

# Behind the Festival

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## **General**

AllinPeace training is a multi faceted approach to developing individual self esteem, community involvement and expanding one's horizons through learning about other cultures. The methodologies employed are movement, non-competitive sports, art, music, and dance with an emphasis on respect for the other and cultural sharing.

The AllinPeace program is a multi year educational program that is ideally carried out in a school but can be implemented through any alternative, stable community institution. AllinPeace involves the whole community through pupils, youth leaders, school staff, artists and volunteers. It is implemented through classroom curriculum, local festivals and international festivals. Because of its annual characteristic it eventually becomes an anticipated tradition for the youth of the community.

The object of this handbook and educational toolbox is to provide the reader with sufficient information, background and understanding to be able to develop an AllinPeace program in their community.

## **Preparation Stages**

As with most things, if you prepare yourself well, the greater the chances are for success. We will touch upon all aspects our experience has taught us with emphasis on critical elements of the program structure. Here it is already appropriate to say that from the outset the goals need to be clearly defined and the decision making process agreed upon. It is worthwhile spending a lot of time on this; it will alleviate a lot of aggravation later.

### ***Initiators Define Initial Goals***

Every project has a small core group of 2 or 3 people, or maybe just an individual, who “carries the flame” for the project. It might be you, reading this now, but whatever the constellation; it is imperative that you define the goals of your efforts. What is important, the sports aspect of the project? Or perhaps it is the combination of art and sports, the use of imagination unleashed as you and your students delve into ancient Greek mythology or maybe the non competitive aspects of the program or the non violent features. It is very seldom that you can put equal emphasis on all parts of the program, and you are, most probably, not equally talented or predisposed to all aspects, so focus. Decide on your priorities so it will be easier for you and your team to synergize your efforts. It is very important that the emphasis be clear for all logistics and structure will follow that emphasis.

### ***Building Initial Partnerships***

AllinPeace can be utilized to advance various objectives. It can deal with a single community or school, or it can be local in nature or it can encompass various communities within a city. AllinPeace is an ideal tool to bridge chasms of animosity between conflicting communities within a single country or internationally. Once you

have defined your initial goals – it is time to seek your partners. Two issues demand your immediate attention – the strata of involvement and the capacities of each partner. Between communities suffering from armed violent conflict it is ludicrous to assume that all partners have the same capacity or structural background.

### ***Strata:***

We warmly suggest that you organize the activities through a school or a permanent civic structure such as a community center or youth organization. For reasons of simplicity we will refer to a school model – but the extrapolation should be made to other community formats. In order to provide the in-site support needed to implement a program such as AllinPeace, you will need more than one agent in each school and players at different levels. We suggest that you enlist the headmaster, the homeroom teacher and the sports teacher. We suggest that the school commits itself to three years of activity. One year of activity is fun, two years of activity make it an expected event but three years of activity already create an anticipated tradition. Three years also allows you the time to train young people to be Junior Youth Leaders that will create a sustainable human resource for future AllinPeace events.

### ***Capacity of Partners:***

When you are preparing an AllinPeace festival in your own school, you will be aware of the talents and capacities of the teachers and staff and they will be chosen accordingly. When you incorporate another school or neighborhood you are on unfamiliar turf, needless to say, if you are partnering with a community that your community is at conflict with it is feasible to assume that you are missing vital information. Our experience is that the disparity can be vast, from simple things like one community does not have regular Internet access – because they do not have a steady supply of electricity. A community might be functioning under martial law and nightly curfews, or a school might lack classrooms and so the pupils study in two shifts. These might be extreme cases, but rest assured that the standards used in affluent schools and underprivileged schools or communities from the point of view of the organizational skills, teaching methods, receptivity to new ideas and behavioral patterns of the pupils will differ greatly.

### ***Redefine Goals with All Partners***

Once you have all the partners in place it is imperative that all get a say in defining the final goals. Present the now enlarged group with the goals you have defined up till now. Allow each group the chance to provide input from an educational, community and political perspective. By defining goals together each and every one will learn diverse ways of education and thought processes along with the needs and the points of view in each community. Later on you will need to build a structure and budgets that lend themselves to the considerations stated in the goals. AllinPeace is not a political program but each community has a political reality that must be taken into consideration, and by ignoring them you court disaster.

### ***Drafting Proposal and Budget***

Once the goals have been defined each and every goal must be translated into objectives and methodology. By this we mean that a goal is the overriding desired result, for example, learning multi cultural tolerance (where you want to go). An

objective would be sharing diverse music and dance traditions (what path you will take). The methodology would be through having joint drum sessions that explore rhythms and beats or each community teaches a folk dance (how you will travel along that path). A single goal might have multiple objectives and numerous methodologies. But for each and every goal the path and tools used must be expounded. It is highly recommended that you do not skimp on this stage, if done well it will make things easier to implement, and it will make the budget building significantly easier and it will help avoid conflicts within the team. So your proposal will have subdivisions that look something like the example below:

### **Purpose of Proposed Project:**

This is your goal. It should be one paragraph explaining what will be done and why.

### **Short Description:**

These are your objectives and form a very general outline of the methodology – up to two paragraphs.

### **Justification**

Why we are doing this, up to three paragraphs. To you things might be clear, but the funder needs to be let in on the secret.

### **Detailed Description**

This is a detailed explanation of each stage in the process. Here you will write your objectives and each methodology used to achieve them.

### **Time Line**

This is optional but will help you plan and clarify the picture for the funder. It should be graphic with a flow chart by week/month.

### **Budget:**

Here there **MUST** be line for each and every activity and all its ramifications. If, for example, you want to teach folk dancing you will need a teacher, a venue, music, maybe a LCD projector and computer for a presentation about that culture or a video tape to show off the dance being done professionally. If you will be having a preparation seminar you will need local transport, a venue, facilitators, room and board, insurance, materials and so on. The budget can be built according to stages or according to items. Every funding institution has its own format and you should follow that. But every activity, every methodology, every objective and every goal must have a funding line – even in-kind contributions should be calculated.

### **Core Group**

To get anything done tasks need to be assigned to people. People need to be motivated to get those tasks done and there has to be some sort of coordination between all the tasks and all the people. For this a core group needs to be created for each AllinPeace program.

We all have experience and are good at various aspects of community work and education; some of us are quite good at the majority of the scope of what is needed to

put on a successful AllinPeace program but in this case one of our goals is to create a culture of peace and one of the objectives is to create an inclusive process. The methodology is to learn to work together with people from different cultures and from societies in conflict. Ignorance breeds fear and fear breeds violence, therefore we are very interested in getting continuous input and knowledge from all communities involved. To facilitate this process a **community coordinator** will be chosen from each community. The community coordinator should come from an NGO or school and should have educational and organizational experience s/he should have good communication skills. S/he needs to have a team spirit and be open to learn new ways of doing things. Age is not the criteria as much as spirit. The tasks of the community coordinator are to provide to the core group the input from the community they represent. **First**, input in this case means understanding the local educational process, political realities, and culture. The **second task** is to be open to learn from others and find a way to synthesize the various responses in good faith. The **third task** is to be a conduit back to his/her community. The **final task** is to be part of the lead team that runs the AllinPeace program.

There are specific parts of the AllinPeace program that demand specific knowledge and / or safety procedures. For these parts **specialists** are brought in. Depending on your community and the type of AllinPeace program you intend to do these specialists might be in the area of the pentathlon or music or art or conflict resolution or non violent communication. Once it is clear what specialists are to be summoned, they need to participate in the core group since their input is specific and unique. This will be necessary for each special track.

It is hard to say if putting on an AllinPeace program is a logistical challenge or a logistical nightmare, but what is sure is that two types of logistical coordinators are required. The first one is the **program logistics coordinator** who is the overseer. This person ties all the loose ends together and troubleshoots the BIG problems. She or he must be part of the core group. The second person is the **activity logistics coordinator** who takes care of things at any specific activity of the AllinPeace program. In order to make the process clear, decentralize and empower as many people as possible, the activity logistics coordinator is the authority in this type of activity.

The last person to be part of the core group is the **financial coordinator**. This person is not only the treasurer, but also makes sure all is done according to the accounting procedures agreed upon within the core group and the funder. There should more than one signatory. Always, always, always keep your books clean and honest.

## **Staff**

Besides the community coordinator each school or youth organization will need to provide **staff** for the program. This staff will consist of three types of adults and two youth groupings. The first type will be classroom teachers or group leaders. This person is of **educational background** and works with the participants on a continuous basis. The second person will be the **sports teacher**, AllinPeace is a sports based program and therefore the involvement of a sport professional is critical to the program continuing over an extended period of time. Finally the last type of staff person needed is a respected **public figure** that is committed to the program; it can be the headmaster of a school, or a functionary in a NGO. Each community can send extra people such as artists of the various disciplines decided upon, logistical people, and so on.

All these staff members should realize that a typical AllinPeace program lasts about three years, till it becomes embedded in the community.

Two additional staff groupings are **youth leaders** and **junior youth leaders**. The youth leaders, about 18 – 20 years of age, are part of the community with excellent skills for direct contact with the kids. They must be dynamic, stable, fun and open minded. If you are planning an international program, they must speak at least one language in addition to their native tongue. The junior youth leaders work with the youth leaders and are about 15 – 16 years old. They are groomed during the first year of the program and assist in the following years.

## **Working Relationship and Management Guidelines**

AllinPeace is an educationally guided process where "how you get there" is just as important as "getting there". Therefore the working relationships are of cardinal importance. Conflict resolution is fine but planning well and avoiding conflict is even better. These guidelines should be set down by the core group and adhered to as much as possible. Some of the basic guidelines are:

Every grouping of staff; junior youth leaders, youth leaders, teachers, sport teachers, public figures, art teachers and so on must have a place to express themselves and a sharing/feedback system must be put in place. The staff is not only to be heard, but to be involved so joint forums should be set up.

Some communities are stronger than others either by the virtue of their staff or the opportunities their national situation provides (wealthier communities usually have more opportunities). It is important no one takes things over. On the other hand expertise and experience needs to be respected and heeded.

It is natural that each discipline pulls in its own direction. To avoid conflict it should be made clear at what juncture what discipline has priority.

Safety is a pivotal consideration that overrides most any other consideration.

Special consideration needs to be given to religious sensibilities such as the laws of Halal and Kashrut. This includes public consumption of alcohol when children are present.

In an international program it is worthwhile designating an ombudsman, someone involved but without a specific task and accepted by all as being "objective." In most international situations involving a great diversity of groups as well as a wide variety of roles and responsibilities with the need for many communications to be clear and understood by large numbers, the possibility of conflict is quite high. Therefore, the group needs to have clear methods of resolving difficulties and breakdowns as they are inevitable. Times need to be scheduled regularly to review the ongoing activities

and make adjustments during the proceedings of any festival or event. The ombudsman can prove invaluable in resolving such difficulties and getting people back on task as well as reestablishing good will in the group.

## ***Public Relations Guidelines***

There is always tension between the desire to bring your activities to the public sphere and the media getting in the way. Media benefits AllinPeace activity in three ways; the **first** is that funders like to see their name in print and connected to good deeds – that's why they give money. The **second** is that it is important that the public get positive news it contributes to the social hygiene. The **third** is that the people involved will be motivated by the public recognition. The problems with media are **first** and foremost that they tend to take things over especially if a camera is present; their perspective is different and not necessarily educational. **Secondly**, you can never know what will eventually be written or reported. The **third** problem is that diverse communities have diverse approaches to media and media exposure. If some of the communities are in conflict it is simply dangerous to those receiving media exposure. Traditional communities will not want to have pictures of gender mixed groups, or for Muslims to be pictured where alcohol is present.

Taking all this into consideration the core group should decide on a media policy. In line with these guidelines an individual should be chosen to coordinate the Public Relations aspects of the program. This person should be sensitive to the cultural and political realities of each community and should have some Public Relations or media experience.

## ***Accounting and Auditing Procedures***

So what did you expect us to say? All accounting procedures need to be done according to the format and standards required by the funding organization. It is suggested that you try to spread the wealth and buy services from all communities, most particularly in the poorer communities. In less developed societies it is sometimes very hard to get receipts for some services. In these cases find out what the practice is in that community. They must have a solution for their own accounting. If not then prepare a standard form that is acceptable to the funding agency and have the community coordinator vouch with a signed form. It is possible to get services cheaper if done without receipts; pay full price and get a receipt. All accounting should be transparent.

There is a question that always floats when doing international programs: what is the pay scale? A good salary in Africa would not allow an average European to pay even their basic bills. A 100 € service in Paris could be found for 40 € in Gaza. This issue needs to be clear from the very beginning.

## ***Sponsorships***

AllinPeace is a community based program that can be done within a single school or with two schools in close geographical proximity. For a program of this size the resources needed are minimal and can be found within the school, among the parents or in the local municipality. If the program is to be international or nationwide more resources will be needed. Resources can be funds or in-kind services such as buses, venues or supplies.

Before going into specifics it is important for the core group to decide what compromises they are willing to make for sponsors. Is it OK for the children to wear the logo of a sponsor, or for a sponsor to sell its product at an activity? What political prices are you willing to pay if you get government funding? Does the program become the project of the party in power or of a specific politician? Maybe you do not want to seek funding from companies that sell to the military or exploit a certain segment of society. You should be aware of the fact that there is hardly a "pure" company anywhere on the planet earth. Another issue is that "helping" may include not interfering; you will need to solicit the support through non interference from community leaders, local government and national government.

## ***Funding***

Following is a list of places to look for funding or in-kind assistance and support:

### **General**

- ✓ Alumni – graduates of the school or people who worked with the NGO
- ✓ Friends – acquaintances that support the ideals behind AllinPeace
- ✓ Family – the extended family can sponsor a child
- ✓ Foundations – Local, regional or national foundations.
- ✓ Business – Local business or related businesses such as sport or art suppliers

### **Interested Parties:**

- ✓ Embassies – The local embassy of any participating community
- ✓ Business – National or international as part of their Corporate Social Investment program
- ✓ University – Can provide venue in off season and volunteers

### **Supranational Organizations:**

- ✓ UN, UNDP, UNICEF – Through their regular programs or local office
- ✓ EC, Regional Economic Blocks – Check websites for funding guidelines
- ✓ ILO – Through their vocational training programs

### **Government:**

- ✓ Specific Ministries – Sports, Youth, Culture, Foreign Relations
- ✓ National Programs – Youth engagement programs, sports programs, civic involvement programs
- ✓ Working the System – Talk to every official you can at every opportunity, they are seeking publicity and your interests might converge.

### **Media:**

- ✓ Local Media & Press – newspaper, radio, bloggers, TV
- ✓ National Media & Press – Through the subject reporters (sport, education ...)
- ✓ International Media & Press – Press service of each participating community, they can be approached via their embassies.

### **Civil Society:**

- ✓ Non Governmental Organizations – Peace groups, social worker unions



- ✓ Churches, Mosques, Temples – Assure non interference
- ✓ Youth Organizations & Movements – Scouts, sports clubs, community centers... -8
- ✓ International NGO - Soros, Green Peace, Education International
- ✓ Institutions from within the community -
- ✓ Volunteers - Trainers, educational staff, artists, logistics, youth leaders, community coordinators

### ***Orientation for staff***

To do a successful multi year AllinPeace program all the people running the program and those contributing need to receive training and need to build a team spirit. The methodology used for this is the staff orientation seminar. The seminar should be at least a week long or two four day periods with all the staff, the core group should arrive a full day before everyone else to fine tune the seminar.

### ***All staff:***

All the staff must jointly receive an orientation concerning the values and management procedures. When the goals are clear and the procedures are agreed upon then there is less anxiety about appropriate priorities. This part of the orientation must be given by all members of the core group.

### ***Arts staff (plastic and music)***

The artistic director meets with the art staff prior to the arrival of the children (at the camp) and lays out the goals, methodology, and content to be used during the festival. A schedule is presented with a lesson plan for each of the sessions so that the artistic work sessions are coordinated with what is being presented and needed in the other areas. For example, city-state banners need to be completed prior to the start of the festival games portion.

### ***Sports staff***

The sport director meets with the gym teachers and sports staffs to go over the program goals, methodology, and content of the sessions before the children get to the camp. A team is assembled to lead in the introduction, training, and judging of each of the disciplines such as javelin, discus, and wrestling. Safety precautions and protocols for the safe and smooth running of each discipline are uniformly given so that each instructor uses the same set of commands with all children. This is especially important in multi-linguistic settings so that the children hear the same wording as instructions. Likewise, the techniques that are taught must be uniform. Each team must develop cooperation and rapport between themselves and also with the children. They are models for how to work together as well as instructors in each exercise.

### ***Youth leaders***

The core group needs to conduct a special orientation and training for youth leaders that takes place before the children arrive. Activities and exercises that are aimed at building trust, communication, cooperation, and teamwork are stressed. Giving experienced youth leaders' opportunities to lead in these activities and become representative leaders is essential. Youth leaders need to know what is expected of them in terms of their roles and responsibilities; the most effective ways to lead the children; the protocols around safety, health, conflict, and problems; contact time with

the children; and when debriefing and sharing times are scheduled with the core group and other staff.

### *School staff (headmasters, teachers)*

An orientation program needs to be given to all administrators and teachers so they understand their roles and responsibilities and that they not only understand the program but that they support the goals and methodology. To promote this they need to be actively involved in an ongoing set of tasks including supervision, support of the students, and ongoing

### *Conflict management*

Conflicts, whether they arise out of miscommunication or misunderstanding, are inevitable in this type of setting. There is a definite need to inform all staff as to the protocols and procedures for handling conflicts among both participants and staff. Most conflicts are either over issues of substance and content or over personal or personality issues. We can recommend a non-violent approach that seeks to get agreement from every person involved.

### *Purchasing of special equipment and shopping list of materials (availability)*

Well before the event is to take place it is mandatory that all essential equipment and supplies be identified and purchased for the festival. Having a proper budget to supply the basic needs of the participants (food, shelter, attire) as well as special athletic equipment (javelins and discuses) and artistic supplies is a necessity. Attention needs to be given to the physical staging of the sport and artistic activities and the special needs that each one requires. Advance planning is required.

## **Implementation stages of program:**

### ***Work within the Community***

#### **Choosing the participants**

AllinPeace believes that everyone already has what needs to be contributed and therefore the program does not choose participants but chooses the group to work with. The school or youth organization is chosen and the entire class or group comes along. The core group does not choose the youth leaders or the junior youth leaders but each and every community does that for themselves.

#### **Orientation of participants for multi cultural activities.**

Each and every participant from the class or youth group MUST attend the preparation seminar.

#### **Presentation of program to kids and families**

No one functions in a vacuum and to assume that family, friends, community and national, cultural and religious sensibilities do not play a part in the fundamental interaction of young children in a new situation would be ridiculous. Therefore we highly recommend that the parents be brought into the program in an interactive way.

Other affiliations of the participants such as scouts or sports groups should be notified and made aware of the program

## **Educational Program**

AllinPeace believes that every single aspect of the program and its preparation is an opportunity to learn. The learning process needs to be adapted to the needs and level of the participants of the overall group. The learning process of the core group is not the same as that of the 5<sup>th</sup> graders BUT the core group also is learning. Our model is based on the concept that this is a community of learners in a dynamic relationship. We all affect one another all the time through our interactions and experiences. So try to plan room allotment, food, waste management, art, sports, translations and all other aspects as an educational process.

### *Sports*

As the Pentathlon events form the core of the sports program it is essential that gym teachers receive training, certification, and help from the Spacial Dynamics Institute or trainers who have received proper guidance. The concerns here are for safety and movements that are age appropriate. Click on the Spacial Dynamics Institute site for help.

### *Arts/Music /Mythology*

The arts and music are also central to these festivals. Click on to the Music and Dance or the Mythology section in **The Arts** for more information.

### *Non violent communication*

Within the section marked **Peace Education** click on to Non Violent Communication.

### *Multi-cultural ism*

### *Ceremonies*

1. opening, closing, games, official
2. flow, guests, pedagogical aspects, artistic aspects
3. participants

### *Documentation*

### *Rules and regulations (safety, non violence, disciple, hierarchy)*

### *Material*

1. Medals or certificates or verification of participation
2. Shirts, caps
3. Art supplies
4. Sport supplies
5. Music supplies
6. Tunic's & belts
7. Stationary (pens, paints, paper of all sizes, cartons, cloth, clay, ropes, scissors, pins, tape, paper clips, electrical bands, files)
8. Campgrounds (tents, beds, sleeping bags, mattresses, sheets, electricity, lights, garbage disposal, sanitation, showers)

## Multi Communal Work (regional or international)

### *Food and beverage*

Six main considerations need to be made in dealing with food in the context of AllinPeace:

1. Food represents culture and it can be used to learn about each community
2. Food is part of our daily life and does not fall from the sky, the children should be part of the food cycle in both preparation and clean up
3. You do not want the activity around the food to take priority over the other interaction activities
4. Food should be adapted to the climate and activities
5. Health concerns such as allergies need consideration
6. Religious and cultural sensitivities must be respected.

### *Travel (local and international)*

While doing most of the preparation you may rely on local public transport or parents, but during a festival you will need to hire transportation. Designate a specific person who goes over the whole program checking every aspect from the transportation point of view. Only one person should deal with the drivers and bus companies and that person should speak the local language and carry a cell phone AND walkie-talkie. Take into consideration the fact that participants need to be transported to and from airports in both the home country and the destination. If the program venue is divided participants will need to be transported, and organizers will need to shuttle back and forth along with supplies.

### *Visas*

You can not start dealing with this early enough. You should collect from every participant all the necessary information (name, age, birthday, passport number, ID number where they have them, additional nationalities and so on). Get an up to date photo copies of each passport, if the passport has been extended get a photo copy of that page also, if the picture has been updated get a photo copy of that. **DO NOT RELY ON PEOPLE SAYING IT IS OK – CHECK IT PERSONALLY!** In some countries, children of divorced parents need a letter of consent from each parent for the child to travel anywhere. Meet the consular officer at the embassy and explain what the program is and what is needed – if they do not want to help nothing will go right.

### *First aid and emergency procedures*

For the peace of mind of all concerned the issue of health and first aid needs to be spelled out to the smallest detail and made clear to everyone. The medical staff should consist of a doctor, at least one nurse and a few people who have basic first aid training- we will call them medics. EVERY VENUE must have at least a medic present at all times when children are present. The venue with the majority of children and more physical activity will have the doctor and nurse. A child can be hurt in a dance activity but javelin and discuss are an even higher risk. All the medical staff should meet beforehand and agree on procedures and what the "medics" can and can not do. The medical staff should go over "worst case scenarios" and discuss treatment. The nurse should meet all the community coordinators and learn about any cultural

customs related to medical issues that might exist. Many societies have traditions regarding menstruation that need to be shared with the nurse and doctor. The hosting community needs to supply a fully bilingual person who speaks the language of the doctor or nurse and the local language. The local hospital and ambulatory services should be made aware of the program. Every venue should have a first aid pack and every "medic" should have one. Special emergency needs, such as a lifeguard should be licensed and all local regulations followed to the letter. Fire procedures should be spelled out with special attention given to the junior youth leaders' role in case of danger. If possible the venue should be fenced off and a "night guard" designated for each night. Always err on the side of caution. Not following local law will result in endless legal problems and even imprisonment.

### *Pocket money*

While building your budget provide for pocket money for the youth leaders. This is for them to go out and relax in the down periods. The sum should be something symbolic but enough to get a coffee, ice cream or beverage, it is not a salary but a token of appreciation. Each community coordinator should have a kitty that can be used at his/her discretion when needing to deal with special cases such as home sick children or timeout with a staff member that needs support or guidance. All expenditures, excluding the pocket money, should be accounted for with a receipt.

### *Staff per diem*

In accordance with whatever was agreed upon in the planning stage the professional staff should be allotted a per diem amount.

### *Accommodation*

In general the community coordinator and teacher and junior youth leaders should sleep with the children according to their community designations. The youth leaders and professional staff should have a place to work, plan and sleep. The doctor and nurse should sleep in or near the first aid station. The troubleshooter should sleep somewhere that is easily available, the core group should be in the same venue, if possible but they are the most flexible. In general the same standard should be available to all the people involved with the only exception being the density in the room.

### *Ombudsman*

In an international program it is worthwhile to designate an ombudsman, someone involved but without a specific task and accepted by all as being "objective". The ombudsman should possess superior communication skills and experience in international settings. Although such a person will most likely be able to reach consensus, it should be made clear that the ombudsman can also make a final decision when needed.

### *Dispute resolution (participants and staff)*

Disputes, whether they arise out of miscommunication or misunderstanding, are inevitable in this type of setting. There is a definite need to inform all staff as to the protocols and procedures for handling disputes among both participants and staff. Most disputes are either over issues of substance and content or over personal or personality issues. We can recommend a non-violent approach that seeks to get agreement from every person involved.

It is necessary to schedule regular meetings for each group of leaders to debrief the experiences of the day and make necessary adjustments in approach, attitude, strategy, and schedule. This is especially true for the youth leaders who need constant support and guidance. They have a demanding task and need to have clear boundaries about when they are responsible for being with the children and when they are free. Likewise, it is important for teachers and others to know when they have responsibility for supervision. Clear delegation of tasks and responsibilities is mandatory so that the camp and festival will run well. As previously stated the ombudsman, or designee, will need to have the final say in disputed situations.

### *International*

When bringing multinational participants together the question of proper documentation must be met well in advance of the scheduled event. By setting deadlines far in advance and notifying all groups as to what records and documentation are required will enable all deadlines to be met. This can be an even greater problem when participants come from unrecognized or partially recognized conflict areas. Pay attention to the fact that special communication and handling may be necessary to address such cases and individuals with expertise in this area may be needed.

### *Food (Dietary rules, nutrition)*

General dietary rules of the various cultural groups need to be minded. For example, no pork should be served due to the religious beliefs of Islam and Judaism as well as health objections others may have to it. Many participants may be vegetarian. As part of the health forms that are required for participation in the festival special dietary restrictions will apply to individuals. Attention to these special needs must be made as is possible.

### *Insurance*

All aspects of the program need to be insured. This is not easy as most insurance companies will balk at insuring such an activity. The insurance should cover sporting activities, should cover participants as individuals, should cover liability, and should cover travel and medical expenses. It is best to insure the program and have each participant coming from abroad insure themselves in their own country as well. Thus the activity and the participants are covered for liability.

### *Venue*

AllinPeace is a multi disciplinary program and needs a variety of venues. A sports facility will be needed for running, javelin, discus, wrestling and jumping. A room will be needed for all activities that involve the plenum. A few rooms will be needed for the various simultaneous art activities. A general purpose room will be needed, an office room with communication facilities such as Internet access, fax and phones. If you do your program during a sunny season shade is needed, if a raining season shelter will be needed. Do not forget the need for toilets at each venue and showers at the end of the day.

### *Extra fees*

The program treasurer should always have some cash on hand to deal with unexpected problems that arise, but some things can be planned such as museum fees, tourist sights and taxes. Besides money set aside for unexpected educational needs an

emergency expense fund should be set aside that should not be used except for medical emergencies.

### *Equipment*

Carefully go over each and every aspect of the program with all the specialists, all the people responsible for a segment and make a list of all equipment you might need such as: a sound system, LCD, VCR, digital cameras, floodlights, flashlights, computer facilities, photocopying machine, rope, sledge hammers, pickaxes, box cutters, megaphone, walkie-talkie, fire extinguisher, first aid and so on.

### *Communications*

The communications needs are:

1. Internet and it is best if it is wireless
2. Cell phones with a local calling card – make sure the phone has been unlocked by a technician
3. Walkie talkies with a range of about 3 km
4. Public phones for the participants to contact their parents
5. Each community coordinator should have a cell phone that the parents can reach in case of a dire emergency

### **Government**

It is counter productive to the AllinPeace goals to stress the use of national symbols. In AllinPeace we represent our community, not our state, so involving government official's needs to be scrutinized and agreed upon by the entire core group. On the other hand the program takes place in a specific community and we would like to involve them as much as possible. The venue your program takes place in was most likely chosen for a reason and many meetings would have taken place to get to this point. Make sure you are in constant contact with the local city or town government and that they participate in some way. Present them with a plaque or commemorative token of appreciation. Commemorative gifts should be made for special guests, service providers, volunteers and others deemed worthy. It is better to give out more than less.

### **Closing Comment**

As you can tell from these comprehensive notes such a task as putting on an AllinPeace Festival is demanding, time consuming, and intense but ultimately rewarding and transformational. Whenever the stakes are high the chances for profound change are equally high. Be prepared and enjoy every minute. This experience will be remembered for a lifetime!