



REPORT OF EIGHTH ANNUAL CONFERENCE

Education for Values and Citizenship in
England, Ireland, Northern Ireland, Scotland and Wales

by Jane Buckley

Beyond the comfort zone

Tacking controversial issues and values in education for citizenship

Met Hotel, Leeds
November 15-17, 2007

Institute for
Global Ethics 
UK Trust

*“It was a delight to
be around so many
individuals all
committed to moving
the work on education
for citizenship forward
within our own contexts”*

*Participant,
November 2007 Five Nations Conference in Leeds*



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Foreword

The report which follows, by education consultant Jane Buckley, of the 2007 annual conference on *Education for Values and Citizenship in England, Ireland, Northern Ireland, Scotland and Wales*, was commissioned by the Institute for Global Ethics UK Trust (IGE).

In July 2008, representatives from each country (see Appendix 2) together with staff of IGE and trustees of the Gordon Cook Foundation (which has supported the series of 'Five Nations' conferences since their inception in 2000) met together for a 24-hour consultation to reflect on future collaboration.

There was a consensus that these conferences are a unique opportunity for sharing practice across the five distinct education systems of the UK and Ireland, through bringing together policy makers, curriculum planners and education practitioners on an annual basis. It is a forum we wish to continue. But there was also agreement that we need to ensure that the conferences themselves are cutting-edge, forward-looking and address issues of common concern, and that they do not become formulaic.

Outcomes from the meeting were twofold. In 2008, the Gordon Cook Foundation will fully support a further conference in Scotland, organised by IGE, to be held on November 20-21, to which delegates from all five countries will be invited. A small planning group will build ideas raised at the July 2008 meeting and recommendations from the 2007 conference into this event, while a separate strategic group, with representation from each country, will plan in more depth for future collaboration over the next three years.

In this way, with the support of the Gordon Cook Foundation, continuity will be maintained in the current year through a funded conference in Glasgow, whilst allowing time for a more 'joined-up' approach by the five jurisdictions to planning longer-term future events.

Sheila Bloom

July 2008

Chief Executive
Institute for Global Ethics UK Trust



July 2008 Five Nations Consultation on future collaboration

Contents page

FOREWORD	3
BEYOND THE COMFORT ZONE	5
A CONFERENCE OUTCOMES AND CALL TO ACTION	6
B THE CONFERENCE PLANNING PROCESS: LIBERAL VALUES IN ACTION?	8
C THE CONFERENCE	11
APPENDIX 1	14
APPENDIX 2	15



November 2007 Five Nations Conference in Leeds

Beyond the comfort zone

This conference on *Tackling controversial issues and values in education for citizenship* was held in Leeds in November 2007. It focused on implementing the recommendations from the previous year's conference in Edinburgh, hosted by Scotland, at which participants argued for 'tackling the tough stuff' and 'moving out of the comfort zone'.

Historically, the Institute for Global Ethics UK Trust (IGE) has assisted the host country in convening this series of conferences with the support of the Gordon Cook Foundation of Aberdeen, Scotland. This year's host country was England and the Chair of the Steering Group was the Professional Officer of the Association for Citizenship Teaching (ACT). Whilst representatives of the conference Steering Group were mainly drawn from England and, as is customary for the host country, took the lead on building the agenda for the 2007 event, colleagues from the other four nations were invited to all steering group meetings, and consulted about the evolving agenda through country visits and continuing discussions.

Membership of the Steering Group, initially at the invitation of IGE and ACT, and subsequently taking on board the recommendations of the initial core group, included representatives from key English citizenship bodies: Association for Citizenship Teaching (ACT); Department for Children, Schools and Families (DCSF); Qualifications and Curriculum Authority (QCA); and Learning and Skills Network (LSN). In addition, independent education consultants and young representatives of the English School Students Association (ESSA) joined the group.

This report consists of three sections

- A. An outline of the key outcomes and challenges** from the conference in Leeds which, it is anticipated, will be of interest to the citizenship communities in all five nations, and may form the basis of further actions either within each country or across communities of interest.
- B. A reflection on the planning process** for the conference and possible lessons to be drawn from that process which are particularly relevant for any future conference planning for the five nations consortium, but which may also be of interest to others pursuing democratic planning processes.
- C. A summary of the evaluations of the conference** itself, from which the outcomes and future challenges in A. are drawn.



A Conference outcomes and call to action

The initiators, funders, and planners of the conference series on *Education for Values and Citizenship*, as well as those who participated in this particular event which was hosted by England, may well want to consider their response to the challenges emerging in relation to the conference theme of values, controversial issues and citizenship.

Some of these challenges may be of particular interest to the wider community concerned with ideals and values in education, as these are being considered in a number of current curriculum reviews.

Several of these challenges are relevant to all of the five nations and might be acted upon with further joint work. Others may appear more pertinent to a single country.

For instance, some of the challenges will be more relevant to those in the citizenship world in England as policy is being developed to address controversial questions of community cohesion and integration through, for example, the Ajegbo recommendations on Diversity and Inclusion; Lord Goldsmith's Report on Citizenship and the newly appointed Youth Citizenship Commission. These come together in the current debate taking place in Westminster about a Statement of British Values in relation to citizenship.



November 2007 World Cafe – what makes an issue controversial?

The concerns for all countries that emerged through the conference were both about the subject aims and content, and teachers' lack of preparation and confidence in handling difficult subject matter, as well as about educational processes, pedagogy and partnership work with outside agencies.

1. VALUES

- Clear difficulties with values language and discourse and a reluctance to use ethical or moral language were evident. There is a lack of conceptual clarity and a need to take forward the debate through spreading understanding of the richness of values language, the similarities and distinctions between human rights/ethical/global/shared values versus the more limited or specific political values of liberal democracy. A book or resource to support such language development would be invaluable.
- Debate about the values dimension of dilemmas, decisions and choices is easily avoided and not often facilitated in schools to be explicit. Teachers lack confidence to do this and want more training. Dedicated sessions in Initial Teacher Training (ITT) and Continuing Professional Development (CPD) plus a resource (suggested above) about explicit values are all needed.
- Some review is needed of how assessment criteria and investigation regimes take account of an explicit values dimension in the classroom.
- There is a place for political advocacy to highlight these issues and possible action for the Steering Group based on this report.

2. TEACHER EDUCATION AND SUPPORT ON VALUES AND HANDLING CONTROVERSIAL ISSUES

- In addition to the need for resources and teacher education on values, there is also a need both to help teachers handle controversial issues, discussion and debate in the classroom and to support activities arising from debating such issues. Resources are emerging in this field but primarily relate to classroom activity and debate, not to subsequent action.

- A website dedicated to networking teachers for mutual support and learning, as well as web-based resources and reviews of such would be welcomed, and could form part of existing sites or networks rather than competing with them. This could have a five nations dimension.

- There should be advocacy for the resources, teacher education and ongoing support that has been identified as necessary.

'training is not fit for purpose in the 21st century'

- A number of actions have already been identified, and will be pursued, that would begin to meet some of these identified needs including the idea of a Co-development Network to be progressed in Scotland; in England, the QCA Co-development Network that shared work at the conference will create a legacy through evaluating the nine projects undertaken in 2007 and disseminating materials from these.

3. YOUTH INVOLVEMENT AND PEDAGOGY

- The interesting model developed for youth involvement through segmentation into three distinct groups of young consultants, professionals and learners is worth analysing, writing up and disseminating to others struggling with how best to ensure a young person's or student voice in learning.
- In spite of widespread recognition of the value of young people as partners in learning, the implication for 'letting go' was challenging for many teachers. For some, the young person's presence in the conference itself was felt to be inappropriate or tokenistic. In the face of these reactions, it seems there would be value in advocating and offering training and support in this new pedagogy.

'advocate far more to the 'unconverted' for changed pedagogy and approach in citizenship education so it impacts on all teachers'

4. PLACE OF NGOs AND LOCAL VOLUNTARY ORGANISATIONS

In spite of the strong presence of voluntary organisations at the conference and evidence of the valued input they make to schools, it was identified that there are real barriers to establishing the links though both sides desire it. There is a need for developing and mainstreaming sustainable mechanisms for effective links between voluntary organisations and schools.

- Part of this would address the need to encourage officials and teachers to acknowledge and respect the expertise and educational knowledge of NGOs

'Why is it assumed they (NGOs) don't know about education and teaching....many are ex-teachers?'

- As part of developing more formalised connections, such as exist between employers and schools, it would be valuable to research what impact NGOs and voluntary organisations' particular values positions have on the school community, and students' learning about values
- Such links would also serve to broaden the 'citerati'... the inner circle of influential people in policy and practice development (as perceived in some quarters) and make it more diverse



B The conference planning process: liberal values in action?

The process of planning and delivering this conference in many ways illustrated the difficulties and potential successes in tackling the subject of the conference itself: controversial issues, values and citizenship. It was attempting to reconcile liberal democratic processes, based on respect for a diversity of views and different priorities, with delivering a conference with clear, purposeful and deliverable objectives that would help educators in their practice. It involved members of the Steering Group in questioning their own positions on these combined concepts and balancing their own views with those of others coming from subtly different positions, for example an emphasis on values rather than controversial issues. It challenged all to question whether such democratic planning processes could deliver a coherent conference, with content genuinely assisting participant teachers to emerge better able to support students to understand and practice liberal democratic values when faced with controversial issues.

Membership of the Steering Group itself was the subject of extensive deliberation even before the planning process began and the eventual make up of the group no doubt influenced the final construct of the conference.

IGE, as the conference convenor, together with the Chair of the Steering Group, drawn from the main partner ACT (Association for Citizenship Teaching), invited the first members of the group



Mick Waters, QCA, in conversation with three young teachers

which included representatives from key English citizenship bodies: the Department for Children, Schools and Families (DCSF); Qualifications and Curriculum Authority (QCA) and the Learning and Skills Network (LSN), together with a key representative from each of the other countries and a Trustee of the Gordon Cook Foundation as the primary funder.

Early discussions in this wider group then considered whether there was adequate expertise and representation from the values and moral education world, from NGOs, from the learner voice and on diversity. This led to the inclusion of additional appropriate experts and representatives (see Appendix 1) though not all these concerns were addressed as fully as some members would have liked.

A major consideration within the Steering Group was how best to take on board young people's voice and views within the whole process of planning and implementing the conference, not just as a token presence being showcased at the event. Should these young people be representative of a wider constituency and recruited through formalised bodies, or should we draw on known spokespeople? What ages should be included? What should their role be – full members involved in all processes, or consultees on specifics?

With some of these questions unresolved it was decided to engage young people themselves in answering them. The first attempts to recruit through young people's own organisations generated a small group of young people who met separately with representatives of the Steering Group to address the question of how best to achieve such 'real' involvement.

Their solution, which was adopted and refined by the Steering Group, was to distinguish

- a) the learner voice of those still in education, from
- b) slightly older young people who had experienced citizenship education but were no longer at school, who became young consultants, and
- c) new teachers and other young professionals new to working in citizenship education.

The first group of learners included both those students involved in the QCA's Co-development Network and the English Secondary Schools Association (ESSA), who worked with those students to elicit their views as well as nominating a representative to sit on the Steering Group as a young consultant. In addition a 'young consultant' emerged through the LSN links but, regrettably, others of the initial group found it impossible to give the time to the planning meetings. The third group of young professionals, though not involved in the planning, played a significant part in the conference proceedings and were invited from each of the five nations.

WIDER SUPPORT AND THE EMERGING AGENDA ...HOW THE CONTENT WAS INFLUENCED BY THE PROCESS

The Steering Group were faced with the difficult task of trying to incorporate recommendations from the previous year's conference in Edinburgh, at which participants argued for 'tackling the tough stuff' and 'moving out of the comfort zone', as well as formulate the combined concepts of controversial issues, values and citizenship.

Each of these key partners came from organisations whose work related to some facet of the conference and therefore gave substantial additional support to making the event happen. However, bringing such strong partners and individuals together in the Steering Group led to challenges in shaping the final agenda to reflect all perspectives.

Making this more difficult was the need at each stage to engage with the other countries who were not around the table. This was done through IGE and the Chair meeting with them individually and feeding back into the group. It was a complex and time-consuming process but culminated in a conference programme which had strengths that otherwise might not have emerged.

Both common interests and differences were not always apparent at the beginning and emerged more clearly as the partnership evolved. A major theme in this evolution was the different understandings of the relationship between values, controversial issues and citizenship.

For example, IGE initially came together with the Futures team at QCA to explore the potential for any joint work around the educational values in the 'Big Picture', the articulation of redefined aims and methods to deliver a national curriculum and a basis for shared exploration with schools about how to reshape students' experiences of learning. This was essentially a 'values' debate.

These discussions led to an initial seminar to explore schools' understandings of values in action within the citizenship curriculum and thus to a more specific focus on citizenship. In turn this led to the creation of a Co-development Network of

schools facilitated by the QCA. This network, in parallel and linked into the planning of the Steering Group through QCA representation, worked on developing their own projects by identifying what were controversial issues. The dilemma for the planning group was then how to combine these three concepts of values, controversial issues and citizenship into a meaningful conference programme, while acknowledging that the relationship between them could be, and was, understood differently by members of the group and might be seen with a different lens by others of the five nations as well.

As clarification of the conceptualisation was worked on, the concern about diversity and inclusion (a controversial issue which had great currency as a result of the Ajebo report in England and was leading to the debate in Westminster about a Statement of British Values) was there in the background but did not emerge as the key formulation of either the Co-development Network or the Steering Group's work.

The work of the Co-development Network was supported to tie in to the conference and offer presentations of their 'projects in progress' to the conference. This was not intended to showcase perfect models of practice but to highlight and share real difficulties and issues in the development of such work. As such, it was planned to include delegates in identifying and addressing the uncomfortable issues associated with such work, even in defining what were the controversial issues to be addressed...to go beyond comfort zones. QCA therefore played a critical part in including both young learners and teachers in the whole process.

Other support from members of the group also did much to influence the shape of the conference. The DCSF supported ACT teachers, predominantly new teachers, to attend. The LSN offered very useful insights and connections to support the participation of the young consultant learners in the event.



On reflection the Steering Group identified the planning process as having unwittingly modelled the theme of the conference in dealing with the controversies of values and issues that arose in a democratic way, avoiding the dominance of one approach and allowing the diversity of views to surface within the final conference construct, however uncomfortable that was at times for individual members. It was democratic conference-making in action.

This inclusive approach, though risky and challenging, was considered successful in the event and some of the following reflections on the planning process emerged from the group

- Concerns about the diversity of the planning group and participants at the conference were not fully acknowledged and addressed
 - An interesting and sophisticated model of youth involvement was arrived at
 - The conference programme was not adequately considered from a potential participant's position and the flow/sequences were not always coherent enough
 - An underlying assumption about a shared understanding of values in the Steering Group was not necessarily real and there was a tendency to stay in the miasma of a 'liberal fog' and avoid the discomfort of challenge
 - The resulting conference programme reflected the diversity of individual member's approaches to the values question and whether it can, and should be, an explicit facet of learning, a question that was perhaps not fully answered
 - The conference construct was visibly that of a committee, if not the proverbial camel. The price of being true to the democratic process was possibly a loss of coherence. Was there a need for a more assertive leadership at some points and did this reflect liberal values well?
- There were misunderstandings which nearly led to the loss of some members
 - There was no representation of the wider NGO voice in the planning process, though they attended in large numbers and make a significant contribution to this work.
 - What sacrifices did individual members need to make in order to accommodate a consensus? What was held back? If conflict is inherent in controversy it was avoided, but perhaps at some cost
 - Did the Steering Group stay in a comfort zone by avoiding, or accommodating, rather than resolving, controversial views?



C The Conference

The aims of the conference were to

- Identify and define what issues really matter, for young people and for adults, in and to schools' education for citizenship programmes
- Discuss 'whose issues?' and consider what makes an issue controversial and sensitive
- Examine the relationship between controversial issues and the values of the people concerned
- Explore and share strategies for tackling controversial issues, reconciling different values positions and taking action
- Debate the challenges we face as a diverse, globalised and changing society
- Challenge us all to move beyond the comfort zone as we take citizenship education forward

THE PROGRAMME INCLUDED

- Pre conference papers from each country outlining its current policy and practice, as well as raising some philosophical and pedagogical questions
- A market place for sharing practice and resources
- The World Café exercise through which participants met each other in fresh groupings and initial ideas were shared about the theme of the conference through facilitated questions and discussion
- Keynote speeches with young professionals responding on a shared platform with Mick Waters, Director of Curriculum, QCA, and Cathie Holden, Associate Professor and Head of Initial Teacher Training, Exeter University
- Country groupings to reflect on proceedings at different stages of the conference and consider future country-based actions
- Taster sessions offered by the QCA Co-development Network of schools including both teachers and students, in which they presented and reflected on their work-in-progress with others from the conference

- Surgeries based on constituencies of practice: policy, leadership, inspection/assessment, ITT and CPD; each examining themes across the five nations including religious intolerance, community cohesion, the uncomfortable curriculum, children and young people's well-being, evaluation and teacher education
- Young people's panel discussion
- Individual reflections from country representatives
- Rapporteurs' feedback
- Informal networking and social time

Participants in the conference included a balanced mix of practitioners, organisations and policy-makers leading the development of citizenship education in each of the five countries, and young people experienced in citizenship education and interested in this agenda. The majority were from England, being this year's host country, but other countries were well represented on the whole. Though there were some concerns about the lack of diversity among the delegates, the presence of young people and the mix of participants were largely felt to offer a real buzz and exciting exchanges which the young teachers present particularly welcomed.

WERE THE CONFERENCE AIMS MET?

1. Identify and define what issues really matter, for young people and for adults, in and to schools' education for citizenship programmes

Not explicitly, though racism and faith-based beliefs were much in evidence as 'controversial' and of concern to teachers. Students, when free to identify for themselves, appear to fix on very immediate realities that they personally experience, and are probably encouraged to do so rather than looking more widely. However, evidence from research suggests the global concerns of climate change, war and terror are very real for them and localising these into actionable concerns is sometimes problematic.

Though no clear shortlist of issues emerged, the question of what issues should be focused on hung around all the conference proceedings, from keynote speeches to personal discussions. Outstanding questions included the place of NGOs in identifying the issues chosen; concerns over whether it is the place of government to identify issues, such as community cohesion, for schools; and whether this is tipping education too far into the political domain?

A recurrent theme was the educational issue about pedagogy and how to change schools to be more democratic and to encompass students' own concerns, rather than be content driven towards pre-ordained assessment targets. Looking beyond school was also deemed important.

'helped me be braver about tackling issues related to the local community'

2. Discuss 'whose issues' and consider what makes an issue controversial and sensitive

The emphasis on involving young people in defining what issues matter to them was widely acknowledged as important and techniques for eliciting these views sought through further resources or networking for shared practice.

'the sessions often focused more on method than results'

Teachers' sensitivity was felt by some to be the guiding criteria for the choice, or exclusion, of some issues from debate. Nervousness, both about areas of ignorance and the dangers of bias, prejudice and too strong, if unwitting, advocacy for their own views, featured large among practitioners present, particularly those more experienced.

'showed the need for me to keep my own views in check'

The braveness or, in some people's view, the naivety of new teachers in tackling perceived controversial issues or accepting young people's choices stood in contrast to the caution of many older professionals.



A QCA Co-development Network school presents its work-in-progress
Photo by Pete Pattison

'Students should speak freely ... but within a framework. Many thought that the student voice needs moderating while acknowledging that teachers' voices carry too much weight in the classroom'

There was little visible exploration of what makes an issue controversial. The need was identified to clarify concepts and language from the start, either through pre conference papers, or through an early part of the programme, so that subsequent debate is informed by greater understanding and precision of meaning. For example it was suggested that delegates needed

'help in distinguishing controversial/contested/contemporary and sensitive issues'

3. Examine the relationship between controversial issues and the values of the people concerned

'Questions of ethics and the ground rules for discussion were aired. Everybody had a view, and pretty much everybody had a strong view'

Did it move anyone on? The evidence suggests more affirmation and deepening of import rather than new insights. From 30 evaluations only 5 said the conference had not helped them in making this link. Most described the conference as having

'reinforced, heightened, increased, deepened, clarified, emphasised, re-established'

understandings of the links, and shown the need for an explicit discourse, but

'the difference between explicit and implicit links needs further exploring'

The conference

'showed the place of students in making this relationship'

However there was a commonly held view that the richness of ethical and values language is not widely known or used in citizenship education. It perhaps illustrated the stage we are at i.e. confused about language, mixing political values with other sets of values such as human rights/shared/global/ethical values, and lacking in confidence in taking a position. Much fuller attention is needed within ITT and CPD to equip teachers to make such links and explore underlying values.

'shown me that I had vastly underestimated the need for major cultural and professional change' and 'training for teachers is patchy and ...many teachers say they don't have the language to talk about values...so how would the children?'

Views differed on the need to make such discourse explicit. Where some thought it clear that

'citizenship is tied up with implicit values'

others argued

'there is a limit to what children pick up implicitly'

One conclusion of the Steering Group was that it might prove easier to support teachers in using such values discourse through exploration of the concepts of the good, the active or the responsible citizen which are widely used in curriculum documents, rather than through controversial issues which is what this conference attempted.

4. Explore and share strategies for tackling controversial issues, reconciling different values positions and taking action

The emerging focus of discussion and comments was strongly on how to debate, rather than how to act on, such issues. The process of debating within the classroom, and how to do it well, being one that many expressed a desire for further help with.

Many comments pointed to the lack of 'how'; how to identify issues; how to practise a student-led pedagogy; how to support difficult and sensitive debate and discussion; how to turn discussion into action; how to relate issues to values; how to relate both to citizenship outcomes; how to assess such activity; and how to do all of this within the constraints of timetable and perhaps a hostile school culture?

'running through the themes of projects and ethics were dilemmas of testing and training'

These practical concerns could benefit from shared thinking, resources and practice across the countries including addressing the

'impoverished models of the initial training and continuing professional development of teachers'

and the need for such training to focus on the 'how', as well as fuller exploration of concepts and language.

5. Debate the challenges we face as a diverse, globalised and changing society

Little explicit exploration or discussion took place on this front though such challenges were raised in an early keynote. Rather, these challenges lay in the background and were largely taken as a given, an assumed backdrop to what educators currently do and how they are rethinking the purpose of education.

6. Challenge us all to move beyond the comfort zone as we take citizenship education forward

Explicitly, many claimed they had not experienced such a challenge but perhaps reactions to processes and content revealed more discomfort than was admitted. Did participants know, or acknowledge, when they were beyond their comfort zone...or did they respond by making judgements, and criticizing what was offered and what others said, rather than taking on board what that might mean for change in themselves? For example, many questioned the virtue of having young inexperienced professionals and learners themselves giving views. Perhaps this suggests they were challenged and beyond their comfort zones in being asked to take on new ways of seeing things? Equally, some discomforts around ethnocentric perspectives, and an unwillingness to take on board challenges from other countries, suggests a defensive response to discomforting ideas.

Given the many different nuances reflected in the conference on how to approach the question of values within controversial issues, no delegates were advocating an authoritarian approach and all saw values and moral discourse as an important function of education, whether surfaced as an explicit purpose or left implicit. There therefore seems an argument for further assisting teachers to support such liberal processes and education, since all students need to make moral and ethical choices and cannot do so in a vacuum

'given that each of us is going to have to take on (this) responsibility like it or not, (for making moral judgements even if to choose a faith and its authority as a basis for those) wouldn't it be a good idea to make sure they have the intellectual and emotional maturity to discharge it adequately? That kind of maturity is developed by a liberal approach to moral and religious education, based on reason and debate, not an authoritarian one'.

Stephen Law

The War for Children's Minds

Appendix 1

CONFERENCE STEERING GROUP – NOVEMBER 2007

England

Alex Brown	Young Consultant, Learning and Skills Network
Jane Buckley	Education Adviser
Liz Craft	Curriculum Adviser, QCA
Jonathan Duff	Department for Children, Schools and Families (DCSF)
Neil Hawkes	Education Consultant
Dina Kiwan	Birkbeck College, University of London
Jack Lewars	England Secondary Schools Association (ESSA)
John Lloyd	Advisor on Citizenship, DCSF
Jan Newton	Education Adviser
Pete Pattison	Consultant, QCA
Rob Pope	Citizenship Adviser, Learning and Skills Network
Lucy Smith	Qualifications and Curriculum Authority (QCA)
Chris Waller (Chair)	Professional Officer, Association for Citizenship Teaching

Ireland

Conor Harrison National Co-ordinator for Civic, Social and Political Education

Northern Ireland

John McCusker Principal Officer Learning for Life and Work, CCEA

Scotland

Cathy Begley Education for Citizenship Development Officer, LTS

Wales

Graham Davies Head of the Pupil Engagement Team, Welsh Assembly Government

For the Institute for Global Ethics UK Trust

Sheila Bloom Chief Executive
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Appendix 2

CONSULTATION MEETING – JULY 2008

England

Liz Craft Curriculum Adviser, QCA
Lora Humphries Head of Citizenship and RE, ISCC, Birmingham,
Chris Waller Professional Officer, ACT

Ireland

Aidan Clifford Director, Curriculum Development Unit, Dublin
Conor Harrison National Co-ordinator for Civic, Social and Political Education
Valerie Lewis Second Level Art and CSPE Teacher, Tipperary

Northern Ireland

Anne-Marie Poyner Assistant Advisory Officer for Citizenship, WELB

Scotland

Cathy Begley Education for Citizenship Development Officer, LTS
Alan Britton Deputy Director of Education for Global Citizenship, University of Glasgow
Gillian Pryce PT Pupil Support, James Hamilton Academy, Kilmarnock

Wales

Martin Pollard Education Officer, CEWC-Cymru
Nadine Thomas PSE Adviser, Swansea EES
Jane Wareham Headteacher, Ysgol y Castell, Kidwelly, Carmarthenshire

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