

21st Century Evangelicals

A snapshot of the beliefs and habits of
evangelical Christians in the UK - Spring 2013

Do we value education?



Imagine a day..

When Christians love each other with a passion.
When we pray, work and speak as one body - full of hope, living to change the world.

*Together we can make that vision a reality.
So come with us.*

eauk.org/join

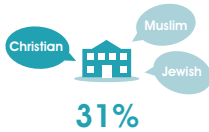
evangelical alliance
better together



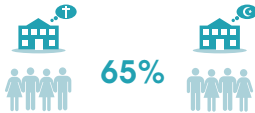
Snapshot



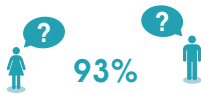
attended churches where “we regularly pray for one or more of our local schools”.



thought religious education (with a predominantly Christian emphasis) should be compulsory for all children throughout school life.



disagreed with the suggestion that Church - and other faith-based schools tend to divide communities in harmful ways.



agreed that schools should encourage children to question the consumerism and individualism of today’s society.

~~Moral value framework~~ = Harmful



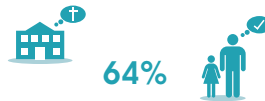
agreed that sex education without a clear moral value framework is harmful.



agreed that schools in deprived neighbourhoods should be given much greater resources.



agree that all schools should have regular assemblies with a Christian act of collective worship.



of parents felt it important to look for a school with a strong Christian ethos in terms of pastoral care and discipline.



agreed that there should be many more apprenticeships and high quality vocational courses suitable for less academic students.



of our respondents had a university degree.

This online survey was carried out in November 2012 with 1,377 members of the panel of evangelical Christians responding.

Involvement in education

73%	Have some significant involvement in education.
21%	Are parents of a child in school.
20%	Are employed in the education sector (among whom 15% are teachers).
12%	Are parents of a child in college or university.
11%	Are involved as a volunteer or regular visitor in a school setting.
10%	Are school governors (a third of whom do this as an official nominee of their church).
9%	Are attending training courses linked with employment.
7%	Are themselves part-time students.
6%	Are themselves full-time students.

Those with other involvements in education included youth workers, chaplains, librarians, private tutors, trainers and retired teachers.



School governors

School governors tended to be in the older age range and were slightly more likely to be men and to be parents of primary school-aged children.



Parents association

Active members of a parents association tended to be mothers of primary age children.



Part-time students were concentrated among those born in the 1970s and 1980s.



Teachers at primary level were three times more likely to be female than male.

I see teaching and education as a vocation, not just a job.

Christians should be involved in education at all levels...one of the most promising mission fields.

I'm actually glad to have home-schooled my own kids.

I've recently started a group to pray specifically for our school.

Schooling experience

Up to the age of 11

72%

attended a local state primary school.

21%

attended church (voluntary-controlled or aided) school.

14%

attended a private (fee-paying/prep) school.

2%

attended independent Christian schools (rising to 7% for those born in the 1980s).

For comparison in England

23%

had been to a nursery school or kindergarten.

20%

of all primary pupils go to Church of England schools.
(Church of England figures)

10%

of all primary pupils go to Roman Catholic schools.
(Catholic Education Service figures)

7%

of all primary pupils go to independent schools.
(Independent Schools Council figures)

As a teenager

More than average

Home-based education

1%

Born after 1980

An independent Christian school

2%

Born in the 1980s, living in Yorkshire and the Humber

A school outside the UK

4%

Women, born after 1960

A private (fee-paying) boarding school

6%

Born before 1960

A church secondary school (voluntary-controlled or aided)

6%

A private (fee-paying) school as a day pupil

11%

London and south-east England

A Further Education or Sixth Form College

11%

Graduates, born after 1980

A grammar or other selective school

36%

Postgraduates, born before 1960

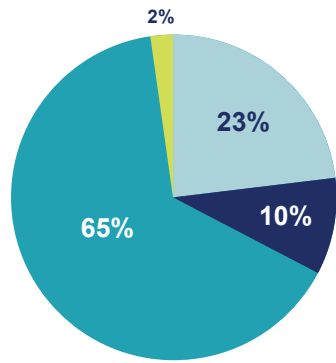
A state/local authority secondary school (comprehensive or secondary modern)

46%

Without degrees, born after 1960, Yorkshire and the Humber, north-east England and Scotland

Study as an undergraduate

- Did not go to university
- Oxford or Cambridge University
- Any other UK university, polytechnic or higher education institute
- An overseas university



People who **went to Oxbridge** were significantly more likely to be:



Male



Born in 1970s or 1980s



Live in south-east England or East Anglia



Attend Anglican, Church of Scotland or independent evangelical churches

Those who **didn't go to university** were more likely to be:



Male



Born before 1960



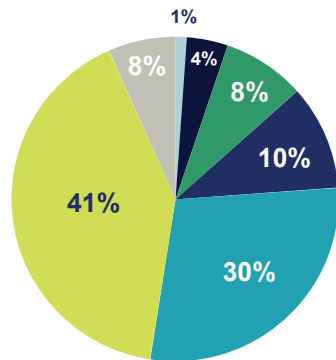
Live in East Midlands or north-west England



Attend free church or independent evangelical churches

What is the highest educational qualification you have obtained?

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



The most popular subjects studied at university level were **education** (mentioned by over 20%) and **theology** (over 13%).

Parental choice and aspirations

Secondary schooling parental choice

48%	A state/local authority secondary school (comprehensive or secondary modern).
13%	A church secondary school (voluntary-controlled or aided).
10%	Some other situation such as different schooling for different children.
10%	A grammar or other selective school.
7%	An independent Christian school.
7%	A private (fee-paying) school as a day pupil.
2%	A local academy or free school.
2%	A private (fee-paying) boarding school.
2%	Home-based education.

Changes in secondary school choices over time

Parents with all children aged 18 or over



Parents with youngest child aged between 12 and 17



Parents with youngest child aged between 5 and 11



Parents with youngest child under 5



- Some other situation such as different schooling for different children
- 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
- A grammar or other selective school
- A private (fee-paying) school as a day pupil
- A private (fee-paying) boarding school
- Home based education

Choosing your child's education is an important decision but rarely is guidance given to parents by the church.

Factors affecting school choice

● Important or very important

⬆ More than average

I want(ed) an education that best suited the individual needs of each child



I want(ed) the very best academic education for my child(ren)



The preference expressed by my child(ren)



I want(ed) a very local school for my child(ren)



I want(ed) a school with a strong Christian ethos in terms of pastoral care and discipline.



I want(ed) a school where Christian beliefs, values and a biblical worldview are taught.



The league tables of GCSE results



Ofsted (or ISI) reports on the schools



I want(ed) to lessen the chance of them making friends with those who could be a bad influence



I want(ed) my child(ren) to attend a single-sex school



In a system which emphasises GCSE results and Ofsted reports it seems that evangelical Christians rate other factors as much more significant when it comes to choosing a school for their children.

I believe education is very important but I am also aware that each of us learn differently therefore one size does not fit all.

Church schooling built the foundation upon which I later came to the fullness of faith.



What is the point of education?

- Very important
- Of some importance
- ✓ Less than average
- ▲ More than average

To help everyone to fulfil their potential as a human being



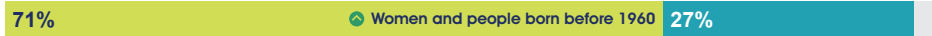
To ensure every person can think for themselves



To help build a healthy society where everyone is cared for and has a chance to contribute to the common good



To ensure all develop as caring people who value and treat people equally and respectfully, regardless of ethnicity, faith, gender, sexuality, ability or wealth



To equip people for a successful working life



To give everyone a rich cultural experience and interest in the world around them



To direct human development toward God's objective for human beings - godliness of character and action



To shape a worldview which corresponds to Christian values and biblical understandings



To ensure that the country has a skilled and productive workforce and a prosperous economy



To help everyone to achieve high academic qualifications



We can make education an idol. These days it's far more important to me that I focus on my son's character development.

Education should discover and develop the gifts of children.

I warmly welcome this report which demonstrates such a high level of involvement in local schools and a broad concern for the quality of education. Far from being narrow, this survey shows that Christians have a positive attitude towards everyone's educational opportunities.

Nola Leach, CARE chief executive



evaluate

informing choice

RELATIONSHIP AND SEX EDUCATION FOR SCHOOLS

- ▶ Set of lively multimedia presentations
- ▶ Designed with young people in mind
- ▶ Delivered by trained volunteers
- ▶ Meets National Curriculum requirements

WE ARE LOOKING FOR MORE VOLUNTEERS!

Find out how you can get involved
Visit www.evaluate.org.uk

Care

We are very grateful for a good education system in our country, and regularly pray for teachers we know.

Education is a critical part of our society.

The place of Christianity in education is under threat and constantly misrepresented. We need to stand firm in wanting to maintain a presence while also recognising young people need to learn about other religions too.

I object to state-funded schools inculcating any children with liberal humanism.

I think all education does need a moral framework - regardless of faith all children should be being taught that they are unique and special, that they have a purpose in life. They should be taught to love and respect each other, that differences in opinion are ok.

The hardest thing about education is the constant criticism that teachers get and then the constant questioning of standards that our pupils are achieving - it is demoralising.

Too many youngsters go to universities these days just means more educated dole queues.

Ofsted is destroying education...Teachers appear to live in fear and stress and surely children suffer as a result.

We need to work hard to keep the Christian ethos high on the agenda, as it is the basis of this nation's future hope and stability.

Jesus led me straight into life as a teacher. Eventually I became a deputy head, then a pastor, a local church network leader, a Bible college employee, and finally, but briefly, a Bible college leader.

I do think initiative overload has affected the morale and self-esteem of teachers.

I strongly believe in education for life and not just for academic study.

I feel strongly that children brought up in a Christian family can flourish in a state school.

The current state-funded system of education in England is fractured, generally dysfunctional, confused, divisive and lacking integrity.

There is a significant difference between church schools and Christian schools.

I think Christians owe it to God and to our neighbours to be better educated in our own faith and also better educated in general.

The idea that "Every Child Matters" is a fallacy. Many teachers in secondary schools don't teach but coach students to pass exams. Education must be taken out of the hands of politicians.

Once I became a Christian I resented school assemblies as I did not wish to worship with others who did not believe.

I have always been very glad that we have so many Christian teachers in our schools and that they have a strong Christian ethos, and are also open to Christian organisations coming in.

You're never too old to learn! At the age of 48 I've returned to study a Masters ...something I believe I've been called to by God.

Education is a lottery for students as it is unrealistic to think individual needs can be met with large class sizes.

My boys go a church school... there is always a nagging doubt that the very act of discrimination is some way fundamentally un-Christian. Ideally it seems that perhaps the teaching staff should be expected to be committed Christians more than the pupils or parents.

I believe education has become a commodity rather than one of our greatest treasures.

Christian teachers have had a profound impact on my life in primary and secondary education, both as witnesses and in teaching a Christian worldview.

I struggle to have a positive outlook on education. I think too much emphasis is put on academic achievement.

Education at policy level has become the preserve of intolerant secularists. We need greater balance and a respect and tolerance of faith viewpoints.

I believe that having a true Christian ethos in a school will mean that it is open to everyone.

I visit schools regularly to tell Bible stories in the nursery and reception classes.

I love the fact that my children go to a school where God is talked about and Christian values permeate the school, however I don't think it is the primary responsibility of school to encourage my child's Christian faith, it is mine!

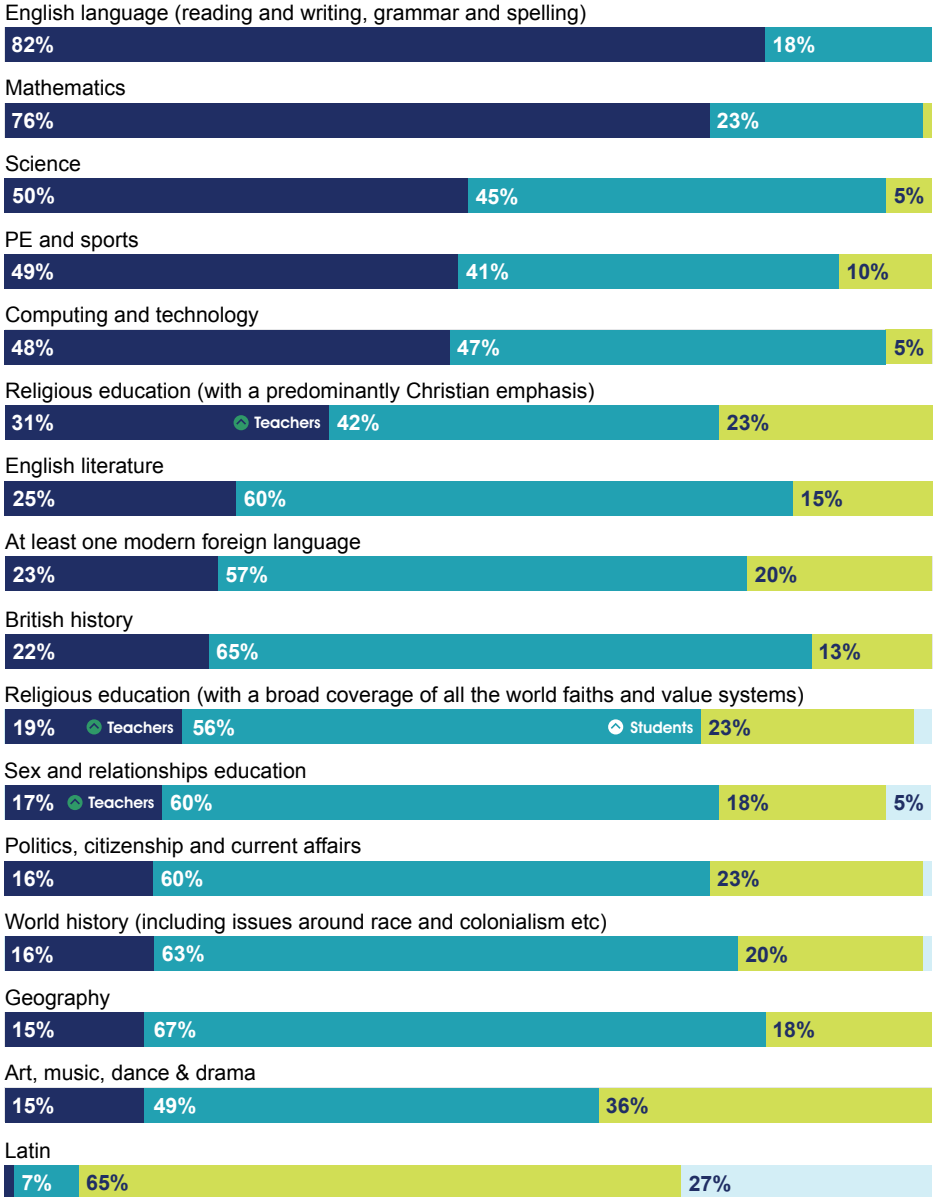
I think that teaching about Christianity by a person who doesn't know God can often confirm the belief that Jesus is dead.

In general terms I am opposed to richer people buying a privileged education and cannot imagine Jesus doing this if he had a family.

Our views on education

Subjects that are essential or important

- 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
- ▲ More than average
 - ▼ Less than average



Those born before 1960

Wish to see Latin on the curriculum.

Would like to see religious education with a mainly Christian emphasis compulsory.

Those born after 1980

Place higher importance on world history.

Want religious education (with a broad coverage of all the world faiths and value systems) as a compulsory subject.

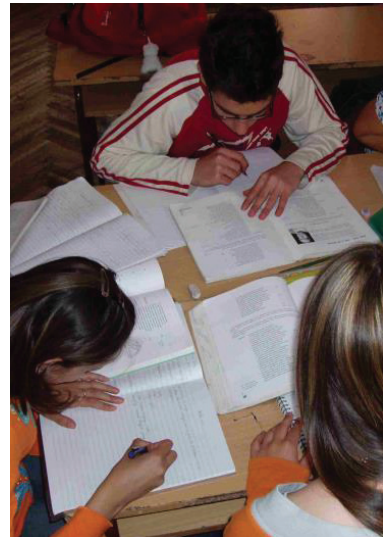
Want sex education and citizenship as compulsory subjects.

Women

Want religious education (with a broad coverage of all the worlds faiths and value systems) as a compulsory subject.

Put a higher importance on art dance and drama.

Are in favour of compulsory PE and sport.



Current political issues in education

● Agree or strongly agree

Sex education without a clear moral value framework is harmful

84%

In a multilingual community everybody needs to learn and be taught through the medium of English

83%

Living In Wales

Schools in deprived neighbourhoods should be given much greater resources

78%

Teachers

The government should reduce the emphasis on testing children against target grades

73%

Teachers

Every child should be guaranteed a place in a good quality nursery school from the age of three

59%

At least one parent should stay at home with their children until they start primary school

54%

Educational standards have gone down since I was at school

40%

Teachers

I support the government's plan to replace coursework-based GCSEs with qualifications based on more rigorous exams (the EBacc - English Baccalaureate)

38%

Teachers

Government plans for academies or free schools independent of local authorities will improve the quality of education

24%

Private fee-paying schools should be abolished

11%

Teachers

Schools should...

● Agree or strongly agree ▲ More than average ▼ Less than average

Encourage children to question the consumerism and individualism of today's society

93%

▲ Teachers

Have a distinctive uniform and dress code

75%

Encourage students to be competitive in sports and academic subjects

74%

Support a school's work by agreeing to a home school contract

72%

▲ Teachers

Have regular assemblies including a Christian act of collective worship

69%

Not arrange trips or out of school activities which are too expensive for some families

50%

▼ Teachers

Exclude disruptive pupils from lessons at an early stage

49%

▲ Teachers

Be able to select which pupils get a place

36%

▲ Teachers

Not teach children in mixed-ability classes

33%

▼ Teachers

Teach the theory of evolution in science lessons as the most plausible account of the origin of human life

26%

Schools would work better if they could enforce discipline using corporal punishment

23%

▼ Teachers

Education has changed, it has become more prescriptive and unrelenting, there is less time to think and reflect.

Having assemblies as a child planted good seeds in my life about God and got me interested in Christianity.

We need to place value on vocational training.

I believe strongly that where spiritual practice is compulsory children learn that faith is something false, which makes it much more difficult for them even in later life to hear the gospel.

Church and faith-based schools

● Agree or strongly agree

▲ Agree or strongly agree most

▼ Disagree or strongly disagree most

The government should encourage and offer financial support to Christian and other faith-based schools

59%

▲ Teachers

Church schools generally offer a higher standard of education than non-church school

52%

▲ Parents of primary children, those born before 1960

▼ Teachers and students

Other faith communities such as Muslims, Jews, Sikhs and Hindus should have equal rights to government funding and support for their schools

52%

▲ Born after 1980

Church schools should always give priority in admissions to children from churchgoing families

51%

Parents should have the right to send their children to a school of their own faith at no extra cost to themselves

51%

▲ Teachers, Pentecostals and Charismatics

Church schools do not seem to be doing a very good job at producing committed Christians among their students

42%

▲ Students and those born after 1980

Schools should leave the responsibility for the religious education of children to parents and faith groups

17%

▲ Scotland, Northern Ireland and London, Pentecostals ▼ Teachers

Church and other faith-based schools tend to divide communities in harmful ways

10%

▼ Students

As a Christian it is very important to me that my children are educated by people who can encourage them in their faith. There needs to be a consistency between teaching at home and school.

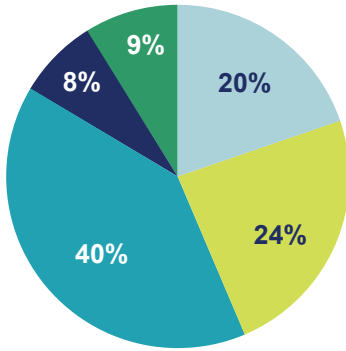
Our experiences with an independent Christian school have been very positive.

We have not chosen to send our children to faith-based schools as we believe that learning to deal with non-Christian life as a child is important.



Schooling for those with special needs

Many of us are involved in the lives of children who have special educational needs or a learning disability: 9 per cent as parents, 10 per cent as teachers, 15 per cent as close friends or relatives, and 35 per cent as church family.



- 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 recognised and they are given good support
- Don't know
- Other

Education after the age of 16

- Agree or strongly agree
 ▲ Agree most strongly
 ▼ Disagree most strongly

There should be many more apprenticeships and high quality vocational courses suitable for less academic students

96% ▲ Parents of secondary age children

I value the education I received and see it as a great enrichment of my own life

92% ▲ Graduates and postgraduates

There should be more generous financial support to allow young people from poorer backgrounds to continue their education after the age of 16

85% ▲ Free Church

Top universities should be required to take a much higher proportion of students from state schools in less affluent areas

46% ▲ Older people ▼ Those who have not yet had a child in school

Universities in general are a hostile environment for Christian faith

29% ▼ Students

A university degree is not worth very much these days

25%

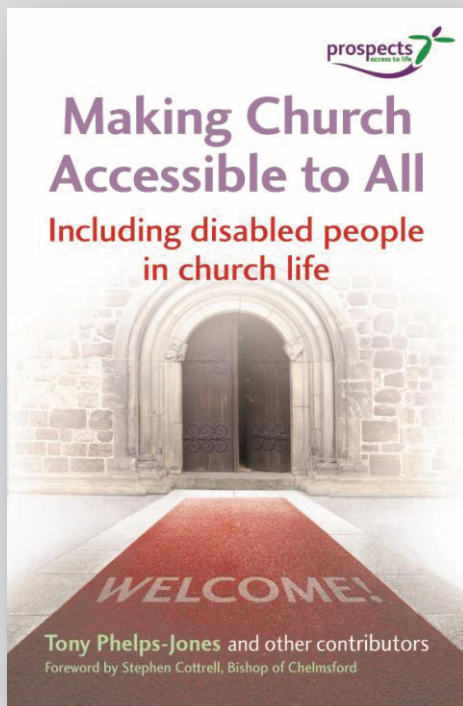
This report is a reminder that we shape our lives through learning, from our careers to it seems our Christian lives. The question for all of us: do we set out to shape the lives of those entrusted into our care in the way that we ourselves were taught? Is the way that we were taught the most accessible today?

Gordon Gill, Prospects for people with learning disabilities

“ When we become a church which is accessible to everyone, we will be open to hearing everyone’s voice and we will be closer to becoming the church that God intends us to be.

This book will help your church understand these issues of inclusion and accessibility. It also offers practical wisdom. Read it and the doors of your church will be opened.”

Stephen Cottrell
Bishop of Chelmsford



Available at most Christian bookshops or direct from BRF:



<http://www.brfonline.org.uk>

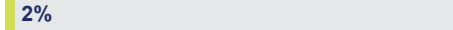
Prospects supports churches throughout the UK in their mission outreach, discipleship and inclusion of people with learning disabilities, raising awareness of issues of language, attitude and inclusive practice.

Our churches and education

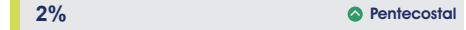
Is your church involved currently in education?

⬆️ More than average
⬇️ Less than average

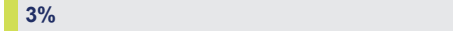
We are involved in consultation or policy issues with the local education authority e.g. through the Standing Advisory Council on Religious Education (SACRE)



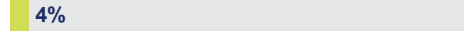
We have recently become involved in setting up a new academy or church school



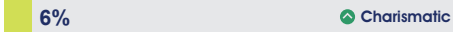
We have an activity or support group for staff from our local school(s)



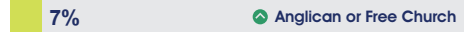
We have strong links with a local special needs school/care home for children with learning disabilities



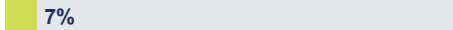
We have strong links with a local independent Christian school



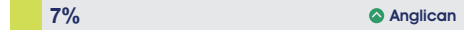
We mark Education Sunday or regularly hold services with an educational focus



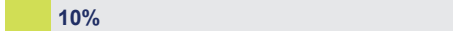
We run a homework club or supplementary school



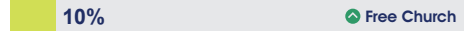
We have strong links between our church and a denominational secondary school



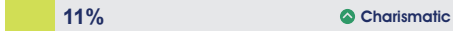
We have good contact with or a ministry in a local Further Education or Sixth Form College



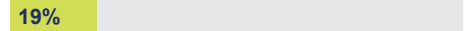
We have adult education classes in our church building



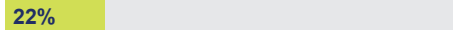
We have good links because our church meets in a school building



We have good contact with or a ministry in a local university



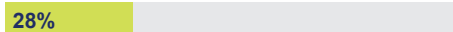
We encourage adult church members to take up opportunities for education and training throughout their life



We have a local primary school specifically linked to our church



We have an outreach activity with children on school premises



We regularly pray for one or more of our local schools



We have regular opportunities to go into a local school to take assemblies



We have in our church membership a number of teachers or others who work in education



⬆️ Anglican and Church of Scotland

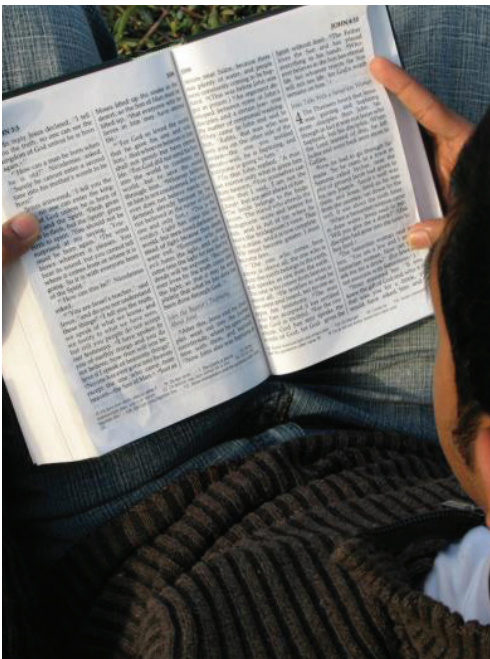
Does your church actively support or get involved with:

26%	Scripture Union
18%	Youth for Christ
13%	UCCF
12%	CARE/Evaluate
6%	Fusion
5%	Prospects
3%	Association of Christian Teachers
2%	XLP

I believe that churches & individual Christians should be involved as much as possible in every part of education.

Eight churches in my area work together to employ a Christian schools' worker for the local primaries and secondary school.

Until doing this survey I have been largely unaware of how little involvement our church has with local education.



24-7 Prayer wants to encourage and equip local churches to serve their local schools in prayer. Over the last few years, a new project from 24-7 Prayer - Prayer Spaces in Schools - has helped hundreds of schools to turn classrooms into creative prayer rooms, and tens of thousands of children and young people have experienced prayer, many for the very first time.

Phil Togwell, Prayer Spaces in Schools

Fascinating! This report will surprise both the critics and the friends of the evangelical Christian movement. Its significant contribution is to identify some important challenges for evangelical churches and their leaders to embrace in the coming decade.

Professor Trevor Cooling, National Institute for Christian Education Research, Canterbury Christ Church

So what?

Education: challenges and chances



Evangelical Christians value education

Our respondents are a highly-educated group who appreciate and value the education they have received. Many are committed to lifelong learning and have undertaken study to better understand their faith and serve the Church. Significant numbers are involved in education as teachers, other staff or school governors. Personal experience of schooling is quite varied with some of the major differences relating to age and gender.

Education is important, because it helps to form our values. The challenge for us is to think about teaching and learning more biblically and theologically, and appreciating the vital importance of education as a mission field in the 21st century. This may require moving beyond learning mainly for career development, and a shift in the subjects we choose to study. Alongside studies concerned with church life and the pastoral care of individuals, we can be challenged to also see it as our role to develop a strategic engagement with a wide range of academic disciplines including politics, social sciences, medicine, physics, education and philosophy.

What's the point of education?

Our research shows that evangelicals are concerned about the relentless drive for higher academic standards at the expense of a more rounded education. There is strong support for the idea that education should challenge the consumerism in our society, and that secularism should be challenged in our school system. However, it is notable that the stated concern for character development seems to lack an explicit emphasis on cultivating Christian virtues and forming a thoroughly Christian worldview through the process of education.

The challenge is for Christians to understand and critique the educational practices which, in the name of neutrality, may be influencing children with the ideas of liberal humanism. While affirming the historic value of Christian education in the UK, we need to speak out for a genuinely open public space, where the Christian worldview can be expressed on equal terms with other faith-based and non-faith philosophies.

Church and education

The survey shows that many evangelicals are involved in education in both church and non-church schools. Many churches have strong links with schools, and to a lesser extent universities, and there are widespread opportunities for youth and prayer organisations to lead assemblies and get involved in the life of local schools. Importantly, many churches regularly pray for local schools.

The challenge is to ensure that church schools are authentically Christian schools in ethos and practice. We also need to value teaching as a God-given vocation. This means supporting the teachers and students in our congregations by seeking to understand the pressures they face and praying for them. We should also encourage and support school governors and ensure that they are trained and equipped to work effectively in their vital role.

Opportunities for new vision

The survey suggests that evangelical Christians, and particularly the teachers among us, are not happy about the state of schooling in Britain today. A general discontent with tuition fees, student debt and the emphasis on testing is accompanied by little confidence that government reforms will make a positive difference. There is however widespread support for government funding for church and other faith-based schools, and a perception that these have a better ethos and educational standards than average.

The challenge is to move on from mere grumbling to providing a better vision for schools and other educational institutions. Churches should take opportunities to build relationships and partnerships with local schools, and also to affirm the vision of the Christian schools with which they are linked. Some may wish to consider establishing independent Christian schools or colleges, or exploring the possibilities for establishing academies and free schools. All of these initiatives are challenging, but when values and vision are involved Christians have a responsibility to act.

Christian choices in education

When choosing a school for our children the survey showed that factors such as locality and academic reputation are clearly important. It also showed that having an authentic Christian ethos and the teaching of a Christian worldview are more popular factors than Ofsted reports or league tables (although it is true that some parents do not have a choice in which school they send their children to). Even so, only a handful of respondents suggested they had prayed or sought God's guidance about the choice.

In a society where school and university decisions are widely seen as a consumer choice, Christians need to ask themselves if they are behaving any differently to secular parents. There are also ethical questions to be addressed about whether it is appropriate for a church school to concentrate mainly on measurable academic performance. The challenge for Christian parents, and for the church leaders advising them, is to prayerfully consider the educational options available to them on the basis that our children are not conformed to the pattern of this world, but are transformed by the renewal of their minds.

Fairness in education

Our survey indicates that the large majority of evangelicals desire high quality educational opportunities to be available to all, and for lifelong learning to be encouraged. There is strong support for increasing the availability of apprenticeships, for making access to further and higher education more affordable to those of limited means, and for putting additional money into education in deprived areas. A majority support the case for equal resources for faith-based schools of any religion, and 46 per cent agree that top universities should be required to take a much higher proportion of students from state schools in less affluent areas. Over half have some personal experience through family, church or school of children with special educational needs.

While there are generous attitudes towards the educational needs of people with less financial resources, and a substantial commitment to serve those with special needs, the challenge for us is to speak up for a fairer education system for all, and to become actively and practically involved in delivering such a system.

Afterword

Our research on education is fascinating. It shows that evangelicals continue a long established tradition of valuing and being involved in schooling. Although our education system is often unfair in terms of opportunities and outcomes, it is encouraging that Christians are concerned and working to ensure that the blessings of learning are passed on to the next generation and across every section of society.

There are some challenging issues about the nature of a Christian approach to education, and the expression of a biblical worldview in a public realm where secular thinking tends to dominate, and where consumerism and economics tend to shape provision of schools and universities. As parents we need to reconsider prayerfully our attitudes and preferences in education, checking that we are guided by Godly rather than worldly attitudes.

Christians have both responsibilities and opportunities to be involved in education. Engagement is taking place through the teaching vocation, and developing stronger links between our churches and local schools. Church schools, new faith-based academies and independent Christian schools all have a role to play in this vitally important mission field. There is much about education in the UK to disagree with, but it is essential that we move on from grumbling to providing a clearer vision for Christian engagement. Helping children to grow towards a Christ-like character within a caring community should be a priority for us all.

Steve Clifford, general director,
Evangelical Alliance

Discussion questions and a PowerPoint presentation of key findings can be downloaded free through our website.

You can also join our research panel at eauk.org/snapshot



More detailed information about the research can be found at eauk.org/snapshot and a fuller data report is also available on request from g.smith@eauk.org

evangelical alliance
better together 



Academic research advisors

Keith J. White, Visiting Tutor: Spurgeons College; Malaysia Baptist Theological Seminary; Asian Graduate School of Theology. **John M Evans**, Research Director of Gweini (The Council of the Christian Voluntary Sector in Wales), **Dr Mandy Robbins**, Senior Lecturer, Division of Psychology, Institute for Health, Medical Science and Society, Glyndwr University, Wrexham. **Dr Sylvia Collins-Mayo**, Criminology and Sociology Department, Kingston University. **Dr Matthew Guest**, Senior Lecturer in Theology and Religion, Durham University. **Professor William K. Kay**, Professor of Pentecostal and Charismatic Studies, Glyndwr University. **Benita Hewitt**, Partner at Christian Research Consultancy. **Graham Coyle**, **Howard Worsley**, **Dr John Shortt** & **Mike Simmonds**.

Copyright © Evangelical Alliance 2012.

The Evangelical Alliance. A company limited by guarantee Registered in England & Wales No. 123448. Registered Charity No. England and Wales: 212325, Scotland: SC040576. Registered Office: Whitefield House, 186 Kennington Park Road, London, SE11 4BT