

21st Century Evangelicals November 2012 - Education

Welcome

Thank you for taking part in the Evangelical Alliance's Online Research Panel.

This quarter's survey is about education – our experiences, involvements, preferences for our children and opinions on policies and practices.

All answers are anonymous and will only be used to compile statistics for our reports. And if you'd really rather not answer a particular question you can always leave it blank.

People vary, as certain answers mean you may automatically skip past some questions, but the survey shouldn't take longer than about 20 minutes.

1. These surveys are brought to you by the Evangelical Alliance working with a group of other Christian organisations.

We would like to know if you consider yourself to be a member or supporter of any of these groups. Please tick each one you support.

	Member, partner or activist	By regular prayer	By financial giving
Evangelical Alliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CARE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christians Against Poverty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compassion UK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CWR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MAF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open Doors UK and Ireland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prospects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wycliffe Bible Translators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your current involvement in education

2. There are many ways people can be involved in education, training or learning.

Are you involved currently in any of the following ways?

You may tick more than one as appropriate.

- | | |
|---|---|
| <input type="checkbox"/> as a full-time student | <input type="checkbox"/> as another staff member in a school, college or university |
| <input type="checkbox"/> studying part-time for a qualification | <input type="checkbox"/> as a parent of a child in school |
| <input type="checkbox"/> attending training courses linked with employment | <input type="checkbox"/> as a parent of a child at university or college |
| <input type="checkbox"/> studying more informally (courses or classes that don't lead to a qualification) | <input type="checkbox"/> as a school governor on behalf of your church |
| <input type="checkbox"/> as a teacher in primary school | <input type="checkbox"/> as a school governor in some other capacity (parent, teacher, community, business, political party etc.) |
| <input type="checkbox"/> as a teacher in secondary school | <input type="checkbox"/> as a volunteer or regular visitor in a school setting |
| <input type="checkbox"/> as a head teacher | <input type="checkbox"/> as an active member of a parents association |
| <input type="checkbox"/> as a teaching or learning support assistant | <input type="checkbox"/> none of the above |
| <input type="checkbox"/> as a teacher or lecturer in further or higher education | |
| <input type="checkbox"/> other (please specify any other relevant details) | |

About you

In every survey we need to ask everyone (both regular panel members and newcomers) a few short background questions so that we can easily break down the responses from different groups of people. We apologise if you have completed this for a previous survey, unfortunately we cannot carry over your demographic data.

3. Your gender:

- Male Female

4. In which decade were you born?

- 1920s 1960s
 1930s 1970s
 1940s 1980s
 1950s 1990s

Where do you live?

5. In which region or nation of the UK do you normally reside?

- London (within M25)
- South-east England outside London (Kent, Hampshire, Sussex, Surrey, Berkshire, Buckinghamshire, Oxfordshire)
- East Anglia (Essex, Hertfordshire, Bedfordshire, Cambridgeshire, Norfolk, Suffolk)
- East Midlands (Derbyshire, Leicestershire, Rutland, Northamptonshire, Nottinghamshire, Lincolnshire)
- West Midlands (Herefordshire, Shropshire, Staffordshire, Warwickshire, Birmingham & West Midlands conurbation, Worcestershire)
- South-west England (Bristol, Gloucestershire, Somerset, Dorset, Wiltshire, Devon, Cornwall)
- North-west England (Cumbria, Lancashire, Greater Manchester, Merseyside, Cheshire)
- North-east England (Northumberland, County Durham, Tyne and Wear, Teesside)
- Yorkshire and the Humber
- Wales
- Scotland
- Northern Ireland
- Elsewhere or outside UK

Your Church background

6. How would you describe the church you most often attend (or where you are in membership)?

- Anglican (Church of England, Church in Wales, Episcopalian)
- Baptist
- Charismatic - independent or non-denominational (e.g. Vineyard, Pioneer, Newfrontiers or local community church)
- Church of Scotland or other Presbyterian
- Free Church denomination (e.g. Methodist, URC, Salvation Army)
- Other evangelical church, denomination, assembly or fellowship
- Pentecostal (e.g. Elim, Assemblies of God, New Testament Church of God, Redeemed Christian Church of God)
- uncommitted to any church at present
- other (please specify)

Are you a Christian?

7. Do you consider yourself to be a committed Christian (i.e. someone who believes in God, tries to follow Jesus, practises your faith, prays and attends church as you are able)?

Yes

No

Unsure

8. Do you consider yourself to be an evangelical Christian?

Yes

No

Unsure

Your educational experience

9. Which types of schooling did you experience as a child up to the age of 11?

You may tick more than one as appropriate.

- | | |
|--|--|
| <input type="checkbox"/> nursery school or kindergarten | <input type="checkbox"/> a private (fee-paying / prep) school as a day pupil |
| <input type="checkbox"/> a church primary school (voluntary controlled or aided) | <input type="checkbox"/> a private (fee-paying / prep) boarding school |
| <input type="checkbox"/> an independent Christian school | <input type="checkbox"/> home based education |
| <input type="checkbox"/> a state / local authority primary school | <input type="checkbox"/> a school outside the UK |
| <input type="checkbox"/> other (please specify) | |

10. Which of the following types of schooling did you experience as a teenager?

You may tick more than one as appropriate.

- | | |
|---|--|
| <input type="checkbox"/> a church secondary school (voluntary controlled or aided) | <input type="checkbox"/> a private (fee-paying) boarding school |
| <input type="checkbox"/> an independent Christian school | <input type="checkbox"/> a Further Education or Sixth Form College |
| <input type="checkbox"/> a state / local authority secondary school (comprehensive or secondary modern) | <input type="checkbox"/> home based education |
| <input type="checkbox"/> a grammar or other selective school | <input type="checkbox"/> a school outside the UK |
| <input type="checkbox"/> a private (fee-paying) school as a day pupil | |
| <input type="checkbox"/> Other (please specify) | |

Your educational experience (2)

11. Did you study as an undergraduate (for a first degree) at any of the following institutions?

- did not go to university
- Oxford or Cambridge University
- any other UK university, polytechnic or higher education institute
- an overseas university

Other (please specify)

12. What is the highest educational qualification you have obtained?

- No qualifications
- GCSEs or equivalent
- A levels, (Highers) or equivalent
- Other (please specify)
- BTEC, Diploma, Apprenticeship or other Vocational Qualification achieved after leaving school.
- A university degree
- Postgraduate qualifications (Higher degree or postgraduate professional qualification)

13. If you hold a degree or professional or vocational qualification in what subject or specialism is it?

Lifelong Learning

Please tell us about any study or learning, including learning in a Christian context, that you started after leaving school or university.

14. How have you continued your learning or education?

- I am still in full time education
- I have not taken any further learning opportunities
- I have studied for qualifications which help in my work or career.
- I have taken accredited courses which help in my church life, ministry or Christian discipleship
- I have been on more informal training to help in my church life, ministry or Christian discipleship
- I have been on adult education courses to pursue a hobby or interest outside work or church life
- I have undertaken a lot of self directed learning, reading or skills development

other (please specify)

Current Study or Training

15. What subjects have you studied or new skills have you learned since leaving full time education?

16. What were your motives or reasons for doing further study as described above?

Your role as a parent

17. Are you a parent or step-parent?

- No
- Yes with youngest child under 5
- Yes youngest child aged between 5 and 11
- Yes youngest child aged between 12 and 17
- Yes but all children aged 18 or over

Education preferences for your own children

18. Which of the following types of secondary schooling did you choose, or will you most probably try to get, for your child(ren) ?

- a church secondary school (voluntary controlled or aided)
- an independent Christian school
- a state / local authority secondary school (comprehensive or secondary modern)
- a local academy or free school
- some other situation such as different schooling for different children - please explain
- a grammar or other selective school
- a private (fee-paying) school as a day pupil
- a private (fee-paying) boarding school
- home based education

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19. How important to you are (or were) each of the following factors when choosing secondary education for your children?

	A very important factor	An important factor	Not an important factor	Not at all important
I want(ed) a very local school for my child(ren).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want(ed) the very best academic education for my child(ren).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want(ed) an education that best suited the individual needs of each child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want(ed) my child(ren) to attend a single sex school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want(ed) a school with a strong Christian ethos in terms of pastoral care and discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want(ed) to lessen the chance of them making friends with those who could be a bad influence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The league tables of GCSE results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ofsted (or ISI) reports on the schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want(ed) a school where Christian beliefs, values and a Biblical worldview are taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The preference expressed by my child(ren).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

other important factors (please specify)

Educational Options for my children

20. In terms of your own child(ren)'s education please indicate how strongly you agree or disagree with the following statements

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
In my locality the quality and standards of most of the schools is excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am/was happy for my child(ren) to attend the nearest local primary school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am/was happy for my child(ren) to attend the nearest state secondary school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am/ was worried about the options of secondary schooling available locally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am likely to (or have) moved home in order to access a better school for my child(ren).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will (or did) find money to allow my child(ren) to attend a fee paying school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am (or was) very keen for my children to attend a church linked or Christian school rather than a (non-church) state school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am likely to (or did) pay for additional private tuition or lessons for my children (include music and other extra curricular lessons).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spend (or spent) a lot of time with my child(ren) helping them with their education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please add any comments about this

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The Purpose and Practice of Education

21. What is the point of education? Please indicate your feeling about the importance each the following suggestions,

A key purpose of education should be : ----

	Very important	Of some importance	Not important	I reject this idea
to give everyone a rich cultural experience and interest in the world around them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to ensure every person can think for themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to direct human development toward God's objective for human beings - godliness of character and action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to shape a worldview which corresponds to Christian values and Biblical understandings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to help everyone to fulfil their potential as a human being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to help everyone to achieve high academic qualifications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to help build a healthy society where everyone is cared for and has a chance to contribute to the common good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to ensure all develop as caring people who value and treat people equally and respectfully, regardless of ethnicity, faith, gender, sexuality, ability or wealth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to equip people for a successful working life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to ensure that the country has a skilled and productive workforce and a prosperous economy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

The Curriculum

22. Which of the following subjects are essential or important in the education of children and young people in primary and secondary schools?

	Should be compulsory for all children throughout school life	Should be compulsory at an appropriate point in school life	Should be an option available to every child at some point in school life	Should not be on the curriculum
Art, Music, Dance & Drama	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At least one modern foreign language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
British History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computing and Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Language (reading and writing, grammar and spelling)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Latin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PE and sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Politics, citizenship and current affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious Education (with a broad coverage of all the world faiths and value systems).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious Education (with a predominantly Christian emphasis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sex and relationships education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
World History (including issues around race and colonialism etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
other (please specify) or comments on the curriculum	<div style="border: 1px solid black; height: 50px; width: 100%;"></div>			

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The politics of education

23. What are your views on some of the current political issues in education? Please indicate how strongly you agree or disagree with the following statements.

(NB we are aware that some of these issues and policies only affect England and apologise to respondents in the other nations of the UK - please feel free to skip any that do not affect you).

	Strongly agree	Agree	Neither agree nor disagree (or no opinion)	Disagree	Strongly disagree
At least one parent should stay at home with their children until they start primary school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational standards have gone down since I was at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a multilingual community everybody needs to learn and be taught through the medium of English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Every child should be guaranteed a place in a good quality nursery school from the age of three.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools in deprived neighbourhoods should be given much greater resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The government should reduce the emphasis on testing children against target grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private fee-paying schools should be abolished.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government plans for academies or free schools independent of local authorities will improve the quality of education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sex education without a clear moral value framework is harmful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I support the government's plan to replace coursework-based GCSEs with qualifications based on more rigorous exams (the EBacc - English Baccalaureate).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your views on faith based schools

24. What are your views about the role of Church and other faith based schools? Please indicate how strongly you agree or disagree with the following statements.

	Strongly agree	Agree	Neither agree nor disagree (or no opinion)	Disagree	Strongly disagree
Church schools do not seem to be doing a very good job at producing committed Christians among their students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents should have the right to send their children to a school of their own faith at no extra cost to themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The government should encourage and offer financial support to Christian and other faith-based schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other faith communities such as Muslims, Jews, Sikhs and Hindus should have equal rights to government funding and support for their schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Church schools generally offer a higher standard of education than non-church schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools should leave the responsibility for the religious education of children to parents and faith groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Church and other faith-based schools tend to divide communities in harmful ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Church schools should always give priority in admissions to children from church going families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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How Schools should operate

25.

	Strongly agree	Agree	Neither agree nor disagree (or no opinion)	Disagree	Strongly disagree
In science lessons the theory of evolution should be taught as the most plausible account of the origin of human life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents should support a school's work by agreeing to a home school contract.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children should not be taught in mixed-ability classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools should be able to select which pupils get a place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All schools should have a distinctive uniform and dress code.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools should encourage students to be competitive in sports and academic subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools would work better if they could enforce discipline using corporal punishment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disruptive pupils should be excluded from lessons at an early stage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools should not arrange trips or out of school activities which are too expensive for some families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All schools should have regular assemblies including a Christian act of collective worship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools should encourage children to question the consumerism and individualism of today's society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Further education colleges, Universities and Lifelong Learning.

26. What are your views about education after the age of 16? Please indicate how strongly you agree or disagree with the following statements

	Strongly agree	Agree	Neither agree nor disagree (or no opinion)	Disagree	Strongly disagree
Top universities should be required to take a much higher proportion of students from state schools in less affluent areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There should be many more apprenticeships and high quality vocational courses suitable for less academic students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People should take up every opportunity for learning new skills and knowledge throughout their lives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I value the education I received and see it as a great enrichment of my own life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There should be more generous financial support to allow young people from poorer backgrounds to continue their education after the age of 16.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Universities in general are a hostile environment for Christian faith.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A university degree is not worth very much these days.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16-18 year olds should not specialise, but study a very broad curriculum covering both arts and science subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There should be no tuition fees for university degrees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any other comments or experiences about FE (further education) or HE (higher education)

Education for children with special needs

27. Are you a parent of or closely involved in other ways with a child or children with special educational needs or with a learning disability?

- I am a parent of such a child
- I am a close family friend or relative of such a child
- There is at least one such child in the church I attend
- I work as a teacher or support worker for such children
- None of the above

Please add any comments about this

28. What do you think is best for such children in terms of schooling?

- They should always be included as far as is possible in mainstream schools.
- They often benefit more from being in a specialist school or unit which caters for their needs.
- It doesn't matter as long as their needs are recognized and they are given good support
- Don't know.
- Other (please specify)

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29. If you have close contact with a child with special education needs or a learning disability please share what you know about their experiences in education.

Your Church

We now go on to ask about your church or Christian community and its involvement in education.

30. How large (approximately) is the main Sunday congregation or gathering in the church you currently attend (including all children and adults)?

- Under 25 people 51 - 100 people 201 -300 people
 25 - 50 people 101 - 200 people Over 300 people

31. Which of the following best describes the location of your church?

- City or large town centre Small town
 Multi-ethnic inner city neighbourhood (Ex) industrial or mining village
 Social housing estate Rural village
 Suburban neighbourhood

Other (please specify)

Your own church's involvement in education

32. Is your church involved currently in education in any of the following ways?

You may tick more than one as appropriate.

- | | |
|---|--|
| <input type="checkbox"/> we have a local primary school specifically linked to our church | <input type="checkbox"/> we have an activity or support group for staff from our local school(s). |
| <input type="checkbox"/> we have strong links between our church and a denominational secondary school | <input type="checkbox"/> we are involved in consultation or policy issues with the local education authority e.g. through the SACRE |
| <input type="checkbox"/> we have recently become involved in setting up a new academy or church school | <input type="checkbox"/> we have in our church membership a number of teachers or others who work in education |
| <input type="checkbox"/> we have strong links with a local independent Christian school | <input type="checkbox"/> we have good contact with or a ministry in a local FE or Sixth form College |
| <input type="checkbox"/> we have strong links with a local special needs school/care home for children with learning disabilities | <input type="checkbox"/> we have good contact with or a ministry in a local University |
| <input type="checkbox"/> we have regular opportunities to go into a local school to take assemblies | <input type="checkbox"/> we have adult education classes in our church building |
| <input type="checkbox"/> we have an outreach activity with children on school premises | <input type="checkbox"/> we mark Education Sunday or regularly hold services with an educational focus |
| <input type="checkbox"/> we run a homework club or supplementary school | <input type="checkbox"/> we have good links because our church meets in a school building |
| <input type="checkbox"/> we regularly pray for one or more of our local schools | <input type="checkbox"/> we encourage adult church members to take up opportunities for education and training throughout their life |

Other (please specify)

Christian ministries in the world of education

33. Does your church actively support or get involved with any of the following Christian organisations specifically working in education?

	Yes	No	Know of them but not sure if we support	Never heard of them
Scripture Union	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth for Christ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UCCF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Association of Christian Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
XLP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CARE / Evaluate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prospects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Christian organisations working in education you support as a church

34. Do you personally support by prayer, volunteering or financial giving any of the organisations mentioned in the previous question or other Christian groups working in education? Which ones?

Any Other comments

35. Please tell us anything else about about your personal experience of education and what it means to you, or about the subjects raised by this survey, or give us more information which helps to explain your answers.

Have you read the latest report?

Finally, we would just like to know if you have seen or heard about our most recent report.

36. Have you read our 'Does Money Matter?' report published in September 2012?

Yes No Can't recall

Any comments about the report

37. Have you in the last few months

	Yes	No	Can't remember
Heard a church leader refer to our 'Does Money Matter?' report published in September 2012?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read, seen or heard any media coverage about that report?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please confirm your contact details

***38. We need to make sure we can contact you again. So please enter your (preferred/current) email address below.**

You have finished.

Thank you for completing this survey.

For more details about the project and to read our previous reports, please visit www.eauk.org/snapshot

Please tell your Christian friends and people at your church about our surveys and encourage them to go to the website and take part.