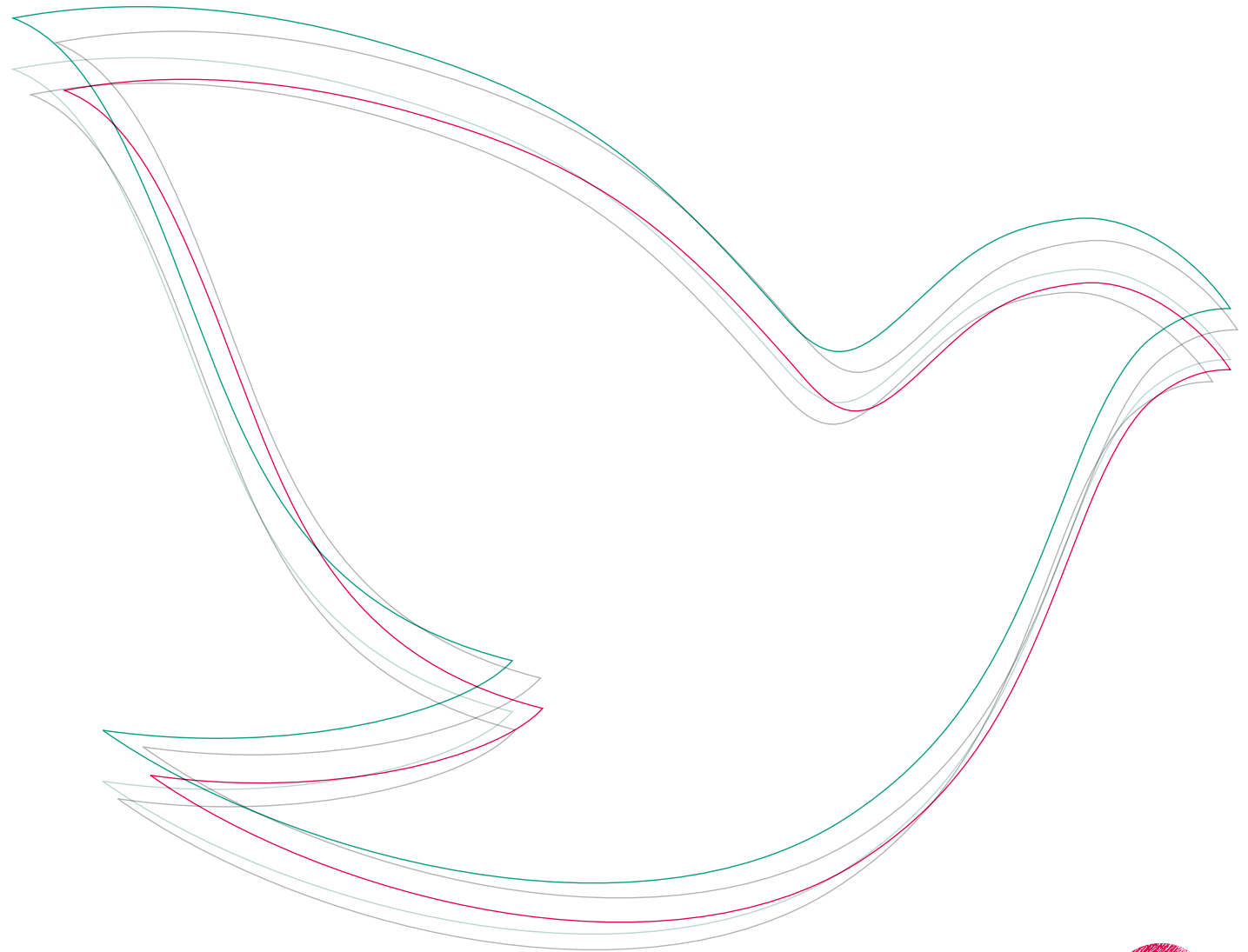


peacemakers

ANNUAL
REPORT &
ACCOUNTS
2021





Vision

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

Management Committee Members

John Babb
Rowland Dale
Jo Hallett
Diana Lampen

Mary Mather
David Pulford
Heather Rowlands
Jill Stow

Anne Ullathorne
Ruth Wilde

Our Staff Team

Helen Carvalho-Gilbert Associate Trainer
Anna Gregory Associate Trainer
Sara Hagel Director
Yvonne Hunt Office Manager
Lynn Morris Associate Trainer
Dr Michael Ogunnusi Consultant

Libbs Packer Schools Coordinator
Nishi Pankhania Associate Trainer
Jaishree Patel Associate Trainer
Paul Tucker Associate Trainer
Jackie Zammit Programme Director

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 run workshops for children on global themes.
- We offer training 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, 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, a branch of The Central England Area Quaker Meeting Charities.

2021 Director's Report



Last year was another out of the ordinary one for all of us, Peacemakers included. Schools closed for another term in the Spring, with all the stress for schools and families around that and all the concerns about what children and young people were missing.

Peacemakers once again utilised the furlough scheme – as we couldn't be in schools to deliver work. We worked part-time, keeping our connections up online – with team zooms, one to one zooms, management committee zooms, network meeting zooms, and some online training zooms. Fortunately, we had a suite of resources in progress that we could work on collaboratively during this lockdown: Junior Peacemakers Workshop Guide and resources to support our Peer Mediation training– which are both now finished and in use. Junior Peacemakers Workshop Guide is available on our website. The resource gives schools and others who wish to run one day workshops - on peace themes such as climate justice, well-being or refugees - all they need to run the workshops themselves. Access it [here](#) and see what you can do! peacemakers.org.uk/resources

The wellbeing framework used in the 'Creating a Healthy School' Junior Peacemaker Workshop (pictured on the right) includes areas we have all needed to reflect on in these past two years. We certainly have within the Peacemakers team. You will see these themes emerge throughout my report, and I invite you to reflect on how you are doing in these areas key to personal and social well being.

In the summer term, schools were open again, although some had restrictions on external providers being in school and all of them were operating the

bubble system. Both posed logistical difficulties for Peacemakers' work in schools but at least schools were open, and our in-person training was cautiously resumed. We took the opportunity to run two new courses that had been developed the year before: Peace Explorers, looking for ways to experience peace outdoors; and **Y6~Up You Go!**, a course for Year 6 children to prepare them for transition to Year 7 and secondary school, through a focus on social and emotional preparation for change and the unknown. We also ran many, many one-day Junior Peacemaker courses during this term as they were a welcome bonus for schools at a busy time and relatively easy to fit into a school's programme.

Finally, in the autumn term, schools felt back to normal and we were able to fulfil work that had been commissioned back before the start of the pandemic in 2020, particularly peer mediation training. In this term, all existing training staff and some new training staff were kept very busy, and thoroughly enjoyed interacting with schools and young people again.

So, the year had many flavours for us at Peacemakers, as for everyone: frustration, disappointment, hope, creativity, anxiety, relief, experimentation, satisfaction, sadness and joy.

We know we face many problems as a society and many that fall under Peacemakers' sphere of interest: impact of the pandemic on mental health, climate fears, highlighting of racial discrimination, exclusion from school and the impact on young people, youth involvement in violence, school refusal and bullying. Sadly, a new anxiety faces us in 2022.

As I write in early 2022, Russian forces have invaded

Ukraine and changed the backdrop of our lives along with the headlines, the worries that keep us up and the challenges we face. The mental health of children and young people has, rightly, been highlighted for a few years, with young people often overwhelmed with both personal concern for the future and anxieties for the planet. This has been heightened during the pandemic with increased isolation and now the situation in the Ukraine adds to many young people's background anxiety about security and the future.

We believe peace education that combines opportunities for brave conversations about challenging topics, with space to explore safely the impact of these issues on young people, alongside opportunities to find their voice and ways to act, is more than a desirable extra. It is a creative and vital contribution to the wellbeing of our children and young people.

This is just one of the reasons we have been active in the coalition 'Our Shared World', whose vision is that 'By 2030, the education community in England ensures every learner receives an education that equips them to contribute to a just, sustainable, peaceful and resilient world through the realisation of Sustainable Development Goal (SDG) 4.7.' It is a broad coalition with over 150 members, which we are proud to be a part of - working together to influence narrative, policies and action for quality education that equips tomorrow's generation to thrive in a changing world.

We have plans brewing to develop this work for and with young people, so watch this space! And please, if you can, support our work.

Sara Hagel
Director



Wellbeing Framework
Credit: University of Minnesota
takingcharge.csh.umn.edu

Management Committee Report



2021 saw many disruptions as a result of Covid-19, with schools being closed for part of the year to all but vulnerable children and children of key workers, and with substantial numbers of pupils and staff being off sick when the schools were open. Schools had to prioritise their overstretched energies and it is gratifying to see that the values of peace education were still appreciated, and workshops were requested when circumstances allowed.

From a management perspective, the year was easier than 2020 as we were all familiar with holding our meetings on Zoom and we had seen how the Peacemakers staff had reflected and learned from their experiences in 2020, which gave us confidence that as an organisation we could ride whatever challenges the year would throw at us. We commend the Director and staff on their collective flexible mindset and enthusiasm that has enabled them to prepare new programmes, develop new ways of working and to maintain contact with schools.

We met roughly every other month, but we innovated by asking all the staff to attend the meetings on a regular basis. The final part of each meeting is held without staff present. This staff presence has been a great benefit as we have all got to know one another better and we have a much clearer understanding of the roles of each individual. We have enjoyed the first-hand accounts of their experiences in schools and been impressed by their resilience, enthusiasm and groundedness.

We reviewed our memorandum of understanding with Central England Quakers Trustees, which is an essential part of our governance. We also reflected on the composition of the Management Committee. We are conscious that we do not reflect the diversity of the communities that Peacemakers works with and have begun to address this. We also carried out a skills audit to identify gaps among committee members.

In 2021 we said goodbye to several members of the Management Committee: at the beginning of

the year Diana Lampen, Rowland Dale and Ruth Wilde, and at the end of the year, Mary Mather, Jill Stow (our CEQ trustee link) and Jo Hallett who had been our treasurer for many years. We would like to thank them all for their service. We welcomed Anne Ullathorne at the beginning of the year and at the end of the year, Ian Neal and Carole Parnell (as CEQ trustee link.)

We are, as always, very grateful for the funding Peacemakers continued to receive from charitable trusts, Central England Quakers, and individual supporters in what was a difficult year for them too.

We also recognise the benefits we received from the government's furlough scheme. We have been able to use all this funding to good effect, as shown elsewhere in this annual report. However, it will be some time yet before we fully appreciate what the long-term impact of the Covid-19 pandemic and other societal challenges will be on the mental health and interpersonal relationships of children and young people and their families. These issues are touched upon in more depth in the Director's Report along with ways in which Peacemakers seeks to address them.

David Pulford and Anne Ullathorne
on behalf of the Management Committee





EXPLORING, RESTORING AND MOVING ON...

It's one thing to put together new ideas for a children's programme from the comfort of home, and quite another to put them to test in the classroom, or in some cases, the outdoors...

This year, a lockdown in Spring gave us space to think about what children would need when schools fully opened to all pupils. We were aware from talking to teachers, parents, and colleagues that their priority was children's mental health and wellbeing, and the need to re-connect and re-build relationships that had been unable to flourish whilst kept apart. We particularly felt for those Year 6 pupils who were missing out on visits to their new secondary schools and had been unable to fulfil the usual rites of passage during the pandemic, like residential school trips and learning to catch the bus on their own. In response to these challenges, we developed three new courses, with the support from our amazing funders who recognised the need and allowed us to divert funding given for projects pre-pandemic.

Peace Explorers engages children with the outdoors, inviting moments of quiet, discussion [and a fair bit of organised chaos!] to connect with inner peace and strengthen relationships. *Y6~Up You Go!* aims to build confidence in those young people as they prepare to transition to their new secondary schools. They learn what happens in the brain when stressed, anxious or angry and practice strategies for self-regulation. **RESTORE** [based on the RESTORE framework] gives children struggling

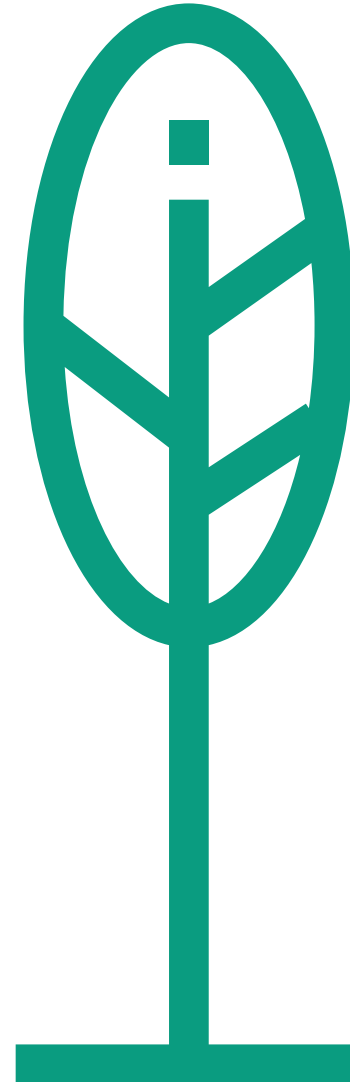
with uncertainty and change, space to recognise and address their thoughts and feelings and to look for positive opportunities and goals to help them move forward. Schools that we have strong connections with, and two completely new to us, opened their doors and gardens, and gave us the chance to test these courses out. The courses don't look the same as they did when they were written down at my desk at home but have been informed by the amazing contributions from the children and staff we worked with.

Working outdoors is finding its way into other aspects of our work. Our Junior Peacemaker workshops now make use of the school grounds, and a session in the Y6 course also takes place outside. As trainers, we are building our confidence to develop unique opportunities outside that complement the well-established Forest Schools programme.

All of our new courses are now available to schools. With budgets tight, we know that it is going to be difficult for a while yet for schools to fully fund them. We see the difference these opportunities are making to those children who need the support the most and will continue to fundraise on their behalf. »

"The Peacemaker approach is distinctive. The language that is used is different. The focus is on using the outdoors to help children develop socially and emotionally, rather than using the outside for English and Maths. This is important too, but Peacemakers is different."

—Y3 teacher



'It was really beneficial for the boys. I hadn't seen that side of them before – their ability to reflect and think about their emotions, but not in a forced way. It gave them time to express themselves.'

—Y4 teacher, Peace Explorers

'Working with new people in mixed groups was really hard but it was good to try it. I did become friends with them in the end.'

—Y4 pupil, Peace Explorers

'As I'm not a talkative person, it built up my courage and made me feel stronger.' —Y6 pupil

Peace Explorers







EXPLORING, RESTORING AND MOVING ON...

» More connected than ever?

As Sara mentioned in her Director's Report, along with the rest of the nation, we quickly adapted to meeting up with colleagues online. Although we were physically disconnected for a while in 2021, technology meant we could liaise with colleagues in ways we probably wouldn't have considered pre-pandemic. Around the UK there are groups of Quaker Friends who are reaching out to schools as peace educators, many as volunteers.

These Friends, for a number of years, have connected with us at Peacemakers, our colleagues Ellis Brooks and Izzy Cartwright at Quaker Peace and Social Witness and groups such as the Mid-Wales Peaceful Schools Project, to support them, attend training and share good practice. There is a strong commitment

to offering quality provision for schools and to building connections within their regions. Through the year we have met online regularly and formed a network, to share learning, reflect on our experiences and enjoy each other's company.

We have also continued to stay connected with the Peer Mediation Network, The Peace Education Network, the RESTORE network [offering restorative approaches to schools], and the Our Shared World Coalition [responding to the Sustainable Development Goals], throughout the year, as well as teachers through online training.

Whilst we would all say that we prefer to meet face-to-face, technology has enabled us in some ways,

to be more connected than ever with our colleagues around the country.

This is generating new ideas and providing opportunities for us to challenge and support each other through the uncertainties of a difficult year.

The **RESTORE** framework – which can be accessed at restoreourschools.com – invites us to find opportunities to relate and engage with one another when things are tough, and this is an integral component of peacebuilding – connecting those taking action in their localities with others taking action in theirs. We look forward to building on these relationships in the coming year.

Jackie Zammit Programme Director

PEER MEDIATION PROJECT 2020

In 2021, we were finally able to deliver our 2020 Peer Mediation Project and revised Junior Peacemaker Workshops to schools.

We had received significant funding that enabled us to bring Peer Mediation training to 10 new schools in 2020. By March, we had only managed to deliver to two schools before the national lockdown. When restrictions on bubbles and mixing in schools started to ease in 2021, we were thrilled to finally be able to provide training in the remaining schools.

In most schools, the trainee Peer Mediators were drawn from a few different classes in Years 4-6 [children aged 8-11]. The energy and excitement from the children at being together with others for training was wonderful. What struck us most was how little the children knew each other, due to the necessary strict class bubbles and staggered play times. In their feedback, a common answer from the children about

what they had enjoyed most during the training was "getting to know other people" and "making new friends".

As staggered play times reduce at many schools, meaning more children in the playground at the same time, there is a higher likelihood of incidents of conflict. These mediators have been trained at just the right time to help promote positive relationships between other children and support them in the transition back to free mingling with the wider school community.

We all saw the confidence of the mediators grow over the three days' training and this is reflected in the staff feedback, where many staff commented that the training had had a positive impact on the children's self-esteem and confidence.

Staff also reflected that further training for both classroom and lunchtime staff would be beneficial to support the scheme. This led us to develop a new package offer to schools for Spring 2022 – Peer Mediation Plus, which encompasses classroom preparation, peer mediation training and staff training. It will ensure a deeper understanding of the importance of relationship building in relation to conflict and introduce mediation techniques across the school.

The time spent over lockdown and working with so many schools meant we were able to develop our new Peer Mediation resource for schools, which supports them to set up, establish and maintain a scheme in school. We also revised our Peer Mediation script, which has now been trialed in a few schools and well received by the children. »



Junior Peacemakers Project

Pre-Covid, we would welcome small groups of children from different schools into the Peace Hub to take part in a Junior Peacemakers workshop based around a global theme. The aim of the day was to explore global themes in relation to peace and for the children and accompanying staff member, to take their learning back to school.

We had funding to continue with these and take the workshops out into community venues, however we were unable to do any once the pandemic started. We explored different ways of working once schools were back after COVID -19 lockdowns and developed the idea, with support from the Peace Hub, of taking the Junior Peacemakers workshops to one year group in a school, ensuring we included outside elements to help with COVID safety.

This was a new way of working for Peacemakers. Each trainer would run an activity and the pupils would move between them so that by the end of the day, everyone would have had the same experience. We started the day with a peace circle, then involved the children in a series of activities based on the theme they had chosen, that included art, practical activities

and discussion, engaging with the outdoors and lots more. We were able to deliver the workshops with support from the Peace Hub and associate trainers to a mix of one, two and three form entry schools over the Summer and Autumn terms of 2021. When schools applied, they could choose a theme from:

- Creating a Healthy School – Wellbeing and relationship building.
- Climate Justice – Peace, sustainability and rights.
- Peace Begins with Me – What can we learn about ourselves by going outdoors?
- A Sense of Belonging – Welcoming refugees and asylum seekers.
- Thinking about WW1 – Choices then and now.
- Change Starts with Us – Taking action against bullying.
- It's not Fair – How can we make a difference?

We delivered 'Peace Begins with Me' to 4 schools, 'Creating a Healthy School' to 3 schools and 'Climate Justice' to 3 schools.

As mentioned previously, the impact of the pandemic was evident from the schools' application forms when they registered to take part. Staff told us how their children have struggled with relationships and resilience since returning after lockdown. Clearly, we aren't going to tackle this kind of problem with a one-day workshop, but we very much hope that schools were left with building blocks and ideas to help support their children to adjust back to being in school.

It has been a real learning experience, predicting what factors may influence how our day runs. Again, due to the lockdown and the bubble system, we have found a lot of the children we meet struggle to work in certain groups and become very excited at doing something out of the ordinary or going somewhere new, even within their school grounds. We are directly reaching many more people this way and introducing our work with peace at the heart to a number of new schools.

Libbs Packer Schools Coordinator

Schools and Other Organisations We Worked With in 2021

All Saints C.E. Primary School and Nursery | Anawim Birmingham's Centre for Women | Bells Farm Primary School | CEQ Elders & Overseers Support Group
Coleshill Heath School | Coppice Junior School | Corpus Christi Catholic Primary School | Fairhaven Primary School & Nursery | Glenmead Primary School
Holte Secondary School | John of Rolleston Primary School | Kings Norton Primary School | Madresfield C.E. Primary School | Malvern Parish C.E. Primary School
Oasis Academy Foundry | Southfields Primary School | St Benedict's Primary School | St James CE Primary School | St Margaret's Church of England Primary School
Saint Martin de Porres Catholic Primary School | St. Paul's Community Development Trust | The Hazrat Sultan Bahu Trust | The Nethersole CoFE Academy and Nursery
Whitehouse Common Primary School | Wyken Croft Primary School | Wyndcliffe Primary School | Yew Tree Primary School

Donors

We are very grateful to all those Charitable Trusts, Quaker Meetings and individuals who donated to our work:

Baron Davenport's Charity | South Birmingham Friends Institute Trust (SBFIT) | The Ganton Educational Trust | The Grantham Yorke Trust | The Grimmer Trust
The Harry Payne Fund | The Joseph Hopkins & Henry James Sayer Charity | The Michael Marsh Charitable Trust | The Roger & Douglas Turner Charitable Trust
The Roughley Trust | The Sir James Reckitt Charity | The Westward Trust | William A. Cadbury Charitable Trust
William P Bancroft (No2) Charitable Trust/Jenepher Gillett Trust

Total number of children and young people we worked with in 2021:

1064

Total number of adults:

162

RESTORATIVE WORK

Restorative principles and practice form an important part of our understanding of peace in schools. Restorative practice is an alternative to a more sanctions-led and exclusionary approach to issues in school. It is the broad philosophy which argues that those most affected by harm and conflict should be involved in talking about how it arose, what was its impact and be empowered to make decisions about how to respond.

Restorative Practice includes all those activities used to create a culture to proactively prevent harm and create resilient communities. This can include an emphasis on building relationships, social and emotional learning, restorative dialogue and direct and indirect restorative processes.

Our priorities for restorative work in 2021 were to keep the restorative training available to schools – either to reinvigorate or top up existing training in restorative work or to introduce new schools to

a restorative approach. We ran two introductory days in 2021 as well sessions in school. Our Director also became an accredited Advanced Practitioner of Restorative Practice with the Restorative Justice Council (RJC).

We also responded to a call for evidence from an all-party parliamentary group that was set up to look at restorative practice. We continue to engage in themes coming out of that group and hope it results in more attention to this area in the future.

LEARNING FOR PEACE

Reprinted by popular demand!

Peacemakers has written a resource Learning for Peace, which includes all the approaches we use, the games we play to reinforce learning and the activities we have developed and tested. Our aim is to give children and young people a dynamic, inclusive and experiential approach to developing the skills and knowledge and behaviours of peace. The resource is portable, affordable and flexible enough to be built into the life of any school.

The resource is both a book and a website that will help teachers plan a curriculum for peace throughout primary school. This allows schools we cannot reach in person to benefit from our experience in developing experiential training in

social and emotional learning. We've mapped our curriculum onto the Ofsted Spiritual, Moral, Social and Cultural Development (SMSC) requirements to make it most useful for schools. It develops vital life skills around peace and conflict resolution in our young people – through a spiral curriculum for Key Stages 1 & 2, and Early Stage 3.

The resource takes a rounded approach to peace, organised through five themes: inner peace, peaceful choices, peaceful relationships, peaceful actions and peaceful communities.

Part 1 of the book, Foundations for Peace, has ideas for staff discussion and planning around a spiral

curriculum. Part 2 is the Toolkit for Peace which shares our approach of working in circles, and has games, activities and Big Questions for use in the classroom. Additional material to run the activities is provided on a website.

To order the book, click [here: peacemakers.org.uk/resources](https://www.peacemakers.org.uk/resources)

"A fantastic guide which has inspired the staff at Stoke Primary School to become creative with circle time activities. This will support the development of SMSC for every individual in our school therefore moving us in the direction of outstanding within this area. The guide is easy to follow and implement into our everyday timetable."

—Teacher, Stoke Primary School, Coventry





POSITIVE PEACE GROUPS

In recent years we have been working with small groups of women at Anawim, Birmingham's Centre for Women, and young people at risk of exclusion and/or youth violence, in secondary schools. The work has been framed around the concept of positive peace.

This allows us to hear an individual's stories and experiences, which often include stories of direct violence, whilst exploring our understanding of structural and cultural violence. It's true that a little bit of knowledge can go a long way. It can sometimes be useful and can offer some relief, for people to understand their own situations within a wider context. People will often bear responsibility for difficulties that are systemic and outside of their control.

In 2021, Anawim was unable to provide courses in person at their hub, due to the pandemic. The need for support for women who were already vulnerable and feeling isolated was, however, higher than ever. We wanted to continue to provide support where we could, so we agreed to meet with a small number of women, individually, over Zoom.

It wasn't always easy to connect with people online – access to the technology itself took time to set up and get used to – however we were able to offer some tools, strategies, and company for those women at a difficult time.

During the year, as well as running a Positive Peace group with a small group of young people, we commissioned Dr Michael Ogunnusi, an Associate Trainer and consultant to evaluate and make recommendations about our positive peace work with vulnerable young people in secondary schools.

His report for us looks back on the work we did with our Minus Violence, Plus Peace project and makes recommendations for us to move forward. These will be used to inform this programme of work in 2022 and beyond. One of his key reflections is around the relational nature of our work:

'It is this depth of relationships and subsequent dialogue that has enabled the Positive Peace sessions to engage with some deep-rooted issues in young people's lives.' Mike goes on to list several issues that young people identified as concerns including wider issues of schooling, poverty, racism, and mental health. In evaluating work with 13 groups of young people, a common thread was:

"Young people spoke about how they enjoyed feeling able and safe enough to express themselves and communicate with each other, especially as this was not necessarily available to them elsewhere in their lives."





Treasurer's Report 2021

Towards the end of 2020 we had hoped that in 2021 there would be some relief from the adverse effects of covid-19, but a new lockdown in January meant that the project was faced again with much reduced activity. Schools did not resume normal work until March and Peacemakers was unable to do any face-to-face work in schools during the Spring term.

The effects of this reduced activity are evident in the accounts. Income for 2021 was around 60% of pre-covid income. Even when schools resumed normal timetables, the urgency of academic catch-up work meant that there was little space for peace education. As a consequence our 2021 income from schools, though showing an increase on the 2020 figures, was only around 40% of pre-covid values from 2019. The project did receive the benefit of furlough payments in 2021 but only on a part-time basis and by September, at the start of the Autumn term, all our staff were working full time. Reduced expenditure in 2021 is mostly down to the reduced salary payments relating to the reduced project work in schools.

Peacemakers recorded a deficit of income over expenditure of over £15,000 in 2021 but we were able to meet this from our reserves and our year-end fund balances were only a little below those at the end of 2019.

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 Peace Education Trainers and the Associate Trainers. Between them, they deliver our work in schools and in the community.

We are very grateful for the continuing support of Central England Quakers, both for their significant financial support and also the practical support from their committees and trustees. We also acknowledge the consistent financial support we receive from local meetings and individuals from Central England and Staffordshire.

Special thanks are also due to the Trusts, listed on page 8 of this report, who support particular pieces of work.

Without this support our work could not take place. We hope that all those who support Peacemakers are able to share our pride in our often pioneering work being done in local schools and communities, making a contribution to a more peaceful world.

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.

John Babb Treasurer, April 2022

	Total 2021 £	Total 2020 £
Income		
Friends (inc. CEAQM)	59,256	92,479
Grants & Legacies	16,300	37,989
Trusts	18,743	9,825
Schools	16,007	38,787
Other Receipts	1,300	127
Learning for Peace	177	67
Total Income	111,783	140,487

Core Expenses

Salaries	56,648	41,591
Overheads	9,069	6,032
Total Core Expenses	65,717	47,623

Project Expenses

Salaries for Project Staff	34,174	71,644
Direct Project Costs	16,346	
Overheads	9,069	12,064
Training (inc. Conferences & Committees)	1,912	-1,050
Total Project Expenses	61,501	82,658
Total Expenditure	127,218	131,331

	Total 2021 £	Total 2020 £
Income		
Deficit of income over expenditure (2020 surplus)	-15,435	10,206
Funds at 1 January	124,426	114,220
Total Funds at 31 December	108,991	124,426

Bank Accounts

Current	60,609	76,764
Triodos	47,800	47,662
Total	108,409	124,426

Debtors	2,289	
Less Creditors	-1,707	

Net Assets	108,991	124,426
-------------------	----------------	----------------

Funds (including restricted)

Unrestricted	80,741	68,399
Restricted	28,250	56,027
Funds (including restricted)	108,991	124,426

What did you enjoy about the training?

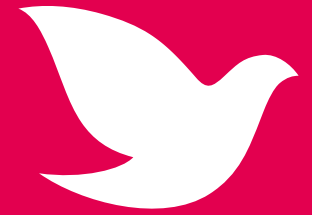
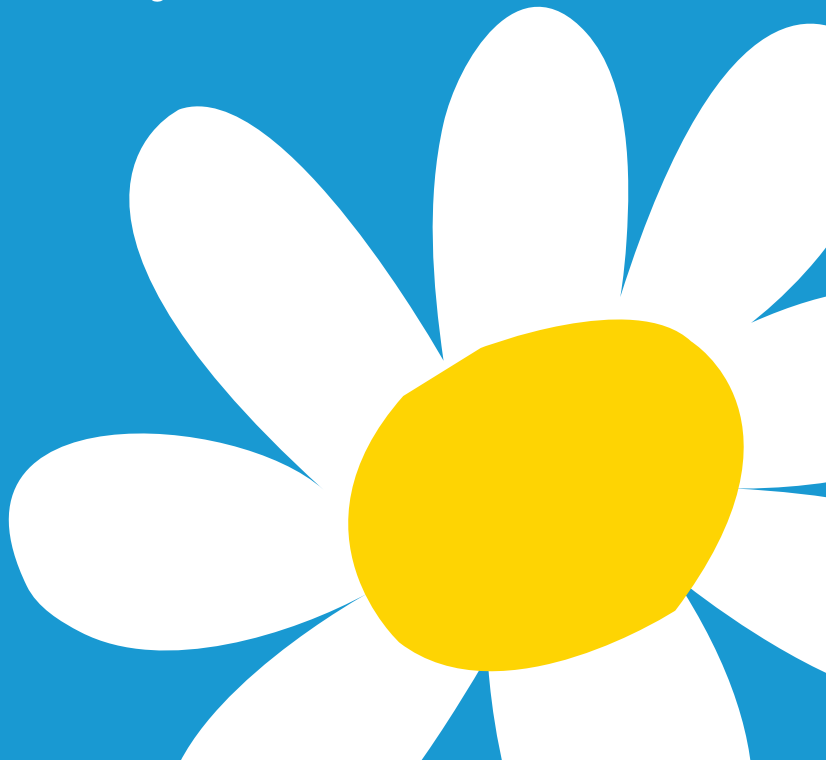
"I enjoyed how we got to express ourselves."

"The training has taught me to become less anxious. I know that I will need to be more confident in being a mediator."

"The training helped us to be assertive, respectful, responsible and helpful and we would need that to be a peer mediator."

"Peacemakers is something that helps you calm down and relax while having fun at the same time."

"I put a daisy in my peace potion to represent friendship, the petals represent the friends and the stamen in the middle represents the bond that holds them together."



peacemakers

41 Bull Street, Birmingham B4 6AF

0121 236 4796 | peacemakers.org.uk | info@peacemakers.org.uk



wmqpep



wmqpep



wmpeacemakers

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