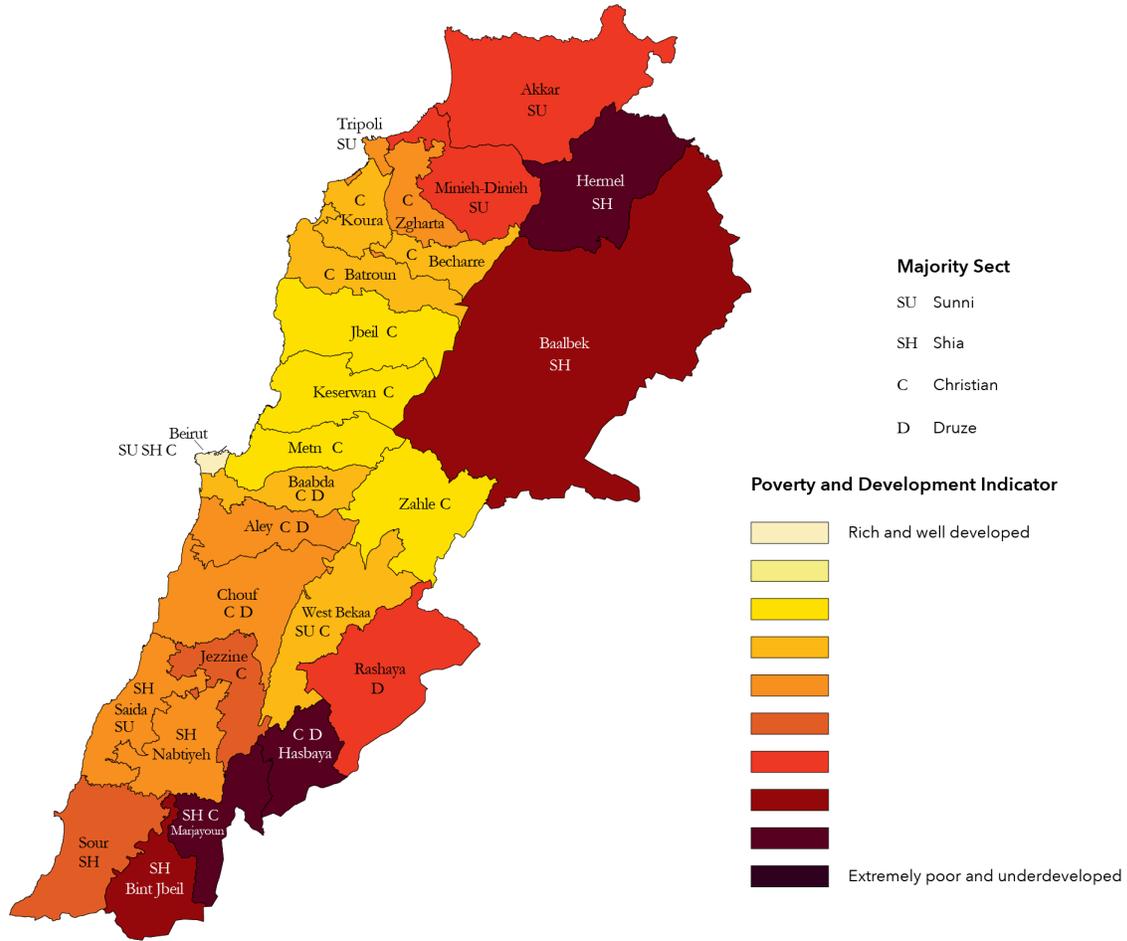


TABLE FOR ANSWER ENTRY

District (Qada)	Major Confession	Development & Prosperity Index (1 excellent - 10 poor)	Percentage of revenue allocated
Beirut			
Beirut	Mixed	2	%
Mount Lebanon			
Metn	Christian	3	%
Keserwan	Christian	3	%
Chouf	Druze - Christian	5	%
Aley	Druze - Christian	5	%
Baabda	Druze - Christian	4	%

District (Qada)	Major Confession	Development & Prosperity Index (1 excellent - 10 poor)	Percentage of revenue allocated
Jbeil	Christian	3	%
South			
Sour	Shia	6	%
Saida & Zahrani	Sunni	5	%
Jezzine	Christian	6	%
Nabatieh			
Nabatieh	Shia	5	%
Bint Jbeil	Shia	8	%
Marjayoun	Christian - Shia	9	%
Bekaa			
West Bekaa	Christian - Sunni	4	%
Rashaya	Druze	7	%
Hasbaya	Sunni - Druze	9	%
Hermel	Shia	9	%
Baalbek	Shia - Alawite	8	%
Zahle	Christian	3	%
North			
Batroun	Christian	4	%
Koura	Christian	4	%
Tripoli	Sunni	5	%
Becharre	Christian	4	%
Zgharta	Christian	5	%
Akkar	Sunni	7	%
Minieh - Dinieh	Sunni	7	%
			Total 100 %

Appendix H: Public Goods Game, Part II

Public Goods Game Script, Round 2

Thank you all for your participation in this group discussion. As I mentioned before, we will now perform the “participatory exercise” a second time.

ROUND 2 SCRIPT:

- Works the same way that it worked the first time
- Remember, **no talking!**
- All have **10,000 LL that you earned** already today
- Decide **how much to keep for yourself or to contribute to the group pot**
- Everything contributed to the **group pot will get increased by half** (multiplied by 1.5) **and distributed back equally** to all members of the group.
- **How much you stand to gain or to lose from contributing to the group pot depends both on your private decision about what to contribute, as well as on the private decisions made by every other member of this group**
- You can **make whatever decision you want**, it can be the same or different from the first round
- **No one will ever know who contributed what** – all contributions are anonymous
- Afterwards, **will flip a coin to see which round will count** for actual earnings
- Any questions?
- [Pass out envelopes] Inside your envelope there is a slip of paper just like in the first round – **circle the amount you want to contribute to the group pot**

[Do the exercise. Collect the envelopes and place them in the second labeled shoebox.]

[Do the coin flip and take only that box of envelopes from the room. Collect other envelopes after all of the participants leave.]

Record Sheet

PUBLIC GOODS GAME RECORD SHEET				
Group ID:				
Date of Discussion:				
Assistant Moderator:				
Participant ID (Copy from contribution slips)	Round 1		Round 2	
	Money Contributed to Pot	Money to Receive**	Money Contributed to Pot	Money to Receive**
TOTAL IN POT				
TOTAL PER PERSON (FROM POT)				
Round that counts (circle one):	1		2	

** Money to receive per person = 10,000 LL – money contributed + TOTAL PER PERSON

Allocation Table

ALLOCATION TABLE			
Total contributed by all group members to the Group Pot	Total Group Pot multiplied by 1.5	Group Pot earnings divided among 6 group members	What EACH participant should get back from the group pot (rounding to nearest 1,000 LL)
1,000	1,500	250	1,000

2,000	3,000	500	1,000
3,000	4,500	750	1,000
4,000	6,000	1,000	1,000
5,000	7,500	1,250	1,000
6,000	9,000	1,500	2,000
7,000	10,500	1,750	2,000
8,000	12,000	2,000	2,000
9,000	13,500	2,250	2,000
10,000	15,000	2,500	3,000
11,000	16,500	2,750	3,000
12,000	18,000	3,000	3,000
13,000	19,500	3,250	3,000
14,000	21,000	3,500	4,000
15,000	22,500	3,750	4,000
16,000	24,000	4,000	4,000
17,000	25,500	4,250	4,000
18,000	27,000	4,500	5,000
19,000	28,500	4,750	5,000
20,000	30,000	5,000	5,000
21,000	31,500	5,250	5,000
22,000	33,000	5,500	6,000
23,000	34,500	5,750	6,000
24,000	36,000	6,000	6,000
25,000	37,500	6,250	6,000
26,000	39,000	6,500	7,000
27,000	40,500	6,750	7,000
28,000	42,000	7,000	7,000
29,000	43,500	7,250	7,000
30,000	45,000	7,500	8,000
31,000	46,500	7,750	8,000
32,000	48,000	8,000	8,000
33,000	49,500	8,250	8,000
34,000	51,000	8,500	9,000
35,000	52,500	8,750	9,000
36,000	54,000	9,000	9,000
37,000	55,500	9,250	9,000
38,000	57,000	9,500	10,000
39,000	58,500	9,750	10,000
40,000	60,000	10,000	10,000
41,000	61,500	10,250	10,000
42,000	63,000	10,500	11,000
43,000	64,500	10,750	11,000
44,000	66,000	11,000	11,000
45,000	67,500	11,250	11,000

46,000	69,000	11,500	12,000
47,000	70,500	11,750	12,000
48,000	72,000	12,000	12,000
49,000	73,500	12,250	12,000
50,000	75,000	12,500	13,000
51,000	76,500	12,750	13,000
52,000	78,000	13,000	13,000
53,000	79,500	13,250	13,000
54,000	81,000	13,500	14,000
55,000	82,500	13,750	14,000
56,000	84,000	14,000	14,000
57,000	85,500	14,250	14,000
58,000	87,000	14,500	15,000
59,000	88,500	14,750	15,000
60,000	90,000	15,000	15,000

Appendix I: Petition and Post-Discussion Survey

POST-DISCUSSION SURVEY QUESTIONNAIRE

SCRIPT: *The final activity that we are going to ask you to complete today is the post-discussion survey. As we mentioned at the beginning, this is very important to provide a better sense of your opinions and perspectives. This data will be analyzed and shared with key actors to inform policy debates over what changes, if any, people want to see in the country. Again, your responses will be aggregated with the more than 700 people participating in these discussions so that no one—including those of us at R'ai and LCPS will be able to connect your responses to your identity. In order for this to be useful though we ask that you take it seriously and provide honest answers.*

The post-discussion questionnaire is similar in format to the pre-discussion questionnaire.

- *Please read all answers carefully before responding.*
- *If any questions are confusing or unclear, please ask me for clarification.*
- *Please only use the special codes as a last resort.*
- *Please do not talk or discuss your answers with anyone during the survey.*
- *Please write clearly.*

Inform about the petition

Finally, when you have completed the questionnaire you will have one more decision to make. I would like everyone to take out the blank envelope that is in your packet. You do not have to open this envelope yet but it contains a petition on an important political issue. You should be aware that if you choose to sign this petition you might be taking a stand that some would consider controversial, so please be sure to read the cover sheet and petition closely before making a decision.

When you are done with the survey, please read the instructions and the petition itself carefully before making a decision on whether or not you want to sign. Please note that regardless of whether you want to sign or not, you should return an envelope at the end along with your questionnaire. If you choose not to sign, you can return the blank petition. If you choose to sign, you should complete the information at the bottom of the petition. By everyone returning an envelope no one in this room today will be able to tell whether you chose to sign or not so your decision will be confidential.

[ASK THEM TO BEGIN THE SURVEY]

PETITION COVER SHEET

The petition on the next page is an important document. We ask that you read this section carefully before reading the petition itself so that you can make an informed decision.

On the next page is a petition organized by LCPS, an independent, non-partisan, non-government organization. The petition calls for fundamental changes to Lebanon's political system. Specifically, it calls for an end to the confessional system and putting socio-economic priorities for the country ahead of confessional politics.

*Before making your decision, you should be aware that the petition **does** require you to sign your name. This means there is **some** chance that political leaders will know that you personally signed the petition.*

All petitions will be gathered together and the results will be shared with leaders around the country, including members of government, political parties, your MPs, and your Zaim, so that the voices of those who support this petition can be heard.

Just to be clear, signing this petition means that you are in favor of taking a stand on this issue, even if your political leaders do not share the same position.

In order for your petition to be considered valid, you must complete all information in the bottom portion of the petition.

Also please rest assured that any information you provide on the petition will not be linked by personal information to the surveys you are also being asked to complete.

Once you have made your decision, please put the petition back in the envelope and seal it until it can be opened by LCPS. This way neither the moderators nor anyone else in your discussion group will be able to know what you decided to do.

CROSS-SECTARIAN PETITION FOR SYSTEM CHANGE IN LEBANON

Preamble

The recent protests that sparked mobilization across Lebanon originated with dissatisfaction over trash removal but quickly tapped into a larger sense of prolonged dissatisfaction with public goods and poor service provision in Lebanon as well as the overall inability of the government to ensure the economic welfare of people in the country.

The current structure of the Lebanese state, political system and electoral system has heavily contributed to the spread of corruption, the development of sectarian politics and sect-based parties, and the expansion of clientelistic and Mafioso practices. This has resulted in the lack of proper regional or national development and the absence of basic public services as the political elite argues over how to divide state resources and maximize private gain. Since the civil war, we have witnessed time and time again how confessional interests are put ahead of the wider economic needs and priorities for the country.

Petition

We, the undersigned, demand that a constitutive entity be formed and tasked with radically revising the political structure in such a way that confessionalism is phased out and the nation's interests are put ahead of sectarian, regional, and personal interests.

We specifically call for:

1. Abolishing confessional politics in accordance with the Lebanese constitutional amendment, which states that: "The abolition of political confessionalism shall be a basic national goal and shall be achieved according to a staged plan."
2. Dropping the sectarian division of power and positions for the three heads of state as well as eliminating quotas related to the parliament, government positions, public servant jobs, the judiciary and military.
3. Holding accountable, based on sound mechanisms for investigation and fair trial, individuals (including leaders and politicians) who are proven guilty of crimes and mismanagement of public resources.
4. Reducing the influence of sectarian parties and encouraging the emergence of programmatic parties that organize along economic interests and prioritize need-based development.
5. Ensuring that revenue and services from the state - including all future revenue associated with oil and gas - are allocated **on the basis of need and priorities for economic development and not on the basis of traditional confessional politics.** This means that no MP, political party, or Zaim should dictate the allocation of public funds nor directly receive any income from public resources.

Name

Electoral district

Age

Confession

Date

Appendix J: Session Data Submission Checklist

Data Submission Checklist	
Group ID: _____	
Date of Session (MM/DD/YY): _____	
Moderator Name: _____	
Asst. Mod. Name: _____	
Initials	Data Item
	Check-In Sheet (1)
	Pre-discussion survey (6 surveys, already sealed in an envelope labeled with Group ID)
	Examples Worksheet for public goods game (6)
	Practice Grid for public goods game (6)
	Map exercise (6)
	Petition envelopes (6, should all be sealed)
	Post-discussion survey (6)
	Moderator survey (1)
	Recording of session (1, labeled with Group ID)
	Record Sheet for public goods game (1)
	Signed receipts for payment (6)