



peacemakers

ANNUAL
REPORT &
ACCOUNTS
2017



Celebrating 30 Years of
Peace-Making in the
West Midlands





VISION

Peacemakers exists to help create a more peaceful world, with more caring and resilient communities. We want a world where people are equipped to deal non-violently and creatively with the inevitable conflicts that arise.

Our contribution to promoting a more harmonious society in the West Midlands is the development of peace-making behaviour of children and adults in schools.

VALUES

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

Peacemakers works for positive peace: more than the absence of conflict but the presence of peaceful beliefs and behaviours, of justice and inclusion as well as non-violence.

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.

AIMS

GROUPS AND PEACE

Through the facilitation and training we do with groups, we aim to:

- Have trained more groups, especially of students and teachers in schools within the West Midlands, so that more individuals have peace-making attitudes, values and behaviours.

SYSTEMS AND PEACE

Through the work that we are developing under the **Peacemakers Restorative Approach** we aim to:

- Have an increased understanding of Restorative Approaches and how to influence and facilitate change in a system such as a school, as well as more models to help more schools in the West Midlands to become more peaceful.

US AND PEACE

We aim to:

- Achieve an increased awareness of our work, facilitating high quality peace education, that meets our values and principles, as well as greater awareness in the West Midlands educational context of the need for peaceful approaches to resolving difficulties in our schools.
- Achieve a sustainable framework and funding so that Peacemakers can achieve its objectives in line with our values.

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.
- Our resource **Learning for Peace** supports Spiritual, Moral, Social, Cultural development. We train teachers to embed the resource in schools. Learning for Peace is available to purchase via our website.



peacemakers
educating for peace

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

2017 TRUSTS

We are grateful to all those who donated to our work in 2017 including:

- Alec van Berchem Charitable Trust
- Barnabas Charitable Trust
- Baron Davenport's Charity
- Bewley Charitable Trust
- CB and HH Taylor 1984 Charitable Trust
- Harry Payne Fund, Heart of England Charitable Trust
- Hopkins and Sayer Trust
- J A Gillett Charitable Trust
- Jarman Charitable Trust
- Network for Social Change
- Sewell Charitable Trust
- South Birmingham Friends Institute Trust
- The Cole Charitable Trust
- The Grantham Yorke Trust
- The Grimmitt Trust
- The Henry James Sayer Charity
- The Michael Marsh Charitable Trust
- The Sir James Reckitt Charity
- W F Southall Trust
- William A Cadbury Charitable Trust
- William P Bancroft Charitable Trust

MANAGEMENT COMMITTEE REPORT

2017 was a landmark year for The Peacemakers Project as we celebrated 30 years of taking peaceful practices into our schools and communities in the West Midlands. To commemorate this achievement, the Project held a Children's Peace Summit, on 21 Sept 2017, International Peace Day, at mac birmingham.

Children from eight primary schools in the region came together to reflect upon the themes of Inner Peace, Peace on the Streets, Peace at School and Peace in the World. They came up with a pledge and a message to send to decision-makers in Birmingham and the West Midlands regarding what they would like to see happen in our region, to build more cohesive and peaceful communities.

It was a wonderful day, culminating in a very joyous birthday party where we were joined by friends, supporters, workers, old and new, and teachers of schools who value the work of the Project.

Work in schools continues to be the main focus of the Project's work, with the delivery of Peacemakers, Peer Mediation, Teacher Training and the Peacemakers Restorative Approaches programmes. This year has seen a very positive take up of the Learning for Peace training package, which sits alongside the resource, Learning for Peace published last year and continues to sell well.

Our partnership with the Peace Hub continues to flourish and successful workshops on how to make a difference in our schools and communities have been held; once again bringing children and teachers from different schools and different areas together to establish common themes and find ways forward.

We have also enjoyed the opportunity to work with and learn from, other organisations in the West Midlands including HeadStart Wolverhampton, Birmingham Open Spaces Forum and the Church of England Education Team.

International links were forged this year when Sara Hagel and Jackie Zammit travelled to Innsbruck for the International Institute for Peace Education [IIPE]. This annual event brings together peace educators from around the world to share practice and research.

We were sad to say goodbye this year to our Administrator, Adrian Platt and would like to thank him for all his valuable work for the Project and wish him well for his future. We would also like to welcome Doreen Warner in her new role as Administrator to the Project.

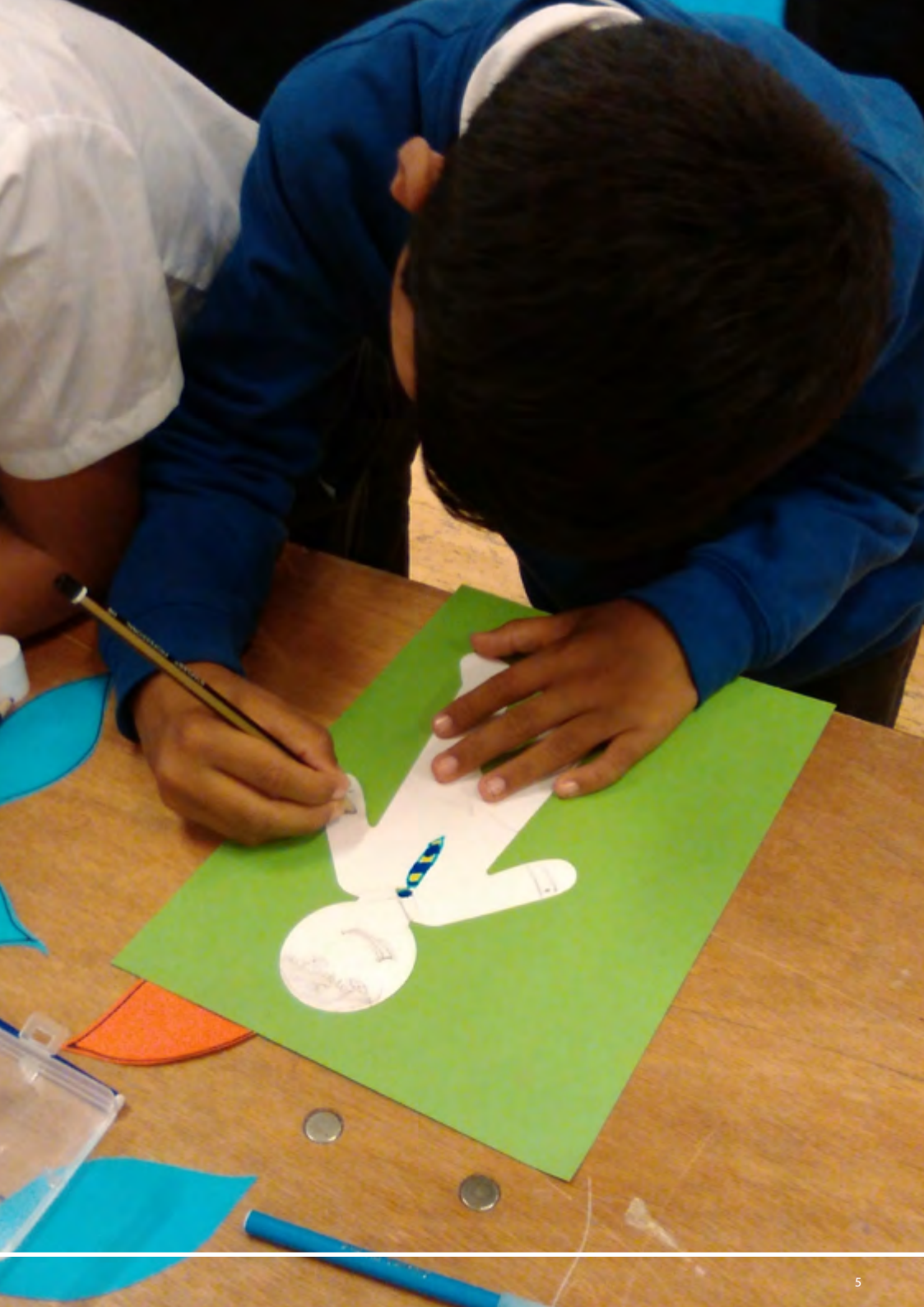
The Annual Report gives the Management Committee the opportunity, as always, to express our profound gratitude to those who support and deliver the very specialised work of the Project. The expertise of our Project Director Sara Hagel, Whole School Approach Co-ordinator, Anna Gregory and Peace Education Trainer, Jackie Zammit continues to break down barriers and take the much needed peace education agenda into our schools and their communities. Their work is also supported by our outstanding team of sessional trainers, Jaishree Patel, Mike Ogunnusi, Lynn Morris, Libbs Packer, and Helen Carvalho-Gilbert.

Our work depends upon the continued generosity and support of many charitable trusts, Central England and Staffordshire Quaker Area Meeting and their local meetings, individual Friends and donors without whom we could not continue our work. To them we are deeply appreciative and grateful.

Allison Rogers Chair of Management Committee

MANAGEMENT COMMITTEE MEMBERS

Allison Rogers • Anne Ullathorne • Jo Hallett • Diana Lampen
Carole Pannell • Jill Evans • Berry Dicker • Jill Stow (Area Meeting Link Trustee)



LEARNING FOR PEACE UPDATE

Following on from the successful pilots of Learning for Peace in 2016, Network for Social Change funded us to deliver our newest piece of work: the development of a peace curriculum in six primary schools in the West Midlands starting in 2017.

The curriculum is based on our resource [Learning for Peace](#) which offers a spiral curriculum for a primary school around five themes of peace: inner peace, peaceful choices, peaceful actions and behaviours, peaceful relationships and peaceful communities.

Work in three schools has been completed: Abbey RC Primary School, Paganel Primary School and George Dixon Academy, all in Birmingham. Training for teachers included the opportunity to observe Peacemakers' trainers working with children and to receive some mentoring. George Dixon is also working with Peacemakers to build a restorative culture in the school. Learning for Peace is providing the foundations for this in the classroom.

WHAT ARE WE LEARNING?

General themes are beginning to emerge around this piece of work as we evaluate:

Working collaboratively and participating: Both informal and formal staff feedback tells us that staff particularly enjoy being involved, taking part, joining in and interacting as elements of the project. These reflect the circle skills we apply to all our work. Responses from staff demonstrate that training with adults – which reflects the approaches we use when training with children – enriches the experience and enables participants to appreciate the value of the work.

Pedagogy: Staff refer to different aspects of circle time pedagogy in their feedback: changing places to mix up, team building, communication, the impact of games, skills practice, and inclusivity. These aspects are linked to underlying democratic themes within Peacemakers' work such as quality, inclusiveness, participatory decision-making and problem-solving and the creation of an optimum environment for everyone.

Empathy and self-awareness: Some staff mention the value of the work for children in the school and value being able to experience things for themselves to understand the impact the activities may have on children.

Peace: Staff found it helpful to think about what makes a peaceful school and to listen to children's perceptions of what peace means to them.

The overall aim of the project is to support the schools to build a culture of positive peace through SMSC [Spiritual, Moral, Social and Cultural Development]. The responses from staff suggest that there is a real appetite for this and a commitment to the use of Peacemaker circles to help achieve it. We recognise that 'building a culture of positive peace' is something which will continually need to be refreshed and reviewed as new staff and children come into the school but that the Learning for Peace resource and accompanying training goes a long way to support schools with this aim.



PROMOTING THE RESOURCE

123

Copies of **Learning for Peace**
sold in 2017

405

Copies of **Learning for Peace**
distributed to date

The resource is travelling far, and this year made it to South Wales, Cornwall, London and Australia. Some schools are purchasing copies for every year group so that the games and activities are easily to hand. Two teachers from Erdington Hall Primary, Sam Spencer and Amanda Lees, who have been using the book to support their planning, wrote an article for RE Today [Relationships Matter. RE Today Autumn 2017, Vol 35, No. 1].

They said "As a school we are reaping real benefits. The amount of time we are spending responding to incidents after lunch is considerably less, with a reduced number of incidents being reported in the behaviour log. We are witnessing more and more children trying to resolve their own conflicts."

We are looking forward to continuing this work with schools in 2018.

Anna Gregory & Jackie Zammit



2017 IN NUMBERS

This year we have worked with...

Peacemakers

300 children

Peer Mediators

245 children

Staff Training

195 adults

Learning for Peace

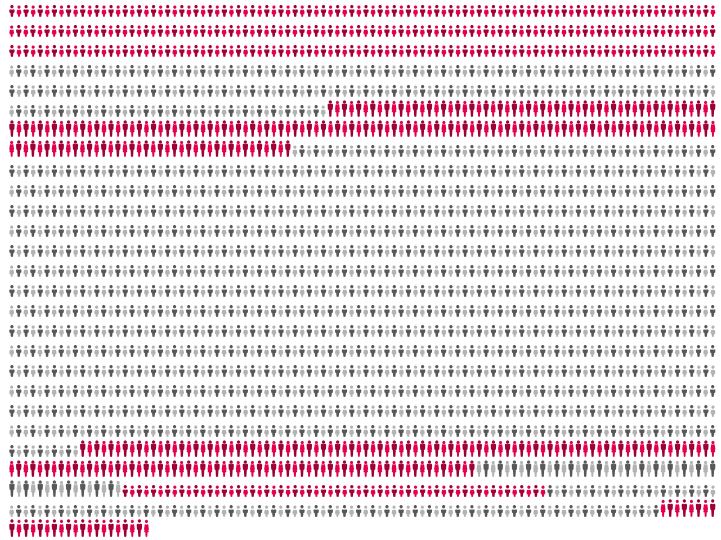
1,470 children **156** adults

Parents

50 alongside **60** children

Events

116 children **28** adults



SCHOOLS WE WORKED WITH IN 2017

Abbey Catholic Primary
All Saints CE Primary
Barford Primary
Bells Farm Primary
Blackheath Primary
Brookfields Primary
City of Birmingham School
Coleshill Heath

Dame Ellen Pinsent
Erdington Hall Primary
George Dixon Primary
School
Greenfield Primary
Halesowen CE Primary
Heartlands Academy
Holy Trinity CE Primary
Academy

Kings Norton Primary
Lindsworth School
Nelson Mandela School
Pagnel Primary
Raddlebarn Primary
St Edward's Catholic Primary
St Francis' Catholic Primary
St Michael's CE Academy

Stirchley Primary
The Excel Academy
The Oaks Primary
Welford Primary
Wilkinson Primary
Woodcock Hill Primary
Woodthorpe Junior & Infant
Yarnfield Primary

ORGANISATIONS WE WORKED WITH IN 2017

Anti-Youth Violence
Apt
Beatfrees
Birmingham Open Spaces
Forum
Church of England

Education Team
Exterion Media
Global Learning Programme
HeadStart Wolverhampton
International Institute for
Peace Education

Leicester City Council – Social,
Emotional & Mental Health
Lifeworlds Learning
mac birmingham
Mid Wales Area Meeting
Peace Education Project

Peace Hub
Priory Rooms
Quakers in Britain
Robert Gregory and Rydian
Cook – film-makers
Woodbrooke



CELEBRATING 30 YEARS!



Exhibited at 10 events around the West Midlands

Created a Peace Space at the Birmingham Diocese Schools Senior Leadership Conference

Presented at the Birmingham Open Spaces Forum conference

Ran three Junior Peacemaker workshops with Peace Hub

Initiated a bus poster campaign promoting peace in Birmingham

Thirty years ago Quakers in Central England had the fantastic idea of starting and funding peace education in the West Midlands. Believing that peace isn't just something you hope for, but something you can educate for, they formed the West Midlands Quaker Peace Education Project, installed a project manager and the project was born.

Children's Peace Summit on International Peace Day

From the very beginning the project worked with schools all around the West Midlands, working with pupils and staff of all ages. Today we are still keeping that legacy alive working with over 1000 children a year, and around 400 adults – teachers and parents.

Threw a Birthday Party for friends and supporters!

Wrote chapters for three books to be published in 2018

Participated in the 2017 International Institute for Peace Education at the Grillhof Seminar Centre in Innsbruck

Collaborated with staff at HeadStart Wolverhampton and Leicester City Council

2017 was a year like no other! We wanted to raise our profile throughout the year – and this is how we did it...

Co-facilitated a residential course for Quakers: Peace Education in Schools

CHILDREN'S PEACE SUMMIT & 30TH BIRTHDAY PARTY

We chose International Peace Day, 21 September, to mark our birthday with a Children's Peace Summit followed by a birthday party. Children from eight primary schools in the West Midlands came together to explore peace through different themes and to share their pledges and messages for peace.

The children took part in workshops in the morning to explore Inner Peace, Peace on the Streets, Peace at School and Peace in the World. The morning workshops were facilitated by Peacemakers staff and Ray Douglas from Anti-Youth Violence. In the afternoon we were joined by Zeddie and Jay from Beatfreaks who helped the children turn their pledges and messages for peace into spoken word performances.

It was an exciting and inspirational day with lots of ideas generated. Children wanted to send messages to those people who make decisions in our communities:

We would like newspapers to publish good news stories.

We would like to see people using less petrol and driving less and Councils using more renewable energy.

We would like Peace being taught as part of the curriculum.

We would like all schools to become a welcoming place for everyone.

We would like teachers to choose ways of communicating that take into account the needs of children.

We would like you to give us opportunities to speak with people we have had conflict with.

We would like schools to work together to develop peace.

We would like space to calm down when we are not feeling peaceful.

It's hard to have peace on the streets when there's not peace in the world. Countries have got to stop fighting each other.

If you give people on the streets a voice, you might be able to stop riots and attacks.

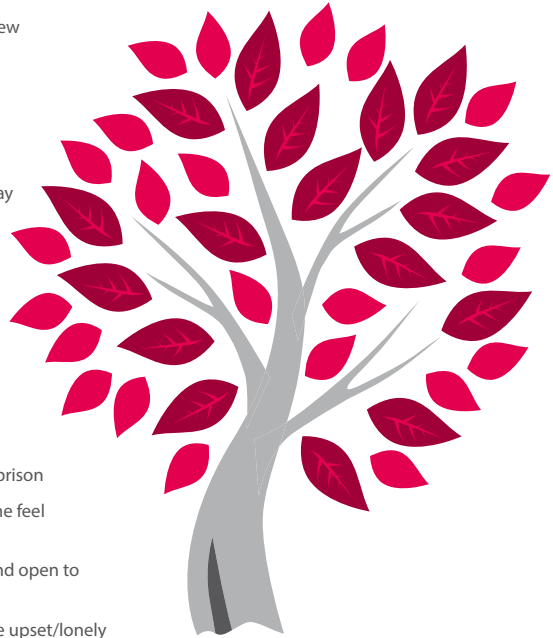
Change the law or tighten it up – stop underage weaponry, stop selling drugs, decrease the amount of weapons by stopping them being made.



THE PLEDGE TREE

The Pledge Tree consists of promises made by children during the workshops. As part of the day children hung their pledges onto a peace tree.

- I will try to be welcoming to everyone, especially children new to the school
- I will try to recycle more
- I will turn off electronics when I have finished with them
- I will try to respect people who are different
- I will try to be quiet/relaxed for a couple of minutes every day
- I will try to help people resolve arguments
- I will help the environment by picking up litter
- I will try to reduce, reuse, and recycle plastic products
- I will try to support homeless people
- I will talk kindly to other people
- My pledge is to stop fighting my brother
- There is a reason for anger and I will try harder not to judge
- I will do my best to be positive about people even those in prison
- I will listen to a peaceful CD and think of things that make me feel peaceful
- I pledge to keep sharing my knowledge and to keep my mind open to learn new things from others
- I can help bring peace in school by helping children who are upset/lonely



A video capturing the buzz of the day can be seen on the Peacemakers website.

Our birthday party followed the Peace Summit. We were joined by friends and colleagues from the past and the present to celebrate our achievements and to help us look forward to the future. Dr Hilary Cremin, who used to manage the project and is now managing the MA Programme in Education at Cambridge University, gave us some challenges for the future. She said—

“Our conception of what peace is should not be limited to a liberal Western view but should take into account the multiple, global ideas of what peace means. The future of peace education needs to be embodied, spiritual and take into account that we live in a fractured, post-modern world.”

We were also thrilled that Zeddie from Beatfrees wrote and performed a piece of spoken word especially for our

birthday and this is shared with you on the following pages.

Many people sent us messages to share the impact that the project has had on their professional and personal lives. This quote is from a teacher in Birmingham—

“The peace-making process has had a massively positive impact on me, both personally and professionally. Taking time to slow down and get all the facts before assuming anything has been invaluable to me. Allowing people to speak during times of conflict is a very powerful tool that allows people to take ownership of their conversations. This inherently means they are able to discuss and explain their own wants and needs. You’d never know unless you asked. I can’t say I live by this all the time, however I do try to use the skill and values I learnt through the Quaker Peacemakers as often as possible.”

Jackie Zammit

PEACE POEM

I found peace in justice.
As we stood together fists bound in
search for equality
There was a catharsis that danced
between
Them and us,
With every inhale came the realisation,
That the daily microaggressions pin
pricking my consciousness forcing me to
"Sorry I think you're getting too loud,
too angry too tough, you're not good
enough,
Can you just"
Calm down
Tone down
Do less
I am a person with many wars,
I am a woman
I am a black woman
Wait wait,
What feels the most uncomfortable in
your mouth?
Say it.
Is it
Woman or Black?
Which one comes to mind first?
What do you see first?
Is it, woman or black or
Both.
It's the overt discomfort,
The tinge of silence that lingers for too
long that makes itself apparent
That there is more to this conversation.

I found peace in choices,
Holding hands with those demonised by
society but are
victims
Victims of systems
Put in place to
Make the mundane
Too much,
too tough
with
impenetrable ceilings
With every exhale release the toxins that
binds free speech
Filled with chemicals that are unseen to
the naked eye
But in some cases a slip of the lip could
render me
To reside in hiding
I am a person with many wars,
I am Black
I am Woman
I am gay
Wait wait
You don't fancy me do you?
You can't be like that here,
in my country you'll be stoned to death
You're an abomination
It's frowned upon therefore
It's better to keep it a secret,
But secrets thrown in closets manifest
into seeds
That grow into restrictions
In the eyes of the law



For some
We are unsafe
Now there are people playing ping pong
with our happiness
Because of a lack of education
And now
For stability is a right for some
And inclusion is a vision for many
But we are still standing
Building safe spaces
And communities to call our own
With throats and hearts open
Singing melodies of representation
Harmonies of healing
As if by standing together
we are all hearing each other for the first
time
Saying we are not alone
But there's still work to be done

I found peace in community,
Coming together to shake the whispers
Taking baby steps forwards
By being uncomfortably open
But are displaying leaps and bounds
by those do not
understand where these actions have
come from
I look backwards and see
People of all shapes colours and sizes
People
with many wars
Internal battles of questions and doubt
Bulldozing over freedom and community
Yet are
Wondering where the love and genuine
curiosity of childhood
Disappeared to,
In search of approval of everything else
but
Forget that
The answers they are looking for comes
from
Within
when they take the time
to respect, empathise and listen

Zeddie Beatfreaks

RESTORATIVE PRACTICE AS PEACE PRACTICE

The 30th anniversary year provided me with opportunities to write articles and two book chapters to celebrate our work. At my happiest when I'm active, training and 'on my feet', this time spent writing was initially a challenge for me. However, the discipline of reflecting and writing about my practice has helped move my – restorative - thinking on and it's this thinking I'd like to share here.

Restorative Approaches (RA) in education are gaining significant ground in the UK. To start with, RA was often implemented as an alternative to exclusions. Over the last 20 or so years, perceptions of RA have started to shift as people saw other changes take place in the life of the schools such as an improvement in the quality of relationships; children reporting being listened to more; teachers reporting significant personal and professional developments.

Within the Peacemakers Restorative Approach schools, I too have seen, heard and felt the changes people can make when they move beyond RA as a set of tools or procedures designed to reduce incidences and exclusions, towards the use of a restorative approach as a way of fostering a culture of care, fairness and inclusion. Beyond its successful application in the classroom or playground, I also hear stories, from both children and adults, of transformed relationships between siblings, parents, colleagues, and ex-colleagues!

Having 2017 as a 'looking back and looking forward' year for Peacemakers enabled me to think more deeply about the shift (some) schools have made towards engaging more deeply with the values and philosophy underpinning RA that shapes not only the school climate and culture but personal conceptions of peace. Why is it that for some people, some of the time, a restorative experience appeared transformative?

Working with Terence Bevington from Cambridge University on a chapter for a forthcoming book co-edited by Margaret Thorsborne, Nancy Riestenberg and Gillean McCluskey, we began to articulate the progression some schools have been able to make in relation to a restorative way of working and being.

This spectrum demonstrates the progression from using RA purely as a behaviour management tool to developing a restorative culture in school through to marked changes in people and the systems that form the school.

"I realise I need to understand myself before I can understand others."

Teaching Assistant

"Kwasi, who doesn't have many words yet, will stand up in the circle and tell everyone what he wants to do."

EYFS Teacher



RA as **procedural**–
Behaviour Management

In this spectrum of restorative approaches in education, the continuum ranges from the procedural through the relational towards the transformational.

It is this third aspect of the spectrum of RA in schools that I feel Peacemakers has begun to develop more assuredly over 2017. Through my research into Peace Education, I am confident that the restorative contribution Peacemakers makes to education has moved significantly

RA as **relational**–
Culture Building

beyond an implementation model. Indeed, we are on the cusp of moving the Peacemakers RA project (a culture building model), towards a model that positions the restorative aspect more closely to the values of peace. This has helped me to focus on the potential for transformation within individuals in schools, between those individuals and in their environment.

In some of the Peacemakers RA schools, the concept of peace

RA as **transformational**–
Peace Work

generates more peaceful and engaged classroom circles. The circle is an embodiment of peace; a place where staff feel different and are able to see changes in the children in their class. In our most recent RA school – George Dixon – staff sees circles as peace-work. Beyond the classroom, in staff meetings and in conversations with colleagues and parents, staff are engaging more deeply and more broadly in the building of peace.

OTHER WORK

Over 2017, I enjoyed the opportunity to apply Peacemaker restorative approaches in other settings. Significant developments include parental workshops for the secondary school Heartlands Academy and a five-week course with pupils and staff at Ashborne Centre, an alternative provision centre for the City of Birmingham School.

The Heartlands work was especially interesting to see how our work translated to families from Somali and Pakistani communities. People engaged quickly in the subject matter and were keen to share perspectives and experiences with each other;

- The workshop has given me confidence to speak up.
- It's been great listening to other mums and realising I am not the only one. We are all in the same situation. Good to listen to the tips.
- The facilitator has been brilliant in explaining situations in a way we can understand.

- I appreciated learning about the Conflict Escalator.
- I will be using this at home.
- I have been here two hours and it doesn't feel like it. It has been useful and a lot of fun.

I was also able to deliver our accredited 3 day Restorative Practitioner training to 12 participants. Running 'external' courses is still a challenge for us as school budgets continue to bite and school leaders are reluctant to release school staff for training. Peacemakers continues to learn more about how best to publicise our work and make it more accessible.

In September 2017 we secured George Dixon Primary Academy as the ninth 'Whole School Approach' school. We look forward to supporting them with their developments over the coming year. Our relationship with previous 'WSA' schools is strong and we returned to the Oaks, Holy Trinity, Erdington Hall, Raddlebarn and Kings Norton this year.

Anna Gregory

JUNIOR PEACEMAKERS



We are fortunate to share a building in the centre of Birmingham with another Central England Quaker project, the Peace Hub. The Peace Hub is open to the public, giving people the opportunity to participate in campaigns and discussions as a way of promoting peaceful thoughts and actions within our city. Thanks to the generous donation from a supporter of this work, we have been able to partner with the Peace Hub to put on a series of workshops for children. We held three sessions throughout the year, inviting four children and an adult from nine schools to attend all three workshops. The aim was to help these young people to develop the skills to be able to make a difference back in their school communities.

As a starting point we took the experiences of young people, social entrepreneurs and activists who have made a difference in their local communities, and discussed the skills and attitudes these people have that helped them achieve their goals. We discussed the strengths that each of our school teams has and how to make the most of these.

Each team set up its own project. Many of the children wanted to make their playgrounds more peaceful, so the teams set about consulting children and teachers on how to do just that. A lot of thought went into what makes a peaceful playground. Some children are organising activities at lunch times, others have Peacemaker children on duty to look after children on the playground. One school is thinking more deeply about respect and what this looks and feels like.

During the final workshop we brought together all the children's learning and thoughts about peace to create a bus poster campaign. Paul Pritchard from Exterion Media joined us for a workshop to answer children's questions about how bus campaigning worked. We thought about what it is like for people travelling into the city centre on the bus, and how we can promote a sense of peace in the city. The children came up with their 'Show someone you care, Share a smile' campaign which was on buses in the city for a month over the Christmas period.

We have found the Peace Hub workshops to be a great way of engaging young people to work together with children from other schools, and to think about how to engage their peers. The bus campaign was a fantastic opportunity for young people to have their voices heard in the city. Look out for our next campaign in December 2018!

Thank you to the staff and Junior Peacemakers at Yarnfield Primary, Coleshill Heath, Kings Norton, Lindsworth, Brookfields, Nelson Mandela, Stirchley, Woodcock Hill, and St Michaels CE Academy.



TREASURER'S REPORT



The highlights of 2017 were the activities celebrating the 30th Anniversary of Peacemakers. These are somewhat buried in the summary accounts for the year, but had a significant impact on the work of the staff team – and hopefully on the wider community! The aim was to raise the profile of Peacemakers and to champion the value of peace education work.

The Director successfully applied for grants specifically for the anniversary year activities, which have been highlighted in this report.

The increased figure under "Income from Friends" includes an additional grant of £10,000 from Central England Quakers, in support of the 30th anniversary events, and also a larger income from individual donations. We are, as always, very grateful to our Area Meeting for their continued support of WMQPEP, and to Friends from across the country. The work undertaken by the project springs from the key Quaker Peace testimony.

Trust Income appears to be much the same as it was last year, but in fact the total for 2016 included the final payment (c. £32,000) of a generous 6-year grant from JRCT which has now come to end. Fundraising for the 30th anniversary year events is included in this year's figure. Without the grants from several trusts, the vital work supporting peace education in schools would not be possible. A huge thank you to you all.

We have continued to sell copies of the book **Learning for Peace**, and this has been very well received.

The Expenditure figures have been broken down into the Core Expenses, and Project Expenses. The former includes salaries for our Director and Administrator, at the very heart of the organisation, and the latter covers the salaries of two paid Peace workers and the freelancers, who between them are delivering the work in schools.

In conclusion, the impact of our 30th Anniversary celebrations in 2017 has been significant and worth the additional expenditure. The project continues to grow and to flourish; we are continually looking at new ways to promote peace education.

On behalf of the project I would like to give a huge vote of thanks to our many and varied supporters for their continued backing.

Jo Hallett Treasurer

ACCOUNTS
2017

	Total 2017 £	Total 2016 £
Income		
Friends (inc. CEAQM)	63,783	51,706
Trusts	53,000	53,212
Schools	36,920	48,440
Interest	95	225
Learning for Peace	2,781	4,640
Total Income	156,579	158,223

Core Expenses

Salaries	45,956	43,542
Overheads	8,606	9,326
Total Core Expenses	54,562	52,868

Project Expenses

Salaries for Project Staff	72,614	87,431
Overheads	10,720	9,215
Training (inc. Conferences & Committees)	2,113	1,896
Children's Peace Summit	5,630	0
Learning for Peace	0	5,880
Total Project Expenses	91,077	104,422

Total Expenditure	145,639	157,290
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EXAMINER'S REPORT

Surplus / Deficit for the Year	10,941	933
Funds at 1st January 2016	94,835	93,902
Total Funds at 31 December 2017	105,776	94,835

Balance Sheet at 31 December 2017

Bank Accounts

Current	31,913	45,920
Projects	12,109	699
Triodos	57,134	57,039
CAF	2,561	2,560
Total	103,717	106,218

Debtors	2,328	6,220
	106,045	112,438
Less Creditors	-269	-17,603
Net Assets	105,776	94,835

Funds

General Fund	105,776	94,835
Total Funds	105,776	94,835

I have examined the financial statements of the West Midlands Quaker Peace Education Project in accordance with the General Directions given by the Charity Commission and with the Statement of Recommended Practice for Accounting by Charities.

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.

Alison Ironside
23 March 2018

MESSAGES OF APPRECIATION

“The effects of Peacemakers in the lives of children may not be known for many years – your work will affect their relationships forever.”

“Thank you for encouraging inner peace in everyone, from all of us at Headstart Wolverhampton.”

“30 years of promoting the skills to build peace within and without. Congratulations.”

“Peace Education: It’s the only way forwards that’s going to make a lasting positive and transformational difference to the young people who we are all collectively responsible for.”

“I’m proud to be associated with such a wonderful project. Long may it flourish and change lives.”

“My involvement with Peacemakers as a freelance trainer for a number of years impacted hugely on my working life. It changed not only how I interacted with children, young people and staff groups I went on to manage – but also how I dealt with conflict in my personal life. The skills I learnt and developed have enhanced all aspects of my life. Huge thanks.



PEACEMAKERS

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