



# PEACEJAM ANNUAL REPORT 2016

## 10 YEARS OF EDUCATING FOR PEACE



# Contents

- 2** Who are we?
- 3** How we started  
What we do
- 4** PeaceJam in School and the Community  
How we work in schools
- 5** Our Activities
- 6** Our Impact: What Young People Say
- 8** Our Impact: Teachers and Youth Leaders  
Our Impact: Mentors and Volunteers
- 10** Our Partners
- 13** Governance

## Who are we?

In 2016 PeaceJam UK celebrated 10 years of inspiring young people around Britain to become active citizens and peacemakers in their communities. In March 2016 we held our ninth youth PeaceJam conference with Nobel Peace Prize winner Rigoberta Menchú Tum from Guatemala. It was a wonderful, intense, moving event, with some 250 teenagers, teachers and university students – including a special delegation of Native American Youth from the USA – discussing indigenous rights, human rights and our responsibility to the earth and environment.

This report is therefore both a retrospective of our first 10 years of activity, as well as a review of the year 2015–2016.

## How we started:

PeaceJam is a unique, global, peace education programme, founded in 1996 and headed by 13 leading Nobel Peace Prize winners. It seeks to inspire young people to become active citizens and agents for positive change in a multicultural and interconnected world.

The governing board of PeaceJam is composed of all the participating Nobel Peace Laureates. Towards the end of his life Professor Sir Joseph Rotblat, the eminent nuclear and medical physicist and founder of the Pugwash Conferences on Science and World Affairs became involved with PeaceJam and was so impressed by it that he was determined to bring it to the UK. Thus shortly after his death in August 2005 Sally Milne, his personal assistant, and Dawn Engle, the founder of PeaceJam, set up PeaceJam UK as a partnership between British Pugwash, the University of Bradford and its Peace Studies department, and PeaceJam Foundation in the USA.

## What we do:

The total PeaceJam programme consists of a dynamic triangle, of Education, Inspiration and Action.

The Education component is contained in our comprehensive and flexible learning materials for use in schools and youth groups, tailored to different age or ability groups from primary school up to college age (each set of Key Stage materials consists of around 200 full colour pages, schemes of work, worksheets, all compliant and adapted to OFSTED requirements, and supporting audio-visual materials produced by the PeaceJam Foundation).

The Inspiration is provided by the Peace Laureates, whose lives and choices serve as role models. We also encourage young people to see inspiration in those around them – teachers, mentors, family, friends – who also demonstrate the core values of resilience, courage, compassion and kindness. Teachers from the schools engaged in our programme and young people identified as peer opinion-formers, leaders or multipliers will be able to work directly with a participating Nobel Laureate at our annual two-day Youth Conference with a Nobel Peace Laureate.

The third key aspect of the programme is social action. Young people are encouraged to analyse a social issue that concerns them, draw up an action plan and carry out a community project with the aim of making a difference. These can be logged under the One Billion Acts of Peace website, a global platform set up by the PeaceJam Foundation and their partners, Google, to bring together young people around the world working on peaceful solutions to global and local problems.



# PeaceJam in School and the Community

PeaceJam UK has been working with schools and youth groups since 2006 through its education programme and teacher-friendly resources. We offer a range of curricula suitable for ages 8–18. These curricula are: PeaceJam Juniors (Key Stage 2); PeaceJam Leaders (Key Stage 3); PeaceJam Ambassadors (Key Stages 4 and 5). These resources draw on the lives of the Nobel Peace Laureate, as positive role models, to encourage children and teenagers to debate controversial issues of diversity, tolerance, social justice, conflict and non-violence. They teach key skills such as emotional literacy, self-expression, self-esteem, resilience and the ability to make safe choices. They have been used very successfully with a diversity of young people, from those who are disadvantaged and disenfranchised, to the gifted and talented, and the privileged.

Schools use the materials in a variety of ways. In some cases, the programme is integrated across the whole school. For example, the Mount School, York uses different curricula for different age groups, but the whole school is committed to the PeaceJam ethos of community projects. In others it is used for drop-down days (when the whole school is off the normal curriculum). In some it is used in specific lessons such as religious studies and ethics or in general citizenship and PSHE classes or for lunchtime or after-school clubs. PeaceJam UK trains local university students or Rotarians to go in to schools or youth clubs on a regular basis to assist teachers and youth workers running PeaceJam as an extracurricular activity. As part of our package, PeaceJam will go into schools or youth clubs and train teachers and senior management on the PeaceJam materials and how to best use them in their setting.

Our materials are very flexible: the Ambassadors Curriculum, targeted at age 14 and upwards, has been used for Gifted and Talented students, in colleges and universities and with adults, such as refugees (see below). However, teachers can use more accessible materials for the same age group: for those struggling with English as an Additional Language, or with cognitive and emotional challenges, the PeaceJam Juniors and Leaders curricula have been very successfully used. For young people struggling with the school environment, for example in a Pupil Referral Unit, these materials open up scope for them to talk about themselves, their identity, their feelings, their aspirations in a way that the standard school curriculum does not. A number of youth services (for example, in Derby, Rochdale and Bradford) have enthusiastically used our curricula, and a number of local Rotaract and Interact groups are also combining PeaceJam work with Rotary activities.

## How we work with schools

Our ready-to-use curricula and CPD trainings increase staff confidence in discussing controversial issues and show them how to allow space for healthy and respectful dialogues about different values and beliefs. They also promote Every Child Matters outcomes, community cohesion, equality, diversity and well-being, and help schools implement effective anti-bullying policies (we have a specific cross-cutting Anti-Bullying Curriculum, called Compassion in Action, as well as a Juvenile Justice programme for young offenders). They promote pupils' wider skill

development in teaching and learning, especially social and emotional aspects of learning (SEAL) by encouraging empathy, active citizenship and pupil voice, and developing links with families and local communities. PeaceJam UK also explicitly mapped onto, and integrated into, our materials for the teachers/youth leaders all of the educational outcomes required by statutory bodies governing both formal education and youth work. These include: Spiritual, Moral, Social and Cultural education; Personal, Social and Health Education (PSCHE) and Skills Based Learning, that is, a classroom environment where independence, critical thinking skills, collaboration and active learning are developed at the same time as knowledge is acquired; Global Learning, that opens young people's eyes and minds to the realities of the globalised world, inspires them to act as British and global citizens to bring about a world of greater justice, equity and human rights for all. By offering activities that address the ideological and emotional issues that often underlie a young person's vulnerability to extremist ideas, our programmes help schools build resilience and shared values in their students

## Our Activities

We have run 10 youth conferences to date, each with a different Nobel Laureate in attendance:

<b>2006</b>	<b>Máiread Corrigan Maguire</b>
<b>2007</b>	<b>Jody Williams</b>
<b>2008</b>	<b>Rigoberta Menchú Tum</b>
<b>2009</b>	<b>Shirin Ebadi (Slam)</b>
<b>2010</b>	<b>Jose Ramos Horta</b>
<b>2011</b>	<b>Betty Williams</b>
<b>2012</b>	<b>Adolfo Pérez Esquivel</b>
<b>2014</b>	<b>Shirin Ebadi (Slam)</b>
<b>2015</b>	<b>Jody Williams</b>
<b>2016</b>	<b>Rigoberta Menchú Tum</b>

Each of these events has had an average attendance of 250 young people between 13-18, university mentors and volunteers, and teachers and youth leaders

We have also run dozens of one-day events (known as PeaceJam Slams) to introduce young people to PeaceJam, to follow up on a conference they might have attended or get them prepared for the one that they will be going to. We hold these in schools, community centres and universities with whom we partner, for example South Leeds Schools, Graham School in Scarborough.

# Our Impact: What Young People Say

In these first 10 years of PeaceJam we have welcomed over 2000 young people to the weekend conferences, one-day slams, and training/preparation events. Those attending represent a wide diversity approximately 50/50 girls and boys, 50/50 white and BME, and schools and groups ranging from private schools, to challenging inner-city comprehensives, youth groups and pupil referral groups. The impact of our events depends on this mix and allowing young people to interact with others beyond their normal social circles and outside their comfort zone. Many of those attending are encouraged to do so by their teachers or youth leaders because of behavioural challenges they display: they consistently tell us that involvement in PeaceJam has a direct positive effect on self-esteem, confidence, behaviour and consequently learning. Across the school PeaceJam enhances social cohesion and reduces tribalism and makes peace, rather than violence 'cool'. Many develop leadership qualities evidenced in the social action projects (Global Call to Action projects) that they design and carry through as a group. For many this is their first step on a university campus and prolonged encounters with the university students who act as their mentors, and often become role models, is a key positive introduction to the university. Impact has been measured through questionnaires at each event, a longitudinal study by PeaceJam, teacher feedback and in-depth studies.

## What have they learnt?

"That one person can make a difference"

"Communication is key and you can't give peace you have to build it up. "

"To work together. Having fun while making change"

"How anyone can make a change if needed"

"Hope is anywhere"

"Tackling inequality without violence. Be positive"

"One person can make a difference"

"Never give up on what you want to try"

"Make peace to my community"

"Working together effectively. You are not alone and there are others trying to do the same as you (Peacejammers)"

"How to keep calm in difficult situations"

"Inspiration is key. There are a lot of friendly people"

"Conflict resolution"

"Equality. Friendship"

"The communication with people is good. That you should always speak out"

"That you can always stand up for what you believe in and that you can make a difference"

"That different cultures can join together and stand against violence"

"That collectively we can all make change"

## Comments about our annual conference

“Very good overall. Can’t wait till next year :-)”

“PeaceJam rocks!”

“I had a fantastic time and I really liked the conference. I liked the workshops and I thought Adolfo was a really good man.”

“It was brilliant I was really inspired by Adolfo’s speech and how he managed to influence the people without violence. I really want to go again.”

“You must have peace from within. To spread the message of peace. “

“Incredible. I want to go again.”

“Fab weekend., thank you!”

“Don’t stop the conferences. They are amazing!!!”

”It was good. I had a really good time. I made new friends. I told \my school about it. I want them to come next year”

“It was a fantastic experience!”

“At the conference they put you in family groups with people you didn’t know but had to work with. I think this made us more willing to interact and participate in activities. I love Adolfo Perez Esquivel. I went because I was curious about the jam and I got offered the opportunity.”

“It has taught me that we need to get everybody together to work together to make things better in our community. Everybody needs to support each other like the fingers of a hand working together like the dude said parents really need to support their children to make things better.”

”PeaceJam was a really interesting and inspiring event. I liked everything: meeting a Nobel Peace Prize winner, the people you connect with, and the activities. It was a fun but productive weekend. It inspired and encouraged me to stand for what I believed. It also taught me that staying silent and doing nothing is not the answer. Doing something about an issue might not solve it 100% but at least you can do something that makes it a bit better than it was at first.”

## Our Impact: Teachers and Youth Leaders

Teachers and youth leaders report that PeaceJam is an invaluable tool for teaching citizenship and social responsibility.

“We have the girls brimming with confidence starting to engage with the community. These are the same three girls who said they wouldn’t go in separate groups! They did and have never looked back.” Teacher

“You won’t see the effects on some of those boys (yr 9) until the sixth form”  
Teacher

Teacher from Coventry “I had several girls who were involved in a year group/school wide maelstrom of conflict. We had fistcuffs over who was going to go through a door first, constant rows it was miserable. We had countless detentions, girls in isolation and constant exclusions. Sally Milne [from Pugwash] invited me to bring students to the [first Peacejam] conference and I thought OK we’ve tried everything else, let’s try this. So I took 8 girls who were heavily involved in problems five in danger of exclusion, to the first UK PeaceJam. Since then, out of the eight, one has been excluded for violence, however, of the others, five were the first in their family to make it through to final assembly in year 11. Of these four went on to further education and one has a job with training.” She regards attending PeaceJam as a turning point in these young people’s lives. The effect it had on the girls was dramatic. The teacher developed interest in the school, and with a colleague, has involved several other Coventry schools. This year 75 young people came from Coventry. Barrs Hill selects young people to attend the conference because they are interested or because they need to go, rather than as a reward for good behaviour: “Some staff think that going away to PeaceJam should be a reward for “nice” kids and get cross with me for taking “villains”. It is not for the well behaved kids it is for the kids who need it”

Rochdale Youth Service worker: “This year I brought 15 girls, all very keen and driven. They were adamant that they wanted to go to PeaceJam. They did some work on equality and preventing violent extremism, bringing different faiths together that they presented at PeaceJam. It was great for them to meet Betty - she had been doing the same thing: they could talk about what they had been doing.”

## Our Impact: Mentors and Volunteers

PeaceJam relies heavily on the dedication and commitment from many volunteers in different sectors of the community, and especially the students at the universities with whom we partner to host the PeaceJam conference, and who also go out into local schools to help support the delivery of the PeaceJam educational programme. Annually some 80 students volunteers from a variety of courses and universities undergo a training programme to act as family group mentors and hosts. The training takes around 3 months of regular meetings, and covers issues such as facilitation skills, conflict resolution, child protection, working with young people, handling difficult conversations, and the basics of PeaceJam (its

programmes, ethos, and participating Laureates). The student mentors play a crucial role at the conferences and Slams, working in pairs to facilitate family group sessions, where young people have the space to explore their ideas, values and reactions to the Laureate, and think about the social change project they want to implement. The mentors also work with the event organizers to ensure the conferences/Slam is safe, fun and challenging for the participants. Our mentors are selected and trained to be professional, motivated, energetic and model leadership qualities to the teenagers participating. Our general volunteers also play key roles, often taking on aspects of the organisation of the events, such as marshalling and registration, catering and refreshments, and hosting the workshops and community/volunteering projects. We debrief with the student volunteers after every events to get their feedback and suggestions for improving the training or event next time.

### What the students valued about their experience:

“Working as a team, with the volunteers and other mentors was also a really good experience, the energy with all of us and determination to make it a good weekend meant that even when I was getting tired I could become re-energised. Whitney, Kyra and Helen were all amazing, really useful to go to when something went not exactly according to plan. To be honest, the best thing about the experience was the people we got a chance to work with, whether student, volunteer or staff. “

“It was an amazing experience that I feel very privileged to have been able to take part in.”

“The main benefits of volunteering with PeaceJam include the opportunity to gain valuable work experience relevant to our degrees, to develop new skills including facilitation and conflict resolution/transformation, and to learn and interact with both internationals—including a Nobel Peace Laureate—and the local community.”

“[I valued] working together as part of the PeaceJam team with the other volunteers and meeting new people. I also thoroughly enjoyed working with the young people who came to the event with their schools and supporting them to develop and think about how they can contribute to peace in their communities in different ways and in how they can make a difference both collectively and individually. “

“I value the relationships I have built with other mentors as well as the inspiration granted upon me by some of the most motivational students I have met. “

“To be involved in something so stirring and moving, to have made new friends who I am sure I will keep for a long time and to have met Adolfo.”

“PeaceJam was overall an incredibly rewarding experience, to work so closely and unreservedly with these young yet potent characters and minds was thrilling and a lot of fun. During the sessions, in preparation as well as at the conference, I felt I expanded my confidence and competence, my ‘keeping time’ skills and my communication abilities. “

“PEACEJAM - what a feather in the university’s cap! So inspiring- what an experience! I also greatly appreciate all the preparation and training we received (in child protection, mentoring, coaching, team-working, and more.) I will remember PeaceJam as a totally outstanding part of my time spent in Bradford.”

“The skills trained and acquired the confidence to be able to function in a team, and the overall experience. How often does one get the chance to speak to such massive characters and inspirations as the peace laureates involved in PeaceJam?”

# Our Partners:

## Partnerships with Universities

Many student volunteers have told us that working with PeaceJam has been life-changing for *them* as well as for the teenagers they have worked with. For PeaceJam, working with students and with universities has also been very valuable, because it provides a pool of young people close enough in age to the teenagers who attend to be relatable, and also offer a role model of someone who has made good choices, put in effort to get to higher education, is willing to listen and dialogue, and had values demonstrated by involvement in this project. Students often become further multipliers once they return to their country of origins, move into jobs in education or with other non-governmental organisations. Some have become very involved in running the programme, joining the management team, and travelling to support other PeaceJam events in Europe and beyond. Peace Studies graduates who have been involved with PeaceJam in Bradford are now supporting PeaceJam initiatives in Colombia, the Netherlands, Belgium and Greece.

The first university to host the PeaceJam annual conferences was the University of Bradford, from 2006–2012. During the period the PeaceJam UK project was also based at the University, due to the initiative of Dr Fiona Macaulay, Senior Lecturer in the Department of Peace Studies, the first such department in the world and still a leading academic centre on conflict resolution and peacebuilding. The University also provided funding for a Peace Education officer, in partnership with PeaceJam UK and the Matt Lamb Foundation, which provided matched funding in the form of in-kind gifts. That partnership ended with the death of Matt Lamb in 2012, but the University's Peace Studies department has remained very supportive.

Since the PeaceJam conference has been hosted by the University of Winchester (from 2015), a very solid group of student mentors and volunteers from Winchester, the University of Southampton and local sixth form colleges has been formed. They have run a continuous training programme, doing social service projects of their own, supporting both the PeaceJam conferences (in 2015 and 2016), and reaching out to youth organizations in the UK and beyond.

Meanwhile at the University of York's Derwent College, we are currently delivering



Participants at the 2016 PeaceJam Conference

a year-long training programme for students based on our Ambassador's educational materials and mentor training which will enable them now to begin work with primary schools in the area with which the University has linked, helped them to get started on the PeaceJam Juniors programme. We will soon have similar student PeaceJam programmes running at the University of Lancaster and Leeds Trinity University, which is hoping to host a PeaceJam Youth conference in 2017. In short, in every regional hub we have identified a University partner where we can engage their students in community volunteering, train them as multipliers to support PeaceJam in local schools and community groups, and act as mentors at local PeaceJam events. In Leeds, which is looking to become the first PeaceJam city anywhere in the world, we are working with all three universities (University of Leeds, Leeds Trinity and Leeds Beckett) to help them join up with the education authorities and children's services in the city council.

## Partnership with Rotary International

Local Rotary clubs have supported the PeaceJam project from the outset, offering bursaries for young people from low income backgrounds to attend our youth conferences. The presence of the Rotary International Centre for International Studies in Peace and Conflict in the Division of Peace Studies increased that interest and over the past six years UK Rotarians have become involved with the management of PeaceJam UK and its spread into the South of England and Wales. The organising group for the Youth Conferences held at The University of Winchester includes several Rotarians from Rotary clubs within the local Rotary District, as will the organising group for the Youth Conference to be held at Leeds Trinity University in November 2017. Having free expertise available, e.g. photography, film making, accounting and legal advice is invaluable. Rotary clubs also work closely with their local schools, promoting the benefits of PeaceJam to them, as well as providing financial support for attendance at our Youth Conferences. For example, Avonbourne Academy in Bournemouth (a primary school, two secondary schools and a sixth form college). is running a PeaceJam "Acts of Peace" campaign across the whole school group. The campaign is being publicised with a very large banner outside the main entrance, and support for this, as well as funding for six students to attend the 2016 Youth Conference in Winchester, has been provided by the Rotary Club of Bournemouth East Cliff.

On Jersey (part of the Rotary District local to Winchester), PeaceJam is part of the Rotary-led initiative to make Jersey an "Island of Peace". Following their attendance at the 2016 Winchester Youth Conference (financially supported by Rotary), students from two of the schools on Jersey gave interviews on local BBC radio their comments were heart warming, the impact was palpable, and their commitment to being ambassadors for peace was impressive.

## 2016: Building Regional Partnerships

Over the last 10 years, PeaceJam UK has focussed on the *quality* of our educational materials and impact. For that reason we have chosen to work strategically in locations where we could build up a critical mass of interest among schools and other interested parties. We work in partnership with Education Authorities (especially those teams with a remit for diversity and social cohesion), with Children's Services (children in care have been supported to attend our events), with police services (around the prevention of extremism agenda, and support to vulnerable youth), and with universities whose students are interesting in mentoring young people through PeaceJam. We are very exciting about these regional partnerships here is a taste of what we have been doing in the last year.

In Leeds, we are currently in negotiations with the three universities, Children's Services and the City Council to make Leeds a PeaceJam City. Leeds Trinity University will host a PeaceJam Youth Conference in November 2017. This will enable us to build more PeaceJam hubs and give more young people the chance to be inspired by a Laureate. Our lead school is South Leeds Academy, which is adopting our programme in order to tackle issues of racism and cohesion in the school (two of the 7/7 bombers attended this school).

In Derby we are working with the multi-faith centre, which is using the PeaceJam programme as a resource to bring together ethnically diverse groups of youth (Roma, white Christian and Muslim) to do One Billion Acts of Peace citizenship projects. We are also working with the City Council through its youth services, which has been engaged with our programme for several years, and its cohesion and integration office.

In South Wales, Rotarian Alison Sutherland has used the PeaceJam Juvenile Justice curriculum to develop a three-day programme with offenders in Bridgend Parc prison. The pilot was extremely successful, with prisoners reporting that their attitudes had changed for the better. The programme is now a permanent fixture, to be used with all inmates prior to all other courses, and is going to be rolled out to other prisons across Wales, and delivered by trained volunteers (Rotarians). She has also worked with local University Rotaract students using the Ambassadors Curriculum in a programme of global citizenship with a small group of refugees in the Resettlement Centre in Cardiff. They focussed on issues of identity and difference, exploring universal human rights, British norms and values, and ways in which refugees could have better social interaction and integration in the UK.



Participants at the 2016 PeaceJam Conference

# Governance

PeaceJam is an international organisation. The headquarters is the PeaceJam Foundation - a registered charity - based in Denver Colorado. The Board of the PeaceJam Foundation is composed of all the participating laureates and their representatives: they set the overall direction, policy and governance of the organisation as a whole. PeaceJam has regional affiliates and chapters in the USA and around the world in countries with a participating Laureate for example: East Timor, South Africa, Guatemala, India, and the UK. It is also expanding into Europe and has an affiliate in Greece, and groups in Monaco, the Netherlands and Belgium.

## The UK Affiliate

**Company Name:** PJ UK Programme Ltd (known as PeaceJam UK)

**Company registration number:** 07586110

### Company Directors

Fiona Macaulay (Company Secretary)

Sally Milne

Jane Manton

### Leadership Team

Caroline Millman (Chair)

Fiona Macaulay

Sally Milne

Graham Golding

Rehana Minhas

Alison Sutherland

Luke Addison

Sara Belhay

### Registered Office and operational address:

8 Bromley Road,

Bingley

West Yorkshire

BD16 4BU

**Email for all enquiries:** [unitedkingdom@peacejam.org](mailto:unitedkingdom@peacejam.org)



## NEXT UK PEACEJAM YOUTH CONFERENCE

12-13 March 2017

University of Winchester

100 places are FREE for young people, kindly sponsored by the Burns-Price Foundation

Email [unitedkingdom@peacejam.org](mailto:unitedkingdom@peacejam.org) for details on how to apply

With grateful thanks to: list of all funders to date:

University of Bradford

University of Winchester

Co-Operative Membership (Northern Region)

Live UnLtd

Scurrah Wainwright Charity

Nesta Ferguson Trust

Peacetogether

Polden-Puckham

Dulverton Trust

Radley Trust

Quaker Peace Studies Trust

Calderdale Community Foundation

Local Rotary Clubs around the country

Soroptimist Clubs in West Yorkshire

Sponsors who have provided in-kind support:

British Pugwash—office space and staff time

Subway

Tesco's

Betty's of Harrogate

Burbidge's Bakery, Andover

Royal Hotel, Winchester

Lainston House Hotel, Winchester

Shenton's Solicitors

Investec

John Scarano at ESU Development

St. Ethelburga's

McRay Press

Bar Rouge

Rogers Stirk Harbour & Partners

Step One Education Guidance

Theatre Royal