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CHILDREN'S
FOOTBALL ALLIANCE



GLOBAL PEACE GAMES

MAY 2022

Author: CFA



GLOBAL PEACE GAMES

Children's Football Alliance Global Peace Games Evaluation.

MAY 2022



GLOBAL PEACE GAMES, 2022

EXECUTIVE SUMMARY

May 30, 2022

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 ERASMUS+ funded project MAY 2022. The Evaluation has been designed and implemented by The Children's Football Alliance (CFA).

Project Background and Description

Inspired by The United Nations' International Day of Peace and The First World War's 1914 Christmas Truces. The CFA's Global Peace Games (GPGs) began 2014. The 2022 GPGs was part funded by UEFA Foundation for Children. Directed by The 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 and Czech Republic, brought 60 participants (who originated from 19 different countries) to the GPGs. They participated, FREE, in the week-long peace education event of all-inclusive activities, games and excursions. 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, mindfulness 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

The outcomes achieved are as follows:

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.

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Introduction

Children's Football Alliance (CFA) is a coalition of agencies and organisations that safeguard and advance the rights of children in all forms of football. As a humanistic voice and advocate for children, the CFA also acts as a focal point and network for those individuals and organisations seeking sustainable partnerships, information, formal and non-formal education and/or training on child-centred approaches and children's rights in football. As the CFA's network continues to grow, the demand for the Global Peace Games (peace education through football for fun) is now at all-time high. Ultimately, The CFA'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) a United Nations' initiative to raise the profile of peace through sport. The CFA's GPGs are inspired by the Christmas Truces of 1914 and how those symbolic moments of First World War history relate to the contemporary mission of The CFA and our main project partner, The Peace Village, Messines, Belgium. Fellow project partners GroepIntro, Brussels, Belgium and INEX, Prague, Czech Republic share this vision for cultural learning through play. The May 2022 GPGs were the result of the Covid postponed September 2021 GPGs. Erasmus+ were the main funders. The funding application was directed by the CFA. Support for kit came from Star Lizard Integrity Services. Soft costs (research, bid writing and lobbying) was covered by the CFA which successfully provided 60 participants (key stage 3) to represent 20 countries. Having taken into account previous participants' feedback, it was agreed that the 2022 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 the next September 2022 GPGs would be from May 2022 participants' completed feedback forms, focusing on how to make the next GPGs better than previous games. 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 to positive change. It also provides the opportunity for schools, clubs and organisations, interested in twinning their playing fields with Flanders Peace Fields and 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 CFA 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 CFA'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 profile. Young people were introduced to the Christmas Truces, commemorating the First World War and celebrating peace. In 2014 The CFA approached Kent County Council who then published The CFA's GPGs in their education newsletter and emailed it to head teachers. Consequently, The CFA have been inundated with enquiries that now stem from across the UK, the Island of Ireland and the rest of Europe. Through the PFP there are now over 50 peace pitches in 5 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 CFA provide access for young people to all forms of football. There was a clear indication from previous GPGs participants' feedback that a continuation of engaging young people from diverse backgrounds through a varied programme of learning to learn activities, based on a shared heritage, history and sport, would increase young people's determination to deliver and organise peace games in their communities. It was also considered that football would not be the sole games 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.

- Benjamin Dalle, (Minister for Youth, Belgium) said, **'The Global Peace Games is a powerful message from our international youth that they want peace and they will do everything possible to achieve it. There is real hope here. The Global Peace Games is vital and we all need to make sure that our youth have full access to leading the way for global peace.'**

The CFA 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 CFA 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 we trust our young people to take hold of 55/282 and show older people how to implement peace'. Ernie Brennan, CEO, Children's Football Alliance'.

Recruitment

Sunnydown School, Caterham, Surrey, England were recruited due to strong links with Peace Field Project's Jo Gale at Chart Wood School, Surrey. The young people of Sunnydown School were given the opportunity to twin their designated area of play with Flanders Peace Field through the Peace Field Project, after they participated in the May 2022 GPGs. This was a hugely successful GPGs for the school which led to their Peace Pitch twinning event to take place over Remembrance Day, November 2022. The school's outstanding reputation for quality education and special needs care, was a key factor too their invitation to represent their community.

GroepIntro, a non-government organisation, Belgium, also worked on the previous four 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 keen to attend. Their remit was to recruit mixed gender and mixed abilities, which they achieved to great effect.

INEX, not for profit, Czech Republic, provide high quality youth activities which met the needs of a diverse GPGs. Their mixed gender mixed ability participants added to the culturalism far exceeding expectations.

Special Guests

F.C. Bruges special needs team. As a major part of the integration aspect of the GPGs for the fourth 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.

Fund Raising

Swindon Town Legends v This Country All Stars, charity football game, raised additional core funds needed to support the delivery of the GPGs. The monies supported workshops, excursions, activities and facilitators.

Overall, further fund raising meant that 60 participants from a broad spectrum of economic and social back grounds represented their countries without having to pay for the experience.

Moreover, The Graffiti workshop was supported by GroepINTRO 2019 GPGs participants. Their fund-raising efforts paid for some of the art materials.

Representation

The following countries were represented at the GPGs: Afghanistan, Belgium, Cameroon, Czech Republic, England, France, Iraq, Lithuania, Morocco, Netherlands, Palestine, Portugal, Republic of Ireland, Serbia, Somalia, Spain, Syria, Turkey 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.



‘PEACE IS A HUMAN RIGHT’

MAY 2022 Global Peace Games

Who was involved?

Country	Participants		Staff
Belgium Bruges F.C (special needs)	Female 0	Male 9	1 Female 1 Male
GroepINTRO	5	11	3 Female 1 Male
England Sunnydown School	0	15	1 Female 4 Male
Czech Republic INEX	4	16	2 Female 2 Male
	Total: 60		Total: 15
Executive Partners			
The NCFA			2 Male
The Peace Village			4 Female 1 Male
			Total: 7

‘The GPGs is truly an amazing project that brings a world of happiness to all participants. Its legacy is here on the Peace Pitch’s International Wall of Peace with Plaques twinning playing fields from over 50 countries from around the world.’ Sally Meysmen, Director, The Peace Village.



Activities / Games

Cultural Games		
Sport	Facilitators	Participants
Cricket	4	60
Cycling	15	60
Football	4	60
Rounders	4	60
Touch Rugby	4	60



'The Global Peace Games brings young people together to celebrate peace in the most positive way. Sport brings us here just like it did over 100 years ago. Sammy Mahdi, Minister for Migration, Belgium.



'The Bruges players always feel a tremendous warmth here. There is nothing to compare with how special this place is and how wonderful the GPGs are'. Philippe Sevais, Coach, F.C. Bruges.



'It feels like the whole world is here. The games bring us here and all I see are smiles and all I hear is laughter.' Fatima Zahra (GroepINTRO).

MAY 2022	Breakfast	Morning	Lunch	afternoon	Dinner	Evening
Wed 25th	/	Belgium – England – Czech Rep	13.00	Opening Ceremony Ice breaking session Exchange gifts	17.00	March of the Phoenix
Thurs 26th Commemoration 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	12.00	Group A: Cricket Group 1: 14.00 – 15.00 Group 2: 15.30 – 16.30 Football Rounders Group 2: 14.00 – 15.00 Group 1: 15.30 – 16.30	18.00	Workshop (music) Group 1 7.15pm Group 2 8.30pm
Friday 27th Peac Day Celebration	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	Pack lunch	Passchendaele MMP Tyne cot (Depart 1pm)		Ypres Last post Depart 17.00 Tour of Ypres 16.00
Saturday 28th International Day of Peace	7.30 – 8.30	Group A: International Day of Peace Workshop Group B:	12.00	Identity / Conflict resolution (NCFA) 13.00	18.00	Cultural games
Sunday 29th Peace Fields Day	7.30 – 8.30	Cultural Games	Pack lunch	What Would They Say Workshop	18.30	Closing Ceremony
Monday 30th 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 exceptionally 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 over 100 years ago.

Ice Breaking; sets an important benchmark in terms of FUN. The icebreaker activities are intergenerational, mixed gender and mixed ability games. They are designed to welcome and introduce young and old members of the group.

‘I liked it when the staff demonstrated their communication skills it was very funny’ Liam (England)

‘I was not expecting to have this much fun on the first day’ Lev (Ukraine)

Due to the 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 within a multicultural perspective. Independent learning lent itself to trial and error - leading to group solutions and positive outcomes. The lack of conventionality and rigid 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 2019 GPGs and remained identical in the May 2022 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; aiding development through play. This successful aspect can be attributed to the participants of the 2019 GPGs. It was their input and feedback, that shaped the May 2022 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 the CFA and Sunnydown School’s staff and aided by staff of the GPGs partners, GroepINTRO (Belgium) and INEX (Czech Republic). Almost all the participants had never played a game of rugby. This created a lot of interest especially with participants from outside the

England. 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.

‘Fantastic. I have never played rugby and I want to now play it more’. Roman (Czech Republic)

‘I connected with the people of the First World War when I played rugby for the first time on the Peace Pitch’. Jordy (Panama)

Football; The CFA 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 2022 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 feel comfortable. 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 rigidity of branded 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 for the first time in a public arena. This aspect evidently stimulated confidence and raised self-esteem for many young people that would generally feel uncomfortable in strange situations. Some of the participants aired their opinions for the first ever time on a camera which was being filmed by their new found team mates. The camera operators discovered competence in the use of digital media, to express how sport can be an important aspect of conflict resolution.

‘I agreed with how football can be a peace maker. I love to play football. This is the first time that I play the game and think about why I play the game.’ Mohamed (Somalia)

‘I learnt that peace through play is very important. All I see when I play on the Peace Pitch are friends even though they are in the opposite teams’ Evelyne (Cameroon)

‘I learn that people are not the same everybody is different. I learn about myself when playing games with everybody. There is a lot we discover through play’ Sara (Serbia)

‘Playing on the Peace Pitch was FUN’ Reece (England)

Cricket games were facilitated by a qualified cricket coach from Afghanistan, Adnaan, based in Ypres. All participants played a form of Cricket that was fast, exciting and fun. Many Czech Republic participants had never played cricket before which led to some of the English and Belgium participants teaching them the rules of the game and in some cases techniques on how to bowl 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.



'It is the first time I play cricket and it will not be the last time. Great game I enjoyed it but I am not good' David (Czech Republic)

Bulldog, a cultural game facilitated by The CFA 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



'I felt good playing this game. I made lots of friends and I had so much it was great.' Vitoria (Portugal)

Identity Games. Facilitated by the CFA. Can playing football shape identity? The games: No Man's Land, Chaos, Trust and Inclusion. All the games ask and challenge participants to question why and how they perform in a team. Many of the games connect with themes of the First World War Christmas Truces. Participants game time is from the beginning to the end. Each game is approx. 10 minutes. There is little to time to rest but lots of time to have fun. At the end of the session all participants reflect on how relationships are formed through play. All sensory aspects are considered and discussed in groups.



'I learn a lot about how I identify my position in a team and who are my team friends. It was fun and I learn that we are playing on a pitch that is very special' Osamah (Iraq)

Special Guests 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 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 openly expressed and celebrated at the end of games awards ceremony where Belgium's Minister for Sport and the Minister for Immigration presented the GPGs medals. The occasion highlights the fact that the peace pitch is a level playing field not just in history but also in the present day.



'The Global Peace Games is great for meeting new people. The football games are always fun and exciting. I always enjoy coming here to play on the peace pitch with my peers from around the world'. Axel (Belgium)

Cycling. This activity is a precursor to the visit of The Last Post, Menin Gate, Ypres. The participants bespoke 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 2022 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. Many questions were asked and there were lots of discussions that were often revisited throughout the rest of the week.



'Cycling was nice. Belgium is such a beautiful country. It was incredible to see the Christmas Truces. I felt very humble to see the original cross. I will never forget that moment.' Hala (Palestine)

'I think the Christmas Truces was very cool. The trenches were amazing and the monuments are very well looked after' Byron (England)

'This was amazing. I have never seen anything like it. Every one of us felt emotional to be here. It is incredible' David (Czech Republic)

Activities / Workshops

Workshops			
Organisation	Facilitators	Title	Participants
NCFA	8	Identity	60
TRASHBEATZ	2	Music Workshop	60
NCFA	8	International Day of Peace	60
Graffiti Crew	2	Graffiti	60
NCFA	2	March of the Phoenix	60
NCFA	12	Excursions	60
NCFA	6	What Would They Say	60

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 openly mindful 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 the First World War.

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.

‘Yes, I enjoyed creating the ID badge. It was fun and good to have a happy ID badge. It was also creative way to say who I am.’ Salmen (Somalia)

‘A really nice way to say hi this is me.’ Samiullah (Afghanistan)

‘It was an original way to getting to know someone. I enjoyed it. I had fun and was not expecting to do this kind of thing.’ Hatice (Turkey)

‘I felt shy but I did make friends when making my badge. I felt welcomed and I liked the time we had meeting people for the first time.’ Nathan (England)



The Gift, is now a GPGs tradition that instantly connects participants to their new environment and why the symbolic exchange of a gift with a complete stranger at the Peace Village; it outlines the reason everyone is representing their families, schools, communities and countries at the GPGs. As the Allied and German soldiers recorded in an act of humanitarianism, 1914 Christmas Eve, the symbolic gesture in a time of horror is the theme of the GPGs The Gift. Past GPGs have helped shape the Gift session. The 2022 GPGs Gift session confirmed that the Gift works on a multitude of levels that lingers long in the minds of participants and staff after the event.

‘Exchanging gifts is a great way to break the ice.’ Dan (England).

‘I felt very welcomed. Exchanging gifts was really fun – I received a beautiful present.’ Samiullah (Afghanistan)

‘Wonderful memories. I will never forget this special moment, thank you.’ Evelyn (Cameroon)



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 variable 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.

‘Everyone enjoyed the workshop. I thought it was great’ Adam (Czech Republic).

‘It was very nice especially that we all have the opportunity to make our own beat.’ Salmen (Somalia)

‘Yes the music workshop was fun because it was very creative.’ Tomas (England)



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 staff 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.

‘It was enjoyable listening to other people’s opinions’ Byron (England)

‘I agreed with a lot of peoples’ opinions and thought the questions were great ’ Mohamed (Somalia)

‘The Peace Workshop was good and sometime heart touching because it was nice to see other people from countries that have hard times want better times’ Vendula (Czech Republic)

What Would They Say: displayed a series of photos of different people who would have been involved either directly or indirectly in WW1. These included a new recruit in the army, a mother of a soldier, a general, a politician and a woman working in an ammunition factory. The participants then got into small groups and discussed their views on the subject and a way to role play some of the characters. The groups could either use the period of the first world war or bring it up to modern times. They were very imaginative in their role plays and sorted their own props of anything they thought useful in the room. Afterwards each group answered questions from their peers.



Graffiti workshop. All participants buddied-up (partnered) with participants from other countries. Participants quickly found ways to express themselves through graffiti art. Facilitated by the Graffiti Crew, Belgium, the art themes were varied and wide. The aim was to increase confidence and share creative ideas amongst a culture of diversity. The ability to communicate in a one-to-one situation with different nationalities through art was enjoyed by some of the group whilst other members found the workshop challenging in terms of clear outcomes.

‘Graffiti was fun. I enjoyed sharing the creative process with people from different countries’ Tereza (Czech Republic)

‘I found it challenging’ Serhat (Turkey)

‘I liked it. It was nice making graffiti’ Hala (Palestine)



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 learnt how different cultures bring different ways to remember their dead. Participants related to the concept of memorialisation and commemoration. Young people improved their knowledge of WW1 and found spaces to contextualise their experiences and make connections with the environment that they will make their home for the next couple of days.

‘The Peace Village and Mesen are very interesting places. The history for a small town is amazing’ Jiří (Czech Republic)

‘The history is incredible. The area is beautiful and peaceful’ Abdelaziz (Somalia)

‘It is an amazing place with a rich history of WW1. The numbers of people that died in Mesen is extraordinary’ Thando (England)



Visit to Passchendaele Museum and Tyne Cot Cemetery was strategically placed in the timetable. Participants from the 2018 and 2019 GPGs, conveyed that the impact of their visit to Passchendaele Museum would better appreciate mid-week of their GPGs. They expressed those participants of future GPGs would contextualise their thoughts, emotions and opinions, more clearly when introduced to the severity of war after they acclimatise to their new environment. The 2022 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.

‘Passchendaele was very educational and informative. I have never seen anything like it and I don’t think I ever will again’ Thando (England)

'I learnt a lot about WW1 and how people lived at the time' Serhat (Turkey)

'It was good. I was impressed and a little bit sad. It was unforgettable experienced' Abdelaziz (Somlia)

'The cemetery is incredible' Petr (Czech Republic)

'There are no winners in war. Here is the proof at Tyne Cot' Kuba (Czech Republic)



Visit to Menin Gate resulted in three GPGs participants from Ukraine, Czech Republic and England, laying a peace poppy ball at The Last Post, which was signed by all participants. All participants were highly respectful and clearly, the experience left an indelible impression which they will remember for a long time.

'I watched my friends lay the peace poppy ball at the Menin Gate with a tear in my eye.' Evelyne (Cameroon)

'The experience was unforgettable and a great honour.' Theo (Ukraine)

'The people at the Last Post were very respectful and it was very emotional to witness' Soraya (Morroca)



Outcomes Achieved

The role of sport guided the participants into areas of self-learning and self-discovery 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 were given access to 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. They appreciated that there are culturally many ways to commemorate wars. They discovered that celebrating peace is a universal right, a reminder, a moment of contemplation which in juxtaposition to commemoration is a vital pledge by all communities. 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 abilities 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. The quality of mindfulness displayed by the participants throughout the week-long peace education programme was warm and caring. *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 reported 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. The 2022 GPGs were clearly mixed ability and yet, they were openly approachable and aimable. *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. Some of the interviews have been featured in the 2022 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, special needs, nationalities and from different 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 41 PEACE PITCHES ACROSS 5 CONTINENTS WITH FLANDERS PEACE FIELD.

MEDIA

CFA'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 Swindon Town Legends v This Country All Stars charity football match at the County Ground, Swindon, Sunday 22nd May 2022. Interviews with Paul Cooper, CFA Director and CFA's Patrons Charlie and Daisy Cooper were broadcast on BBC South Radio. Children's Football Alliance newsletter April 2022 and GPGs information uploaded on the [Football & Peace website](#), witnessed an upsurge in online traffic. The GPG's international partners, GroepINTRO's Press Release, secured FOCUS WTV national broadcast in Belgium. Interviews with GroepINTRO's GPGs Project Manager, Jan Langerlaert, Benjamin Dalle, Minister for Sport and Sammy Mahdi, Minister for Migration, Belgium, provided national exposure and strengthened further outreach.

An important part of The NCFA's Evaluation which was agreed with all partners was to document the 2022 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 2022 GPGs film can be viewed at: <http://www.childrensfootballalliance.com/football-and-peace/global-peace-games-2019/> and <http://www.childrensfootballalliance.com/> The three minute film was recorded at The Peace Village and featured 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 CFA of an upsurge in traffic on Facebook, Twitter and Instagram. An average of 150 hits per day across all platforms indicated that participants and project partners were active in communicating events at The GPGs. The Peace Village, GroepIntro and INEX, updated their websites and reported an increase in online traffic to their GPGs online links.

Swindon Town Legends v This Country All Stars

The charity football match connected the CFA's patrons Charlie and Daisy May Cooper with their Bafta Award Winning This Country characters favourite football club, Swindon Town. The English professional football club very kindly supported the charity football match to help raise funds to support the CFA's delivery of the May 2022 GPGs.

The Bonus

Bruges FC special needs team, once again brought an added dimension to the 2022 GPGs which effectively rendered the peace pitch a modern-day level playing field. There were no issues concerning mixed ability. *See Appendix 3*

CONCLUSION

The May 2022 GPGs was meant to be the September 2021 GPGs. Due to COVID-19 the 2021 were postponed and delivered in May 2022. The aim to inspire peacemakers of the future and lay the foundations for an annual young people's international event, is taking shape through 41 peace pitches across 5 continents.

Part funded by ERASMUS+; 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 helped develop 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. The GPGs can be defined through May 2022 participants has aspirational. Dreams and hopes were shared in a forum of play, fun and expression.

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 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 2019 GPGs, learning to learn how to commemorate was a success when participants created a mini memorial service at the 2022 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 September 2022 GPGs would be de-radicalization. This was discussed amongst some 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 the emersion of different languages.

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 short film records young voices on the site of the Peace Village. It illustrates that language may change 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 over 100 years ago; 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.

The GPGs is a project constantly in development; areas of the programme that excelled beyond expectations and some areas of the programme 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 September 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 September 2022 GPGs event staff attend a pre-event meeting on ZOOM to purposefully 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 remains over-subscribed. 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. The importance of providing information packs in the participants mother tongue should be valued and enhanced online.

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

MAY 2022 GLOBAL PEACE GAMES

60 young boys and girls residing in Belgium, Czech Republic and England will represent their communities from 20 countries at the 2022 May GPGs at the Peace Village, Mesen, Belgium, site of the First World War Christmas Truces, **25th to 30th May 2022**.

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. In partnership with [The Peace Village](#), [GroepINTRO](#) and [INEX](#), Schools from Belgium, England and Czech Rep, will participate in the week-long peace education games at [The Peace Village, Mesen](#).

The Children's Football Alliance (CFA) invited young people aged between 14 to 18 to take part in the event, which commemorates all wars and celebrates peace through play.

All participants will learn how to twin their community's playing fields with Flanders Peace Field, site of the 1914 First World War, Christmas Truces, where 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 Erasmus+ and the Children's Football Alliance.

The week-long peace education programme features: games, trips to Menin Gate, Passchendaele and Tyne Cot, workshops: peace art (sponsored by GroepINTRO's 2019 Ambassadors for Peace) and a debate on International Day of Peace.

CFA, CEO, Ernie Brennan said: "This is a once in a lifetime experience for many 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 CFA International Projects Director, Paul Cooper, call + 00 44 (0)7875 283093.

The CFA 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 CFA's aim is to **Protect Childhood Through Play**

The CFA's core objective is to promote and spread best practice through practical application and football for fun workshops. Current CFA projects include: [FREE v FREE](#); [The Peace Fields Project](#) and [Football Makes Our Shared History](#)

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

A Summary of Participants Feedback Forms

60 from 60 feedback forms completed.

1 WEDNESDAY 25TH WELCOME DAY	YES / NO
<ul style="list-style-type: none"> What was your impressions of Welcome Day? Did you like the Opening Ceremony? 	52 / 0
<p>'A very warm welcome' (Syria)</p> <p>'I enjoyed the ice breaking games' (Cameroon)</p>	
2 THURSDAY 26th COMMEMORATION DAY	YES / NO
<ul style="list-style-type: none"> Did you enjoy the March of The Phoenix? What did you think of the Christmas Truces? Did you enjoy the Music Workshop? 	52 / 0
<p>'The tour of the area was very shocking and educational' (Czech Republic)</p> <p>'Amazing to see the Christmas truces. I never hear this incredible story before'. (Panama)</p> <p>'I love music and this workshop was perfect for me to enjoy' (Somalia)</p>	
3 FRIDAY 27th PEACE DAY CELEBRATION	YES / NO
<ul style="list-style-type: none"> Did you enjoy the Graffiti Workshop? What did you learn about Passchendaele? What do you remember most about Ypres? 	52 / 0
<p>'The Graffiti Workshop was ok. I would have liked more time' (England)</p> <p>'Passchendaele will stay with me forever. I will never forget the numbers of dead' (Iraq)</p> <p>'I remember how amazing the Menin Gate was and the silence at the Last Post' (Ukraine)</p>	
4. SATURDAY 28th INTERNATIONAL DAY OF PEACE	YES / NO
<ul style="list-style-type: none"> What did you learn? What did you learn about yourself 	52 / 0
<p>'I learnt that everybody in the International Day of Peace Workshop share my opinions on anti-war' (Serbia)</p> <p>'I learnt that I could listen and understand why other cultures feel like me' (Afghanistan)</p>	
5 SUNDAY 29th PEACE FIELDS DAY	YES / NO
<ul style="list-style-type: none"> Why is it important to celebrate peace through play? How does war make your feel 	52 / 0
'I have learnt that play brings everyone together, young and old' (England)	

'Play is vital for friendship and long relationships' (Syria)

'War is sickening. Why do generations never learn' (Palestine)

'There are no simple solutions to war. We need to make sure our children do not grow up feeling hatred' (Czech Republic)

**MONDAY 30TH FOOTBALL & PEACE DAY
QUESTIONNAIRE**

YES / NO

52 / 0

- How did you feel about playing on the PEACE PITCH? Please explain why?

'Playing on the peace pitch made me feel very special' (Afghanistan)

'There are not many football pitches like the peace pitch. It is truly unique' (England)

'I feel really proud to play on a pitch in the heart of Flanders. A very special place for everyone' (Cameroon)

PARTICIPANTS ADDITIONAL FEED BACK INFORMATION

52 feedback from 60 completed

Outstanding / Good / Satisfactory / Not

Please rate (tick) the success of the Project according to the following criteria:				
23 How did you rate the GPG accommodation? (52)	23	19	10	
24 How did you rate the food? (52)	7	27	18	
25 How did you rate the facilities – toilets, etc? (52)	24	20	7	
26 How did you rate the NCFA organizers? (52)	38	13	1	
27 How did you rate the PEACE VILLAGE staff? (52)	31	17	4	
28 How did you rate the GPGs staff? (52)	30	20	2	
29 How did you rate the Quality of activities? (52)	28	20	3	1
30 How did you rate your member of staff? (52)	43	6	2	

A Summary of Partner Feedback Forms

3 from 3 feedback forms completed: PEACE VILLAGE, GROEP INTRO and INEX

Outstanding / Good / Satisfactory /

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

A Summary of Staff Feedback Forms

Outstanding / Good / Satisfactory / Unsatisfactory

Please rate (tick) the success of the Project according to the following criteria:				
How did you find the GPG accommodation?	3	6		
How did you find the food?	1	7	1	
How did you find the facilities – toilets?	8	1		
How did you find the NCFA organizers?	7	2		
How did you find the PEACE VILLAGE staff?	6	3		
Quality of activities?	8	1		
How did you find the GPG materials, guidelines and information?	6	3		
Degree of usefulness to school / Peace Field Project?	6	3		
Potential impact on future projects?	7	2	1	
Quality of usefulness of the GPGs website http://www.childrensfootballalliance.com/football-and-peace/	8	1		
18. Quality of administrative arrangements prior to project?	9			

‘Bringing history and sport together like this is fantastic.’ GroepINTRO

‘The Global Peace Games activities transfer well in this environment. WW1 History and sport connects everyone at the Global Peace Games. That is the project’s strength.’ INEX

‘There are always smiles when the Global Peace Games are held at the Peace Village. Long may it continue for many years to come.’ PEACE VILLAGE.

‘Lots of lovely emails from parents. I have had the pleasure of leading a lot of trips (too many to count) over the last 22 years but I can say without any hesitation that the experience the boys and staff were lucky to have in Belgium will change them forever. It really was a special journey we all enjoyed so a huge thank you to the Children’s Football Alliance from all of us. It really is incredible what you guys do.’ SUNNYDOWN SCHOOL.