Tim Parry Johnathan Ball Peace Foundation—written evidence (CCE0067)

The Tim Parry Johnathan Ball Peace Foundation (Peace Foundation) was founded in memory of two boys, Tim Parry and Johnathan Ball, who were tragically killed in the IRA’s bombing of Warrington in March 1993. The Peace Foundation is an independent charity with no political or religious affiliations and works nationally and internationally to support those affected by terrorism and violent conflict.

The Peace Foundation’s work and reach has grown significantly in recent years and our experience in the field of conflict resolution and peacebuilding means we are well placed to respond to some of the contemporary challenges facing our society. We work with those who have been impacted by war, terrorism and politically motivated violence and our wide range of programmes bring us into contact with individuals ranging from young people susceptible to extremism, women in diverse communities, veterans of conflict and their families as well as survivors and witnesses to acts of terrorism and violent conflict. As well as working closely with the Home Office, we work with the Ministry of Justice, the Foreign and Commonwealth Office, the Metropolitan Police, local and city authorities, the Irish Government and other Non-Governmental organisations.

www.foundation4peace.org
Registered Charity No: 1048990 Company No: 3042409

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Introduction

1. The Tim Parry Johnathan Ball Peace Foundation is a registered charity, in operation since 1995. The Peace Foundation was founded in memory of two boys, Tim Parry and Johnathan Ball, who were tragically killed in an IRA bomb in March 1993. The IRA exploded two bombs, without warning, on a busy Saturday in a shopping street in the town of Warrington in the North-West of England. The bombs in bins created shrapnel that killed three-year-old Johnathan Ball and five days later, 12 year old Tim Parry lost his life. 54 others were seriously injured. The incident shocked the nation and gained worldwide publicity.

2. After the bombing, the parents of Tim Parry, supported by Johnathan’s parents (Johnathan’s parents have since passed away) wanted to gain an understanding of why they lost their children. Colin and Wendy Parry were taken by BBC Panorama to Northern Ireland, the Republic of Ireland and the USA. During these visits, they witnessed work efforts aimed at creating and sustaining peace. They returned inspired, like many other victims, to try and make sure nobody ever experienced what they had gone through. Funded largely by donations they had received in the aftermath of the bombing, they formed a charitable trust.

3. A scholarship commenced in Tim’s name, bringing together young people from different sides of the conflict to try to understand their differences and also share their commonalities. Wendy Parry had the idea to create a location to house the scholarship and together, they set a vision to build a centre as a living memorial to the boys. The project
became a millennium goal and with the involvement of Government and the NSPCC, grew substantially. The iconic Peace Centre opened in 2000. It is a multi-purpose building based in Warrington, and houses facilities ranging from residential quarters to a café, sport and art areas to special spaces for conferences and project work.

4. Early work started by undertaking a huge and diverse number of projects and activities ranging from community youth clubs to residential programmes. In 2001 the Foundation undertook a study looking at the specific needs of GB domiciled victims of the Northern Ireland conflict and from this report work began to provide a series of activities to assist those victims. At the same time, conflict was changing, with terrorist attacks in New York on September 11th 2001 and London on July 7th 2005 (the latter remaining the biggest loss of life in a terrorist attack on mainland Britain). In addition, a gradual move to peace in Northern Ireland meant that the Peace Foundation began to develop its capabilities working not only with young people but communities generally in building peace and conflict resolution skills. The Peace Foundation is independent and funded as a charity. We do not take sides, we are not aligned to any conflict, we are not faith or political based and we do not pursue causes such as justice or truth. There is no other organisation that takes such a stance.

5. The nature of our work and programmes mean we are well placed to respond to the Select Committee on Citizenship and Civic Engagement’s call for evidence. The Peace Foundation’s broad range of educational programmes are designed to equip participants with skills to use their experiences positively and to effect change for themselves and their communities. Our approach to conflict resolution tackles the root causes before, during and after violent conflict. Our portfolio of programmes and projects therefore deal with the prevention, resolution and response to violent conflict. Our projects are tried and tested, and supported by over 20 years of experience in the field. We retain the intellectual capital gained over these years, and continue to deploy it to counter the risks facing society today.

What should be the role of education in teaching and encouraging good citizenship? How effective is current teaching? Do the curriculum and the qualifications that are currently offered need amending?

6. Through our programmes, the Peace Foundation encourages people to learn about citizenship through experience, using techniques to help participants develop critical thinking abilities and explore what is means to behave compassionately towards others. We believe that education has a huge role to play in strengthening people’s identity as citizens and that this type of education should not be confined to the classroom. From encouraging individuals to think about how their beliefs and values motivate behaviour, to exploring and confronting conflict, recognising prejudice and engaging in dialogue, our projects are aimed at educating, training and influencing individuals and communities so that they can prevent, resolve and respond to conflict in ways that work for them. Our stakeholders include teachers, school leaders and community leaders as well as young people.

7. Enabling people to make their own decisions and to take responsibility for their own lives and communities cuts across a broad range of areas and subjects. As such, from an educational perspective, we believe it is sensible for citizenship to be integrated into
existing subjects. We are aware that as well as the statutory citizenship curriculum, elements of citizenship education appear in many subjects - such as English, history and maths - as well as in a school’s spiritual, moral, social and cultural (SMSC) development outcomes. Any extension of this approach and further integration of citizenship education into existing subjects should be encouraged.

**What other routes exist for creating active citizens?**

8. Contemporary challenges mean that citizenship education and giving people the knowledge and skills to understand, challenge and engage in issues crosses into new and uncharted territory. For example, questions of social, moral and legal awareness come into force when considering how to equip young people with the skills to navigate themselves safely online.

9. Young people today are no different than young people of previous generations in that they may be searching for their identity, they may feel isolated, under pressure or that the challenge of navigating their transformation from child to adult is beyond their reach. The Peace Foundation’s *Think* programmes, aimed at 14-19 year olds, Key Stage 4 and above, encourage young people to think critically and consequentially about content they interact with online and understand how to engage safely and constructively in this space. The modules help participants develop an understanding of the role of social media in how young people can positively contribute and participate in these spaces and ultimately, aim to empower young people to become responsible citizens online.

**What are the values that all of us who live in Britain should share and support? Can you identify any threats to these values, which affect the citizenship of, for instance, women or various minority groups? If so, how can their citizenship be strengthened?**

10. In the family environment, women can play a crucial part in providing important interventions that can alter a path towards violence. Women’s active participation in democracy and peacebuilding is critical. The Peace Foundation’s programmes aimed at women and young women, encourage leadership and explore conflict and extremism at a local, national and international level. Our *Women For Peace* programmes train and support marginalised women to become more active citizens, who lead the way in preventing and resolving violent conflict through intercultural dialogue and challenging narratives.

11. For many women we work with, English is spoken as a second language. Our programmes help them develop their English speaking through public speaking and interaction with other women from their local communities. In addition, they gain enhanced skills in conflict resolution and problem solving and increased understanding to respond to local issues and participate in social action.

**Can you give examples of initiatives and role models that have helped promote a positive vision of British Citizenship within a tolerant and cohesive society?**

12. Mother of three, Ahlam Hassan completed our *Women for Peace* programme in 2015. A refugee from Syria who came to the UK with her husband and children in 2013, Ahlam
spoke of how the course gave her increased confidence and inspired her to help others who have faced similar struggles including those affected by recent terrorist incidents.

“I am one of the survivors of conflict and I can understand the situation with the family of the victims. I have these experiences and I can feel what they feel. I learned a lot from the course. It has equipped me with the tools, courage and confidence.”

Ahlam Hassan, Women for Peace alumnus

Conclusion

13. Citizenship has to involve learning through experience and active participation. Teaching methods should not be confined to the classroom. Encouraging and helping individuals develop critical thinking abilities, building confidence and experience of thinking critically about one’s self and ‘the other’ are building blocks for becoming a responsible citizen. Online communities and participation is increasingly important in the lives of young people today and this should be addressed in citizenship education. Equipping young people with the skills to navigate themselves safely online, encouraging young people to think critically and consequentially about content they interact with online and understand how to engage safely and constructively in this space is essential. In order to do this, we must develop a greater understanding of the role of social media in how young people can positively contribute and participate in these spaces and ultimately, empower young people to become responsible citizens online.

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http://www.warringtonguardian.co.uk/news/15202670.Women_honoured_at_Peace_Centre_for_their_work_to_tackle_violence/?ref=fbpg