

2017

# GLOBAL PEACE GAMES



NATIONAL  
CHILDREN'S  
FOOTBALL  
ALLIANCE

NCFA

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# GLOBAL PEACE GAMES

National Children's Football Alliance Global Peace Games Evaluation.

September 2017

The 2017 Global Peace Games was Part funded by



# GLOBAL PEACE GAMES, 2017

## EXECUTIVE SUMMARY

October 31, 2017

**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 Erasmus+: Youth in Action project conducted September 2017. The study was designed and implemented by The National Children's Football Alliance.

### Project Background and Description

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

### Achieved Aims

Over 60 young people originally from 15 countries represented Belgium, England and Italy; they participated for free in the week-long event of all-inclusive activities, games and peace education. Through a diverse programme, participants learnt about: The First World War, the role of sport in conflict resolution, cultural awareness, civic awareness, EU citizenship, tolerance and humanitarianism. They experienced sportsmanship and enhanced communication skills, and intercultural awareness.

### Outcomes Achieved

The outcomes achieved are as follows

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

### Impact

- Participants dissemination; ongoing influence: sharing experiences, at home, at school and in their community
- Health and well-being; activities providing strong mental health benefits.
- Multi-agency benefits: sharing best practice and identifying areas for further development.
- Stronger GPGs 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; it was indeed 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 and multi-cultural peace education whilst making friends for life – Peace Makers for the Future.

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## **Introduction**

National Children's Football Alliance (NCFA) is a coalition of agencies and organisations that safeguard and advance the rights of children in football. As a humanistic voice and advocate for children, the NCFA also acts as a focal point and network for those individuals and organisations seeking sustainable partnerships, information, education and/or training on child-centred approaches and children's rights in football. The NCFA seeks to protect childhood through football.

In more than 40 countries there are traditions of Global Peace Games (GPGs) an initiative from the United Nations to raise the profile of peace through sport. The Flanders GPGs were inspired by the Christmas Truces of 1914 and how those symbolic moments of First World War history relate to the contemporary mission of The NCFA and our main project partner, The Peace Village, Messines, Belgium. Fellow project partners Endas Ente Nazionale Democratico di Azione Sociale, Italy and GroepIntro, Brussels, share this vision for cultural learning through play. The GPGs was part funded by Erasmus+ (European Union). The funding application was directed by The NCFA. The majority of soft and hard costs were covered by The NCFA and The Peace Village which provided 60 young people (key stage 3) to represent their respective countries at the GPGs. It was agreed that the GPGs would give young people the freedom to play their games and learn about conflict resolution in their own way. The GPGs provides 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 sport as a vehicle. It also provides the opportunity for schools, clubs and organisations, interested in twinning their playing fields with Flanders Peace Fields, to select ambassadors to represent their school through The Peace Fields Project.

## **Outcome aims**

- Through the role of sport all participants will engage in learning about the First World War from the perspective of different cultures. They will gain competences in cultural awareness and expression.
- All participants will, through guided discovery, explore conflict resolution through interactive workshops, gaining social and civic awareness.
- 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 taking part in the activities will become more confident when trying to communicate in foreign languages.

## **Background / brief history**

The NCFA worked closely with the Peace Village on developing the Peace Fields Project (PFP), a project promoting peace through twinning designated areas of play at primary schools, secondary schools, organisations and sports clubs, with Flanders Peace Field. During the development of the PFP the GPGs were considered to be an ideal opportunity for both organisations to work together and further raise the International peace education programme profile. Young people would be introduced to the Christmas Truces, commemorating the First World War and celebrating peace. The NCFA approached Kent County Council who then published the GPGs in their education newsletter and emailed it to head teachers. Consequently, 25 schools across the South East of England replied, please see <http://www.childrensfootballalliance.com/football-and-peace/> Many schools had taken part in The Peace Fields Project, funded by The Heritage Lottery Fund. The Abbey School, Faversham, Kent

and Chailey School, East Sussex were invited to participate in The Global Peace Games based on their strong performance in their respective Peace Field Projects. They also represented diverse communities with multi-cultural backgrounds. Some young people's parents had experienced migration and had been refugees. Furthermore, it was considered that head teachers who clearly had a passion for the subject of The First World War would be best placed to appoint a project manager / manageress to manage their school groups. It was also considered that the schools participating in the GPGs should represent a broad spectrum of education from across the South East of England.

- Correspondence with Sean Carter, Strategic Projects and Partnership Manager, Kent County Council, Jane Lambert, Outdoor Education Officer, Kent County Council and Leanne Bentley, Outdoor Education Officer, East Sussex, provided the NCFA with the necessary updates regarding the ever-transient landscape of risk assessments, insurance and health and safety.

Without prejudice, the NCFA provide access for young people to all forms of football. There was a clear indication from the above-mentioned child focused experts that a Global Peace Games would best engage young people from diverse backgrounds through a varied programme based on heritage, history and sport. It was also considered that football would not be the sole sporting activity of the programme. Although inspired by the Christmas Truces football games, the GPGs would embrace rugby, cricket and cycling, all sports documented at home and abroad throughout WW1.

- Federico Addiechi, FIFA Head of Sustainability & Diversity, Responsible for the Football for Hope Programme, said, **'We hope that you will continue to use the Games, not only as a day of fun and community solidarity, but as a special opportunity to focus on all that football can teach us – the life skills of winning and losing with grace and dignity, of showing respect for others, practising fair play, tolerance and understanding, learning teamwork and how to make your bodies healthy and strong'**.

Inspired by Federico Addiechi's letter to the GPGs, the NCFA focused its resources on a project that would actively engage young people at an International and community level. This meant supporting GPGs partners in developing the programme and encouraging them to listen to their participant's needs in order to achieve the project's outcomes. It was also important that all partners felt valued in terms of input at the planning stage and that they were given the opportunity to extend their respective networks through the GPG's growing profile.

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

#### **55/282. International Day of Peace.**

- 1. ....the International Day of Peace shall be observed on 21<sup>st</sup> 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)*

### **Recruitment**

The two English schools that participated were in a position to link their Peace Field Project with the GPGs with no disruption to their respective school's curriculum. Both schools were recruited from a selection process that gauged their commitment to their respective Peace Field Projects. They were asked to recruit participants that were mixed gender, mixed ability and who represented different social and economic backgrounds, from their respective communities.

Due to their excellent track record working with disadvantaged, unemployed and special needs young people; **Endas**, a social enterprise organization, were highly recommended by The Peace Village. They work with many amateur sports associations, communities, clubs and organisations both National and International. They provide opportunities through social inclusion projects. Their wealth of knowledge and understanding of diverse communities provided the GPGs with robust professional support. They too were asked to recruit a mixed gender, mixed ability and mixed representation, of their respective communities.

**GroepIntro**, a non-government organisation, had worked with The NCFA and The Peace Village, on the 2016 International Day of Peace and Peace Fields Project launch. That successful event placed GroepIntro in a strong position to help recruit participants from a wide range of communities and cultures. Their focus on key communication competences helps support young people into further education and employment. Their remit was to recruit mixed gender and mixed abilities, from migrants and refugees.

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

Available funding meant that 60 young people from a broad spectrum of economic and social backgrounds represented their countries without having to pay for the experience.

Countries represented at The GPGs: Afghanistan, Belgium, Democratic Republic of Congo, England, France, Gambia, Ghana, Guinea, Holland, Italy, Nigeria, Philippines, Romania, Somalia and Syria. Many of the young people were refugees based in Belgium and they were recruited on their availability to participate for the duration of the GPGs.



'Altogether Now'

## Global Peace Games

### Who was involved.

Country / Organisation	Participants		Staff
<b>England</b>			
Abbey School, Kent. UK.	Female 5	Male 5	1 Female 1 Male
Chailey School, East Sussex. UK.	Female 5	Male 5	1 Female 1 Male
<b>Belgium</b>			
		Participants	Staff
Bruges F.C		Male 7	
GroepIntro	Female 8	Male 18	3 Female 3 Male
<b>Italy</b>			
		Participants	Staff
	Female 5	Male 5	1 Male 1 Female
		Total: 63	Total: 12
<b>Executive Partners</b>			
The NCFA			3 Male
The Peace Village			5 Female 3 Male
			Total: 11

'Recruiting organisations for The Global Peace Games was very simple. As soon as our respective networks were informed we were immediately inundated with candidates' Matti Vandemeale, Director, The Peace Village.



**ENDAS**  
Ente Nazionale Democratico di Azione Sociale





## Activities

Cultural Games		
Sport	Facilitators	Participants
Cricket	4	63
Cycling	10	57
Football	4	63
Skittles	2	57
Touch Rugby	4	63



**‘The session was fantastic. Many young people had never played cricket before. The joy on their faces and on all the participants’ faces was wonderful.** Fazil Mahmoud, Belgian Cricket Federation.



**‘All the football games were played in the spirit of The Christmas Truces. My players felt very welcomed by the Global Peace Games. The sportsmanship was a credit to all the players. It was fantastic to hear laughter and witness matches played on such an historic football pitch.’** Philippe Sevais, Coach, F.C. Bruges.



**‘The touch rugby was the first time for many young people. I do believe that the game instantly bonded friendships and the language of play was the primary form of communication’.** Pierpaolo Chiumera, Endas.

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 gain results. All the games were mixed gender, mixed ability and mixed nationality. There were no nation verses nation matches. In the spirit of the 1914 Christmas Truces, all the games preceded with sportsmanship and camaraderie, echoing the soldiers that played on the same ground 100 years ago.

Due to loosely supervised games, it was evident that young people communicated in a manner that empowered them to organise their teams, structure and strategies. A form of guided discovery – trial and error - leading to group solutions and positive outcomes, regardless of results or monitoring league tables. In fact, it was evident that the lack of conventionality and stringent rules connected with modern day sports that assured all the games provided the participants with the confidence to make mistakes and display their skills. A clear factor noted in the participants' feedback was their determination to address any organisation difficulties through social dialogue, before and after the games, which paved the way throughout the week for growing friendships, trust and respect, both for team mates and their opposition teams.

The cricket games were facilitated by the Belgium Cricket Federation and there were a number of 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 intrusion – meant fluid games of cricket with a quick turnaround that kept all participants fully engaged in a fun filled environment.

The NCFE facilitated the football games with members of GPGs' staff supporting cultural games in some additional gridded areas of play. Participants were encouraged to play their game of football the way they like to play it. 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. Which were often full of laughter but always constructive. Games flowed with no interruption or concern for the technicalities of sport. Discussions concerning the environment in which the games were played were often considered before and after the games with many participants airing their feelings on camera. This aspect evidently improved confidence, raised self-esteem and competence in the use of digital media, to express how sport can be an important aspect of conflict resolution.

Touch Rugby was facilitated by the staff of The Abbey School (England) and aided by staff of the GPGs partners, Endas (Italy). The majority of participants had never played a game of rugby. This created a lot of interest especially with participants from outside the present rugby nations of England and Italy. Once again, participants formed their own teams with members of staff providing guidelines regarding the principles of the game. The activity was fun, energetic and free flowing. Many participants found the communication helped them gain a deeper understanding of their new multi-national team-mates and the impact that games can have, when 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.

Kubb, (a form of skittles) is a game dating back to the Viking age and was completely new to all participants. Facilitated by GPGs partners GroepIntro (Belgium), the cultural game provided a tranquil environment which lent itself to participants further exploring new languages and being confident to exchange phrases in their mother tongue and learn new phrases from foreign languages.



British Bull-dog, a cultural game facilitated by staff of Chailey School (England) encouraged participants to consult, plan and form strategies, enabling them to escape the bull-dog 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, the expressed energy needed to mentally and physically outwit their opponents. British Bull-dog proved to be the ideal game to introduce all players to the progressive nature of the GPGs. The impact of the game provided young and old, with an instant understanding of team play and it brought to the surface, the universal respect for mixed abilities, fair play and sportsmanship.



Cycling, was an activity which preceded the bespoke GPGs commemorative ceremony at the site of The Christmas Truces. It increased the appreciation and the importance of expressing ideas about difficult subjects through sport and wars. 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.

A couple of young people opted not participate in some physical games due to carrying minor ailments; however, they did participate in a game which they felt comfortable playing.

**'It was fantastic activities because I meet other participants without difficulties and I learnt that the language is not a problem when playing games'** Silvia, Italy.

## Activities

Workshops			
Organisation	Facilitators	Title	Participants
<b>Pax Christie</b>	<b>8</b>	<b>Communication Workshop</b>	<b>60</b>
<b>NCFA</b>	<b>8</b>	<b>International Day of Peace</b>	<b>60</b>
<b>Guernica Project</b>	<b>2</b>	<b>Graffiti</b>	<b>60</b>
<b>GroepIntro</b>	<b>2</b>	<b>Dance</b>	<b>30</b>
<b>The Peace Village</b>	<b>10</b>	<b>Tours</b>	<b>60</b>
<b>The Peace Village</b>	<b>4</b>	<b>Film</b>	<b>60</b>

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 amongst mixed groups and mixed abilities. They took ownership and responsibility for learning, often with a sense of maturity above and beyond their years. They were constantly reminded of their connections to their new environment and how they can contextualise their thoughts, emotions and ideas, with the young men and women that fought in World War One.

The communication workshop, facilitated by Pax Christie, helped engage participants on a level where they felt confident to articulate and communicate feelings and ideas as a result of taking part in group performance art. Many of the groups found the workshop to be a good form of cultural expression. Especially, when they were asked to form a group with members of the same nationality. This aspect reminded them that resolving issues at home as well as abroad remains a factor in everyday life. Participants felt confident in speaking publicly in front of adults and their peers, many for the first time. **‘I enjoyed the theatre workshop – I had fun. I learnt that I could speak in public and not be afraid’**. Participant, Guinea.



On International Day of Peace, 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 fortitude and they were respectful to one another throughout the workshop. Interpersonal, intercultural and social competencies, were evident at every level of communication. The adults played an important and unobtrusive role and encouraged dialogue. Participants recognised constructive ways to prevent and resolve conflicts through taking part in all debates. They identified opportunities to question and presented opinions without prejudice. They understood the next steps necessary to fulfil their role of



peace ambassador within their home and community environments. **'I enjoy the opportunity to speak in public about my ideas for peace'**, Participant, Somalia



On many occasions participants buddied-up (partnered) with participants from other countries. A good example of this was the Gernica Projects' Peace Art expressed through Graffiti. The Guernica Project Workshop was arguably one of the most popular of all GPGs workshops. Participants quickly found ways to express themselves through graffiti art. The theme of world peace ignited a collaborative cultural explosion of creativity. An increase in confidence and a sharing of creative ideas when working in pairs provided positive attitudes towards cultural differences and diversity. The ability to communicate in a one to one situation with a different nationality through art was clearly a success as displayed in the exhibition of work at the end of the session. **'The art workshop was great. I really enjoyed making art with a new friend from England'**. Participant, Syria.



**'I thoroughly enjoyed introducing the basics of graffiti art to so-many different nationalities. It was enlightening to witness how they communicated with ease through art to produce astonishing work'**. Guernica Project

One of the learning outcomes; to appreciate the importance of creative expression of ideas and emotions, was illustrated through dance. The impromptu workshop, facilitated by members of GroepIntro staff proved to be fun and accommodated participants needs for further expression. They worked together to form a sequence of movement and expression that was very popular with all participants who were keen to continue the workshop long after it had finished. In closer reflection, dance provided another level playing field for both genders from different backgrounds to respect mixed abilities and to encourage, support and identify common ground, in language and movement. **'I had lots of fun dancing with my new friends and I did not know I could dance'**. Participant, England.



The Tours were hosted by The Peace Village. They contextualised the First World War with young people's lives past and present, in their communities. All the participants were encouraged to discuss how they felt about their visits to memorials, battlefields and museums. Often these discussions took place over meal times and around the camp fire, with many participants expressing their thoughts with fellow peers from different countries. **'I could not believe how many people died in this war – it was very sad. I learn to listen to the stories and talk about them with my friends'**. Participant, Afghanistan.

The March of The Phoenix (a torch lit procession) around the grounds of The Peace Village to explore the symbols and iconography within the CWGC, was 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 engaged with the concept of remembrance when they visited the New Zealand memorial and they actively read out speeches, relevant to the period. Many young people read out the words written from soldiers 100 years ago and they felt a connection, that resonated with their own lives. They related to the concept of memorialisation and commemoration to WW1 through Q and A sessions, discussions and later visiting Passchendaele. Young people improved their knowledge of WW1 through access to artefacts, audio visual presentations and documentary film during their museum visits. **'The walking tour around the Peace Village was very interesting. I liked it when we wrote our names and messages on the memorial sticks it was very peaceful'**. Participant, Philippines.

The screening of Passchendaele the movie on the last night played a significant part in their understanding of the environment they had lived and played in at The GPGs. The realities of war at home or abroad were talked about long after the film had finished. Young and older people, sharing compassion and hopes for the future and galvanising the importance of peace makers for the future. **'This was a very amazing film which was sometime difficult to watch. I spoke with my friends after the film and we all agreed that we would stop wars'**. Participant, Ghana.

## Outcomes Achieved

The role of sport guided the participants into areas of self-learning which many of them had never experienced before. They witnessed a living history. The First World War became tangible for them. They could connect, empathise and respect, the need to commemorate and to cherish and protect peace at all levels in all societies. 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.

**‘The role of sport is vital in all cultures and we all need to learn from that. If the Christmas Truces teaches us anything in times of war is that playing a game of football can make friends with your enemies’** Participant, England

Participants explored conflict resolution on many different levels through taking part in a diverse programme of interactive workshops. Primarily, games provided opportunities to communicate in and understand foreign languages and to develop a positive attitude towards cultural differences and diversity. In addition to deal 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. Performance art, 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.

**‘I think I am a better at listening to people now. I am more positive. I like to help people especially people that need help’.** Participant, Afghanistan.

The major factor that encouraged the young people to communicate was participating in the sporting activities. There was not one negative comment from the participants on the games they were involved in. Through sport, participants increased their ability to express themselves in foreign languages, with many of them inspired to want to continue learning when they returned home. Foreign phrases and greetings were used daily. Intercultural communication became the norm with young people 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.

**‘I now wish to better my English because of the GPGs. I know it is important to be able to speak another language and now I want to visit England to meet my new friends’.** Participant, Italy

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. 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. Furthermore, an important aspect that helped gauge the growing confidence of groups was their enthusiasm for wanting to be interviewed on camera. Many of the interviews have been featured in the 2017 GPGs film. See <http://www.childrensfootballalliance.com/football-and-peace/> In addition, evidence for sharing social and digital information can be witnessed with the online spike of activity on the above mentioned project website.

**'Honoured to have participated. I will always remember this experience and the friends that I made'**  
Participant, England.

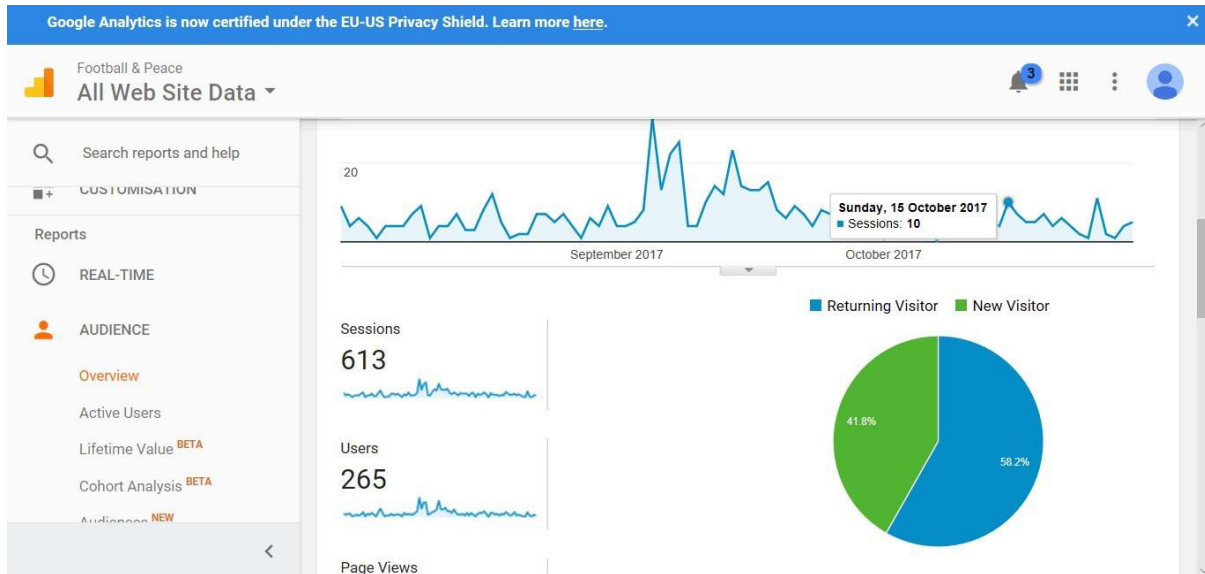
Participants proved that communicating in foreign languages through activities was not a barrier to learning to learn: interpersonal, intercultural, social and cultural expression, were evident in all activities. A major factor was integration. Integration of refugees, migrants, nationalities and education systems. Participants represented a broad spectrum of multi-cultural education, they engaged in their learning without the pressure of formal assessment conditions. This was indeed an aspect in The GPGs which enhanced all areas of learning, building self-esteem and the confidence to communicate in foreign languages. Reciprocity, collaboration, active listening, empathy and imitation, were all evident when the participants communicated with different cultures.

**'I never spoke before in public until I did the peace education workshop and I was proud to share my ideas on world poverty'**. Participant, Nigeria.



## MEDIA

NCFA's UK GPGs press release template (see appendix 2) was distributed to local media outlets. Consequently, it achieved its local media, press and radio targets. Features published in regional press, KMFM and uploads on the [Football & Peace website](#), which encouraged an upsurge in online traffic viewing the GPGs page, see graphic below. The GPG's international partners carry out their media campaigns bespoke to their needs. They achieved local press coverage, local radio broadcast and further online traffic on their respective websites.



An important part of The NCFA's Evaluation was agreed with the Peace Village to document the GPGs activities on film. It is hoped that the short film would complement the report; the film would be utilised for supporting further funding applications. The 2017 GPGs film can be viewed at <http://www.childrensfootballalliance.com/football-and-peace/global-peace-games-2017/> and [www.childrensfootballalliance.com](http://www.childrensfootballalliance.com). The thirteen-minute documentary was recorded at The Peace Village and featured many interviews with the participants. Consequently, this additional aspect of The GPGs aided and boosted, the participants confidence and critical use of information technology. Participants found the experience of working in front of a camera as well as operating a camera to be creatively fulfilling and in many cases, it helped over-come their reluctance to speak in public.

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

Play Soccer, the International non-profit organisation, delivery partners for the United Nations GPGs initiative have committed to publishing The GPGs on their networks around the world.

Invitations: The GPGs was delighted to receive Mick Gale, Peace Fields Project Ambassador and F.C. Bruges, as special guests. The occasion was recorded by Flanders Press and features in The GPGs documentary. Unfortunately, with regard to invitations to the respective ambassadors of Belgium, England and Italy, replies were received with their apologies.

## CONCLUSION

The GPGs achieved its ultimate aim to inspire peacemakers of the future and lay the foundations for an annual young people's International event.

Part funded by Erasmus+; The NCFA and The Peace Village were up against a tight budget and stringent deadline to deliver The GPGs. However, the logistics of recruiting, organising project partners and schools, across three different countries without impinging upon their respective education calendars was achieved with good communication.

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. They gained competences in cultural awareness and expression.

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.

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. Peace education is the growing theme of the GPGs and it is this aspect, which bonds young and older participants. Intergenerational relationships were formed through play, non-formal and formal education. Learning to learn how to commemorate was a success when participants created a mini memorial service at 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.

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

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

The GPGs film documents young voices 100 years on from the First World War. It illustrates that the language may have changed, politics has changed and indeed to a degree, history has changed – however, what is clear is that sport remains as important in communities around the world now as it was then; in particular as a force for good in times of hardship. The film captures participants, confident in their knowledge and understanding, of peace education. They communicated through the universal language of play and they learnt how to communicate with foreign languages.

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

As a pilot project the GPGs discovered areas of the programme that excelled beyond expectations and areas of the programme that need improvement. 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 by introducing new activities; for example, dance and the human chain game. This aspect will feature in the next GPGs programme under arts and cultural games. Moreover, valuable feedback from members of staff (see Staff Summary Feedback appendix 5) will help address areas of concern. 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 improvement, the evaluation recommends that the GPGs event staff should be invited to attend a reconnaissance of the Peace Village and aid the development of the programme, to further meet the needs of their respective participants.

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

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](http://www.childrensfootballalliance.com) & [www.childrensfootballalliance.com/football-and-peace/](http://www.childrensfootballalliance.com/football-and-peace/)

## Press Release

### **Kent & East Sussex pupils to represent England at The Global Peace Games**

September 2017

**TWENTY key stage 3 pupils from Kent and East Sussex will represent England at 2017 The Global Peace Games in Belgium from September 17 to 22.**

Hosted by the Peace Village in Messines, the event will bring young people across Europe together with the aim of creating peace makers of the future.

The National Children's Football Alliance (NCFA) selected two schools that participated in The Peace Fields Project and twinned their playing fields, with Flanders Peace Fields. 20 young peace ambassadors from The Abbey School, Faversham, Kent and Chailey School, Lewes, East Sussex, are taking part in the highly prestigious event which commemorates The First World War and celebrates peace, through play. The GPGs takes place over The United Nations, International Day of Peace, 21<sup>st</sup> September.

Part funded by the European Union, the games will provide a platform for the young ambassadors to help form and lay the foundations for an annual GPGs for schools and clubs to twin their respective playing fields with Flanders Peace Field, site of the World War One Christmas Truces when German and Allied soldiers stepped out of their trenches and momentarily escaped the horror of war by playing football with a ball and jackets for goalposts.

Pupils from England, Belgium and Italy will visit a number of significant battle sites and take part in international games and forums, debating the role of sport at home, in the community and at war.

NCFA director Ernie Brennan said: "This is a once in a lifetime experience for young people to help form a lasting legacy in the 100 years commemoration. Playing football games on the most poignant field in the world will inspire young peace makers of the future and we should never forget the essence of playing football in its simplest form."

Schools interested in taking part in the Global Peace Games need to complete the [Peace Field Project](#) (PFP) which twins their designated area of play with Flanders Peace Fields. The PFP enables young people and communities to learn about their heritage, which the centenary commemorations provide, through engagement in a comprehensive programme of activities, culminating in a commemoration event where the school playing fields will be designated as Peace Fields.

For more information about the Global and Peace Games and The Peace Fields Project and how your school can twin their playing areas with Flanders Peace Field visit [www.childrensfootballalliance.com](http://www.childrensfootballalliance.com)

## Notes for Editors

- The NCFA was established in 2008 to enhance children's development through the medium of football by way of the sharing and dissemination of information and the practical application of the knowledge acquired. [www.childrensfootballalliance.com](http://www.childrensfootballalliance.com)
- The NCFA's core aim is to protect childhood through play and to promote and advance children's unalienable right to engage in football play appropriate to their age and needs. One of its core objectives is to promote and spread best practice through practical application and football for fun workshops. Current NCFA projects include: National Children's Football Week; International Children's Football Week; Summer off the Streets and the Family Skills Project in partnership with Family Lives <http://familylives.org.uk/>
- Interviews with Ernie Brennan (NCFA Director) + 00 44 (0)7813082584. Paul Cooper (NCFA National Projects Director) + 00 44 (0)7875283093.
- Background information:  
[http://www.childrensfootballalliance.com/FOOTBALL\\_PEACE\\_working\\_group.html](http://www.childrensfootballalliance.com/FOOTBALL_PEACE_working_group.html)

For more information please contact Ernie Brennan (07813 082584) or email [erniebrennan@thecfa.co.uk](mailto:erniebrennan@thecfa.co.uk)

<http://www.childrensfootballalliance.com>

National Children's Football Alliance  
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Kent, ME19 4YU

### A Summary of Participants Feedback Forms

52 from 63 feedback forms completed.

<b>1 PEACE FIELDS DAY</b>	YES / NO
Was the trip to Passchendaele a good experience?	<b>52 / 0</b>
<ul style="list-style-type: none"> <li>• Please explain why?</li> <li>• What did you learn?</li> <li>• How did it make you feel?</li> </ul>	
<p><b>'It was great experience because the museum was realistic full of objects and situations that represented the real life in trenches.'</b> (Italy)</p> <p><b>'I learn that the west look after their graves and respect the war dead'</b> (Afghanistan)</p> <p><b>'It made everyone realise how lucky and valuable life is'</b>. (England)</p>	
<b>2 PEACE FIELDS DAY</b>	YES / NO
Did you enjoy in participating in the games?	<b>52 / 0</b>
<ul style="list-style-type: none"> <li>• Please explain why?</li> <li>• What did you learn?</li> <li>• How were the games different?</li> </ul>	
<p><b>'It was great to see the staff taking part'</b> (Philippines)</p> <p><b>'Yes, it was fantastic games – I learn more English and some French.'</b> (Italy)</p> <p><b>'The football and rugby were meaningful and without any fuss. All the people were grateful when they exchanged and received their gifts'</b>. (England)</p>	
<b>3 PEACE DAY CELEBRATION</b>	YES / NO
Was the trip to The Christmas Truces a good experience?	<b>51 / 1</b>
<ul style="list-style-type: none"> <li>• Please explain why?</li> <li>• What did you learn?</li> <li>• How did it make you feel?</li> </ul>	
<p><b>'I felt honored to take part in the ceremony and commemoration'</b> (England)</p> <p><b>'I learned that sometime enemies can become good friends'</b> (Syria)</p> <p><b>'It was unbelievable – I felt sad and honored to be there at the place where it happened'</b> (Somalia)</p>	
<b>4 PEACE DAY CELEBRATION</b>	YES / NO
Did you enjoy participating in the touch rugby and cricket?	<b>51 / 1</b>
<ul style="list-style-type: none"> <li>• Please explain why?</li> <li>• What did you learn?</li> <li>• How were the games different?</li> </ul>	
<p><b>'I have never played rugby or cricket – it was fun and very exciting'</b> (Nigeria)</p>	

<p><b>'I learned that language is not a problem when we played rugby and cricket' (Syrai)</b></p> <p><b>'These games were different that the others because they were always based on communication and fun' (Italy)</b></p>	
<p><b>5 PEACE DAY CELEBRATION</b></p> <p>Did you enjoy Pax Christie Workshop?</p> <ul style="list-style-type: none"> <li>• Please explain why?</li> <li>• What did you learn?</li> <li>• How did it make you feel?</li> </ul>	<p>YES / NO</p> <p><b>46 / 6</b></p>
<p><b>'Yes, enjoyed the Pax Christie workshop I learnt to show my emotions, and this made a lot of people smile' (Italy)</b></p> <p><b>'I learnt to be confident in my ideas and to tell everyone in the open. I have never done anything like this before' (D R Congo)</b></p> <p><b>'It was different, but it was fun' (England)</b></p>	
<p><b>6 COMMEMORATION DAY</b></p> <p>Did you enjoy the Graffiti Art?</p> <ul style="list-style-type: none"> <li>• Please explain why?</li> <li>• What did you learn?</li> <li>• How did it make you feel?</li> </ul>	<p>YES / NO</p> <p><b>52 / 0</b></p>
<p><b>'It was fantastic. I really liked the art I created with my Italian buddy' (Guinea)</b></p> <p><b>'I learned how to work with my friend from England. She did not speak my language, but she help me to speak some English' (Syria)</b></p> <p><b>'I enjoyed the Graffiti Art because I worked with a boy who don't speak my language but we make great art. It was fun, and it made feel great' (Italy)</b></p>	
<p><b>7 COMMEMORATION DAY</b></p> <p>Did you enjoy the cultural games?</p> <ul style="list-style-type: none"> <li>• Please explain why?</li> <li>• What did you learn?</li> <li>• How where the games different?</li> </ul>	<p>YES / NO</p> <p><b>51 / 1</b></p>
<p><b>'I enjoyed the cultural games because I played football with girls and children from other countries. They were fun and no pressure. The place where we played the games is very special.' (Afghanistan)</b></p> <p><b>'I learned that football is not all about winning. It is about fun and friendship' (Guiana)</b></p> <p><b>'The games were different because I got to mix with people from other countries and I got to play games with special needs people.' (England)</b></p>	



<b>8 COMMEMORATION DAY</b>	YES / NO
Did you enjoy The Last Post?  <ul style="list-style-type: none"> <li>• Please explain why?</li> <li>• What did you learn?</li> <li>• How did the experience make you feel?</li> </ul>	<b>52 / 0</b>
<p><b>'I thought it was a very good experience; it showed us that respect is a massive thing towards remembrance of the dead'</b> (England)</p> <p><b>'I learned that people from different cultures will always come together and help each other in war and peace'</b> (Ghana)</p> <p><b>'Moving and unforgettable'</b> (England)</p>	
<b>9 INTERNATIONAL DAY OF PEACE</b>	YES / NO
Did you enjoy The Work Shop?  <ul style="list-style-type: none"> <li>• Please explain why?</li> <li>• What did you learn?</li> <li>• How did the experience make you feel?</li> </ul>	<b>52 / 0</b>
<p><b>'It was very interesting. I liked that I could speak in public and not be afraid. I also liked that I could listen to other people from other countries share my feeling for peace and non-violence'</b> (Somalia)</p> <p><b>'There were some good questions and great debates. I learnt how language can be so powerful and how different cultures share the same concerns for tackling poverty, the economy and equality.'</b> (England)</p> <p><b>'I felt a warmth in my group of different nationalities towards making peace the number one aim'</b> (Syria)</p>	
<b>10 INTERNATIONAL DAY OF PEACE</b>	YES / NO
Did you enjoy the cricket for fun session?  <ul style="list-style-type: none"> <li>• Please explain why?</li> <li>• What did you learn?</li> <li>• How were the games different?</li> </ul>	<b>47 / 5</b>
<p><b>'I enjoyed the cricket because I like cricket and I enjoyed playing with other nationalities and showing them how to play it'</b> (Afghanistan)</p> <p><b>'It was the first time that I ever play cricket and I learnt to listen to other players from other countries showing me how to play'</b> (Syria)</p> <p><b>'The games were different because there was not pressure to win at all costs'</b> (England)</p>	
<b>11 INTERNATIONAL DAY OF PEACE</b>	YES / NO
Did you enjoy The Film?  <ul style="list-style-type: none"> <li>• Please explain why?</li> <li>• What did you learn?</li> <li>• How did the experience make you feel?</li> </ul>	<b>46 / 6</b>

**'Yes, I did enjoy the film. I could understand the brutality of the war, but also the solidarity of men in such situations'** (Italy)

**'I learn that war is cruel and how it can destroy people and families'** (England)

**'It was very sad and difficult to watch, but it help me learn more about Passchendaele .'** (Syria)

**12 FOOTBALL & PEACE DAY**

YES / NO

Did you enjoy The Closing Ceremony?

- Please explain why?
- What did you learn?
- How did the experience make you feel?

**52 / 0**

**'I felt honored to have participated'** (England)

**'I learnt that how sport is so important - the experience of the Global Peace Games will stay with me all my life'** (Italy)

**'I felt sad because it was time to go home and also felt happy because today was the day I became an Ambassador for Peace'** (Ghana)

## QUESTIONNAIRE

Please consult with your teacher and friends

**13**

YES / NO

As an Ambassador do you feel you represented your school to the best of your ability? Please explain why?

- What did you learn about yourself?

**52 / 0**

**'I learnt that I could break through barriers and become friends and confident with everyone'** (England)

**'I feel honored to participate in the GPGs and I think I represented my school in the best way I could, because I participated with enthusiasm at all activities. I learnt how some people in history can be cruel, so I have changed my ideas about how to keep peace'** (Italy)

**'I have learnt to be more tolerant and understanding of different nations peoples. I will remember my role as an Ambassador for Peace because of my time here at the Games'** (Guinea)

**14**

YES / NO

Was the Global Peace Games well organized in terms of planning? Please explain why?

- What would you add to The GPGs to make it better?

**52 / 0**

**'It was very well organized – good workshops and games'** (England)

**'The GPGs was well organized in terms of planning because all the activities and the games help us to reach the purpose of the GPGs. I couldn't think of anything to add to The GPGs'** (England)

**'Overall it was a great experience however I would like to have got more time to ourselves'** (Italy)

<p><b>15</b></p>	<p>YES / NO</p>
<p>Did you do anything new at the Global Peace Games that you have never done before?</p> <ul style="list-style-type: none"> <li>Please explain what it was?</li> </ul>	<p><b>52 / 0</b></p>
<p><b>'Yes, I did. I did many activities that I've never done before I experience rugby, cricket and baseball games, but also graffiti and theatre workshops'</b> (Italy)</p> <p><b>'Have never done any of the workshops before. The peace education workshop was fantastic'</b> (Somalia)</p> <p><b>'I interacted with different nationalities and learnt a lot about their culture and their history'</b> (Philippines)</p>	
<p><b>17</b></p>	<p>YES / NO</p>
<p>Did the Global Peace Games make you think or feel different about football and sport?</p> <ul style="list-style-type: none"> <li>Please explain why?</li> </ul>	<p><b>52 / 0</b></p>
<p><b>'Yes it made me feel different about football like Fifa and football like real people that play the game for fun'</b> (Italy)</p> <p><b>'Yes, I now understand how the power of sports and football can make people feel happy'</b> (Syria)</p> <p><b>'I now know that sports unite people of all nationalities'</b> (Afghanistan)</p>	
<p><b>18</b></p>	<p>YES / NO</p>
<p>Did the Global Peace Games enable you to learn from your foreign colleagues?</p> <ul style="list-style-type: none"> <li>Please explain why?</li> </ul>	<p><b>52 / 0</b></p>
<p><b>'Yes, because I learned to listen to other people's experiences'</b> (Nigeria)</p> <p><b>'Yes, because I could interact with people from different countries every day'</b> (Syria)</p> <p><b>Yes, because I listen to other people's stories from other countries'</b> (England)</p>	
<p><b>19</b></p>	<p>YES / NO</p>
<p>Did the Global Peace Games inspire you to continue to support peace?</p> <ul style="list-style-type: none"> <li>Please explain why?</li> </ul>	<p><b>52 / 0</b></p>
<p><b>'Yes, I come for a country at war and the GPGs inspired me to take these games back to my country one day'</b> (Syria)</p> <p><b>'Yes, I will continue to support peace playing sports with different people.'</b> (D R Congo)</p>	

**'Yes, I love sport but I know that it is important to play sport with everybody and not just in my own country' (Syria)**

Appendix 4

**A Summary of Partner Feedback Forms**

3 from 3 feedback forms completed.

*Outstanding / Good / Satisfactory / Unsatisf*

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

Appendix 5

**A Summary of Staff Feedback Forms**

10 from 10 feedback forms completed.

*Outstanding / Good / Satisfactory / Unsatisf*

<b>8 Please rate the success of the Project according to the following criteria:</b>				
How did you find the GPG accommodation		10		
How did you find the food?	1	8	1	
How did you find the facility – toilets?		10		
How did you find the NCFA organizers?	1	2	5	2
How did you find the GPG / PEACE VILLAGE organizers	1	2	5	2
Quality of activities?		9	1	
How did you find the GPG materials, guidelines and information?		7		3
Degree of usefulness to school / Peace Field Project?		9	1	
Potential impact on future projects?		9	1	
Quality of usefulness of <a href="http://www.childrensfootballalliance.com/football-and-peace/">http://www.childrensfootballalliance.com/football-and-peace/</a>	1	6	3	
Quality of administrative arrangements prior to project?	1	6		3