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CHILDREN'S
FOOTBALL ALLIANCE



GLOBAL PEACE GAMES
SEPTEMBER 2022

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GLOBAL PEACE GAMES

Children's Football Alliance Global Peace Games Evaluation.

SEPTEMBER 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 September 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 16 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. Project partners identify social return on investment.

Conclusion

Participants volunteered to take part; once again The GPGs was over-subscribed and unfortunately there were not enough places to meet demand. The GPGs continues to reach-out to young people and aid their development through cross curricular activities. It is clear in the Sept 2022 GPGs report that social inclusion is truly the major social return on investment. The report maintains the energy, passion and focus from all involved, to create more Peace Makers for the Future, in a time where global misanthropy is growing.

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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 September 2022 GPGs were mainly funded by Erasmus+. The funding application was directed by the CFA. Soft costs (research, bid writing and lobbying) were covered by the CFA which successfully provided 60 participants (key stage 3) to represent 16 countries. Having considered 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 2023 GPGs would be from September 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 for fun, 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, friendship, and mindfulness. 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 60 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; each peace pitch annually celebrating peace through play on International Day of Peace, 21 Sept.

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.

- Sally Meysman, (Director, Peace Village) said, **'We are proud to partner The Global Peace Games. It is great for young people from different countries. The games are fun, the workshops are engaging, and the excursions are exciting. I have witnessed young people with smiles on their faces and tears of happiness when they attend the GPGs. It is a heart-warming event, essential for cross cultural child development and well-being'**.

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

Foreland Fields School, Ramsgate, Kent, England were recruited due to strong links with the Peace Field Project's Helen Newman a former teacher at Wyvern School, Ashford, Kent, now teaching at Foreland Fields School. The young people of Foreland Fields School have pledged to twin their designated area of play with Flanders Peace Field through the Peace Field Project. This has generated positive actions by staff and pupils to organise 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 at the GPGs.

GroepIntro, a non-government organisation, Belgium, also worked on the previous five 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. This was the second GPGs for the organisation. Their mixed gender mixed ability participants mainly from Romani backgrounds added to the multi-cultural event.

Fund Raising

This Country Sponsored Walk, Saturday 10th September 2022, 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.

Representation

The following countries were represented at the GPGs: Afghanistan, Belgium, Brazil, Bulgaria, Burundi, Czech Republic, England, Ghana, Holland, Palestine, Saudi Arabia, Spain, Syria, Uganda, and Ukraine. Many of the young people were special needs children from England and refugees based in Belgium. The refugees were recruited based on their availability to participate for the duration of the GPGs.



'NO MORE WAR'

SEPTEMBER 2022 Global Peace Games

Who was involved?

Country	Participants		Staff
	Female	Male	
Belgium GroepINTRO	6	9	2 Female 2 Male
England Foreland Fields School	4	11	3 Female 2 Male
Czech Republic INEX	4	12	2 Female 2 Male
	Total: 60		Total: 15
Executive Partners			
The NCFA			3 Male
The Peace Village			5 Female 1 Male
			Total: 10

‘As a teacher, it’s the best school trip I have ever experienced. To my knowledge there is nothing like the Global Peace Games in England. A true sense of social inclusion is here. The pupils absolutely enjoyed it and will forever remember the value of learning through play’ Helen Newman, Teacher, Foreland Fields School, England.



Activities / Games

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



'The enthusiasm at the Global Peace Games is clearly on display in all the activities. The activities are fun, and everyone joins in. Femke Stordiau, GroepIntro, Belgium.



'There is a great sense of hope when you play on the peace pitch. Everyone is aware of the significance of what happened here and playing games on the pitch is very special'. Jackub Honek, Staff, INEX, Czech Republic.



'The pupils have all made friends with their peers from different countries. The common bond of playing games is so powerful when playing them on the Peace Pitch.' Ian Dimech, Teacher, England.

SEPT 2022	Breakfast	Morning	Lunch	afternoon	Dinner	Evening
Mon 19th	/	Belgium – England – Czech Rep	13.00	Opening Ceremony Ice breaking session Exchange gifts	17.00	March of the Phoenix
Tuesday 20th 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 1: 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	Group A: International Day of Peace Workshop Group B:
Wednesday 21st Peace 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 – 11.30	12.00	Passchendaele MMP Tyne cot (Depart 1pm)		Ypres Last post Depart 17.00 Tour of Ypres 16.00
Thursday 22nd International Day of Peace	7.30 – 8.30	Cultural Games	12.00	Identity / Conflict resolution (NCFA) 13.00	18.00	Workshop (music) Group 1 7.15pm Group 2 8.10pm
Friday 23rd Peace Fields Day	7.30 – 8.30	What Would They Say Workshop	Pack lunch	Cultural Games	18.30	Closing Ceremony
Saturday 24th Football & Peace Day	7.30 – 8.30	WHAT WOULD YOU SAY 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 act of sportsmanship, 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 older members of the group. The Gift is a homage to the Christmas truces whereby everyone exchanges small gifts by way of introductions.

‘I loved exchanging my gift that represented me and receiving toffees from another country’ Clayton (England)

‘It felt good because I was welcomed nicely, and everyone was kind’ Katrina (Belgium)

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 2022 May GPGs and remained identical in the September 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 personal development through play. This successful aspect can be attributed to the participants of the 2022 May GPGs. It was their input and feedback, that shaped the September 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 aided by staff from Foreland Fields School, (England), GPGs partners, GroepINTRO (Belgium) and INEX (Czech Republic). None of 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.

‘I now enjoy rugby and I have never played it before’. Markus (Czech Republic)

‘It is a strange game rugby but very enjoyable’. Nazarii (Syria)

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 conventional 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.

‘I like football. Playing my favourite game on the peace pitch was very special.’ Abdelkader (Palestine)

‘I love to play football. Playing football on the original peace pitch I will remember for the rest of my life’ Jonas (Ghana)

‘Making friends was the best part of playing football. We are all the same. We like to play but we like making friends more’ Hanna (Syria)

‘I will never ever forget playing on the real peace pitch’ Darren (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 evident. 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.



‘Cricket is the best game in the world. It is very interesting to play it in Flanders and know that it was played in the First World War’ Asadullah (Afghanistan)

‘It was nice to play cricket which gave me the chance to make more friends.’ Mariam (Syria)

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.



‘Identity and playing games with other nationals is interesting and very revealing’ Osama (Saudi Arabia)

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 May GPGs participants found that they could openly discuss their feelings about their new environment and the environments from which they came. At the 2022 September GPGs participants conveyed a sense of empathy for the current plight in Ukraine. 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 great. Cycling to the Christmas truces was amazing. Such a beautiful country. The story about how soldiers shared gifts was very humbling’ Ahmed (Lebanon)

‘The story of the Christmas truces was incredible’ Fred (England)

‘I hear this story in my school and to be here today is unbelievable’ Štefan (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	3	Graffiti	60
NCFA	2	March of the Phoenix	60
NCFA	12	Excursions	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.

‘My ID badge was interesting. I enjoyed adding to my own badge what I like and how my country is important to me.’ Dominic (England)

‘I wish all ID badges could be like this.’ Sara (Ghana)

‘It was fun and not boring.’ Lucky (Burundi)

‘I have never done this before. It was the first time. I thought it worked when saying hello and making new friends.’ Jordie (England)



The Gift, is 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; outlines the reason everyone is representing their families, schools, communities and countries at the event. 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 September 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.

‘Yes, I did exchange gifts with other people to make them feel happy and feel peace.’ Darren (England).

‘I liked exchanging gifts it was nice’ Alex (Czech Republic)

‘Exchanging gifts help me to make friends’ Jamil (Afghanistan)



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 fun form of cultural expression. 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. The theme of Identity was indeed formulated into one workshop’s rhythm of NO MORE WAR.

‘I enjoyed the music workshop because I learned how to play another kind of music’ Sebastián (Czech Republic).

‘A great music workshop. I learnt new rhythms on trash. Amazing.’ Jonas (Ghana)

‘Yes, I enjoy the music workshop. I Ukraine I am good at music on school piano.’ Anton (Ukraine)



International Day of Peace workshop, The CFA 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 confidence 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.

‘The peace workshop was interesting, and I connected with the visual of identity’ Abdelkader (Palestine)

‘I liked the peace workshop I see the opinions of other people’ Markus (Czech Republic)

‘The workshop was good I liked talking about it and I liked seeing people’s opinions. I have never done this before’ Jim (England)



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 theme was Peace. 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 all of the groups.

‘I loved the Graffiti workshop’ Dominc (England)

‘I enjoyed the Graffiti workshop I enjoyed my painting’ Saša (Czech Republic)

‘Graffiti was cool. I was not expecting it’ Khaled (Syria)



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.

'It's a beautiful country with a lot of incredible history' Taiba (Afghanistan)

'I felt that the First World War was unbelievable story of sadness and still the world repeats this today' Sebastián (Czech Republic)

'I love history and there is plenty of it here in Mesen, Belgium' Michelle (England)



Visit to Passchendaele Museum and Tyne Cot Cemetery was strategically placed in the timetable. Participants from the 2019 and 2022 May GPGs, conveyed that the impact of their visit to Passchendaele Museum would be better appreciated 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 September 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 Museum was interesting, and I was fascinated by the size of the weapons' Alex (England)

'The Museum was very interesting and very frightening' Mariam (Syria)

'Incredible' Martin (Czech Republic)



Visit to Menin Gate resulted in three GPGs participants from England, Ukraine and Czech Republic, 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.

‘There are 55’000 names on the Menin Gate and I represented the GPGs by laying a peace poppy ball in commemoration of the war dead. It’s a day I will never forget’ Joshua (England)

‘For me this was the best experience.’ Vanessa (Czech Republic)

‘Menin Gate was very touching and sad’ Hanna (Syria)



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 one of many keys 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, aimable, and friendly. *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 September GPGs film. See <https://www.childrensfootballalliance.com/football-and-peace/global-peace-games-sept-2022/> 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. 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. This aspect was measured in Feedback Forms. 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 61 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 This Country Sponsored Walk Saturday 10th September 2022. Interview with Paul Cooper, CFA Director on BBC South Radio. Children's Football Alliance newsletter September 2022 and GPGs information uploaded on the Charity's website: <http://www.childrensfootballalliance.com/>, witnessed an upsurge in online traffic. The GPG's international partners, GroepINTRO's and INEX Press Release, did not report published media or broadcasts by the time of this report's publication.

An important part of The CFA's Evaluation which was agreed with all partners was to document the 2022 September 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 and providing additional evidence that the GPGs works on a multitude of levels. The 2022 September GPGs film can be viewed at: <https://www.childrensfootballalliance.com/football-and-peace/global-peace-games-sept-2022/>. The five 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 100 hits per day across all platforms indicated that participants and project partners where 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.

This Country Sponsored Walk

The sponsored walk connected fans of the CFA's patrons Charlie and Daisy May Cooper's, Bafta award winning comedy, This Country, with the Charity's work. The money raised went towards the GPGs Graffiti workshop, music workshop and Cricket workshop.



CONCLUSION

The aim to inspire peacemakers of the future and lay the foundations for an annual young people's international event, is taking shape through 61 peace pitches across 5 continents.

The GPGs was 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. Some May 2022 GPGs participants return to the September GPGs as volunteers. This aspect is encouraged from all partners and remains highly successful, evidenced within the uptake when invitations for volunteers are shared amongst the GPGs partners.

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 evidence presented in this report that suggests diversity through play provides a social impact which makes the GPGs high value in terms of investment. Individuals, young and older, convey a change in attitude when they complete the week-long peace education programme through play. They are more enthusiastic for alternative form of health and well-being. They illustrate a passion for learning, sharing and mindfulness.

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 shape their aspirations and their pledge for peace. The GPGs can be defined through September 2022 participants has inspirational. 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. English was the port of language and was not a hinderance. 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 2022 May GPGs, learning to learn how to commemorate was a success when participants created a mini memorial service at the 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 future 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 from over a 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 and at the Peace Pitch. It illustrates that languages 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 provides a safe environment for young people reflect, consider and attain a myriad of skills, far beyond conventional establishments. The participants are assured that there are no right or wrong answers when engaging in the GPGs workshops. They can express themselves without judgements or formal assessments. 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, bowling and table football games. Down time was highly effective in the grand scheme of the programme - this aspect will be given more credence in future 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 preparation and more staff time to engage with one another before the event.

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. Unfortunately, there were not enough places to meet demand. 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: staff packs must highlight the I-D Badge feature and why, it is important in terms of the aims of the GPGs. 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.

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



GLOBAL PEACE GAMES

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

PRESS RELEASE

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 September GPGs at the Peace Village, Mesen, Belgium, site of the First World War Christmas Truces, 19th to 24th September 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: 50 participants, 7 staff and 3 partner feedback forms completed.

1 MONDAY 19TH WELCOME DAY	YES / NO
<ul style="list-style-type: none"> What was your impressions of Welcome Day? Did you like the Opening Ceremony? 	50 / 0
<p>'Everyone was so welcoming and nice' (Syria)</p> <p>'I got a beautiful gift and I met some nice people' (Syria)</p>	
2 TUESDAY 20th COMMEMORATION DAY	YES / NO
<ul style="list-style-type: none"> What did you think of the Christmas Truces? Did you enjoy the Cricket? 	50 / 0
<p>'The Christmas truces were very cool and the cricket was fun' (Czech Republic)</p> <p>'Christmas truces good because war is bad and I felt sad for all the people that die'. (Ukraine)</p>	
3 WEDNESDAY 21st 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? 	50 / 0
<p>'I enjoyed the Graffiti workshop very much. I enjoyed team work' (Czech Republic)</p> <p>'Passchendaele was very sad. A reminder that war is bad and no-one ever wins' (England)</p> <p>'The Menin Gate is an amazing place to mourn the dead' (Afghanistan)</p>	
4. THURSDAY 22nd INTERNATIONAL DAY OF PEACE	YES / NO
<ul style="list-style-type: none"> What did you learn when playing games? Did you enjoy the music workshop. Why? 	50 / 0
<p>'Playing games on the famous Flanders Peace Field will never be forgotten' (Czech Republic)</p> <p>'I liked the music workshop the best. Great fun' (Burundi)</p>	
5 FRIDAY 23rd PEACE FIELDS DAY	YES / NO
<ul style="list-style-type: none"> Did you like the What Would They Say Workshop. Why? How does war make your feel? 	50 / 0
<p>'The workshop was interesting and surprising how people from different countries share the same opinion' (Lebenon)</p> <p>'The is no war without blood and death. It is painful. We all need to say No War' (Afghanistan)</p>	

SATURDAY 24th FOOTBALL & PEACE DAY QUESTIONNAIRE		YES / NO
<ul style="list-style-type: none"> How did you feel on the last day of the GPGs? 		50 / 0
<p>'I felt happy that I was here and sad that I was leaving' (Ghana)</p> <p>'Very very very happy' (England)</p> <p>'I learnt a lot and I will pledge to take what I learnt back to me school and support peace' (England)</p>		

PARTICIPANTS ADDITIONAL FEED BACK INFORMATION

50 participants feedback forms 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?	22	27	1	
24 How did you rate the food?	24	16	10	
25 How did you rate the facilities – toilets, etc?	18	26	6	
26 How did you rate the CFA organizers?	32	17	1	
27 How did you rate the PEACE VILLAGE staff?	27	17	6	
28 How did you rate the GPGs staff?	30	16	4	
29 How did you rate the Quality of activities?	30	20		
30 How did you rate your member of staff?	30	18	2	

Appendix 4

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 CFA?	1	1	1	
How would you describe the CFA's management of the GPGs	2	1		
Potential impact on future working projects?	2	1		
Communications with the CFA head office?	1	2		
How did you find the GPGs / PEACE VILLAGE organizers	2	1		
Quality of CFA administrative arrangements prior the GPGs?	2	1		

Appendix 5

A Summary of Staff Feedback Forms

Outstanding / Good / Satisfactory / Unsatisf

Please rate (tick) the success of the Project according to the following criteria:				
How did you find the GPG accommodation?	3	4		
How did you find the food?	1	4	2	
How did you find the facilities – toilets?	7			
How did you find the NCFA organizers?	7			
How did you find the PEACE VILLAGE staff?	6	1		
Quality of activities?	5	2		
How did you find the GPG materials, guidelines and information?	6	1		
Degree of usefulness to school / Peace Field Project?	6	1		
Potential impact on future projects?	7			
Quality of usefulness of the GPGs website http://www.childrensfootballalliance.com/football-and-peace/	7			
18. Quality of administrative arrangements prior to project?	7			

'This was the most enjoyable and worthwhile school residential trip I have been on.' Foreland Fields School, England.

'Planning was a perfect balance of games history and social time. A well-oiled machine.' Foreland Fields School, England.

'The students are still buzzing about Belgium and would rather be there! Once again, many many thanks for the wonderful opportunity you gave our students. They have so many amazing memories. The work the CFA do is extraordinary. I cannot praise the charity enough. Fantastic.' Foreland Fields School, England

'Everything worked well. I learn a lot as a youth worker ' INEX, Czech Republic.

'This is a great project and I feel very close to the CFA's work.' INEX, Czech Republic.

'A great experience. History and sport in the context of WW1 is perfect learning for young people from the CFA's GPGs.' GroepINTRO, Belgium.

**'I am always happy to work at the GPGs. There is nothing like it. It is learning through Fun / Play'.
GroepINTRO, Belgium.**

THANK YOU

THIS COUNTRY SPONSORED WALK

STAR LIZARD INTEGRITY SERVICES

CHIRON

PEACE VILLAGE

GROEPINTRO

INEX

MESEN COUNCIL

BRUGES FOOTBALL CLUB

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TYNE COT

TRASHBEATZ

GRAFFIT CREW

ANAND

FAVERSHAM TROPHIES

CARS ST CHRISTOPHE

ERASMUS+

SPECIAL THANK YOU EVERYONE THAT SUPPORTS THE CHILDREN'S FOOTBALL ALLIANCE.