

peacemakers

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ANNUAL  
REPORT &  
ACCOUNTS  
2020

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# 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.

## 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 restorative approaches.

## 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 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).



# 2020 Management Committee Report

## A Strange and Challenging Year

**2020 has been a strange and challenging year. In March 2020, when the first lockdown was implemented, nobody foresaw that uncertainty and interruption, to all aspects of life, would continue until at least December. School premises had to close for most of the year to all but vulnerable children and children of key workers. Exams were disrupted with profound and disturbing effects on pupils.**

This year, we not only had to support Director Sara Hagel, but also ourselves as we grappled with concepts such as furlough, potential redundancy and hurriedly enforced home working which no one had needed to consider before. (Fortunately, redundancy did not have to be followed through.) It is fitting to take this opportunity to thank our small but dedicated Finance and Human Resources Group for their clarity of thinking and determination in grappling with the questions and fine details they faced in 2020.

We have continued to meet roughly every other month by Zoom which has generally worked well with a mix of disadvantages and advantages. In 2020 we said goodbye to several members of the Management Committee: Carol Rank, Jill Evans and Diana Lampen, whom we'd like to thank for their service, and we welcomed Heather Rowlands and Anne Ullathorne.

We have been amazed by the resilience, flexibility and creativity of Sara and the staff as they coped with constant and often contradictory changes and pressures. Although physical workshops in schools were largely put on hold, new ideas and ways of working such as outdoor workshops and online working were explored and evaluated. In addition, the Peacemakers team was in a good position to expand

networks and increase collaboration with other groups working in peace education. A striking example of this is RESTORE ([restoreourschools.com](http://restoreourschools.com)), an amazing resource which has attracted huge interest worldwide.

We have yet to see what the long-term impact of 2020 will be on the levels of anxiety, distrust and violence in those communities and individuals to whom we reach out. We anticipate, however, that our work will not only continue to be in demand, but that the demand may be higher than before the pandemic.

Peacemakers relies on funding from charitable trusts, Central England Quakers, individual Friends and other donors for which we are, as always, very grateful. Many of our sources of income dried up in 2020 so we were relieved and extremely grateful that Central England Quakers gave us substantial extra funding to keep us going. To rise to the challenge we shall need more funding and support from individual Friends and supporters. We are confident that Peacemakers, with generous funding, will be in a good position to rise to the challenges of 2021 just as we were able to rise to the challenges of 2020.

**David Pulford and Jo Hallett**  
on behalf of the Management Committee

## 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:**

- Heart of England Community Foundation (Doing Things Differently Fund)
- The Jarman Charitable Trust
- The Roughley Trust
- Sewell Charitable Trust
- The Sir James Reckitt Charity
- South Birmingham Friends Institute Trust
- William P Bancroft (No2) Charitable Trust/Jenepher Gillett Trust
- The WF Southall Trust
- William A. Cadbury Charitable Trust
- The Woodward Charitable Trust
- The Cole Charitable Trust

## Committee members in 2020

Anne Ullathorne • Carole Pannell • David Pulford • Diana Lampen  
Heather Rowlands • Jill Stow • Jo Hallett • John Babb • Mary Mather  
Rowland Dale • Ruth Wilde

# Director's Report

## When has there been a year like 2020?

Peacemakers started 2020 like most other years, with a full calendar of work: delivery of workshops and courses for children, staff training, school visits and resource production. We also had ambitious plans to grow and expand, based on our peer mediation training approval from the College of Mediators, accredited trainer status from the Restorative Justice Council and our new work with placed at-risk young people and with vulnerable women and girls.

Up to mid-March we had a normal year and in those two and a half months we:

- Delivered Positive Peace groups for placed at-risk young people in 3 schools (2 secondary and one primary)
- Trained peer mediators in two primary schools
- Embedded 'Learning for peace' in one school
- Ran a three day Restorative Approach training course for 12 adults
- Ran workshops for parents in 3 schools as part of the Minus Violence Plus Peace programme
- Ran teacher training days at 3 schools
- Ran workshops for children and adults at a creative outdoor community group
- Attended conferences and network meetings and interviewed new Associate Trainers to work on our expanded programmes.

In mid-March, the rumblings from the Covid pandemic became louder and the government introduced the work from home instruction. Not long after, school premises remained open for just a small cohort of children and full lockdown was upon us. With teachers adapting to teaching online and schools not fully open 80% of our delivery work stopped, and although we were able to take a few things online – such as teacher training and work with vulnerable women – most of the work planned ground to a halt and with it our income.

**We are grateful for two things that kept us going through this difficult period: the government furlough scheme and Central England Quaker Charities who gave us additional financial support in 2020.**

From April to mid-June, five of the six members of the Peacemaker team went on furlough and I continued working. As well as keeping the necessary backroom work going, work on social media was a priority, keeping us visible for our partners and potential partners. Collaborations thrived during this time as we all embraced virtual ways of staying connected and found ourselves with more overlapping time than usual. A key collaboration I was involved with was what became the RESTORE group... »



# RESTORE

RESTORE started in April 2020 as a group of Restorative practitioners working in education. It included members from charities, independent practitioners, and senior leaders in schools. The project emerged out of listening to those senior leaders in schools and their experiences. After one of these meetings, I was in my garden thinking about the needs that were emerging from these experiences, especially pupils' needs for when schools fully re-opened. This led to the acronym RESTORE.

RESTORE stands for the needs of:

**R** recognition  
**E** empathy  
**S** safety  
**T** trauma  
**O** opportunities  
**R** relationships  
**E** engagement

RESTORE is a restorative perspective for how to return to the classrooms, playgrounds and corridors of physical schools. It highlights seven key areas which, alongside learning, needed to be taken into account to collectively move forward into a healthy 'new normal'. RESTORE is a lens through which staff, children and parents can look at what is needed for everyone's well-being in a fast-changing environment.

We developed materials for the seven themes and Peacemakers contributed suggested circle sessions for each of them. This resource has been widely used and resources have been downloaded over a thousand times. The website has been visited over 34,000 times. We have had interest from Spain, Ukraine and Canada that we know of.

# RESTORE

Team and Example Resources

A central collage of circular images featuring portraits of individuals and various organizational logos. The logos include 'Restorative Thinking', 'tes', 'RP' (in a pink pentagon), 'cultural learning alliance', 'Engage: Bringing people and art together', 'nsead', 'LET'S CREATE', and 'nasen: Making Schools Active'. There are also several abstract and nature-themed circular images interspersed among the portraits.

**RESTORE**  
Circle time sessions to support primary pupils during COVID-19

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**RESTORE**  
Activities to support secondary pupils during COVID-19

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**RESTORE**

**RECOGNITION** of what's happened and that our experiences during lockdown have all been different, life-changing for many and significant for us all. How do we encourage everyone to share their story of the pandemic so far?

**EMPATHY** for the mix of emotions that we have in response to events at home, at school, the community and in the wider world. How can we respond with empathy, compassion and self-care, whether we are staff, students or parents?

**SAFETY** will be paramount, both emotional and physical. How do we re-assert a sense of safety for this new normal so that students are able to learn and all are able to thrive? How do we help those who may have felt unsafe whilst they've been away from school, feel safe again?

**TRAUMA** is now a collective as well as an individual experience. How does the school community process this? How do we support people who have experienced very particular traumas during lockdown or who are taking an uneven recovery route?

**OPPORTUNITY** to change what needs to be changed, to reflect on what matters to us and if we'd like to do anything differently. How do we learn from this experience, now that we know we can question even seemingly fixed aspects of our world?

**RELATIONSHIPS** are key, as they always have been. How do we re-assert, refresh, build inclusive, responsive relationships at all levels in school?

**ENGAGEMENT** in our own health and well-being and with the issues that affect us, our teaching, learning and community. How do we foster a culture that enables staff and students to have ownership and agency in their lives?

**RESTORE** provides a restorative perspective that can inform how we plan for the return to the classrooms, playgrounds and corridors of physical schools. It highlights seven key areas which, alongside learning, are where we need to stimulate thinking and make decisions in order to collectively move forward into a healthy new normal. The areas interact, interconnect and affect each other, so we all do. RESTORE is a lens through which staff, children and parents can look at the strategy and plans that are needed for everyone's well-being in a fast changing environment and for a safe and healthy return to school.

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Willy Woodley Learning School  
ANDY WILLIAMS  
restoreschools.com

**Recognition**

**RECOGNITION** of what's happened and that our experiences during lockdown have all been different, life-changing for many and significant for us all. How do we encourage everyone to share their story of what's happened and their experiences of the pandemic so far?

The word recognition has two meanings:

- To identify someone or something from a previous encounter. Related to the ideas of acknowledgment or discovery.
- To give meaning or validity to something. Related to the ideas of appreciation and affirmation. In both senses, people can give recognition to themselves, their experiences and other people.

**Discussion**  
What happened over lockdown that might need acknowledging, discovering, validating or affirming? For example: Y11 leaving without exams, leaving parties, end of year performances, mum losing her job, significant birthday. Use the concentric circles diagram to explore individual and collective experiences.

**Extension - The Photo Project**  
Give pairs a device to take photos. What have they noticed has changed around school? Set a time for them to take images of the following, then upload and save for the next circle.

- Something that has changed
- Something that has always been there, but you've only just noticed it properly.
- Something you have missed seeing

**Click, drag and save** for a selection of images from lockdown. Choose some with people in and try to represent a diverse range of people and experiences. In pairs or threes, ask what might be happening in the images. What might people be thinking and feeling in each picture? Does a particular one stand out to you? As a set of pictures - what do they say about what we have been through? Which images are missing? Do people want to add their own? What do the pictures we took in school say about the changes that are happening?

**The Memory Project**  
Ask the group if they would like to record their shared experiences of lockdown (they may or may not want to). Is it important to create a group record of this time? How might we look back on this time in 20 years? What would we like to remember? Would words or images or both work? Could a group image be created? Each person draws one experience of lockdown on one sheet of A5 paper and these are cut out to create a single image. Or an archive box made and stored for the pupils in school to open in 2040.

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» In the late spring, the Heart of England Community Foundation launched a Doing Things Differently Grant for charities who had to alter their work as the result of the pandemic. We are very grateful for the grant we received from them. This enabled us to bring people back off furlough over the summer and autumn and undertake work on a number of projects:

- Developing and piloting online teacher training
- Developing activities for safe circle work with children
- Developing an outdoor peace course
- Piloting one-to-one Positive Peace sessions with placed at-risk young people and vulnerable women.

This grant allowed us not just to carry on working, but to be innovative and creative in the autumn term – in what was quite a difficult year for our peace education work in general. Sadly, the one-year contract for our Youth Coordinator came to an end in August and we were unable to extend it in such uncertain circumstances. However, with thanks to the Doing Things Differently grant, some initiatives emerged that will continue to inform and infuse our work. »

## Working with Placed at-risk Youth

Work with Mike Ogunnusi at one Birmingham Secondary School comprised of six 45-60 minute sessions with four young men from Year 9 who were engaged in solution focused goal setting around issues such as school, home, money, relationships, risk taking and peace.

All of the boys engaged positively and consistently, taking responsibility for their attendance.

The sessions moved to deepen knowledge, skills and attitudes, including conflict awareness and de-escalation, self awareness for how students perceived themselves and how they were viewed by others and why this is important, emotional literacy, and personal and social barriers to change.

Overall, the sessions were understood to be “useful” by both participants and teachers as “something to help solve problems and working together to get solutions.” Rickter was used to document the progress made over time (‘distance travelled’) and showed the change that had taken place during and after support.

The measurement of soft indicators ranged from a 25% progression towards one of the boy’s desired goals to 112% achieved by another. These changes were articulated by the boys as being important:

*“Shows I’m capable of doing things”*

*“I take responsibility and talk more”*

*“I’m doing more physical stuff and I’m mentally happy”,*

*“I think a lot more about my future”*

*“I’ve been more focused since the first time, everything was all over the place”*

*“I’m more organised and got results”*

*“Made me think about relationships and value them more.”*

Mike said “I think it was beneficial to maintain conduct with the boys in the school, in line with Covid-19 safety regulations, to facilitate the sessions face to face and maintain both presence and focus”.

**Due to the impact, the school have already asked if it is possible to continue the work with another cohort of students.**



## All Saints Safe Circles

Libbs Packer ran a 10 week Peacemakers course for a Year 5 class, at a school in Nuneaton.

We made some adaptations to how we worked to make the sessions COVID safe, which the children responded well to. The biggest differences were that we were in a large horseshoe rather than a circle, with me at the mouth and spaces either side and we couldn't play some of the games we would normally play.

On starting the course with the class, the limited social interaction and lack of nurture from school that the children had experienced over Lockdown was fairly evident. Their responses and participation initially were quite limited and we struggled to gain any depth to our discussions. However, as the course progressed and they grew in confidence and familiarity with being together again, I saw the class develop and change in their behaviour.

I carefully planned and structured activities encouraging co-operation and activities that would fire their imaginations, encouraging deeper creative thinking, which they responded well to. Some members of the class found listening in a circle quite challenging, particularly at the start of the course, however I was pleased that by week 9, we were able to have some quite lengthy interesting discussions in our circle, with only a few exceptions who struggled to focus.

When we began to explore feelings, the class had a good grasp of describing the physical nature of them: "I get my feelings in my fingers – if I'm scared I get pins and needles and when I'm sad I chew my fingers and fidget them" and "When I'm angry I get it in my tummy. I feel kind of hungry." Most children were able to recognise feelings in others through their body language and facial expressions, but interestingly, a few gave examples of masking behaviour with a smile to please others when they were really feeling something else. For example "They're thinking 'I don't want to go to school because of the bullies' but they are smiling and laughing to make their mum happy as they don't want to worry her.

At the start of the course, it certainly felt like the children struggled with their imagination and creativity in tasks, so from week 4, I ensured that I included activities that would help them to nurture their imagination. The whole class really seemed to enjoy the mixer games – they commented on how fun they were: "It was such fun, we all had good times" and "It was so funny, I made eye contact with X and we laughed." They were able to reflect where problems presented in games and suggest ways to improve. Although they were not always able to follow through with these ideas, the general feeling was that the games were enjoyed by everyone. Other favourites were the cooperative games and their teacher commented on how pleased she was with the progress they had made on their cooperation skills compared to the beginning of the term.

When exploring conflict, the children came out with a range of descriptions and feelings including "It's the light side and the dark side" and "when you're fighting inside your head and so angry you want to hurt them, but know you should walk away." Another child commented that conflict wasn't always bad as "people are all different and so they think and feel different things and it would be boring if we were all the same." The teacher was particularly pleased with one child in week 10 when he shared that he had enjoyed doing 'I statements', as she felt he was quite reactive usually when in conflict, so was hopeful he could develop this skill.

I really felt the class made enormous progress over the term, from being quite cautious and limited in their responses at the start, to openly sharing their thoughts and feelings and cooperating in games as a class. There were areas that they needed to continue to develop, but I shared appropriate resources with their teacher and I am confident in her ability to continue their Peacemakers journey. The staff were appreciative of the experience and opportunity to nurture the children and the feedback from the children about the course was very positive.

## Online Training

Introduction to Circles introduced people to a structure for circles in the primary classroom and to an understanding of how peace can be created through the use of circles.

An Introduction to Restorative Approaches aimed to introduce people to the concept of a restorative way of working and to an understanding of some restorative practices and how they might be used within schools and their own practice.

Peacebuilding in schools aimed to get people thinking more critically about peace and conflict in school and to consider ways of engaging people in conversations about peace and conflict, especially as it relates to Covid-19.

### Feedback from participants

*"I learned a lot and got to know my colleagues a little better, which also brought home the point of how important relationship building is."*

*"The whole day was really beneficial."*

*"I found the role play useful as seeing ideas from everyone's perspective, and everyone's ideas and feedback."*

*"Useful hearing from staff about school experiences and thinking about different value systems."*

*"Reflecting on behaviours being driven by thoughts and feelings and the need to unpick and work on the unmet needs of a student."*

*"I enjoyed the interactive tasks whereby we could practice the theory."*

*"Very informative and opportunity to share ideas."*

### Trainer's thoughts

Although overwhelmingly positive about the content and delivery style, people's preference is still to be face-to-face in a training situation.

Across all the courses, the participatory nature of the training was welcomed. This included the use of break out rooms for people to take part in group work. People appreciated the Peacemakers methods that encourage engagement and participation. People often commented mid-way through that 'this doesn't feel like a normal online training session'.

» At the end of the year the Restorative Coordinator, Anna Gregory, left us to take up exciting new challenges. After 10 years' creative, thoughtful and skilled contribution to Peacemakers, she is much missed.

As the year finally ended, we were left with the even stronger conviction that the potential of peace education to help build strong, resilient and peaceful communities at all levels of our society is immeasurable.

Sara Hagel Director, April 2021

# 2020

## Our Work

### Schools and Other Organisations we Worked With in 2020

- Blue Coat Church of England Academy
  - Colmer School
  - Coppice Junior School
  - Glenmead School
  - John Gulson Primary School
  - Kingsland Primary School
  - Newtown Primary
  - Paganel Primary School
  - Rotterdam International Secondary School
  - Robin Hood Academy
  - Solihull Academy
  - Wilkinson Primary
- Others
- Anawim
  - Hazrat Sultan Bahu Trust
  - ROAM

### Our Staff Team

**Anna Gregory**  
Programme Director: Restorative, Youth and Community Projects

**Helen Carvalhido-Gilbert**  
Associate Trainer

**Jackie Zammit**  
Programme Director: Young Peacemaker Projects, Women and Girls

**Jaishree Patel** Associate Trainer

**Joel Kinghorn** Youth Coordinator

**Libbs Packer** Peace Education Trainer

**Lynn Morris** Associate Trainer

**Mike Ogunnusi** Associate Trainer

**Paul Tucker** Associate Trainer

**Sara Hagel** Director

**Yvonne Hunt** Office Manager



Roam Workshop



Robin Hood Academy Restorative Training



Story Cubes for PRSN session



Weekly meeting on Zoom

Number of people we worked with in 2020

**1,174**  
children / young people

**331**  
adults





# Treasurer's Report

**At the start of 2020, Peacemakers was thriving – on an upward path, with a range of innovative plans to extend peace education into new areas, as a practical expression of the Quaker Peace testimony.**

But it turned out to be a challenging year for us, as for all organisations. School premises were only open for the children of key workers and vulnerable children, and mostly not in a position to welcome outsiders when they were fully open. Peacemakers has been built on work in schools and the income from schools has been pivotal. Our accounts show the sharp decrease in payments from schools (£9,825 compared with £37,680 in 2019).

**However, with some innovative thinking and action, work continued throughout the year, with courses being created and delivered online, some courses taking place in schools, with appropriate Covid precautions and a significant contribution being made to a joint peace education resource called RESTORE.**

Our financial situation has been maintained by a number of factors. Firstly, we used the government's furlough scheme for all employees, enabling us to keep nearly all the staff in employment, with their skills and experience built up over many years. CEQ supported us in this, enabling all staff to remain on 100% salaries. Sadly, we were unable to renew the contract with our youth worker, who finished at the end of August.

In addition to our regular grant from CEQ, we had further financial support to enable the project to start the new year in a position to cover the initial expenses of 2021, with uncertainty still surrounding work in schools and the considerable restrictions on all our work due to COVID-19.

We are, as always, deeply indebted to Central England Quakers for their continuing and generous support for the Project, in terms of advice and support, and in financial terms.

Our Director, Sara, applied for an additional grant from the "Doing Things Differently" fund of the Heart of England Community Foundation, set up to support adaptations to local community work during the pandemic. The grant allowed Peacemakers to trial different ways of working due to Covid, such as running online training for teachers, outdoor peace education courses, and one-to-one online mentoring for women and young people.

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.

The expenditure figures have been broken down into the Core Expenses, and Project Expenses. The former includes salaries for our Director and Administrator, and the latter covers the salaries of contracted Programme Directors, Peace Education Trainers and the Associate Trainers. Between them, they deliver the work in schools and in the community. The salary costs are lower due to the support of the furlough scheme.

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.

	Total 2020 £	Total 2019 £
<b>Income</b>		
Friends (inc. CEAQM)	92,479	64,507
Trusts	37,989	77,030
Schools	9,825	37,860
Furlough Support	38,787	
Interest	127	106
Learning for Peace	67	1,984
<b>Total Income</b>	<b>179,274</b>	<b>181,307</b>

## Core Expenses

Salaries	55,881	54,851
Overheads	6,032	11,503
<b>Total Core Expenses</b>	<b>61,913</b>	<b>66,354</b>

## Project Expenses

Salaries for Project Staff	96,141	103,570
Overheads	12,064	11,503
Training (inc. Conferences & Committees)	-1,050	2,187
<b>Total Project Expenses</b>	<b>107,155</b>	<b>117,260</b>
<b>Total Expenditure</b>	<b>169,068</b>	<b>183,614</b>

	Total 2020 £	Total 2019 £
<b>Income</b>		
Surplus of income over expenditure	10,206	-2,307
Funds at 1st January 2020	114,220	116,527
<b>Total Funds at 31 December 2020</b>	<b>124,426</b>	<b>114,220</b>

## Balance Sheet

Bank Accounts	124,426	114,572
Net Current Assets		-352
<b>Net Assets</b>	<b>124,426</b>	<b>114,220</b>

## Funds

Unrestricted	68,399	76,425
Restricted	56,027	37,795
<b>Total Funds</b>	<b>124,426</b>	<b>114,220</b>

“We show more democracy” —*Child participant on Peacemakers course*

“I feel more confident and that I’ve got worth and I’m more accepting of myself and my life”  
—*Adult participant on one-to-one Peace Coaching*

“The boys enjoyed the group and it provided a good frame of reference for discussions with them regarding their choices and responses” —*Teacher’s comment following Positive Peace group session with young people*

“It will help me to be calm when I get frustrated because I get frustrated easily”  
—*Child participant on peer mediation training.*

“It’s brought peace to our class” —*Child participant on Peacemakers course*

“Education [as a goal] has changed the most. It’s gone higher and better. I’ve worked hardest at education. My behaviour is different. It is less angry. I’m sent out once a week or zero. I want to improve on influences. Once or twice I copy people in the playground. My target is to get even higher grades.” —*Positive peace Group participant year 9*

“It’s about finding peace and self worth. It’s good to have the 1:1 because you get more attention and you focus on your own case and I’ve never had that before. It gave me a lot clearer picture of my life and who I am and the good parts of my life experience”  
—*Adult participant on one-to-one Peace Coaching*

“It made us know how to communicate to others” —*Child participant on Peacemakers course*

“The highlight of the children’s week and something they have honestly enjoyed”  
—*Teacher’s comment following Peacemakers course*

“When things happen [I learnt] do not escalate the situation / I have learnt about gangs and violence / All these things should help me in my day to day” —*Positive Peace Group young person Year 9*

“Allow children to understand how low level issues can come about and be best placed to deal with them. It allows them to build confidence and social skills”  
—*Teacher’s comment on the impact of peer mediation training on children*

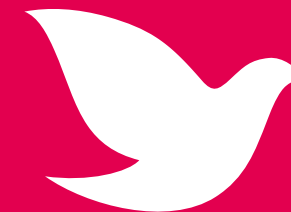
The children are “more able to express their feelings, more able to co-operate together”  
—*Teacher’s comment following Peacemakers course*

“Promoting young leaders, helping to understand better what children argue over and how they can solve it their way.”  
—*Teacher’s comment about what they have gained professionally from peer mediation training*

“Personally, watching my children realise how conflict escalates and see how there are approaches to help resolve conflict” —*Parent*

“It really made me think how I interact with my children. It has already changed how I deal with situations at home – sometimes it has been much calmer” —*Parent*

“Doing activities in the group, talking about violence and peace, gang crime, knife crime, teamwork, and the video about knife crime. I have learnt from this group how to deal with different situations and to prevent a conflict” —*Positive Peace Group young person*



# peacemakers

41 Bull Street, Birmingham B4 6AF

0121 236 4796 | [peacemakers.org.uk](http://peacemakers.org.uk) | [info@peacemakers.org.uk](mailto:info@peacemakers.org.uk)



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