

2019

NATIONAL CHILDREN'S FOOTBALL ALLIANCE



GLOBAL PEACE GAMES

NCFA

www.childrensfootballalliance.com



GLOBAL PEACE GAMES

National Children's Football Alliance Global Peace Games Evaluation.

September 2019



ENDAS
Ente Nazionale Democratico di Azione Sociale



GLOBAL PEACE GAMES, 2019

EXECUTIVE SUMMARY

November 31, 2019

EXECUTIVE SUMMARY; The Executive Summary presents an overview of the main findings from our transnational analysis of surveys with project participants and project partners / team members involved in the UEFA Foundation for Children funded project November 2019. The study has been designed and implemented by The National Children's Football Alliance.

Project Background and Description

The Global Peace Games (GPGs) is now 5 years old. The 2019 GPGs was part funded by UEFA Foundation for Children; inspired by The United Nations' International Day of Peace and The First World War's 1914 Christmas Truces. Directed by The National Children's Football Alliance (UK) and facilitated by The Peace Village (Belgium) the GPGs is a week-long event engaging young people from diverse backgrounds and different cultures, in football / sports games and non-formal peace education.

Achieved Aims

Project partners from Belgium, England, Germany, India, Italy and Northern Ireland, brought 80 participants (who originated from 14 different countries) to the GPGs. They participated, free of charge, in the week-long event of all-inclusive activities, games and peace education. Through a diverse programme, participants learnt about: The First World War, the role of sport in conflict resolution, cultural awareness, civic awareness, EU citizenship, tolerance and humanitarianism. They became competent in sportsmanship and enhanced communication skills, and intercultural awareness.

Outcomes Achieved

The outcomes achieved are as follows

- Competent in self-learning. Taking ownership to commemorate, celebrate and protect peace, in all societies.
- Improved interpersonal, intercultural, and social skills and a heightened civic awareness.
- Ability to express ideas through inter-cultural communication and build community cohesion.
- Increased understanding of the value of tolerance and humanitarianism.
- Increased confidence in team building and leadership whilst collaborating with different cultures.

Impact

- Participants dissemination; ongoing influence: sharing experiences, at home, at school and in their community
- Health and well-being; activities providing strong mental health benefits.
- Multi-agency benefits: sharing best practice and identifying areas for further development.
- Stronger GPGs and Peace Field Project networks.
- Delivery partners capitalizing on experience – through multi-cultural identity.

Conclusion

A major factor to the success of the GPGs was that it was not mandatory. The participants volunteered to take part; once again The GPGs was over-subscribed and unfortunately there were not enough places to meet demand. In essence, The GPGs reached out to a generation and offered them the unique opportunity to discover the power of football / sport and multi-cultural peace education whilst making friends for life – Peace Makers for the Future.

Introduction	(5)
Outcome aims	(5)
Background	(6)
Recruitment	(7)
Activities / Games	(9)
Activities / Workshops	(14)
Outcomes achieved	(19)
Media / The Peace Ride / The Bonus	(21)
Conclusion	(22)

Appendix 1	(24)	Appendix 2	(25)	Appendix 3	(26)	Appendix 4	(30)	Appendix 5	(31)
-------------------	-------------	-------------------	-------------	-------------------	-------------	-------------------	-------------	-------------------	-------------

Introduction

National Children's Football Alliance (NCFA) is a coalition of agencies and organisations that safeguard and advance the rights of children in football. As a humanistic voice and advocate for children, the NCFA also acts as a focal point and network for those individuals and organisations seeking sustainable partnerships, information, education and/or training on child-centred approaches and children's rights in football. As the NCFA's network continues to grow, the demand for the Global Peace Games (peace education through football project) has been over-subscribed. Ultimately, The NCFA's mission to protect childhood through play remains the core value of all its projects.

In more than 40 countries there are traditions of Global Peace Games (GPGs) an initiative from the United Nations to raise the profile of peace through sport. The Flanders GPGs were inspired by the Christmas Truces of 1914 and how those symbolic moments of First World War history relate to the contemporary mission of The NCFA and our main project partner, The Peace Village, Messines, Belgium. Fellow project partners Endas Ente Nazionale Democratico di Azione Sociale, Italy and GroepIntro, Brussels, share this vision for cultural learning through play. The 2019 GPGs was part funded by UEFA Foundation for Children. The funding application was directed by The NCFA. Soft costs (research, bid writing and lobbying) were covered by The NCFA and The Peace Village who provided 80 participants (key stage 3) to represent their respective countries at the 2019 GPGs. Having taken into account previous participants' feedback, it was agreed that the 2019 GPGs would continue to give young people the freedom to play their games and through a peace education programme, explore their identity and learn about conflict resolution in their own way. A major contribution to next year's GPGs would be from 2019 participants completed feedback forms, focusing on how to make the next GPGs better than previous projects. The GPGs continues to provide young people with the opportunity to experience cross-cultural learning through cross-curricular activities. In addition, it provides facilitators with the opportunity to engage young people in a range of subjects using football and games, as a vehicle. It also provides the opportunity for schools, clubs and organisations, interested in twinning their playing fields with Flanders Peace Fields, to select ambassadors to represent their school through The Peace Fields Project.

Outcome aims

- Through the role of football, sport and games, all participants will have increased their appreciation of the importance of expressing ideas about difficult subjects. They will have increased their ability to articulate and communicate ideas, feelings and opinions effectively with peers from diverse cultures and different generations.
- All participants will, through guided discovery, explore conflict resolution through interactive workshops, gaining social and civic awareness and an understanding of the importance of sportsmanship, comradeship and friendship. The further development of social skills and increased confidence in interpersonal skills will enable participants to interact with a range of adults and peers.
- All participants will experience a range of sporting activities documented in the First World War: football, cricket, rugby and cycling, they will discover through play – a universal language of peace and gain further communication skills through their mother tongue.
- All participants will understand the value of tolerance, humanitarianism and friendship without prejudice, through group work and sharing social and digital information.

- All participants through learning to learn activities will acquire new-found skills that will prepare them to communicate with people from difference backgrounds in a manner that conveys respect, empathy, knowledge and understanding. In addition, they will become more confident when trying to communicate in foreign languages.

Background / Brief history

In 2012 The NCFA worked closely with the Peace Village on developing the Peace Fields Project (PFP), a project promoting peace through twinning designated areas of play at primary schools, secondary schools, higher education, organisations and sports clubs, with Flanders Peace Field. During the development of the NCFA's PFP the UN's GPGs were considered an ideal fit for both projects to work together and further raise the International Day of Peace education profile. Young people were introduced to the Christmas Truces, commemorating the First World War and celebrating peace. In 2014 The NCFA approached Kent County Council who then published The NCFA's GPGs in their education newsletter and emailed it to head teachers. Consequently, The NCFA have been in-undated with enquiries that now stem from across the UK and Europe. At the beginning, schools took part in The Peace Fields Project (PFP), funded by The Heritage Lottery Fund. Through the PFP there are now 35 peace pitches in 6 different continents around the world. Each peace pitch bespoke to the respective communities' needs; each peace pitch developing peace makers for the future through play.

Without prejudice, the NCFA provide access for young people to all forms of football. There was a clear indication from previous Global Peace Games participants' feedback that a continuation of engaging young people from diverse backgrounds through a varied programme of learning to learn activities, based on heritage, history and sport, would increase young people's determination to deliver a form of peace in their communities through play. It was also considered that football would not be the sole sporting activity of the programme. Although inspired by the Christmas Truces football games, the GPGs would embrace rugby, cricket and cycling, all sports documented at home and abroad throughout WW1.

- Charlie Cooper, (NCFA Patron) said, **'I have absolutely no-doubt that The Global Peace Games affects every young and older participant way beyond formalities, reports and data. There is a universality about the GPGs in Flanders that reaches out, connects and ignites, humanity in young people. Young peace makers twinning their play areas with Flanders Peace Field is a good sign for a positive future'**.

The NCFA were motivated by The United Nations General Assembly's Resolution 55/282. 111th plenary meeting, 7th September 2001. Determined to address the overlooked pledge to the International Day of Peace by all member states, The NCFA embarked on engaging young people to challenge the lack of conviction displayed by adults to implement this act of humanitarianism.

55/282. International Day of Peace.

- 1.the International Day of Peace shall be observed on 21st September each year, with this date to be brought to the attention of all people for the celebration and observance of peace*
- 2. Declares that the International Day of Peace shall henceforth be observed as a day of global ceasefire and non-violence, an invitation to all nations and people to honour a cessation of hostilities for the duration of the Day;*
- 3. Invites all Member States, organizations of the United Nations system, regional and non-governmental organizations and individuals to commemorate, in an appropriate manner, the*

International Day of Peace, including through education and public awareness, and to cooperate with the United Nations in the establishment of the Global ceasefire. (See appendix 1)

‘It is time that young people took hold of 55/282 and showed older people how to implement peace’. Paul Cooper, Co - founder of the National Children’s Football Alliance’.

Recruitment

Enniskillen Royal Grammar School (ERGS), County Fermanagh, Northern Ireland was initially recruited due to the Remembrance Day bomb, 8th November 1987. The young people of Enniskillen were given the opportunity to twin their designated area of play with Flanders Peace Field through the Peace Field Project. This was a successful event which led to the invitation for the ERGS to select mixed ability boys and girls from across the community’s divide to represent their school, community and country, at the 2019 GPGs.

Beauchamps High School and **Woodlands School**, Essex, England, were recruited on the back of their excellent Peace Field Project twinning events. Both schools had taken part in the successful Forget Never, Sacrifice & Legacy (FNS&L) project. Funded by the Heritage Lottery Fund, FNS&L project worked in partnership with The NCFA on delivering the Peace Field Project in Essex. Both schools selected mixed ability boys and girls, to represent their schools, communities and country. As part of the FNS&L; Gesamtschule Heiligenhaus, Germany, also twinned their designated area of play through the Peace Field Project. This enabled them to send mixed ability boys and girls, to represent their school, community and country, at the 2019 GPGs.

Due to their outstanding contribution to the Peace Fields Project and their second official peace pitch twinning ceremony at LSCP Terracina, Italy, the **Leonardo Da Vinci school** was selected by **Endas**, a social enterprise organization, who were an important partner at the 2017 and 2018 GPGs. They recruited mixed ability mixed gender boys and girls, to represent their school, diverse community and country.

GroepIntro, a non-government organisation, also worked on the 2017 and 2018 GPGs. Due to their expertise of working with migrants and refugees, they continue to add an important element to the multi-cultural aspect of the GPGs. Their recruitment process is divided into regions across Belgium. They deliver group and individual GPGs presentations to ascertain who is interested to participate. Once again, they were inundated with young people. Their remit was to recruit mixed gender and mixed abilities, which they achieved to great effect.

Special Guests; **F.C. Bruges** special needs team. As a major part of the integration aspect of the GPGs for the third time the GPGs partners invited the special needs community football team - who remain actively involved in the Peace Fields Project. Bruges F.C were asked to recruit mixed ability players who would benefit from taking part in activities with young people from different countries.

The Peace Ride, a sponsored cycle ride from Canterbury University’s Peace Pitch, Kent, England to the Peace Pitch, Peace Village, Mesen, Belgium; raised money through sponsors and donors, which helped to bring mixed ability mixed gender participants from the slums of India. With the help of Slum Soccer, Nagpur, this addition meant that young people from 3 continents were represented at the 2019 GPGs.

Overall, funding meant that 60 participants from a broad spectrum of economic and social backgrounds represented their countries without having to pay for the experience. In addition, The Peace Ride, FNS&L and the NCFA, provided a further 20 participants from a broad spectrum of communities to represent their countries without having to pay for the experience.

Countries represented at The GPGs: Afghanistan, Belgium, Cameroon, Congo, England, Germany, Ghana, Guinea, India, Italy, Morocco, Northern Ireland, Russia, Spain, Syria, Somalia and Ukraine. Many of the young people were refugees based in Belgium and they were recruited based on their availability to participate for the duration of the GPGs.



‘Games Without Frontiers’

2019 Global Peace Games

Who was involved?

Country	Participants		Staff
Belgium	Female	Male	1 Female
Bruges F.C (special needs)	0	9	1 Male
GroepINTRO	6	12	1 Female 4 Male
England	4	6	1 Female 1 Male
Germany	6	2	2 Female 0 Male
Northern Ireland	Female 5	Male 3	1 Female 1 Male
Italy	Female 6	Male 6	1 Female 1 Male
India	3	3	0 Female 1 Male
	Total: 70		Total: 16
Executive Partners			
The NCFA			4 Male
The Peace Village			6 Female 2 Male
			Total: 12

‘The success of the 2018 GPGs raised the profile and more interest, from around the world. This fact added to the quality of the 2019 GPGs.’ Matti Vandemeale, Director, The Peace Village.



Activities / Games

Cultural Games		
Sport	Facilitators	Participants
Cricket	4	70
Cycling	16	70
Football	4	70
Rounders	2	70
Touch Rugby	2	70



'The Global Peace Games just gets better. Every year, I look forward to facilitating and coaching here. There is nothing like it. Fazil Mahmoud, Belgian Cricket Federation.



'It feels like the whole world is represented at the GPGs. Every young peace maker will be a credit to humanity' Philippe Sevais, Coach, F.C. Bruges.



‘I was a participant at the 2018 GPGs and I came back as a volunteer for the 2019 GPGs because I believe that the experience helped me, so I can now help others.’ Habibullah Degan (GroepINTRO).

GLOBAL PEACE GAMES 2019 DRAFT Timetable SUMMARY
 NCFA. PEACE VILLAGE. PARTNERS. WORKSHOP. EXCURSION

2019	Breakfast	Morning	Lunch	afternoon	Dinner	Evening
Sun 15 September	/	Belgium - N- Ireland – Italy – India - Germany	13.00	Opening Ceremony Ice breaking session	17.00	Cinema
Mon 16 September Peace Fields Day	7.30 – 8.30	March of the Phoenix	Pack lunch	Passchendaele MMP Tyne cot (Depart 1pm)	18.30	Cultural games
Tues 17 September Peac Day Celebration	7.30 – 8.30	9.00: - Group A: Cycling / Christmas truces - Group B: Touch Rugby 10.30: - Group A: Touch Rugby - Group B: Cycling / Christmas truces	Pack lunch	Identity / Conflict resolution (NCFA) 13.00 Football (NCFA)	18.00	Workshop (music) Group 1 7.15pm Group 2 8.30pm
Wed 18 September Commemoration Day	7.30 – 8.30	Graffiti Art Group 1. 9.30 – 10.30 Group 2. 10.30 – 11.30 Football for Fun (NCFA) Group 2, 9.30 – 10.30 Group 1. 10.30 – 9.30	12.00	Cultral games 13.00 Bruges F C 15.00	16.00	Ypres Last post Depart 17.00 Tour of Ypres 16.00
thurs 19 September International Day of Peace	7.30 – 8.30	Group A: International Day of Peace Workshop Group B: Cricket	12.00	Group A: Cricket Group B: International Day of Peace Workshop	18.00	Closing Cermony
Frid 20 September Football & Peace Day	7.30 – 8.30	FEEDBACK 9.15 – 10.30				

All the **Cultural Games** were informal. All participants were assured at their introduction workshop (weeks before the GPGs commenced) that the games would not be a form of assessment or a competition to win at all costs. All the games are designed to help participants gain confidence and communicate in a multicultural environment. Mixed gender, mixed ability and mixed nationalities, supported each other and worked well together. There were no nation verses nation matches. In the spirit of the 1914 Christmas Truces, all the games were preceded with sportsmanship and camaraderie, echoing the soldiers that played on the same ground 100 years ago.

Ice Breaking; continues to set an important benchmark in terms of FUN. The icebreaker activities are intergenerational, mixed gender and mixed ability games. They are designed to welcome and warm up the conversation among participants.

‘The ice breaking session was great, seeing the staff having fun was nice too’ Prince Appiah (Ghana)

‘The ice breaking session was very funny, so I enjoyed it’ Aaron Seaman (Northern Ireland)

Due to loosely supervised cultural games, it was evident that young people quickly communicated in a manner that empowered them to organise their teams, structure and strategies. The games helped them grow as individuals and recognise their environment from a multicultural perspective. Independent learning lent itself to trial and error - leading to group solutions and positive outcomes. The lack of conventionality and stringent rules associated with modern day sports ensured that the participants felt confident enough to make mistakes as part of the process. This aspect was evident in the 2018 GPGs and remained identical in the 2019 GPGs. Once again, participants’ comments in their feedback forms suggested that there was little to no difficulty in communicating through games and activities in fact, it was noted that the games were well scheduled throughout of the programme. This successful aspect can be attributed to the participants of the 2018 GPGs. It was their input and

feedback, that shaped the 2019 GPGs timetable. The essential implementation of the initial games helped pave the way for positive social dialogue throughout the week which led to growing friendships, trust and respect, both for teammates and members of staff.

Rugby Touch Rugby was facilitated by Enniskillen Royal Grammar School and Woodlands' staff and aided by staff of the GPGs partners, ENDAS (Italy) and GroepINTRO (Belgium). Most participants had never played a game of rugby. This created a lot of interest especially with participants from outside the present rugby nations of England, Northern Ireland and Italy. Once again, participants formed their own teams with members of staff providing guidelines regarding the principles of the game. The activity was fun, energetic and free flowing. Many participants found the communication helped them gain a deeper understanding of their new multi-national team-mates an integral part of forming life-long memories and friendship. In fact, participants were confident when expressing their thoughts and feelings in front of adults and peers, having experienced an environment of free play without expectations.

'Yes, I enjoyed it because I have never played Rugby and now, I know how to play it'. Daria Gorezycki (Germany)

'I enjoyed it because it was my first time to play touch rugby'. Parachi Madan Gargelwar (India)

Football; The NCFA facilitated the football games with members of GPGs' staff supporting cultural games in some additional gridded areas of play. Participants were asked to be mindful of the historic location of where they were playing their games. They were asked to remember how football games over 100 years ago brought together some Allied and German soldiers. Participants were asked to place their games in the context of 2019 and consider their identity and whether they could identify with the soldiers over 100 years ago. This presented the participants with an acute awareness of their unique environment. The participants then encouraged each other to play their games of football the way they like to play. This presented several challenges regarding different cultures, gender, nationalities and abilities, all playing football in an environment free from the trappings of expectations. The participants employed constructive ways to resolve communication issues through group discussions. These were often full of laughter but always constructive. Games flowed with no interruption or concern for the technicalities of sport. Discussions concerning the environment in which the games were played were often considered before and after the games with many participants airing their feelings on camera. This aspect evidently improved confidence raised self-esteem and competence in the use of digital media, to express how sport can be an important aspect of conflict resolution.

'I learned a lot about my identity, communication with people I don't even know and the way I behave when playing is different than usual. This time playing on the peace pitch was special because it was a game where you are playing with people that you don't know, don't speak the same language and are from different countries but still try to make connections and communication.' Kevin Kouamo (Cameroon)

'I liked exploring identity and conflict resolution through play because I understood why the enemy played over 100 years ago' Camillia Sanuigni (Italy)

'I don't like to play football, but this was different. All the time when I did a mistake the others say that it was not my fault. I really liked it' Jana Haj Khalil (Syria)

'I feel different about professional football most of them are in it for fame and money only some of them are in it for the love of the game.' Oumayma Chbabi (Spain)

Links is a cultural game played in many different formats around the world. The general aim is to create an impenetrable human chain by lying face down on the ground, locking arms together and resisting the chain being broken by a fellow participant. Facilitated by GPGs partners GroepIntro (Belgium), the cultural game provided an environment which lent itself to participants further exploring new languages and being confident to exchange phrases in their mother tongue and learn new phrases in different languages.



‘Yes, I liked the cultural games because I was playing with teams and in a special place – to not judge anyone and learn from them, it made me feel good.’ Abdikarim Mohamud (Somalia)

Cricket games were facilitated by the Belgium Cricket Federation. All participants played a form of Cricket that was fast, exciting and fun. Many German participants had never played cricket before which led to Indian participants teaching them the rules of the game and in some cases techniques on how to hit the ball. There were many occasions when young people needed to convey / articulate and communicate ideas, feelings and opinions with peers from different backgrounds and different generations, in order to help the game flow more efficiently. Clear development of social skills and increased confidence in interpersonal skills were on display. Very little adult intervention resulted in fluid games of cricket with a quick turn-around that kept all participants fully engaged in an enthusiastic environment.



‘I love cricket. I don’t know why but I love it. I don’t play it before. I learnt many points. I was so happy that I kept hitting the ball’ Lea-Marie Krone (Germany)

Bulldog, a cultural game facilitated by The NCFA encouraged participants to consult, plan and form strategies, enabling them to escape the bulldog who stands in the middle of the play area – aiming to capture them. When a player is caught, they become a bulldog themselves. Once again, participants thoroughly enjoyed the communication aspects and the fact that they needed to mentally and physically outwit their opponents. British Bulldog was then facilitated by GroepINTRO on a much larger participation scale. The impact of the game provided young and old, with an instant understanding of team play and it brought to the surface, the universal respect for mixed abilities, fair play and sportsmanship.



‘Yes, I enjoyed the cultural games as I got to interact with the other kids. It makes everyone come together no matter what language. The cultural games made me feel empowered.’ Eadie Fallis (Northern Ireland)

Special Needs Football. The GPGs participants welcomed special guests, Bruges (Special Needs) Football team. The GPGs participants facilitated mixed ability all-inclusive games with their new guests. The games ran seamlessly in terms of fun, competitiveness and communication. There were challenges in terms of organising and accommodating games, however, these aspects were not pit falls. There was a genuine feel good factor at the success of hosting games for the GPGs special guests. It proved that the peace pitch is a level playing field not just in history but also in the present day.



‘The peace pitch is a great place to play and the GPGs ambassadors for peace are great friends to play with’. Johan Lambier (Belgium)

Cycling activity preceded the bespoke GPGs commemorative ceremony at the site of The Christmas Truces. This activity is a precursor to the visit of The Last Post, Menin Gate, Ypres. The ceremony increased the appreciation and the importance of expressing ideas about difficult subjects through sport and wars. The site of the UEFA monument at the Christmas Truces is a powerful location and often stirs emotions amongst the GPGs participants. At the 2019 GPGs participants found that they could openly discuss their feelings about their new environment and the environments from which

they came. In the context of the location of The Christmas Truces the cycle journey provided the opportunity to discuss the subject of peacemakers at home, in the community and on the global stage.



‘More than anything, I enjoyed cycling to the Christmas Truces because it gave us details about the Germans and Allied soldiers’ truces. The act of humanity in a harsh environment for a simple match.’ Kacy O’Sullivan (England)

Activities / Workshops

Workshops			
Organisation	Facilitators	Title	Participants
NCFA	2	Identity	70
TRASHBEATZ	2	Music Workshop	70
NCFA	8	International Day of Peace	70
Guernica Project	2	Graffiti	70
The Peace Village	2	March of the Phoenix	70
The Peace Village	16	Excursions	70

Fact sheets on each workshop featured in the GPGs information packs. All workshops comprised of brief introductions that allowed the participants to organise how they learned, to be able to resolve and deal with issues that arose among mixed groups and mixed abilities. Participants took ownership and responsibility for their learning, often with a sense of maturity above and beyond their years. The young people were constantly reminded of their connections to their new environment and how they can contextualise thoughts, emotions and ideas, with the young men and women who fought in World War One.

Identity. On the first day of arrival at the GPGs participants were asked to design their own I-D Badge. They were asked to express themselves in the design their badge. It could be as colourful as they wished. It could be as wordy as they wanted. It needed to inform other people of their name and anything else that the participant wished to share. The I-D Badges would at the end of the week be flipped over and the participants would then add their new identity IF they felt their old identity had changed. This had a 100% success rate with all participants adding to their I-D Badge at the end of the GPGs.

‘I felt confident designing my I-D badge because I speak Dutch and Italian which is great for me.’ Magomed Suleimanov (Russia)

‘Yes my identity changed in many ways - all for the better.’ Lisa de Lang (Italy)

‘My identity changed every time I stepped onto the peace pitch - the only thing that matters is the beautiful game.’ Prachi Madan Gargelwar (India)



'The badges were a good way to see what people were like and it wasn't difficult.' Nahum Hunter (England)

The Music Workshop, facilitated by Trash Beatz, helped engage participants on a level where they felt confident to articulate and communicate feelings and ideas as a result of observing and listening to basic rhythms. Many of the participants found the workshop challenging and a unique form of cultural expression. In particular, when they were asked to add more complex beats which they felt expressed how they felt at that moment in time. This aspect generated a fantastic energy amongst the groups and there were some striking compositions formed. Participants felt confident in speaking publicly in front of adults and their peers, about their contribution to the workshop.

'I learned about a different form of communication. I did not know I was musical. This workshop made me happy. I was very entertaining.' Badal Soren (India).

'I learnt that communication is so important in our life and this music workshop made me feel great.' Malak Saidi Ben Issa (Morocco)

'We worked well together. Yes, I felt really good and this workshop gave me some energy.' Majid Ahmadi Abdul (Afghanistan)



'I liked the music workshop a lot. I was surprised how good we all were together. Different cultures all in rhythm all beating together in time.' Barry Boubacan (Guinea)

International Day of Peace workshop, The NCFA facilitated a peace education workshop to explore opportunities for conflict resolution through debate and group discussion. All the participants pledged to agree that there were no right or wrong answers to the pressing global questions that were presented to them. In fact, they performed their peace ambassador roles with skill and a level of insight and showed respect to one another throughout the workshop. Interpersonal, intercultural and social competencies were evident at every level of communication. The adults played an important and unobtrusive role and encouraged dialogue. Participants recognised constructive ways to prevent and resolve conflicts through taking part in all debates. They identified opportunities to question and

presented opinions without prejudice. They understood the next steps necessary to fulfil their role of peace ambassador within their home and community environments.

'I realised that if my opinion is different from others then this is normal.' Anzhela Hakam (Ukraine)



'I am shy, but I was proud to share my opinions with so many people. I did enjoy the International Day of Peace Workshop. I learnt that I want the best for everyone and working with the group was great because they too want the best.' Prince Appiah (Ghana)

'It felt good to speak in public and share my feelings with my friends.' Nour Nhiri (Italy)

Graffiti workshop. All participants buddied-up (partnered) with participants from other countries. The Guernica Project Workshop was one of the most popular of all GPGs workshops. Participants quickly found ways to express themselves through graffiti art. The theme of world peace ignited a collaborative cultural explosion of creativity. An increase in confidence and a sharing of creative ideas when working in small teams provided positive attitudes towards cultural differences and diversity. The ability to communicate in a one to one situation with a different nationality through art was clearly a success as displayed in the exhibition of work at the end of the session.

'The graffiti workshop made me feel good to work together'. Max Gilbert (England).



Featured in the picture above; as voted by their peers the winners of the 2019 GPGs Graffiti Art Work were a team of artists from Europe, Africa and Asia.

‘It is extraordinary to witness how young people from different cultures creatively work together and make it look so easy.’ Janis, Guernica Project

‘I have never seen this before and I would not believe how amazing it is until I see it with my own eyes.’ Valerio Ferrante, ENDAS

‘The graffiti was so much fun I really enjoyed working in a team.’ Emily Lipscomb (Northern Ireland)

The March of The Phoenix around the grounds of The Peace Village explored the symbols and iconography within the Commonwealth War Graves Commission, proved to be an effective tour which helped young people to understand the concept of memorialisation and to understand the causes and effects of war, historically and in the present day. Young people recited the Maori’s Me He at the site of the New Zealand memorial. They learnt how different cultures bring different ways to remember their dead. Participants related to the concept of memorialisation and commemoration to WW1 through Q and A sessions, discussions and later, in the tour they engraved personal messages to the war dead on metal shaped poppies which will feature in an exhibition later to be displayed in Ypres. Young people improved their knowledge of WW1 through access to artefacts, audio visual presentations and documentary film.



‘I enjoyed the engraving on the metal flowers and writing a message to the person we had read about’ Amelia Totton (England)

Visit to Passchendaele Museum and Tyne Cot Cemetery was strategically placed in the timetable. Participants from the 2017 and 2018 GPGs, conveyed that the impact of their visit to Passchendaele Museum was appreciated more at the beginning of their GPGs



They expressed that participants of future GPGs would contextualise their thoughts, emotions and opinions, more clearly when introduced to the severity of war at the start of the week-long GPGs. The 2019 GPGs participants were encouraged to discuss how they felt about their visit in an open forum. Often these discussions took place over mealtimes and during free time, with many participants expressing their thoughts with fellow peers from different countries.

‘The experience was fascinating. I could not believe how big the cemetery was – this affected me so much I will never forget it’ Camilla Sanguigni (Italy)

Visit to Menin Gate resulted in three GPGs participants from Africa, Asia and Europe, laying a peace poppy ball at The Last Post. All participants were highly respectful and clearly, the experience left an indelible impression which they will remember for ever more.



‘I felt honoured to represent the GPGs and lay a peace poppy ball at The Last Post, Menin Gate. It was very sad and yet, I felt that the people that had died will live forever more at this very special place.’ Thilo Blankenburg (Germany)



Outcomes Achieved

The role of sport guided the participants into areas of self-learning which many of them had never experienced before. Learning to learn is the key in the Global Peace Games. Participants witnessed a living history. The First World War became tangible for them. Acts of humanitarianism became indomitable. They could connect, empathise and respect, the need to commemorate and to cherish and protect peace at all levels in all societies. Participants respected why there is a need for memorials, and they ascertained the need for peace pitches, memorials to peace. Learning about the realities of war, the different nationalities involved and the everyday stories, proved enlightening. The participants fully engaged in all sports activities, they gained an appreciation for the importance of creative expression of ideas when organising their games at their level – a level playing field – echoing the humanitarian moment in history at the 1914, Christmas Truces.

- Through the role of football, sport and games, participants increased their appreciation of the expressing ideas about difficult subjects, which aided their ability to articulate and communicate ideas, feelings and opinions effectively with their peers from diverse cultures and different generations. Participants connected with their environment, especially the peace pitch. They recognised the issues facing young people over 100 years ago. They were fascinated with the stories of the Christmas Truces and how the act of humanitarianism, brought enemies together. Participants equated their own concerns regarding bullying, community tensions and anti-social behaviour, with how football can provide a space to express themselves and bring people together. *See Appendix 3*
- Participants explored their identity throughout the week. All forms of communication were recognised as contributory factors to identity and how people perceive other peoples' identity. This led to exploring conflict resolution on many different levels through taking part in a diverse programme of interactive workshops. The GPGs provided opportunities to communicate in and understand foreign languages and to develop a positive attitude towards cultural differences and diversity. Communication and respect were key to all activities. Participants learned with participants from different mind-sets and different cultures. In addition, they dealt with problem solving in a positive and constructive manner. The workshops also challenged participants to consider the historic location and connect it with their homes, communities and respective, nations. Music, modern art and peace education, encouraged participants to contemplate what was going on in their community, village, city, country, Europe and the wider world. Learning outcomes included improved interpersonal, intercultural and social skills and a heightened civic awareness. A duty to care for everyone. *See Appendix 3*
- The range of sports activities were a direct connection to the games played in Flanders over 100 years ago. This major fact was never lost on the participants recognition for their environment. The games encouraged the participants to communicate in a way that was reflective to a period in their lives when they played with friends at school, at home or on their local area of play. All the sports activities were loosely supervised. There was not one negative comment from the participants on the games they were involved in. Through sport, participants increased their ability to express themselves in foreign languages, with many of them inspired to want to continue learning a foreign language when they returned home. Foreign phrases and greetings were used daily. Intercultural communication became the norm with participants eager to teach each other by emphasising the correct pronunciation, always,

with smiles on their faces. The reciprocal environment created a community cohesion, the participants felt safe to be expressive in their mother tongue and ultimately confident to be creative. *See Appendix 3*

- Group work was an essential factor to participants gaining an understanding of the value of tolerance, humanitarianism and friendship without prejudice. The key to the success of group work was to be constantly mindful of the plethora of mixed abilities amongst the participants. Lessons learnt from previous GPGs; one of the most effective group activities was at the end of each day. Participants would complete their feedback forms together in their mixed groups. In addition, an important aspect that helped gauge the growing confidence of groups was their enthusiasm for filming the GPGs and wanting to be interviewed on camera. Many of the interviews have been featured in the 2019 GPGs film. See <http://www.childrensfootballalliance.com/football-and-peace/> Furthermore, evidence for sharing social and digital information can be witnessed with the online spike of activity on the above mentioned project website.
- Participants proved that communicating in foreign languages through activities was not a barrier to learning to learn. In fact, interpersonal skills and intercultural, social and cultural expression, were evident in all activities. A major factor was integration. Integration of refugees, migrants, nationalities and education systems. Participants represented a broad spectrum of multi-cultural education, they engaged in their learning without the pressure of formal assessment conditions. This was indeed an aspect in The GPGs which enhanced all areas of learning, building self-esteem and the confidence to communicate in foreign languages. Reciprocity, collaboration, active listening, empathy and imitation, were all evident when the participants communicated with different cultures. *See Appendix 3*



THE PEACE FIELD PROJECT PLAQUES THAT TWIN 35 PEACE PITCHES ACROSS 6 CONTINENTS WITH FLANDERS PEACE FIELD.

MEDIA

NCFA's UK GPGs press release template (see appendix 2) was distributed to local media outlets. Consequently, it achieved its national media, tv and radio, targets through the Peace Ride. Interview with Paul Cooper, NCFA Director was broadcast on BBC South West, 25th March 2019. National Children's Football Alliance newsletter August 2019 and GPGs information uploaded on the [Football & Peace website](#), witnessed an upsurge in online traffic. The GPG's international partners carry out their media campaigns bespoke to their needs.

An important part of The NCFA's Evaluation which was agreed with all partners was to document the 2019 GPGs activities on film. The short film shot by the GPGs participants would complement the report; primarily the film would be utilised for supporting further funding applications. The 2019 GPGs film can be viewed at: <http://www.childrensfootballalliance.com/football-and-peace/global-peace-games-2019/> and <http://www.childrensfootballalliance.com/> The thirteen-minute documentary was recorded at The Peace Village and featured many interviews with the participants. Consequently, this additional aspect of The GPGs aided and boosted, the participants confidence and critical use of information technology. Participants found the experience of working in front and behind the camera to be creatively fulfilling and in some cases, it helped over-come their reluctance to speak in public.

Social media; all social media platforms were active with reports from The NCFA of an upsurge in traffic on Facebook and Twitter. An average of 120 hits per day on both platforms indicated that participants and project partners were active in communicating events at The GPGs. The Peace Village, Endas, and GroepIntro, updated their websites and reported an increase in online traffic to their GPGs online links.

THE PEACE RIDE

In partnership with Star Lizard Integrity Services, The Peace Ride, Saturday 23rd March 2019, raised money through a sponsored cycle ride from Kent University's Peace Pitch, Canterbury, Kent to The Last Post, Ypres, Belgium. All the proceeds paid for a special guest team of children from Slum Soccer's Nagpur and Chennai, peace pitches, India, to participate in the 2019 Global Peace Games.

Invitation: The 2019 GPGs was delighted to receive F.C. Bruges's special needs team, as special guests.

The Bonus

The team from India and Bruges, brought an added dimension to the 2019 GPGs which effectively rendered the peace pitch a modern-day level playing field. There were no issues concerning ability. *See Appendix 3*

CONCLUSION

The GPGs goes from strength to strength. Ultimately, the aim to inspire peacemakers of the future and lay the foundations for an annual young people's International event, is taking shape through 35 peace pitches across 6 continents.

Part funded by UEFA Foundation for Children; The GPGs clearly brought a diverse selection of young people together; the GPGs enabled all participants to express themselves through all-inclusive sport and activities. All participants clearly engaged in learning about the First World War and experienced the power of sport. They gained competences in cultural awareness and expression.

Through the GPGs, schools, teachers, social workers and volunteers, learned from each other and developed a clear role for an ambassador for peace.

The social inclusion factor, documented in the summary of the pupils' feedback forms (see feedback summary appendix 3), demonstrated that all the participants, regardless of gender, religion, non-denomination, shape, size, academic or sporting achievements, came together in Flanders Field for a once in a lifetime experience. The GPGs gave them the confidence to follow their dreams and their pledge for peace.

Participants demonstrated that they gained social and civic awareness when they engaged in group discussions and public debates. They were confident when they communicated in their mother tongue with different cultures. Many participants utilised the environment to gain further language and communication skills in all areas of the GPGs. Exploring identity is the growing theme of the GPGs peace education programme and it is this aspect, which bonds young and older participants. Intergenerational relationships were formed through play, non-formal and formal education. As reported in the 2018 GPGs, learning to learn how to commemorate was a success when participants created a mini memorial service at the 2019 GPGs visit to the Christmas Truces. This proved a valuable exercise when participants later experienced The Last Post, Ypres. Visits to memorials, museums and attending workshops, encouraged participants to feel confident to explore conflict resolution, intervention and peace-making; discussing their experiences at home and in their community. An area for further debate in the 2020 GPGs would be de-radicalization. This was discussed amongst the participants with a view to encourage further debate back in their respective communities.

Participant's feedback (through a range of comments) highlighted the need to continue the GPGs programme (see feedback forms appendix 3). Participants connected with their community, family, school and made important links with new friends from Europe and the rest of the world. They were reminded that the young people of 100 years ago represented the exact same communities which they themselves have come from. They learnt about the universal language of peace through play and gained further communication skills through their mother tongue.

The feel-good factor amongst participants who formed friendships has continued long after the event with some participants reporting that they remain in touch with their new friends. A good indication that they understood the value of tolerance, humanitarianism and friendship without prejudice, through group work and team building.

The GPGs film documents young voices on the site of the Christmas truces. It illustrates that the language may have changed, politics has changed and indeed to a degree, history has changed – however, what is clear is that sport remains as important in communities around the world now as it was then; in particular as a force for good in times of global concern. The film captures participants, confident in their knowledge and understanding, of peace education. They communicated through the universal language of play and they learnt how to communicate with foreign languages.

The GPGs celebrated friendships around the campfire on the last night which echoed the spirit of the Christmas Truces, participants spontaneously burst into song, with the language of modern music unifying nations.

As a project constantly in development the GPGs discovered areas of the programme that excelled beyond expectations and areas of the programme that need further development. Areas that excelled were communication and expression; juxtaposing football, cricket, rugby and cycling, with the events of the First World War acts as a constant source of inspiration. Unexpected areas of success occurred when participants took ownership of organising additional activities in their down time; for example: volleyball, basketball and chess, games. Down time was highly effective in the grand scheme of the programme - this aspect will be given more credence in the 2020, 2021 and 2022, GPGs programmes. Moreover, valuable feedback from members of staff (see Staff Summary Feedback appendix 5) will help address areas for further development. In addition, the organising partners (see Partners Summary Feedback appendix 4) recognise the importance of presenting a more robust and more detailed programme of events, tailored to meet the needs of all nations. In order to comprehensively address areas of the programme that need further development, the evaluation recommends that the 2020 GPGs event staff attend a pre-event meeting at the Peace Village and aid the development of the programme, to further meet the needs of their respective participants.

A GPGs pattern is emerging in terms of the realities of sport. Many young people consider football and sport differently now that they have participated in the GPGs. They found time to consider how they felt about sport in the context of the Christmas Truces and the role sport played in the First World War. A major factor to the success of the GPGs was that it was not mandatory. The participants volunteered to take part; it was indeed over-subscribed with more than a 1000 online enquires from around the world, and unfortunately there were not enough places to meet demand. In essence, The GPGs reached out to a generation and offered them the unique opportunity to discover the power of universal play and make friends for life – Peace Makers for the Future.

Recommendations:

Information packs: must highlight the I-D Badge feature and why, it is important in terms of the aims of the GPGs. GPGs partner's project leaders need to work closer to their respective organisation's executives and scope out potential further GPGs funding opportunities. GPGs staff to guide their respective participants and where possible, the participants parents, guardians and teachers, through their information packs before the event.

Partners must provide their staff schedules / timetables for the GPGs in advance

United Nations A/RES/55/282

General Assembly Distr.: General

28 September 2001

Fifty-fifth session

Agenda item 33

00 57607

Resolution adopted by the General Assembly

[without reference to a Main Committee (A/55/L.95 and Add.1)]

55/282. International Day of Peace

The General Assembly,

Recalling its resolution 36/67 of 30 November 1981, by which it declared that the third Tuesday of September, the opening day of the regular sessions of the General Assembly, shall be officially proclaimed and observed as International Day of Peace and shall be devoted to commemorating and strengthening the ideals of peace both within and among all nations and peoples,

Recalling also its other relevant resolutions, including resolution 55/14 of 3 November 2000,

Reaffirming the contribution that the observance and celebration of the International Day of Peace makes in strengthening the ideals of peace and alleviating tensions and causes of conflict,

Considering the unique opportunity it offers for a cessation of violence and conflict throughout the world, and the related importance of achieving the broadest possible awareness and observance of the International Day of Peace among the global community,

Desiring to draw attention to the objectives of the International Day of Peace, and therefore to fix a date for its observance each year that is separate from the opening day of the regular sessions of the General Assembly,

1. *Decides* that, with effect from the fifty-seventh session of the General Assembly, the International Day of Peace shall be observed on 21 September each year, with this date to be brought to the attention of all people for the celebration and observance of peace;
2. *Declares* that the International Day of Peace shall henceforth be observed as a day of global ceasefire and non-violence, an invitation to all nations and people to honour a cessation of hostilities for the duration of the Day
3. *Invites* all Member States, organizations of the United Nations system, regional and non-governmental organizations and individuals to commemorate, in an appropriate manner, the International Day of Peace, including through education and public awareness, and to cooperate with the United Nations in the establishment of the global ceasefire.

111th plenary meeting

7 September 2001



www.childrensfootballalliance.com & www.childrensfootballalliance.com/football-and-peace/

PRESS RELEASE

2019 GLOBAL PEACE GAMES

..... will represent at the 2019 GPGs at the Peace Village, Mesen, Belgium, site of the First World War Christmas Truces, 15th to 20th September.

The event celebrates the United Nations' [INTERNATIONAL DAY OF PEACE](#). The GPGs will bring together young people across the world with the aim of creating peacemakers of the future. Schools from Belgium, England, Germany, Northern Ireland, India and Italy, will participate in the week-long peace education games at [The Peace Village](#).

The National Children's Football Alliance (NCFA) has invited young people aged between 14 to 18 to take part in the event, which commemorates World War One and celebrates peace through play.

Through the [Peace Fields Project](#),playing fields - were twinned with [Flanders Peace Fields](#), where in 1914 German and Allied soldiers stepped out of their trenches and momentarily escaped the horrors of war by playing football.

Pupils will visit significant battle sites and take part in international games and forums, debating the role of sport at home, in the community and at war. The event is funded by UEFA's Foundation for Children and the EU's Erasmus+ programme.

NCFA, CEO, Ernie Brennan said: "This is a once in a lifetime experience for young peacemakers of the future. Playing football games on the world's most poignant field will inspire them to pledge promoting peace in their communities."

For more information about the Global and Peace Games and The Peace Fields Project and how your school or club can twin their playing areas with Flanders Peace Field visit: <http://www.childrensfootballalliance.com/football-and-peace/peace-field-project/>

Notes for editors

For more information contact: paulcooper@thecfa.co.uk

To arrange interviews with NCFA National Projects Director, Paul Cooper, call + 00 44 (0)7875 283093.

The NCFA was established in 2008 to enhance children's development through the medium of football by way of the sharing and dissemination of information and the practical application of the knowledge acquired. The NCFA's aim is to protect childhood through play

The NCFA's core objective is to promote and spread best practice through practical application and football for fun workshops. Current NCFA projects include: [National Children's Football Week](#); [The Peace Fields Project](#) and the [Family Skills Project](#)

For further background information on the Peace Fields project, visit: www.childrensfootballalliance.com/FOOTBALL_PEACE_working_group.html

A Summary of Participants Feedback Forms

70 from 70 feedback forms completed.

1 SUNDAY 15TH WELCOME DAY <ul style="list-style-type: none"> • What was your impressions of Welcome Day? • Did you like the Opening Ceremony? • Did you enjoy the evening film and presentation? 	YES / NO 70 / 0
<p>'I felt very welcome because everyone was nice and friendly. I enjoyed exchanging gifts it was fun and lovely' (Ghana)</p> <p>'I really liked the opening ceremony and the ice breaking games were very funny' (Cameroon)</p> <p>'I learnt that enemies can become good friend when I watched the Breaking Ground Ceremony film'. (Somalia)</p>	
2 MONDAY 16TH PEACE FIELDS DAY <ul style="list-style-type: none"> • Did you enjoy the March of The Phoenix? • Did you enjoy Passchendaele and Tyne Cot? • How does war make you feel? 	YES / NO 70 / 0
<p>'I learnt about how many soldiers were not identified. I remember the feeling viewing all the memorials and engraving the poppy flowers. It made me feel quite dumbfounded as it was surprising just imagining how many soldiers died for us' (England)</p> <p>'I learned how soldiers lived and where they slept in Passchendaele, I learned that there were 12,000 soldiers buried in Tyne Cot. I learned that something like this should never happen again. It made me very sad that so many people had to die.' (Germany)</p> <p>'War makes me feel sad, frightened and emotional'. (India)</p>	
3 TUESDAY 17TH PEACE DAY CELEBRATION <ul style="list-style-type: none"> • Did you enjoy cycling to the Christmas Truces and playing Touch Rugby? • Did you enjoy exploring Identity and Conflict Resolution through play? • Did you enjoy the music workshop? 	YES / NO 70 / 0
<p>'I enjoyed cycling to the Christmas Truces because the views were amazing and the Christmas Truce memorials were fascinating. I also enjoyed touch rugby because it was fun and I made more friends' (Italy)</p> <p>'I learnt about how peoples' identities don't always correspond to what they look like. It's easier to meet people through play' (Northern Ireland)</p> <p>'I learnt that communication can come in many different forms. The music workshop made me feel creative and part of something special' (Northern Ireland)</p>	

4. WEDNESDAY 18TH COMMEMORATION DAY	YES / NO
<ul style="list-style-type: none"> • Did you enjoy the Graffiti Art and Football for Fun? • Did you enjoy the Cultural Games? • Did you enjoy the visit to The Last Post, Ypres? 	70 / 0
<p>'The Graffiti Art made me understand that together people are stronger. I enjoyed working with different nationalities. I normally don't like football, but I like football for fun' (Ukraine)</p> <p>'The cultural games are more fun, mixed ability players are sometimes more difficult games, the experience made me feel very excited and happy' (England)</p> <p>'It made me feel very sad that so many people died. There are no enemies in war only casualties. Forever be nice to each other then there is no war on conflict' (Germany)</p>	
5 THURSDAY 19TH INTERNATIONAL DAY OF PEACE	YES / NO
<ul style="list-style-type: none"> • Did you enjoy the International Day of Peace Workshop? • Did you enjoy playing cricket? • Did you enjoy The Closing Ceremony? 	70 / 0
<p>'Yes, I enjoyed the International Day of Peace Workshop. I learnt to respect different thought processes and different cultures. I was a little shy because it was my first time to speak in public. I was proud to share my thoughts' (India)</p> <p>'Yes, I did like playing cricket it was funny to play a new game' (Italy)</p> <p>'I will really miss the Peace Village and that if I get the chance again I would definitely come back. The experience made me loads of new friends. It made me feel part of something and valued' (Northern Ireland)</p>	
FRIDAY 20TH FOOTBALL & PEACE DAY QUESTIONNAIRE	YES / NO
<ul style="list-style-type: none"> • As an Ambassador for Peace do you feel you represented your school / group to the best of your ability? Please explain why? 	70 / 0
<p>'I was the only person chosen in my school to take part in the GPGs. I am looking forward to telling my school all about what peace means. I learnt that without peace – life will be difficult for me and others' (Ghana)</p> <p>'As an Ambassador for Peace I learnt that the German guys are cool, like me' (Russia)</p> <p>'I feel really proud to be an Ambassador for Peace and to be chosen to represent the GPGs at The Last Post ceremony at Menin Gate was a privilege' (Congo)</p>	

	YES / NO
<ul style="list-style-type: none"> Was the Global Peace Games well organized in terms of planning? Please explain why? 	70 / 0
<p>'It was very well planned and great fun because all the young people and staff are all so nice' (England)</p> <p>'Yes, it was very good organization. Many excursions, many games and many questions to think about. For us pupils it was a very joyful learning' (Germany)</p> <p>'Yes. Everything and every activity were very well planned and went according to schedule. Everyone was given responsibilities and interacted well. I personally would like to have seen cultural dancing and a fair play tournament.' (India)</p>	
	YES / NO
<ul style="list-style-type: none"> Did you do anything new at the Global Peace Games that you have never done before? 	70 / 0
<p>'I did a lot of new things: graffiti art, cricket, rugby and cultural games. I also made friends with many different cultures' (Italy)</p> <p>'I went to the Last Post which happens every night. I don't think I will experience that again. I played invisible football and clap rugby. I met more friends from different countries in one place than I have met in the whole of my life' (Norther Ireland)</p> <p>'I played so many games with so many nationalities in the space of one week it was amazing' (Northern Ireland)</p>	
	YES / NO
<ul style="list-style-type: none"> Did you learn anything at the Global Peace Games that surprised you? 	70 / 0
<p>'Yes a lot. I only ever though it was a war between the western part of the world. I did not know Africa and other commonwealth countries also fought in the war' (Guiana)</p> <p>'I am surprised about the fact that in this world there is not one single day of peace since the United Nations Peace Resolution 2000' (Ukraine)</p> <p>'I am surprised that I can make friends so easy' (Afghanistan)</p>	
	YES / NO
<ul style="list-style-type: none"> Did the Global Peace Games make you think or feel different about football and sport? 	70 / 0

'The GPGs made me feel and look at sports differently and made me recognize how important playing can be' (England)

'Yes. I learnt that football can bring peace and that every team sport unites people' (Germany)

'I realise the power of sport. I don't like the power of money in sport. The GPGs is the essence of sport. Games bring people together for peace not war' (India)

YES / NO

- Did the Global Peace Games enable you to learn from your foreign colleagues?

70 / 0

'Yes, very much especially during games' (Italy)

'I never thought I would come to the GPGs and learn to speak a little bit of German' (Northern Ireland)

'I have never spoken English in public before. The GPGs makes you communicate and that means talk. I now love to talk in English.' (Italy)

YES / NO

- Did the Global Peace Games inspire you to continue to support peace?

70 / 0

'The GPGs made me think about peace in a way that I have never done before. I intend to help make the world a better place because we need to live in peace' (England)

'I hear stories of war in my country. I now have stories of peace to take back to my country' (Northern Ireland)

'I will never forget that GPGs and the peace pitch, the most level playing field in the world. Peace to all' (Syria)

'I am inspired by the GPGs because of the love here. It is inspiring. I will always tell people how games bring us together' (Afghanistan)

'I will be using my new knowledge to promote peace in my community' (Morocco)

PARTICIPANTS ADDITIONAL FEED BACK INFORMATION

60 feedback from 70 completed

Outstanding / Good / Satisfactory /

Unsatisf

Please rate (tick) the success of the Project according to the following criteria:				
23 How did you rate the GPG accommodation? (60)	46	12	2	
24 How did you rate the food? (60)	15	29	9	7
25 How did you rate the facilities – toilets, etc? (60)	35	21	4	
26 How did you rate the NCFA organizers? (60)	47	13		
27 How did you rate the PEACE VILLAGE staff? (60)	46	8	6	
28 How did you rate the GPGs Partner's staff? (60)	45	10	5	
29 How did you rate the Quality of activities? (60)	43	15	2	
30 How did you rate your member of staff? (60)	47	12	1	

Appendix 4

A Summary of Partner Feedback Forms

4 from 4 feedback forms completed: PEACE VILLAGE, ENDAS, GROEP INTRO and SLUM SOCCER

Outstanding / Good / Satisfactory /

Unsatisf

Please rate the success of the Project according to the following criteria:				
How did you find the GPGs meetings with the NCFA?	1	3		
How would you describe the NCFA's management of the GPGs	3	1		
Potential impact on future working projects?	2	1	1	
Communications with the NCFA head office?	2	2		
How did you find the GPGs / PEACE VILLAGE organizers	3	1		
Quality of NCFA administrative arrangements prior the GPGs?	2	1	1	

Appendix 5

A Summary of Staff Feedback Forms

12 from 12 feedback forms completed.

Outstanding / Good / Satisfactory / Unsatisfactory

Please rate (tick) the success of the Project according to the following criteria:				
How did you find the GPG accommodation?	6	6		
How did you find the food?	1	10	1	
How did you find the facilities – toilets?	1	11		
How did you find the NCFA organizers?	9	3		
How did you find the PEACE VILLAGE staff?	6	6		
Quality of activities?	11	1		
How did you find the GPG materials, guidelines and information?	7	5		
Degree of usefulness to school / Peace Field Project?	11		1	
Potential impact on future projects?	7	4	1	
Quality of usefulness of the GPGs website http://www.childrensfootballalliance.com/football-and-peace/	7	4	1	
18. Quality of administrative arrangements prior to project?	8	4		

'I have travelled from the slums of India to participate in the Global Peace Games. I now have a reason for living. PEACE and LOVE to you for changing my life'. Pankaj

