

peacemakers

ANNUAL
REPORT &
ACCOUNTS
2019





Our vision is of people working together to build peaceful communities, helping our society to be more peaceful and so creating a more peaceful world

Mission

Our contribution to a more peaceful world is to work with people in different types of communities to create peace through exploring, learning about and practising peace.

We have a particular emphasis on working with children and young people, especially in school communities.

We support people within communities to build, strengthen and repair relationships at all levels.

We equip them to deal non-violently and creatively with the inevitable conflicts that arise for us all.

Our work centres on positive peace which is more than the absence of conflict it is the presence of peaceful beliefs and behaviours, of justice and inclusion as well as non-violence.

Values

Our work is grounded in the Quaker practices (known as testimonies) of peace, simplicity, truth, integrity, equality and the environment.

We respect every individual and value everyone's contribution and actively reject discrimination of any kind.

We see education as a means of developing human potential, and healthy relationships as a foundation for learning.

We value quality in all our work and see learning as a lifelong experience. We are always seeking to improve our work; evaluation and innovation is therefore of central importance to us.

We value creativity in responding to the unique needs of each group.

Our offer to schools

Peacemakers educates for peace. We provide interactive professional development, training and resources to support the curriculum and develop essential emotional, social and conflict resolution skills with children and adults.

We run Peacemaker courses, providing children with the social and emotional skills to build relationships and resolve conflicts peacefully. We train Peer Mediators, helping pupils to resolve disputes between themselves.

We work with the whole school to develop skills to build, maintain and repair relationships. This combines all the above with the development of a whole school ethos based on a restorative approach.

Our resource *Learning for Peace* supports Spiritual, Moral, Social and Cultural development.

We train teachers to embed the resource in schools. *Learning for Peace* is available to purchase via our website.

We work with small groups of at-risk young people around conflict and peace, particularly around knife crime and youth violence.

We work with women who need support to build and find peace in their lives.

Peacemakers is the working name of the West Midlands Quaker Peace Education Project (WMQPEP).



2019

373 Staff Training
adults

312 Peer Mediators
children from 13 schools

900 Learning for Peace
children

85 adults

50 Peacemakers
children

96 Junior Peacemakers
children from 29 schools

50 adults

Minus Violence Plus Peace

2,141 children

101 adults

30 Anawim
adults

1,620 Whole School Approach
children

472 adults

Donors

We are very grateful to all those who donated to our work, Charitable Trusts, Quaker Meetings and individuals. We'd especially like to thank:

Alec Van Berchem Charitable Trust • Baron Davenport's Charity • Grantham Yorke Trust • Heart of England Community Foundation • The Harry Payne Fund • Sir James Reckitt Charity • South Birmingham Friends Institute Trust • The Allan & Nesta Ferguson Charitable Trust • The Barnabas Charitable Trust • The Bewley Charitable Trust • The Cole Charitable Trust • The Edward Cadbury Charitable Trust • The Inlight Trust • The Jarman Charitable Trust • The Joseph Hopkins & Henry James Sayer Charity • The Michael Marsh Charitable Trust • The Norton Foundation • The Roughley Trust • West Midlands Police & Crime Commissioner *Commission on Gangs and Violence* • Westhill Endowment Trust • WF Southall Trust • William A Cadbury Charitable Trust

Schools and other organisations we worked with

All Saints Church of England Primary School & Nursery • Anawim • Arena Academy • Balsall Common Primary School Academy • Blue Coat Church of England Academy • Bournville School • Coppice Junior School • Coventry Lord Mayor's Committee on Peace & Reconciliation • Fairway Primary Academy • George Dixon Primary School • Glenmead Primary School • Greenholm Primary School • Holte School • Holy Trinity CE Primary Academy • James Brindley Academy • John of Rolleston Primary School • Kingsland Primary School • Lindsworth School • Lordswood Girls' School • Malvern Parish C of E Primary School • Newtown Primary School • Ninestiles School An Academy • Oasis Academy Foundry • Paganel Primary School • Robin Hood Academy • Rotterdam International Secondary School • Sledmere Primary School • Solihull Academy • St Paul's Primary School • St Thomas More Catholic Primary School • Stoke Heath Primary School • The Hazrat Sultan Bahu Trust • The Meadows Primary School • The Oaks Primary School • Tudor Grange Primary Academy St James • Washwood Heath Academy • Wilkinson Primary School • Woodthorpe Junior and Infant School

Our staff team

Helen Carvalhido-Gilbert Associate Trainer • Anna Gregory Programme Director: Restorative, Youth and Community Projects • Sara Hagel Director • Yvonne Hunt Office Manager • Joel Kinghorn Youth Coordinator • Lynn Morris Associate Trainer • Mike Ogunnusi Associate Trainer • Libbs Packer Peace Education Trainer • Jaishree Patel Associate Trainer • Jackie Zammit Programme Director: Young Peacemaker Projects, Women and Girls



Management Committee Report

In 2019 we said goodbye to several members of the Management Committee: Anne Ullathorne, Allison Rogers and Berry Dicker, who we'd like to thank for their service and we welcomed Rowland Dale, Mary Mather, David Pulford and John Babb.

In early 2019 the Management Committee reviewed the relationship between the Peacemakers' constitution and the current strategy. We considered the evolving nature of Peacemakers and whether the projects being undertaken were relevant and responsive to the times. This was undertaken prior to the Central England Quaker Area Meeting in March, at which Friends were asked to consider their vision for Peacemakers. The Area Meeting recognised the valuable work of the Director, Sara Hagel, and her team and were wholehearted in their support. It was agreed that further funding was necessary for the work to continue in schools, and to extend its reach into the wider community.

The primary role of the Management Committee is one of governance and to be a critical and supportive friend. To fulfil this role more effectively the Management Committee agreed to meet every other month to give us more oversight of projects. More frequent meetings allowed us time to hear from individual members of staff about their projects, which increased our understanding of the scope and depth of the work of promoting peace undertaken by this truly inspirational team. Hearing about their work has also engendered a feeling of greater involvement amongst the committee members.

A major and challenging project for 2019 has been Minus Violence Plus Peace which is Home Office funded and addresses the challenge of increasing knife crime. Positive Peace courses, offered to vulnerable women who are involved in the Anawim Project, have also been hugely successful and very moving feedback has been received from women who have felt valued and empowered. As a result of the positive impact of work with Minus Violence Plus Peace and Anawim, plans are underway to work with vulnerable girls in schools.

As a Management Committee we can only applaud the range and success of the work of Peacemakers. Alongside the projects mentioned above, work in 2019 included Open Access

Restorative Trainings that were booked up quickly and very well received, and Junior Peacemakers workshops, held in collaboration with the Peace Hub, which have proved to be very popular. The Whole School Approach programme in schools continued throughout 2019, as did Peer Mediation Training for children. We are especially delighted to report that Peacemakers' Peer Mediation Training has been officially approved by the College of Mediators.

The Management Committee recognises that the work of Peacemakers continues to be outstanding, and we continue to be full of admiration for the team's hard work in a field that presents many challenges. Sara Hagel and her talented, creative and dedicated team do not stand still, but constantly strive to extend their knowledge and further develop their approaches in order to promote peaceful ways of being in our conflicted and often violent society.

As news of WMQPEP/Peacemakers' successful work spreads, so the demand grows, but in order to respond and stay relevant in today's changing and challenging world, considerably more funding will be needed. It is our hope that Friends will be generous in their continuing support, both spiritually and financially, of this unique, amazing and vital work.

Carole Pannell and Diana Lampen
on behalf of the Management Committee

Committee members in 2019

Berry Dicker • Carole Pannell • Carol Rank
Diana Lampen • Jill Evans • Jill Stow • Jo Hallett
Mary Mather • Rowland Dale • Ruth Wilde



The feet of Peacemakers! Taken at one of our sunnier biannual network days.



Restorative, Youth and Community Work

A restorative approach is a well-established process of dealing with conflict that works with all the parties involved, hearing the different stories, exploring thoughts and feelings and finding mutually agreed solutions. A restorative approach offers an alternative way for schools to think about addressing discipline and behavioural issues and a consistent framework for responding to these issues.

In schools, we train both the adults and the children in ways to build peaceful communities and how to use dialogue to respond to disagreements and incidents.

Restorative approaches to behaviour and relationship development are growing in popularity throughout the UK and Peacemakers is contributing to a strong evidence base nationally, related to increased attendance and attainment, decreased exclusions and improved Ofsted inspection reports. Our training holds the Restorative Justice Council (RJC) Training Approval Quality Mark (TPQM) and our Restorative Coordinator is an RJC approved practitioner.

Peacemakers' work this year has diversified and grown and so has the team. Following on from the Home Office funded Minus Violence Plus Peace project in 2018, we were successful in getting more funding from the West Midlands Police and Crime Commissioner to continue this work. A fuller report on this work follows. As part of this development, we welcomed Joel to the team to lead on the project. As our peace work moves from being primarily based in primary schools to working with community

groups, women and girls, young people in secondary schools and alternative provision settings, Jackie and I now have identified programmes of work to look after. My new(ish) role as Programme Director for Restorative, Youth and Community work means I now have responsibility for the Minus Violence Plus Peace project and have welcomed the opportunity to support Joel as the Youth Coordinator for this work.

The core restorative offer (a whole school approach) continues to run in some schools but there were fewer schools who took up this intensive project over 2019. Instead, a newer way of working is emerging by which schools take up the restorative work after the *Learning for Peace* programme and/or commit to a restorative way of working following attendance at one of the open access training courses now being offered.

Our open access training consists of a 1-day 'Introduction to Restorative Approaches' and a 3-day, immersive, Restorative Practitioner training course. Both these courses are popular and book up fast. We operate a waiting list for the 3-day training. »

"In 12 years of teaching, this is the most enjoyable, applicable, usable training I have had."

"Amazing delivery, fun, informative and exciting prospects for the school."



"The training has been incredibly well delivered with some really powerful and empowering information. Anna was really engaging, fun and entertaining which made the training even more enjoyable."

"I received more than I expected. Such a powerful course."



» In September, I presented at the Quaker Values in Education conference where I explored with delegates why peace can be a useful focus for restorative practice in schools. Day-to-day, I see a focus on conflict and violence being enacted in schools: children are referred for anger management sessions; there is designated furniture and spaces for children to sit on or stand by post-conflict; the bulk of the behaviour policy is focused on punishing undesirable behaviours. Focusing on and envisioning peace rather than focusing on conflict and its resolution can serve as a useful and refreshing driver of change in schools. An essential element of positive peace in schools rests in how we see value in everyone, especially an excluded child. A restorative way of working helps us to focus on how we understand and treat each other, and to seek meaningful connection rather than merely tolerating each other's differences, often through ignoring or removing people from sight.

I also shared my thoughts on exclusionary practices in schools such as isolation booths. Despite their usage, exclusionary practices have not produced the desired outcomes. Safety and academic achievement do not increase. Instead, schools battle attendance and retention rates. School and community safety are diminished which in turn diminishes trust between adults and children. A recent Freedom of Information request by the BBC showed that in 500 schools using isolation booths 200 children had spent more than 5 consecutive days in isolation in the past year. We know that permanent exclusion, once it's on your record, can be a life sentence for some young people. Peace can offer a hopeful focus for restorative work in schools; it is a much-needed counterbalance to the dominant attention given to conflict and violence.

A number of the authors who contributed to the book *Faith and Experience in Education: Essays from Quaker perspectives* (2018) also

attended the conference and we took a picture to mark us all being together (right).

My restorative learning never stops and over 2019 I began to research how I might incorporate new research around trauma and ACES (Adverse Childhood Experiences) to develop the restorative work that Peacemakers has to offer. I have enjoyed learning about how trauma can rewire the brain and make changes to the way people react to conflict. The Peacemakers Restorative Schools Network (PRSN) has been a valuable testing ground in which new material, activities and a 'Peace Informed and Trauma Aware' course have been tested. The 'Peace Informed and Trauma Aware' course will be piloted to schools in 2020.

I continue to support the Midlands Mediation Network in my role as Vice Chair and we organised some great events over 2019. The voluntary committee that manages the network have been able to meet regularly at the Peacemakers office. A few peace-building practices have rubbed off on the committee as we now 'check in' at the start of our meetings, have 'mindful, silent moments' at the top of an agenda and work hard to recognise and appreciate the contributions that all the voluntary members make.

Moving forward, the Restorative Justice Council (RJC) will be reworking its accreditation scheme which will have an impact on my RJC Practitioner status and the RJC Training Provider Quality Mark we hold for the 3-day Practitioner training. I am keeping abreast of the developments but it is worth noting that there is likely to be significant changes to the way we can monitor and quality assure our restorative training in the future.

Anna Gregory



Wendy Scott, Belinda Hopkins, John Mason, Anne Watson, Janet Nicholls and Anna Gregory

Number of people we worked with on Restorative and Community projects in 2019

1,670 **884**
children adults

START THE DAY WITH A CHECK IN

Find out how people in your school are feeling, when you take the register.



OR CHECK IN WITH QUESTIONS THAT HELP BUILD CONNECTIONS WITH EACH OTHER

If you could take a photograph of something, what would it be and why?

If you could have someone you respect and admire come and sit beside you and support you today, who would it be?

Tell us one thing that made you smile today.

Learning for Peace

DEVELOPING INNER PEACE

PEACEFUL RELATIONSHIPS

PEACEFUL CHOICES

PEACEFUL ACTIONS & BEHAVIOURS

PEACEFUL COMMUNITIES

GROW PEACE THROUGH THE CURRICULUM

WWW.PEACEMAKERS.ORG.UK

HOW TO HAVE A RESTORATIVE CHAT

Harm
Someone or something has been hurt or harmed

Step Back
Assess your own emotional state

"What Happened?"
Actively listen

"Who else is affected?"
Who else got hurt or was involved?

"How are you feeling?"
How did you feel at the time and now?

"What are you thinking?"
What did you say to yourself when it happened?

"What do you need?"
Listen hard for needs that can go some way to being met

"What needs to happen to make things ok?"
Do you need to bring people together?

Check back
Make a note of when you can check in with people

What needs to happen now?



-Violence +Peace

"I can open up a little more often." —Pupil

"What we do affects our future." —Pupil

"Your point of view may be different to others. Talk about it." —Pupil

"I have watched one particular pupil progress from getting bad stamps to... not being in trouble all the time. It is a pleasure to see him progress because of this intervention." —Teacher

"The pupils spoke very highly of the project." —Assistant Head Teacher

"...a number of the year 11 boys that we needed these messages to get through to the most came to see me independently of each other to thank me for inviting Ray in to deliver the assemblies and that they thought it was really good." —Assistant Head Teacher

"[I have] a better understanding about violence and crime." —Parent/Carer

"The role of us as parents to stop young violence [impacted the most]." —Parent/Carer

2,141

Total young people worked with

Minus Violence Plus Peace, a project that we started in 2018, revealed a rich potential for peace education to work with at risk young people and the adults in their lives. Many strategies to address an increase in knife crime focus on either retrospective action after a young person has been involved in knife crime, or on a 'peace-keeping approach', the enforcement of 'measures' to stop violence, often police led. Our approach is a third way – with a focus on looking at what underlies violence and a peace-building response in the community as well as within schools, families and individuals.

The Minus Violence Plus Peace project continued into 2019 and developed over the course of the year with further funding from the Police and Crime Commissioner, Westhill Trust and The Norton Foundation. This funding resulted in the appointment of myself as the Youth Co-ordinator for Peacemakers in September and enabled us to work with more secondary schools across the city.

The project this year has taken on many different elements including assemblies, positive peace sessions with young people, training sessions for staff, parents' sessions and community dialogues. Our partnership with Ray Douglas (Minus Violence) has continued as we very much value the skill-set Ray brings to the work. Ray led on the delivery of the assemblies, the parents' sessions, some of the positive peace sessions and supporting our Peace Platform event. We have also been supported by Mike Ogunnusi, a Peacemakers Associate Trainer and lecturer at De Montfort University. Mike supported the project through delivering positive peace sessions and sharing his 'Young People, Peace and Change' methodology. Both Mike and Ray helped with the Peace Platform event and we thank them both for their contributions throughout the year.

The main strand of this work has been the positive peace sessions, which has been delivered in six secondary schools

across the city, with another school midway through these sessions at the end of the year and three more schools lined up to have them in early 2020. The sessions cover themes around conflict and peace and are tailored to the needs of the young people involved based on their experiences. The sessions are delivered to six young people who are at risk of becoming involved in youth violence. The demand for these sessions shows that this is very much needed across the city and we are looking to partner with more schools going forward with this project.

Assemblies have been delivered in five schools this year to a range of year groups. Topics covered in the assemblies included: knife crime, stereotypes, the effects of music, games and films on violence, child violence exploitation and youth empowerment. These assemblies have been hard-hitting and are well received by both pupils and staff. The aim of the assemblies has been to raise and increase awareness of knife crime. As a result, 82% of the young people attending an assembly report feeling more informed about the dangers of knife crime for young people.

The parents' session covers similar topics to the assemblies and is designed to support parents and carers to identify risk factors, of which 80% of people that attend now feel more able to do. We have run one of these and have three more lined up for early 2020.

We have also been able to deliver a community dialogue to a group of young people. This gave them a platform to speak about the issues around violence that they face in their community. We explored how communities could be more peaceful and what the participants could do to help in their community. 75% of participants felt more able to build peace following the session. Again, we have more of these lined up for early 2020.

The content of staff training has been around exploring positive and negative peace, the difference between peace-keeping, peace-making and peace-building and how staff can begin to build peace within their school environment. This has been helpful to the staff that have attended, and all have been able to take something away from the sessions.

In March, we hosted a Peace Platform event and brought together young people from the different schools to work on their creative messages. This half day event was facilitated by Beatfreaks' Free Radical programme – an art activism platform giving young people space, mentally, digitally and physically to tell stories about themselves and their world. We also hired a filmmaker to record their messages.

Joel Kinghorn





Peer Mediation Training

“I feel the children rose to the challenge and realised what an important role this is. They have gained in confidence throughout and have shown that they will be a valued asset to the lunchtime team.” —Class Teacher

Peer Mediation, conflict resolution for young people by young people, continues to be a core strand of our work and has been strengthened by the Training Approval we received in 2018 from the College of Mediators. Going through the process of approval gave us an opportunity to look afresh at the quality of our training and strengthen our assessment process for young mediators in 2019.

It has been challenging to balance the need to know that children’s practice is of an acceptable standard to mediate conflicts in the playground, with a process that is inclusive, manageable in the time available and unthreatening. However, our trainers have risen to this challenge and are now able to take the children through the mediation process whilst giving them the opportunity to self-reflect and directly express any need for extra support.

“I need to remember to repeat back the solution to the disputants, I think this is the hardest part of the script because I have to think on the spot.” —Trainee Mediator

“I want to try my best to not use the script because I want to make sure I am looking at and listening to the disputants but I think it would be a good idea to have it close by just to check.” —Trainee Mediator

Feedback from mediators and staff continues to tell us that peer mediation training in itself, substantially increases children’s confidence. We see children flourish over the three days as they have the opportunity to work with children from different classes and sometimes from different year groups. Staff tell us that the training also supports them with their own practice of conflict resolution.

“In that short time I have taken dealing with conflict to another level. I have always listened to both sides but now will follow the script and discuss feelings and how they can resolve it too.” —Class Teacher

This year we have trained 312 children in the West Midlands to be mediators, from 13 schools. Four of these schools were setting up mediation schemes for the first time. One of these was funded through Friends from Malvern Quakers and another was a multi-provision special Academy for young people with medical conditions and special needs.

Two of the schools had a 10 week Peacemaker course, prior to the mediation training which gave a whole year group the opportunity to learn peace-making skills

Our aim for 2020 is to set up new mediation schemes in a greater number of schools in the West Midlands.

Jackie Zammit

Learning for Peace

“This is great for developing the whole child and developing classroom relationships.” —Class Teacher, Kingsland Primary School

Learning for Peace is a guide for primary schools that brings together education for peace with schools’ obligations to help children develop spiritually, morally, socially and culturally [SMSC]. The resource shares a curriculum for schools and a toolkit of Peacemaker activities.

The curriculum suggests putting regular time aside to focus on building and maintaining relationships with children and adults in every class. We offer a package of support to help schools plan this time alongside their other priorities, including staff training and modelling activities to children, in a Peacemakers circle.

This year we have taken the *Learning for Peace* package into Kingsland Primary School, Birmingham, John of Rolleston Primary School, Staffordshire and Washwood Heath Primary Academy, Stechford.

Across these three schools we have worked with approximately 85 members of staff and 900 pupils, spending around five days over half a term with each school. It is always a privilege to be able to work across a whole school. It allows us to model

relationship building which is at the heart of *Learning for Peace* and we often leave feeling a part of the school.

The feedback from these schools has been very positive and they are seeing changes in pupils’ relationships with each other as well as with their class teachers.

“Children are learning to resolve their own conflicts during play.” —Kingsland Primary

“I enjoy having circles as I feel it calms the classroom environment as it often feels rushed fitting all the curriculum areas in. Circle time is much more relaxed and equal – I’m listening to the children more than they are listening to me!” —John of Rolleston Primary

“[Children are] attempting to sort out disputes themselves before telling an adult.” —Washwood Heath Primary

We are very appreciative of funding we have received to support *Learning for Peace*. The costs to the school would be a barrier in these financial times if we were not able to offer substantial bursaries. Thank you to those Trusts who have helped to make this work possible.

Jackie Zammit

Positive Women, Positive Peace

This is a new area of work to support women at Anawim, a Women's Centre based in Birmingham that provides a holistic service to women across the city. *Anawim* comes from the Aramaic word meaning the poorest, the outcast, the persecuted – those with no voice.

This project has opened up a whole new area of work for us at Peacemakers. It has provided us with an opportunity to try out activities we use to help young people develop the skills of peace to see if they could be adapted and transferred to another setting.

It has been a delight to work with Claire Potter at Anawim. Jackie Zammit worked alongside Helen Carvalhido-Gilbert [Peacemakers Associate Trainer], to develop a 12 week course that would help women to build peace in their lives.

We have now run three courses and each one has evolved in terms of content and delivery. During these courses we have been able to go into greater depth with feelings and emotions and include discussions

on these in relation to shame, violence and power. The groups valued discussions around peace, particularly when those discussions explored structural and cultural violence. Knowing that other people in the room have feelings of frustration, anger and fear when they are met with injustice, and that as a collective they could encourage one another to have their voice heard, has been empowering for the groups.

We included a variety of different approaches in the sessions within the framework of Peacemaker principles including working in a circle and using a Koosh ball. The women in the groups have come to welcome this structure, and the opportunity it offers for deeper listening.

We included art activities, some body work, a visit to the local park as well as discussions and more familiar activities like the conflict escalator and the Magic Carpet, an affirmation activity, which was particularly valued by the groups. In total 30 women benefited from these courses in 2019.

"It's been great having this [koosh ball] because you have to listen to the person holding it and that's a skill that I'm learning. And I've really enjoyed proper listening, not saying anything. The friendships I feel I've gained mean the world to me and I'm going to miss you all. I love how open you all are, that we trust each other and we've had some laughs. We've done creative things together, we've opened up together. The magic carpet was the thing, it was beautiful. When I think back to when I was like a teenager and in my 20's I couldn't accept a compliment, I'd be embarrassed and now I'm really grateful because I trust you all and I know that you wouldn't say anything bad. And you've said things that I didn't even know those were my qualities and it just reaffirms my self-esteem."

"I've been going through a lot with my addiction and with domestic violence and I'm trying to come out of it safely. But you know what you were very supportive, and I was able to enjoy myself. I was able to feel safe and I was able to cry and I don't like showing my vulnerability. I used to be quite aggressive before and that's because I would rather hurt you before you hurt me and it's made me change myself really. I needed that. I'm really glad you've come and shared your experience with us and for everything you've done."

Course participants growing as facilitators

During the first course it became apparent there were a couple of women who were keen to stay involved in the sessions and to share their learning. We asked these women to become participant-facilitators on the next course and have continued with this model. Participant-facilitators are given the chance to develop their facilitation skills. They lead activities like the Magic Carpet, model the use of the Koosh Ball and as well as sharing their learning and experiences with the group, deepen and broaden their own learning. This model has been successful, and we plan to continue with it.

We are very appreciative of the Heart of England Tampon Tax Fund which funded the pilot phase of this project. We now continue to seek funding to make sure this valuable addition to the courses on offer at Anawim, can remain and can be extended to work with vulnerable girls in schools.

Jackie Zammit

"It's given me a bit more confidence in my abilities. I'm moving next year. And this group has helped me... because I could never have travelled that before, I'd never have moved that far away from my son and my family before or my ex-partner. You've helped me realise that I need a fresh start, away from abuse, away from domestic violence, away from the children's home, away from all the badness really, to enable me to grow. It's also helped me with my tolerance levels coz I'm not very tolerant in my relationships, with my family, with my partner. I'm not tolerant but I've had to learn. I'm going to make a change but I'm also scared, I know that, but I've got good friends in this group that I can talk to about that and I can rely on and can still keep in contact with."



"Thank you for supporting me. It's been different to any other course I have done at Anawim. It's more like this family atmosphere... it's really nice to connect with your inner child and to talk from a place where it is safe. I just can't believe how much it's impacted on how I deal with things now and I feel like I deal with things a lot better than I used to. I reflect a lot more and I feel a bit more in control of things not so out of control. The way that you've structured the sessions has been kind and relaxed but also informative. I feel that I've learnt a lot. It's been intense at times but obviously it's challenging our belief systems."

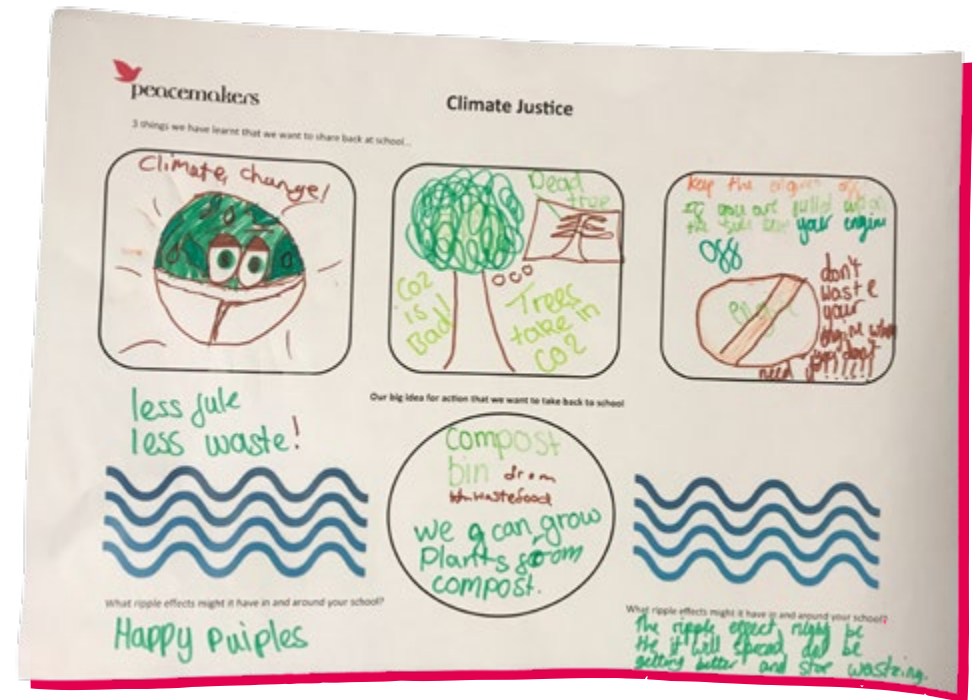




Junior Peacemakers

In 2019 we again ran workshops in conjunction with the Peace Hub, which has a street level centre beneath our office on Bull Street, in central Birmingham. These are very popular events, which see 12 children from three schools work together for a day on a particular theme related to peace.

96 children from 29 schools explored, questioned, played and practiced around the themes of *Climate Justice*, *A Sense of Belonging* (refugees), *Change Starts With Us* (anti-bullying) and *Healthy Schools*.



A school Climate Justice action plan

Climate Justice:

In these workshops, we explored what climate change is and looked at its impact both close to home and in different parts of the world. This was quite challenging to think about, but they next looked at what individuals can do to make a difference, with short videos of two inspiring young people, one in Kenya and one in New York, as well as looking at what people around them were already doing. Finally, pupils worked in school groups to create action plans of things they wanted to share when they were back in school and a 'big idea' for the school to undertake.

A Sense of Belonging

This was our second theme of the year. These workshops looked at what home means for people, and why people might leave home. Using picture books, children entered the world of young people making challenging and dangerous journeys, arriving in strange and unfriendly foreign lands, and the experience of being a stranger in a strange land. They played puzzles which looked at all the terminology around refugees and thought about what helps someone feel they belong in their school and what might make them feel less like they belong.

Change Starts With Us and *Creating a Healthy School* workshops took place at the Quaker meeting house in Stourbridge.



Junior Peacemakers



Ready for staff training



Treasurer's Report

2019 has been another interesting and successful year for Peacemakers, with increased activity, and more employees. This is reflected in the accounts. We have been able to continue innovative work in the community – *Minus Violence Plus Peace* and the work with women from *Anawim* – with grants from the West Midlands Police and Crime Commissioner and The Tampon Tax respectively.

The book *Learning for Peace* that was produced by Peacemakers in 2016 has been so successful that in 2019 we reprinted another 100 copies. It is sold to practitioners in schools and we have had very positive feedback.

We often have a carry-over of funds received in one financial year, to be spent in another. In 2018, the Home Office funding for the knife crime work was carried out in both 2018 and 2019; there was a project balance of £14,000. Similarly, in 2019, £37,795 was given by trusts for work to be done in 2020.

The largest contribution under the income heading "Friends" came from Central England Area Meeting, whose financial and moral support is very much appreciated and is vital to the continuation of Peacemakers. We also value our Quaker support base, the many Friends who see the work of Peacemakers as part of their commitment to the Quaker Peace Testimony.

We received grants from a range of Trusts, listed elsewhere in this report. Every one of these is appreciated and has contributed to part of the work of the project.

Cooperation with Quaker Peace Hub, based on the ground floor of 41 Bull Street, continues in the form of Junior Peacemakers workshops run on peace and justice issues highlighted by the Peace Hub, the report on this work is also included in the annual report.

The expenditure figures have been broken down into the Core Expenses, and Project Expenses. The former includes salaries for our Director and Administrator, at the very heart of our organisation, and the latter covers the salaries of contracted Programme Directors, a Coordinator and the Associate Trainers, who freelance. Between them, they deliver all the work in schools and in the community.

We are very proud of the work that is being done in the name of Central England Quakers, with huge thanks to all our supporters, individuals, meetings and Trusts.

Jo Hallett WMQPEP Treasurer

| | Total 2019 £ | Total 2018 £ |
|--|--------------------|--------------------|
| Income | | |
| Friends (inc. CEAQM) | 64,507 | 63,239 |
| Trusts | 77,030 | 27,105 |
| Home Office (Knife Crime Community Fund Grant) | — | 28,483 |
| Schools | 37,860 | 33,680 |
| Interest | 106 | 194 |
| Learning for Peace | 1,984 | 1,491 |
| Total Income | 181,307 | 154,192 |

Core Expenses

| | | |
|----------------------------|---------------|---------------------|
| Salaries | 54,851 | 44,776 ¹ |
| Overheads | 11,503 | 10,131 ² |
| Total Core Expenses | 66,354 | 54,907 |

Project Expenses

| | | |
|--|----------------|---------------------|
| Salaries for Project Staff | 103,570 | 74,184 |
| Overheads | 11,503 | 13,990 ² |
| Training (inc. Conferences & Committees) | 2,187 | 361 |
| Total Project Expenses | 117,260 | 88,535 |
| Total Expenditure | 183,614 | 143,442 |

| | Total 2019 £ | Total 2018 £ |
|--|--------------------|--------------------|
| Income | | |
| Surplus of income over expenditure | -2,307 | 10,750 |
| Funds at 1st January 2018 | 116,527 | 105,776 |
| Total Funds at 31 December 2019 | 114,220 | 116,526 |

Balance Sheet at 31 December 2019

Bank Accounts

| | | |
|-------------------|----------------|----------------|
| Bank Total | 114,572 | 120,470 |
| Debtors | 4,075 | 5,248 |
| | 118,647 | 125,718 |
| Creditors | -4,427 | -9,191 |
| Net Assets | 114,220 | 116,527 |

Funds

| | | |
|--------------------|----------------|----------------------|
| General Fund | 76,425 | 116,527 ³ |
| Project Balances | 37,795 | 14,000 ⁴ |
| Total Funds | 114,220 | 116,527 |

¹ CEQ core salaries

² Overheads split 50:50

³ £14,000 not shown separately in presentation 2018

⁴ Junior Peace £30k, Minus Violence £7,795 (2018 Minus Violence £14k)



“You don’t need violence to sort peace. You can talk.” —Young Person

“I’m starting to control anger when everything goes upside down.” —Young Person

“I have gained a lot of trust and I am now expressing what I think: how to react [in conflict].” —Young Person

“I think I’ve gained how to be respectful, kind and positive.” —Peer Mediator

“People who find it hard to be nice are being nice.” —Young Person

“I have learned to be responsible and to listen to both sides of the story.” —Young Person

“The project will... bring children closer together and teach more respect.” —Teacher

“In 12 years of teaching, this is the most enjoyable, applicable, usable training I have had.” —Staff Training Participant

“Personally I have been positively challenged and professionally can’t wait to get going.” —Restorative Practitioner Participant

peacemakers

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Peacemakers is the working name of the West Midlands Quaker Peace Education Project, a branch of Central England Area Quaker Meeting Charities.

Charity Number 224571
