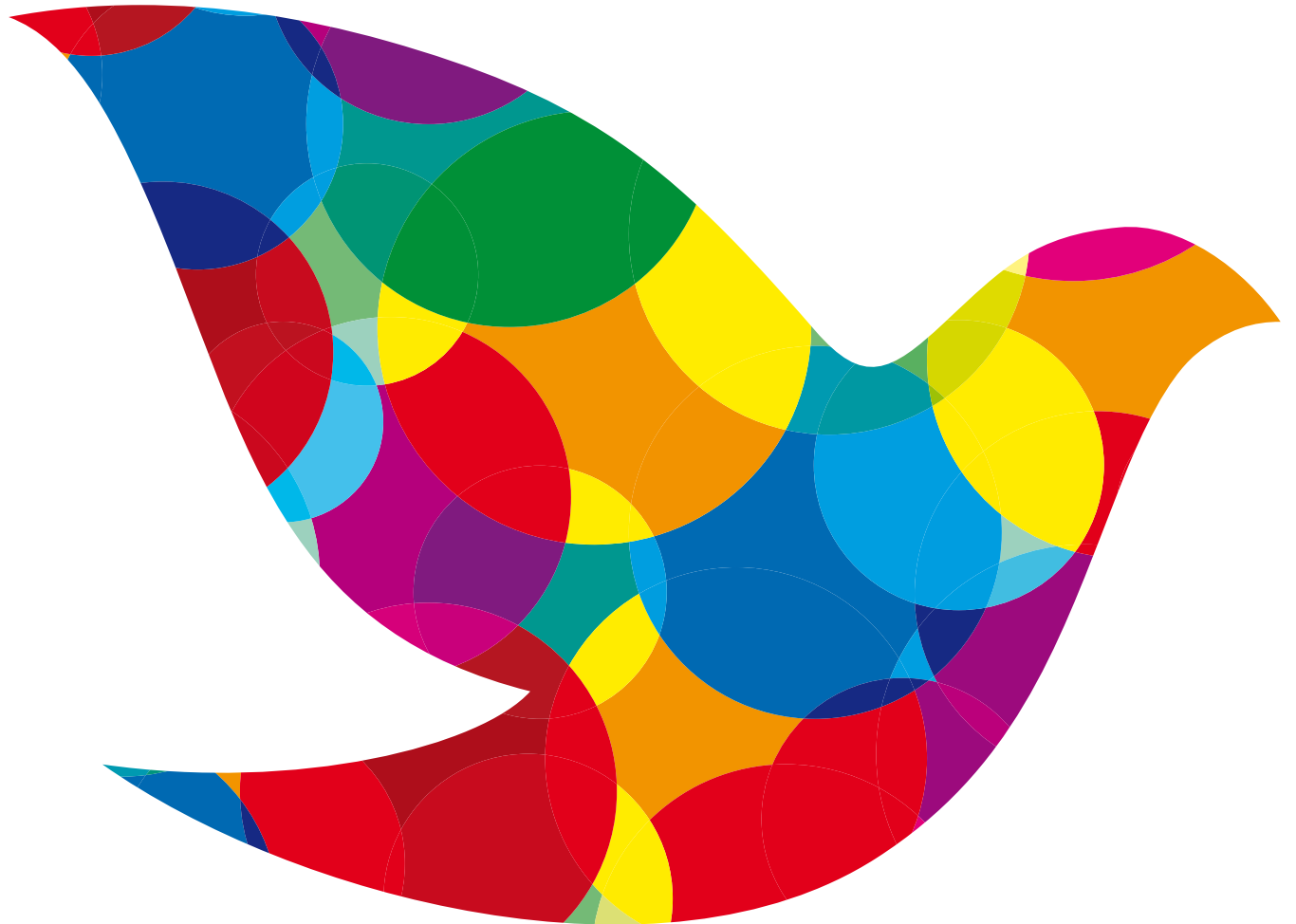


peacemakers

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ANNUAL  
REPORT &  
ACCOUNTS  
2022

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## 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

**Anne Ullathorne**  
**Carole Pannell**  
**David Pulford**  
**Heather Rowlands**

**Ian Neal**  
**Jill Stow**  
**John Babb**  
**Simon Best**

## Our Staff Team

**Anna Gregory** Associate Trainer  
**Heather Rowlands** Programmes and Project Manager  
**Helen Carvalho-Gilbert** Associate Trainer  
**Jackie Zammit** Associate Trainer  
**Jivan Thomas Newman** Associate Trainer  
**Libbs Packer** Schools' Co-ordinator  
**Lynn Morris** Associate Trainer

**Dr Michael Ogunussi** Consultant  
**Nishi Pankhania** Associate Trainer  
**Paul Tucker** Associate Trainer  
**Rosie Lancaster-Barnes** Associate Trainer  
**Sara Hagel** Director  
**Yvonne Hunt** Office Manager

## 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 of 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 and sustainability, truth and integrity, equality and justice.
- 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 [here](#).
- We work with small groups of at-risk young people around conflict and peace, particularly around knife crime and youth violence.

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



# 2022

## Director's Report

2022 had its challenges, but the collaboration and hard work of many people meant it was a successful year for Peacemakers. We do not know what the future holds; what is clear, however, is that what the world needs to face the challenges we know about, and the ones we don't, is compassionate, courageous, conscientious citizens. We are preparing for just that, planting seeds of peace through peace education.

Peacemakers is 35 years old, an elder in peace education terms now and has built up valuable experience developing the skills of peace, especially in children and young people, and in helping build peaceful contexts for learning and life. We do this by helping with the development of the social and emotional skills, positive relationships and inclusive ethos that underlie peace and are needed to thrive.

The enduring legacy of Covid and the measures to contain it are seen in our young people. Teachers and trainers alike report how 'emotionally young' students seem compared to before the pandemic, to the increased need for social and emotional learning, for chances to speak and listen, to cooperate and play. Demand from schools wanting to address these needs through peace education was high, yet their funds remained low.

As a result of these two factors – high need and low financial resources – Peacemakers has been offering increased bursary support to schools where needed, to ensure that some of our most disadvantaged young people can flourish through peace education. We have been fortunate in securing grants from funders, to whom we are extremely grateful, but need to build our bursary fund even more to respond to demand.

**If you can support our work, please think about doing so through our website, or by contacting the office. However, we know this is a difficult time for many, so please give what you can if you can.**

In the pages of this annual report, you'll read about different programmes we have run, the schools and young people we have worked with and the funding we are grateful to have received. You'll see quotes from young people and school staff we have worked with, and see pictures that show a small glimpse into the work we do. Underlying it all is the passion, commitment and enthusiasm of all who work and volunteer for and support and engage with Peacemakers. We are grateful to them all.

**Sara Hagel**  
Director

IN 2022...



**46 PROGRAMMES DELIVERED**

**995 CHILDREN AND YOUNG PEOPLE SUPPORTED IN 2022...**



**...INCLUDING 434 NEW PEER MEDIATORS TRAINED**

**558 SCHOOL STAFF TRAINED**





# Management Committee Report

In 2022, the Management Committee met every other month on Zoom, as this format enabled both committee members and staff representatives to attend. The presence of staff provided a valuable opportunity for us to learn from first-hand accounts, ask questions of each other, and build a strong rapport. The fact that committee members and staff have been willing and able to attend almost all the meetings throughout the year is a testimony to the passion we all share for the Peacemakers' mission.

Special mention must be made of our tiny Finance and Human Resources Committee who must meet regularly in addition to the management committee meetings. They were kept very busy during 2022, as we overhauled our structures to ensure they support new patterns of working which have emerged during several years of disruptions, challenges, and opportunities due to the Covid pandemic; and to promote longer term resilience for the future.

The Management Committee is responsible for the direction and ethos of Peacemakers. We appoint and line-manage the Director and we approve all other posts, reporting structures and job descriptions needed to fulfil our strategy and agreed projects. When Jackie Zammit – Director of Programmes, left in the Summer, we decided to revise our staffing structures and not replace with a like-for-like role, but to create new roles which will develop areas such as marketing, fundraising and communications strategies.

We asked our Director and Finance and Human Resources Committee to consider these issues with a view to recruiting more experienced personnel in 2023. We were aware also that we need to encourage more committee members with skills in these areas to join us and that we need to seek volunteers from more diverse backgrounds including people without Quaker connections who have an interest in peace education.

## **A substantial part of our role is in liaising with the committees of Central England Quakers (CEQ) and upholding good governance, accountability, and integrity.**

We have implemented a new Customer Relationship Management system (CRM) and staff have received training in its use. We have worked with CEQ's accountant in developing our management accounting information and this means we now have access to more detailed accounts. This data together with data from the CRM was, by the end of the year, already giving staff and the Management Committee greater control and flexibility to plan and deliver our work.

During the year we also updated our safeguarding procedures and toolkit and sent the amended documents to Central England Area Meeting Trustees for their approval.

We were delighted that Peacemakers took part in the launch of the well-attended Britain Yearly Meeting *Peace at the Heart* report and have also been networking with other peace organisations in the Peace Education Network (PEN) and the Peer Mediation Network (PMN).

We were also delighted with the good news that Sara had been successful on our behalf with major funding applications from Sir James Reckitt Charity, Inlight Trust and Edward Cadbury Charitable Trust, which will allow us to develop exciting programmes in 2023.

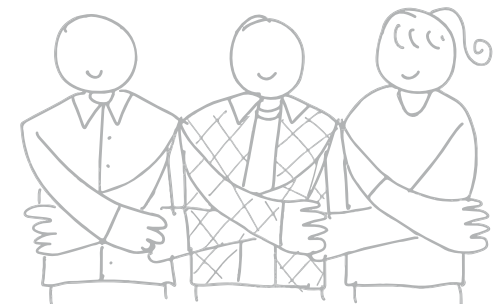
We are thankful for the continued, committed, and exemplary leadership provided by Sara Hagel in her role as Director and by the enthusiasm creativity and dedication of the staff and associate trainers.

We said goodbye and thanked Jackie Zammit after ten years in a variety of programme roles, latterly as Director of Programmes.

Heather Rowlands stood down from the Management Committee in September but will remain at Peacemakers as Programmes and Project Manager. Ian Neal and Simon Best joined the Management Committee in January and June, respectively.

We are, as always, grateful for the funding Peacemakers received from Central England Quakers and charitable trusts. We are fortunate to have supporters who are willing to fund core activities as well as those who support specific projects.

**David Pulford**  
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:

The Alfred Haines Charitable Trust  
Baron Davenport's Charity  
CB and HH Taylor 1984 Trust  
Ganton Educational Trust  
Heart of England Community Foundation  
(Graham Griffiths and the David East Funds)  
Lillie Johnson Charitable Trust  
South Birmingham Friends Institute Panel  
The Black Country Fund  
The Cole Charitable Trust  
The Edward Cadbury Charitable Trust  
The Grantham Yorke Trust  
The Grimmitt Trust

The Inlight Trust  
The James Frederick and Ethelanne  
Measures Charity  
The Joseph Hopkins and Henry James  
Sayer Charities  
The Michael Marsh Charitable Trust  
The Norton Foundation  
The Roughley Charitable Trust  
The Sir James Reckitt Charity  
William P Bancroft (No2) Charitable  
Trust /Jenepher Gillett Trust  
William A Cadbury Charitable Trust  
WF Southall Trust

## SCHOOLS AND OTHER ORGANISATIONS WE WORKED WITH IN 2022

All Saints C.E. Primary School and Nursery  
Blue Coat Church of England Academy  
Brownhills West Primary School  
Cawston Grange Primary School  
Central England Quakers-Special Area  
Meeting Children's Programme  
Coleshill Heath School  
Coppice Junior School  
Earlsdon Primary School  
Fairway Primary Academy  
Fibbersley Park Academy  
George Dixon Primary School  
Glenmead Primary School  
Holy Family Catholic Primary School  
John of Rolleston Primary School  
Jubilee Park Academy  
Leigh Primary School  
Malvern Quaker Meeting  
Minworth Junior and Infant School  
Moorlands Primary School  
Nelson Mandela Primary School  
Northfield Community Partnership

Oasis Academy Foundry  
Ocker Hill Infant and Nursery School  
Peace Hub  
Queen Mary's Grammar School  
Selly Park Girls' School  
Southfields Primary School  
St. Benedict's Primary School  
St. Elizabeth's Catholic Primary School  
St. Francis' Catholic Primary School  
St. James CE Primary School  
St. Laurence Church Infant School  
St. Matthew's Church of England Primary  
School (Smethwick)  
St. Thomas of Canterbury Catholic Primary  
School  
Summerhill Primary Academy  
Tame Valley Academy  
Templars Primary School  
University of Birmingham School  
Wheeler Lane Technology College  
Woodcock Hill Primary School

## BUILDING PEACEFUL SCHOOL COMMUNITIES

Peace built on solid ground is always stronger than that created in smaller pockets. Our Building Peaceful School Communities project aims to work within the whole school community to support that school in creating firm foundations for peace on which to build.

At Cawston Grange Primary School in Rugby, Peacemakers has been supporting the senior leadership team to audit their starting point – where are the shoots of peace beginning to flourish? – what next steps are needed and how can we support them to get there?

The school started by implementing our Learning for Peace curriculum and Peacemakers circles are now a regular, and much anticipated part of the school week. The children appreciate the chance to air their worries, discuss positive solutions and have time to show appreciation of their peers.

- *"The circles are useful to help us solve when something has gone wrong on the playground."*
- *"I like how it calms us down."*
- *"I like how it gets us thinking about things in different ways."*

Staff across the school community received training in using the circles to explore issues with the children and said they felt the programme would help the school:

- *"Children will be able to work together to resolve any conflict."*
- *"We as teachers learn more on how to help in more depth, and that the school supports children resolve day to day issues independently."*

The next step is to develop a peer mediation scheme and then support the school in developing a restorative approach.

We are looking forward to seeing the peaceful community in Cawston Grange grow and flourish and will continue to report on progress in future annual reports!







## POSITIVE PEACE GROUPS

In 2022 we continued our work with young people at risk of exclusion and/or youth violence, working in two secondary schools. The work has been framed around the concept of positive peace, that is not just the absence of violence but the presence of factors that build peace: voice, justice, equality, resources.

We have three 1:1 sessions with each young person around six group sessions. The structure of the sessions gives space for young people to share their experiences, and to be heard by an adult who doesn't have another role in their lives. These experiences often include stories of direct violence.

The young people can set targets for themselves based on various aspects of their lives: from school life, to home, relationships with others and their impact on their peers. Our experienced trainers then facilitate group sessions to support the young people in beginning to understand peace and conflict, and their responses to them; and so help them meet their targets.

Topics often cover conflict and how it escalates, emotional intelligence, self-regulating behaviour and understanding how our inner life affects our behaviour. Strong links with school staff support the development of these peaceful shoots beyond the end of our involvement.

We have developed an evaluation tool based around the Rickter scale – a tool originally created by educationalists Keith Stead and Rick Hutchinson. This allows young people to track the progress they are making on chosen areas and supports conversations with our trainers about their successes. Using this evaluative tool, we can demonstrate the average improvement made on a 0-10 scale...



What young people said about the work

*"I learnt that I don't have to be friends with everyone but can still respect people I'm not friends with."*  
—Year 8

*"I learnt how to control my anger more. I learned I can choose to compromise or stand my ground."* —Year 8

*"This intervention has allowed the students to have a safe space to discuss any worries or concerns that they may be experiencing. The students have explained that this intervention has allowed them to express their thoughts and feelings as well as allowing their voices to be heard."* —Teacher

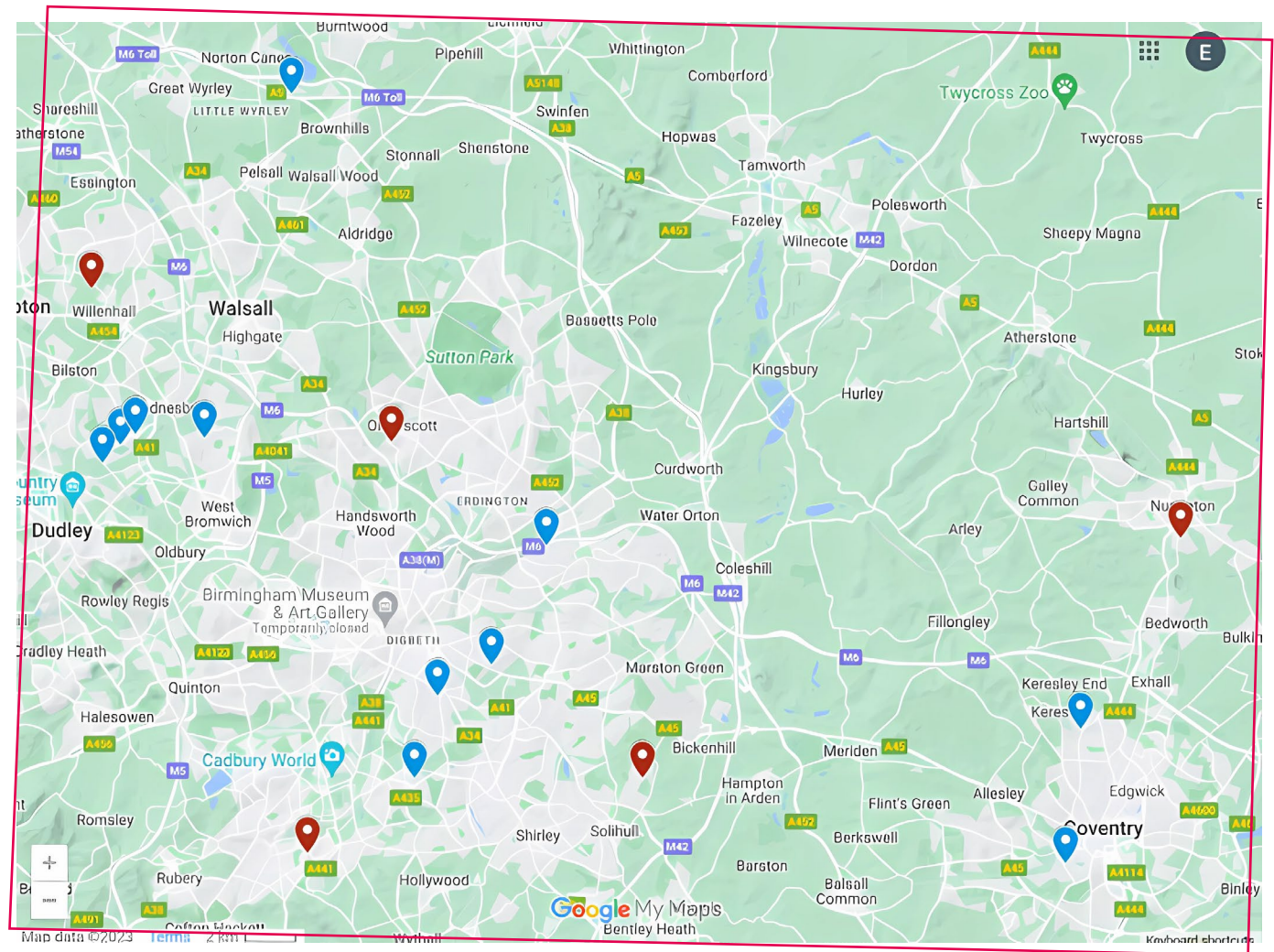




## PEER MEDIATION PLUS

Peer Mediation Plus evolved in response to requests from schools who received Peer Mediation training. They asked us what training we could offer to staff as well, which would support the scheme in school and equip staff with some of the skills that the mediators are trained in. It includes a preparatory workshop for children, training for classroom staff and lunchtime supervisors, the full three days of mediation training and follow up visits from Peacemakers. We successfully trained 11 schools in Peer Mediation Plus (blue pins) and five schools received the standard three day Peer Mediation training (red pins) during 2022. They are plotted on this map.

So far, we have had some extremely successful trainings and it is lovely to return to the schools, meet the mediators and staff and hear how things are going for them. These follow up visits help us learn what is going well and what some of the challenges may be. We check the skills of the mediators and what they remember about the training, to feedback to the Mediation Lead anything that needs to be revisited. »



Peer Mediation Plus schools



Standard three day Peer Mediation schools





## PEER MEDIATION PLUS

### » Mediators have said:

*"It doesn't just help at school, but helps at home and will help in the future, for example at High School."*

*"I like helping little children, so they're not upset and sad."*

*"I love everything about Peacemakers, but the one thing I like most is you can get to know about is people."*

*"It has helped by giving me confidence."*

*"Mediation has helped me by getting along with others."*

*"Mediation has helped me to cope with my siblings even though they annoy me."*

### Other children have said:

*"The peer mediators are always there to solve the problem, they are kind, they always help, the grown-ups take you inside and then I'd be a snitch and the argument would be bigger, the peer mediators solve the problem before it becomes a big deal. Mr B just takes the ball, but the Peer Mediators solve the problem. I'd like to become one in Year 4." —Year 3*

*"They sort arguments out; I can talk to them differently to talking to grown-ups." —Year 5*

*"Peer mediators are always available to you, they make it fair, make sure everyone has the chance to speak, give you ideas to solve the issues." —Year 5*

*"I like talking to the mediators because they can sort out a lot of problems, I like sitting on the sofa, they speak to you and ask how you feel." —Year 2*

### Staff have said:

*"They have really taken ownership of the role and their confidence has grown."*

*"It is a great student leadership opportunity and the younger years are asking to do it next year."*

*"There are less friendship issues being dealt with by teachers at the start of the afternoon as these are being dealt with, with Peer Mediators."*

*"Younger children have really found it helpful."*

*"Peer mediation means that 'smaller' incidents can be sorted out and dealt with appropriately by mediators instead of taking up staff time. When appropriate, the mediators are very good at passing on 'larger' issues to class teachers. The children are happier as their issues are sorted out properly. The younger children also appreciate that the older children have time for them and they are showing them that they care by helping them to sort out their problems."*

The staff training has equipped staff with a deeper understanding of what peer mediation is and different responses to conflict, enabling them to support the mediators across the school more effectively.

*"We used to get lots of children coming with issues, but now we hardly have any. Lunchtimes have really calmed down. The mediators give a lot of help to the lunchtime staff. They manage the role themselves and solve issues."*

Surveys with the general student population suggest that 82% of children who used peer mediation felt it helped or partly helped their problem and 92% said they would return if they had a problem again. 87% of children felt that having Peer Mediators made their school a better place. One said "it helps you feel safe".

We are looking forward to revisiting more schools and hearing about how their schemes are going. We are also excited about sharing our learning in order to successfully train more mediators in other schools, and staff at established schools to deliver their own training in-house.



Some of the Peer Mediators at Holy Family Catholic Primary School made quite an impact. A Year 1 boy was so thankful for the support they gave him that he made some cupcakes for them! Spreading kindness!



# PEACEMAKERS ON YOUTUBE

## Training to be Peacemakers

Coleshill Heath School is one of six schools to feature in a series of short films by Quakers in Britain highlighting the importance of peace education. This film, 'Training to be Peacemakers,' shows Jackie Zammit, Associate Trainer helping the young peer mediators explore their understanding of peace and conflict.

 [Watch the video here](#)



## The Power of Peace Education in Action

Using 'Learning for Peace', a resource written by Peacemakers, John of Rolleston Primary School students learn to develop inner peace, understand how to make peaceful choices and actions and maintain peaceful relationships.

 [Watch the video here](#)





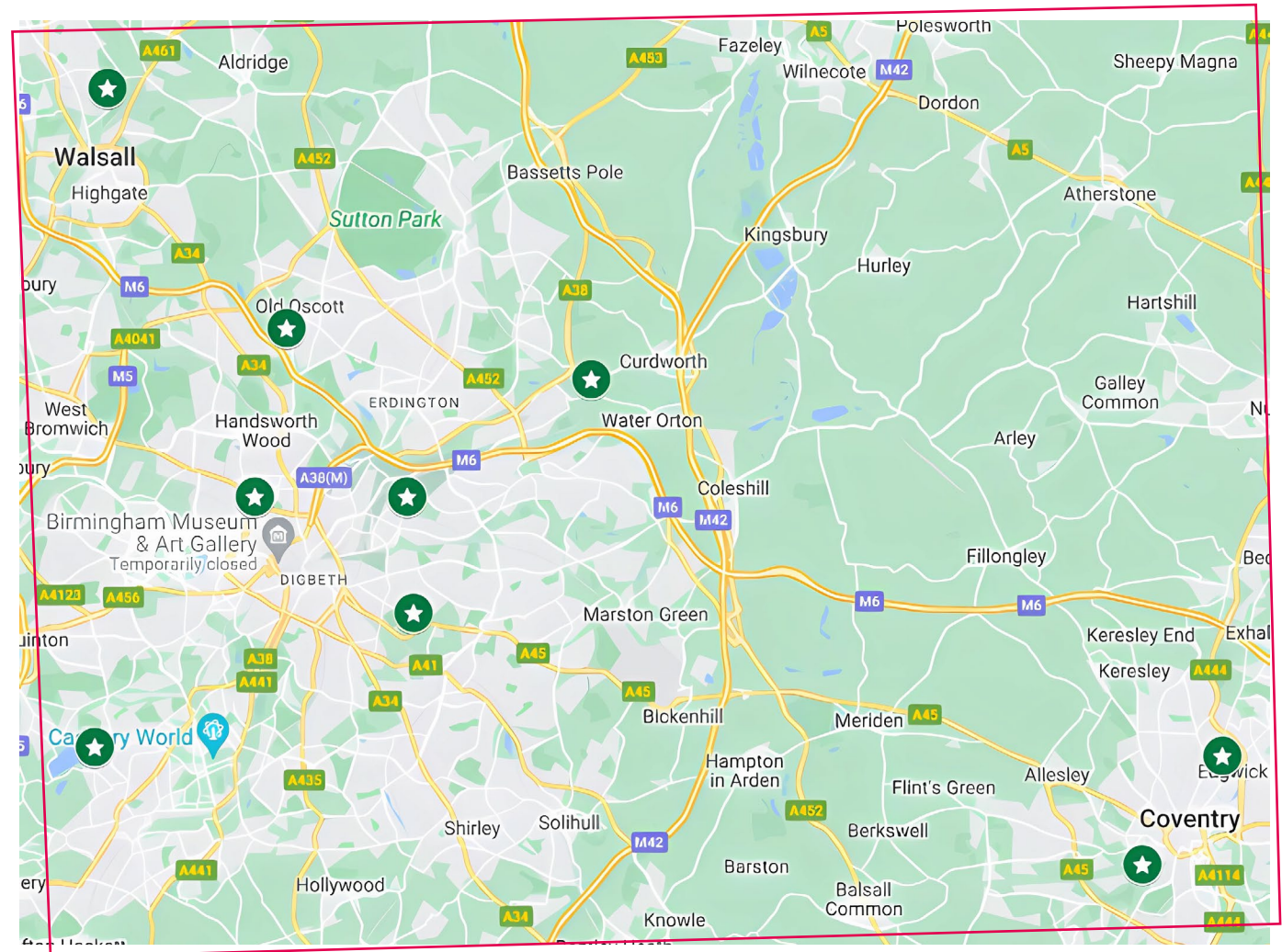



## JUNIOR PEACEMAKERS

Working in conjunction with **Peace Hub**, we continued our successful delivery of Junior Peacemakers workshops in schools in 2022. We took the workshops to 373 children in nine schools across the West Midlands from Years 3 to 6. These are plotted on this map.

We delivered workshops on the following themes: Taking Action Against Bullying, Climate Justice and Creating a Healthy School. These workshops have given us a chance to work with a whole year group in schools, exploring themes of peace and global issues with them and leaving them with ideas of how they can share their learning with the rest of the school.

We have had positive feedback from schools about the workshops. There were a number of favourite activities: Using the giant floor map in the Climate Justice workshop proved to be very popular with both children and staff. As part of Creating a Healthy School, children planted bulbs and did natural art in the playground, which created a lot of excitement. They were left with the idea that they could do natural art whenever they wanted, if they were outside, with any natural materials they found on the ground. »



 Junior Peacemakers workshop schools



## JUNIOR PEACEMAKERS

» The **Children** said:

*"This is the best day for me ever, after Christmas and my birthday!"*

*"For the QI sticks activity, we worked in unison and had a connection."*

*"The art we made isn't bought or sold, so not for money, but to give happiness."*

*"I wasn't happy with my group at first, but it actually worked out, I enjoyed it."*

Feedback from **staff** included:

*"Thank you for the day, the children shared how much they enjoyed it and as did their teacher."*

*"Thank you for the resources, links and thank you once again for your time and commitment to such a splendid opportunity for our children." —Head Teacher*

*"Just wanted to say thank you again for Monday, the children thoroughly enjoyed the day and couldn't wait to tell me all about everything they had done and learnt." —Class Teacher*

It has been fantastic to connect with so many new schools through this project and build new relationships. It has also been a learning curve of what is successful in a one day visit and how to leave a lasting impact with children, inspiring them to think differently about bigger issues, whilst still enjoying themselves and playing games like the Sun Shines On!



An activity from a Junior Peacemakers Climate Justice workshop – children identifying the main continents, recognising what the different colours of land may mean and what that indicates about climate change around the world.



Peacemakers trainer delivering 'understanding peace and conflict' training to members of the Relationships and Diversity, Equity and Inclusion sub-teams at Queen Mary's Grammar School. Change Your Mind is a volunteering and enrichment programme whereby 16/17 year-olds plan and deliver health and wellbeing workshops to 10/11 year-olds in their local area.

Following the training, these young people have been awarded the Change Your Mind Gold badge for creating and delivering a brand new workshop on conflict resolution.







# Treasurer's Report 2022

In 2022 the work of Peacemakers returned to more normal levels of activity, having been disrupted by the effects of the covid pandemic during 2020 and 2021. This is reflected by the increased income and expenditure for 2022.

Donations from Friends were reduced during 2022, perhaps due in part to the economic effects of covid. However, increased activity of the project led to higher income from schools, and donations received from trusts were significantly increased.

Project expenses (the costs of doing work in schools) increased by 50% on the 2021 amount. This reflects the increased work carried out; and payments to our contracted peace education trainers and associate trainers, who carry out this work, account for the largest share of this expenditure.

There was a small rise in our Core expenses, reflecting increasing inflationary costs. Core expenses include the salaries of our Director and our Office Administrator and other office expenses.

Peacemakers recorded a surplus of income over expenditure of over £14,000 for 2022 (whereas in 2021 there was a deficit of over £15,000) which was donations received for work taking place in 2023.

We are very grateful for the financial support we receive from Quaker meetings and from many individual Quakers, without which our work would not be possible. Particular thanks are due to Central England Quakers for their significant and consistent financial support and also for the support from their officers and trustees.

We also record our deep thanks to all the charitable trusts, listed elsewhere in this report, for their financial support, which enables particular projects or strands of our work to take place. The response from trusts during 2022 was very encouraging for Peacemakers, not just for the financial support given but also for the confidence shown in the quality of our work.

We are grateful that our vision of creating a more peaceful world is shared by our many supporters.

John Babb Peacemakers Treasurer, April 2023

## Examiner's Declaration

In connection with my examination, no matter has come to my attention:

(1) which gives me reasonable cause to believe that in any material respect the requirements:

- to keep accounting records in accordance with section 130 of the 2011 Act and
- to prepare accounts which accord with the accounting records and comply with the accounting requirements of the 2011 Act have not been met or

(2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached

Signed Declaration

*Alison R Ironside*

Dated 20 March 2023

	Total 2022 £	Total 2021 £
<b>Income</b>		
Friends (inc. CEAQM)	52,702	59,256
Grants & Legacies	9,823	16,300
Trusts	88,966	18,743
Schools	22,737	16,007
Other Receipts	3,548	1,300
Learning for Peace	58	177
<b>Total Income</b>	<b>177,834</b>	<b>111,783</b>

## Core Expenses

Salaries	58,146	56,648
Overheads	9,431	9,069
<b>Total Core Expenses</b>	<b>67,577</b>	<b>65,717</b>

## Project Expenses

Salaries for Project Staff	58,514	34,174
Direct Project Costs	26,951	16,346
Overheads	9,430	9,069
Training (inc. Conferences & Committees)	1,030	1,912
<b>Total Project Expenses</b>	<b>95,925</b>	<b>61,501</b>
<b>Total Expenditure</b>	<b>163,502</b>	<b>127,218</b>

	Total 2022 £	Total 2021 £
<b>Income</b>		
Surplus of income over expenditure (2021 deficit)	14,332	-15,435
Funds at 1 January	108,991	124,426
<b>Total Funds at 31 December</b>	<b>123,323</b>	<b>108,991</b>

## Bank Accounts

Current	73,996	60,609
Triodos	47,917	47,800
<b>Total</b>	<b>121,913</b>	<b>108,409</b>

Debtors	1,410	2,289
Less Creditors	0	-1,707

<b>Net Assets</b>	<b>123,323</b>	<b>108,991</b>
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## Funds (including restricted)

Unrestricted	61,074	80,741
Restricted	62,249	28,250
<b>Funds (including restricted)</b>	<b>123,323</b>	<b>108,991</b>



## OUR IMPACT

From **children/young people**:

*"The circles are useful to help us solve when something has gone wrong on the playground."*

—Year 3/4

*"Finding peaceful connections is important, because if you're going through a hard time, finding peace is good to help you express your worries and let your feelings out. To improve my inner peace, I think we should learn to cooperate more with other children such as the people we don't really get along with."*

—Year 5, Peace Explorers~Out and About

*"I have discovered that peace makes you stronger, because I get angry really easily and when I have peace, I feel calm. Nature means finding peace within you and finding what you really love or what you are passionate about. Finding peaceful connections is important because you can connect with nature and be yourself. When I'm stressed I like to walk the peace path where all my worries melt away in seconds and all I think about is my family and friends. These lessons were for life and they were very valuable for my life."*

—Year 5, Peace Explorers~Out and About

*"It doesn't just help at school but helps at home and will help in the future, for example at High School." —Year 5*

From **adult participants**:

*"I have gained better knowledge of what I feel in different situations and how I deal with them. These sessions have helped me to learn that I shouldn't take it personally."*

From **staff**:

*"Children are learning how to resolve conflict and use their own strategies."*

*"[Peace Explorers] has helped us to build our confidence in a variety of ways including: active listening and communication, building healthy connections, recognizing feelings and learning to resolve conflict."*

*"Really positive impact. Developed their confidence and understanding of conflict resolution."*

*"I saw individual children grow in confidence as the weeks went on, which was reflected in their feedback. For example, A was very quiet, but in week 6, she started to put her hands out for the ball and wanted to contribute to the whole-class discussions. She wrote in her feedback that the course 'helped me to be a less awkward person'."*

*"I feel it has taken the pressure off lunchtime staff, the small incidents are sorted. It makes our job easier." —Lunchtime staff*

*"The pupils have bonded as a group across two year groups. Their confidence has grown and they have shown they have developed a range of skills: problem solving, time management, communication."*

From a **trainer**:

*"The group came a long way during the course in terms of being able to set up and interact in a circle, listen to each other and share airtime, work together with people they don't usually play or work with and reflect on their feelings and experiences."*



# peacemakers

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wmqpep



wmqpep



wmpeacemakers



Peacemakers



@peacemakers9731

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