GLOBAL EDUCATION MONITOR

Public opinion on education

October 2023

GAME CHANGERS Ipsos

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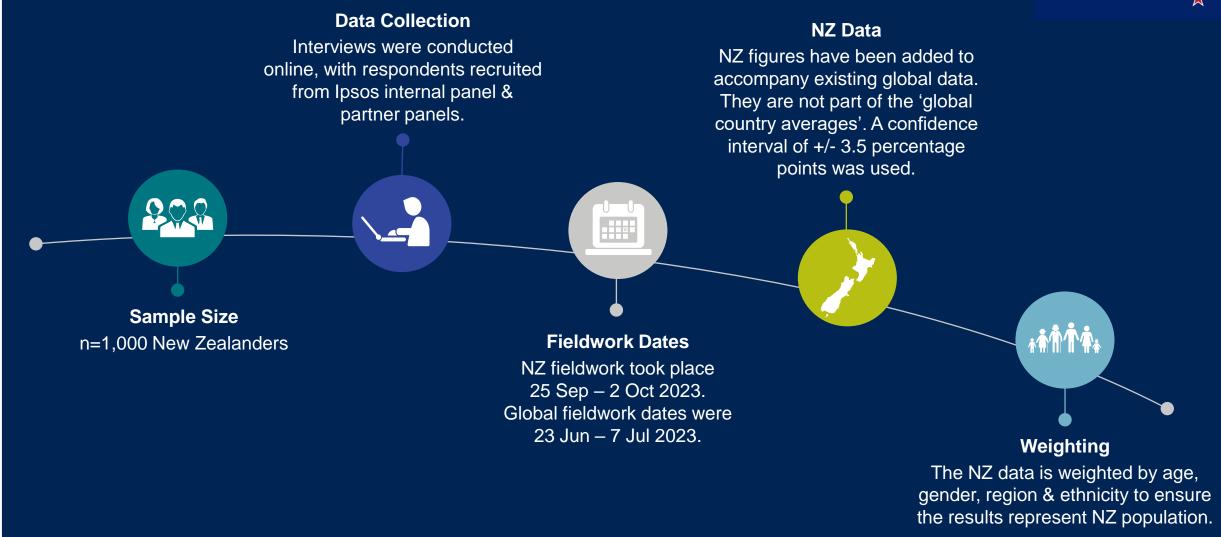
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BACKGROUND & METHODOLOGY – NZ







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NEW ZEALAND AT A GLANCE: **KEY STATS**

How do you rate your country's education system?





47%

would not advise someone they know to become a teacher. (45% global average)

Most cited challenge facing the education system:

Overcrowded classrooms



38%

think the use of AI should be banned in schools.

(29% global average)



ATTITUDES TO EDUCATION

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THE HEADLINES: NEW ZEALAND



Quality of education

New Zealanders have a more positive view of its education system than the global average

Across 29 countries, people are more likely to describe the education system in their country as poor than good.

New Zealand is 6 percentage points above the global average, with 39% rating the education system as *good*.



Time comparison

However, many perceive education to be declining in overall quality

1 in 2 New Zealanders think that our education system is getting *worse* compared to when they were in school.

Less than a quarter (23%) think that it is getting *better*, and this is significantly lower than the global average (30%).



Resources and facilities

People are divided on adequate access to facilities

Half of the countries on average agree that their educational facilities have adequate resources and facilities.

New Zealanders hold a similar view, with just slightly less than half agreeing that that most of our educational institutions have adequate resources and facilities.



Access to education

A good primary education is more accessible

Two thirds of New Zealanders agree that all or most young people have access to a good primary education.

However, this drops considerably for higher education, with only 37% stating that they believe young people have access to a good higher education. A third also believe that hardly any / no young people have this access.



New Zealanders think more positively about the country's education system than the global average, with 39% rating it as **good.**

Notably, however, almost 1 in 3 rated it as **poor**.

Country data

Q. How would you rate the overall quality of the education system in [COUNTRY]?

<u>Click here for the full</u> <u>country breakdown.</u>

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Global Country Average	33%	29%	6		36%
Singapore	74%			1	9% 5%
Ireland	63%			24%	12%
Australia	57%		23%		17%
India	55%		24%		18%
Indonesia	53%		28%		19%
Canada	48%		27%		21%
Great Britain	47%		26%		24%
Thailand	42%		26%		29%
United States	40%		26%		32%
Netherlands	39%		32%		25%
South Africa	39%		24%		38%
New Zealand	39%		27%		31%
Malaysia	37%		36%		26%
Sweden	36%		31%		28%
Brazil	34%	19	%		45%
Spain	28%	36%			35%
Italy	26%	29%			43%
Mexico	26%	36%			37%
Colombia	25%	32%			42%
Japan	25%	35%			32%
Belgium	23%	37%			37%
Germany	23%	32%			44%
France	20%	26%			52%
Poland	19%	33%			44%
Turkey	18%	20%			61%
South Korea	16%	44%			39%
Argentina	15%	24%			60%
Chile		31%			57%
Peru		.8%			61%
Hungary	8% 209	%			67%

Poor

1 in 2 New Zealanders think that **our education system is getting worse** compared to when they were in school. This is slightly higher than the global average.

Country data

Q. Compared to when you were in school, do you think the overall quality of the education system in [COUNTRY] is now...

Click here for the generational and parent breakdown.

	Better		About the same		Worse
Global Country Average	30%	21%			46%
Singapore	66%			20%	12%
Indonesia	56%		18%		25%
Ireland	56%		21%		20%
Thailand	50%		19%		28%
India	50%		29%		19%
Malaysia	41%		25%		32%
Brazil	40%		16%		42%
South Korea	35%	28%)		35%
Mexico	35%	22%			42%
Great Britain	34%	20%			40%
Australia	31%	24%			38%
Colombia	31%	16%			52%
South Africa	30%	14%			55%
Spain	30%	21%			48%
Japan	28%	32%			28%
Peru	26%	23%			51%
United States	26%	21%			49%
Turkey	25%	14%			60%
New Zealand	23%	19%			51%
Canada	23%	25%			45%
Chile	22%	18%			58%
Italy	20%	23%			56%
Germany	19%	20%			57%
Sweden	19%	19%			58%
Poland	18%	27%			49%
Netherlands	18%	21%			56%
Argentina	15%	9%			76%
Belgium	13% 23	%			59%
France	12% 13%	0			72%
Hungary	10% 13%				74%





Fewer than half of New Zealanders think that most of our educational institutions have adequate resources and facilities.

Country data

Q. How much do you agree or disagree with each of the following statements?

Most educational institutions in [COUNTRY] have adequate resources and facilities (e.g., textbooks, technology, laboratories)

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Global Country Average	50%	43%
Singapore	86%	11%
India	76%	19%
Indonesia	72%	26%
Malaysia	68%	27%
Australia	62%	29%
Thailand	62%	32%
Ireland	61%	33%
Spain	60%	36%
South Korea	59%	38%
Netherlands	58%	28%
Canada	57%	34%
United States	52%	40%
Poland	48%	38%
Mexico	48%	50%
Great Britain	48%	42%
New Zealand	48%	40%
Turkey	47%	51%
South Africa	46%	52%
Chile	45%	53%
France	44%	47%
Belgium	43%	47%
Italy	42%	56%
Germany	40%	50%
Sweden	40%	51%
Brazil	39%	57%
Colombia	39%	59%
Japan	37%	44%
Peru	33%	65%
Argentina	27%	69%
Hungary	26%	67%

Agree





2 in 3 New Zealanders think all / most young people have access to a **good primary** education.

However, New Zealanders' view of access to higher education is much less favourable, with only 37% stating that all / most young people have access to a **good higher education**.

New Zealand

Q. In your opinion, what proportion of children and young people in New Zealand have access to each of the following

	All / nearly all	Most	About half	Less than half	Hardly any / none
A good primary education	33%		34%	16%	9% 4%
A good secondary education	26%	36%		21%	11% 5%
A good higher education	16%	21%	24%	27	% 7%



THE CHALLENGES FACING SCHOOLS

THE HEADLINES: NEW ZEALAND



The top challenges

Overcrowding identified as the biggest issue

38% of New Zealanders say that overcrowded classrooms is biggest issue in the country's education system.

In New Zealand, around 1 in 3 identified *outdated curriculum* (35%), *lack of public funding* (31%), and *high dropout rates* (29%) as key challenges facing the system.

1 in 4 expressed concerns about *inadequate teacher training.*



Areas to improve

Concerns about basic skills

1 in 2 New Zealanders say that the teaching basic skills such as reading, writing, and arithmetic is given *too little space* in the school curriculum.

This is significantly higher than the global average of 39%.

Despite having lower levels of concern compared to their global counterparts, almost half of New Zealanders also believe that *too little space* is given to encouraging critical thinking (47%) and developing general skills such as communication, organisation, etc. (45%) in the curriculum.



Issues vary across borders

Collaboration and creativity

More than one in two globally say the school curriculum in their country *does not give enough space* to encourage creativity. New Zealanders' opinion on the matter is more divided, with 37% stating that encouraging creativity is given *too little space*, while 42% believes that it is given *just enough space*.

New Zealanders are also more likely to say that *enough space* is given to encouraging collaboration among students (49%) than the global average (31%).



Overcrowded classrooms and outdated curriculum are considered the biggest and most common challenges for New Zealand.

New Zealand

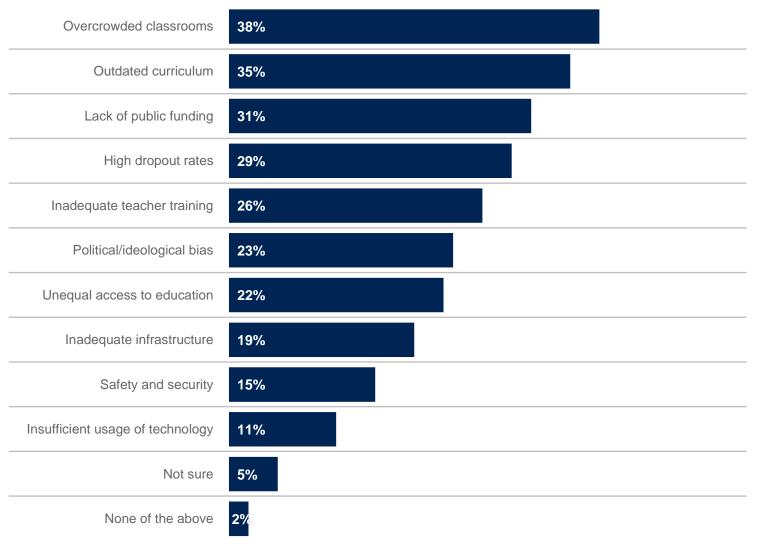
Q. In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers)



Click the links in the chart for the full country breakdown.



Base: New Zealand (n=1000)





Too little space

New Zealanders are significantly more likely to think that *teaching basic skills such as reading, writing and arithmetic* is given too little space in our school curriculum.

Global Country Average + New Zealand

Q. Do you think the school curriculum in [COUNTRY] gives too much, too little or just enough space to each of the following...

	-	
Encouraging critical thinking (analysing issues	53%	
to form a judgment)	47% 🔽	
Developing etudentel ekille et erectivity	52%	
Developing students' skills at creativity	37% 🔻	
	51%	
Encouraging curiosity	43% 🔻	-
Focusing on student well-being	50%	
	44% 🔻	
Developing general skills such as	50%	
communication, organization, etc.	45% 🔻	
New technologies (e.g. artificial intelligence,	46%	
coding, etc.)	33% 🔽	
	43%	Global Country Average
Encouraging collaboration among students	27% 🔽	■ New Zealand
eaching basic skills such as reading, writing,	39%	
and arithmetic	50% Δ	

▲ / ▼ indicates significantly higher / lower than global country average

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ATTITUDES TO TEACHERS

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THE HEADLINES: NEW ZEALAND



Teaching as a career

Many would not recommend becoming a teacher

Across 29 countries, people are divided when it comes to whether or not they would advise their children or a young person to become a teacher.

In New Zealand, nearly half (47%) say they would not recommend to their child or a young person to become a teacher, while 36% say they would.

More than half of New Zealanders also agree that teachers have similar values to their own.



Teacher work life balance

People believe teachers are hardworking

Globally, there is appreciation for how difficult the job of teaching is, with two-thirds (67%) recognising that teachers work hard.

This sentiment is highest in Brazil, the Netherlands, New Zealand and Singapore, with four in five saying this is the case.

Globally, slightly more people disagree with the statement that teachers are adequately respected. This is also the case for New Zealand, with just over half (52%) saying that teachers are *not* adequately respected.



Teacher salary

People are divided on whether teachers get paid enough

Despite general recognition that teachers are hardworking, at a global level people are divided on whether they get a paid enough.

50% New Zealanders think that teachers are *not* paid enough, compared to 41% who think that they are.

Belief that teachers get paid enough is highest in India, Singapore, and Malaysia; and lowest in Argentina and Hungary.



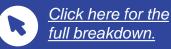


Around a third of New Zealanders would advice their children or young person to become a teacher. This is significantly lower than the global average.

Country data

How much do you agree or disagree with each of the following statements?

I would advise my children or a young person I know to become a teacher



	-	_
Global Country Average	43%	45%
India	79%	17%
Malaysia	66%	25%
Indonesia	58%	34%
Mexico	58%	36%
Spain	55%	33%
Singapore	54%	31%
Colombia	53%	36%
Turkey	52%	42%
South Africa	51%	42%
Italy	50%	42%
Thailand	50%	39%
Ireland	49%	36%
Brazil	49%	43%
Peru	48%	44%
Chile	45%	46%
Argentina	42%	45%
Canada	42%	40%
Australia	41%	43%
Sweden	40%	48%
Netherlands	37%	42%
United States	37%	47%
New Zealand	36%	47%
Great Britain	35%	47%
Belgium	33%	49%
Germany	30%	59%
France	27%	56%
South Korea	26%	70%
Poland	20%	66%
Japan	19%	63%

Hungary

16%

Agree



76%

New Zealanders are much more likely to agree that our teachers work hard than other people around the world.

Country data

How much do you agree or disagree with each of the following statements?

Most teachers in [COUNTRY] work hard



Click here for the full breakdown

	Agree	Disagree
Global Country Average	67%	26%
Brazil	81%	 14%
Netherlands	81%	12%
New Zealand	80%	14%
Singapore	80%	13%
Great Britain	79%	13%
Sweden	78%	15%
Australia	77%	15%
United States	77%	15%
Ireland	76%	18%
India	76%	21%
Thailand	74%	20%
Chile	74%	23%
Malaysia	73%	22%
Canada	72%	18%
South Africa	71%	26%
Indonesia	71%	25%
Hungary	66%	26%
Spain	63%	31%
Poland	63%	28%
Colombia	62%	33%
Argentina	60%	35%
Belgium	60%	28%
Germany	60%	30%
France	58%	33%
Italy	56%	38%
Mexico	56%	41%
Turkey	54%	40%
Peru	53%	44%
Japan	47%	36%
South Korea	47%	48%

Aaree



Disagree

Half of New Zealanders believe that our teachers are not adequately paid. This is slightly higher than the global average.

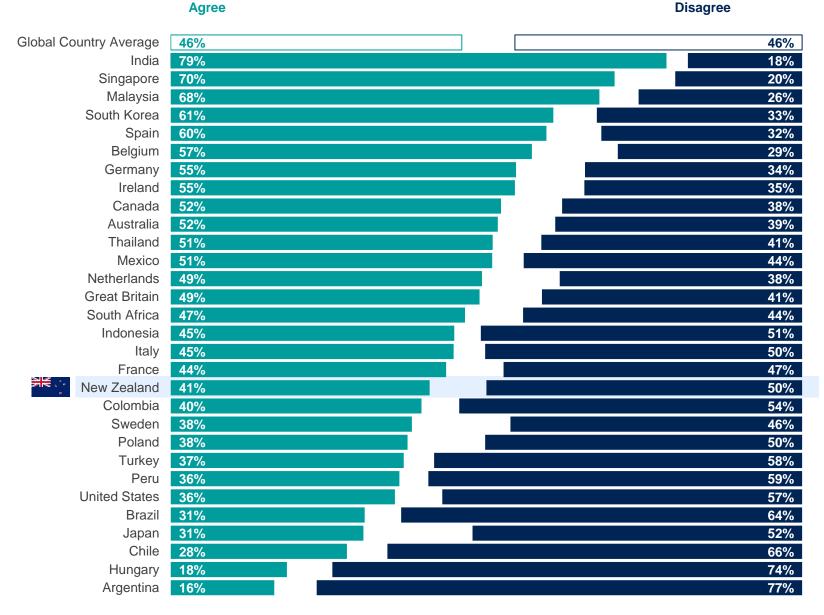
Country data

How much do you agree or disagree with each of the following statements?

Most teachers in [COUNTRY] are adequately paid



Click here for the full breakdown.



New Zealanders are slightly more likely to disagree that teachers are adequately respected than other people around the world.

Country data

How much do you agree or disagree with each of the following statements?

Most teachers in [COUNTRY] are adequately respected



Click here for the full breakdown.

Global Country Average	45%		49%
India	80%		17%
Singapore	77%		18%
Indonesia	75%		21%
Malaysia	69%		26%
Thailand	66%		27%
Ireland	63%		31%
Spain	59%		34%
Turkey	56%		42%
Canada	52%		38%
Australia	50%		42%
Mexico	47%		50%
South Africa	44%		53%
New Zealand	42%		52%
United States	42%		49%
Poland	42%		49%
Peru	42%		55%
Italy	41%		54%
Great Britain	40%		53%
South Korea	38%		58%
Belgium	38%		55%
Netherlands	38%		53%
Sweden	38%		55%
Colombia	37%		58%
Brazil	32%		63%
Germany	32%		61%
Japan	25%		60%
Argentina	24%		72%
France	23%		73%
Chile	22%		74%
Hungary	21%		73%



Disagree

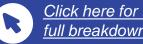
Agree

Just over half of New Zealanders are of the view that teachers around the country tend to have values that are similar to their own.

Country data

How much do you agree or disagree with each of the following statements?

Teachers in [COUNTRY] tend to have values that are similar to my own



Click here for the full breakdown.

Global Country Average	53%	33%
India	79%	17%
Singapore	67%	21%
Indonesia	66%	26%
Malaysia	65%	25%
Turkey	63%	30%
Ireland	60%	26%
Mexico	58%	38%
Australia	57%	26%
Colombia	57%	37%
Brazil	56%	35%
South Africa	56%	36%
New Zealand	56%	25%
Netherlands	56%	23%
Italy	55%	36%
United States	55%	28%
Spain	55%	32%
Great Britain	54%	25%
Chile	53%	38%
Canada	53%	29%
Peru	51%	40%
Thailand	50%	40%
Argentina	49%	40%
Belgium	49%	31%
Hungary	48%	37%
Sweden	47%	30%
France	45%	37%
Poland	41%	35%
Germany	38%	43%
South Korea	36%	54%
Japan	24%	53%

Agree

Disagree

SOCIAL INEQUALITIES INEDUCATION



THE HEADLINES: NEW ZEALAND



Inequality in schools

People divided on whether schools can reduce inequality

One in two (51%) across 29 countries believe the education system in their country contributes to reducing social inequalities.

People in nine countries – Hungary, Japan, Poland, South Korea, Germany, France, Peru, Chile, Turkey – say their education system does <u>not</u> reduce inequality.

New Zealanders are split, with 45% agreeing, and 46% disagreeing.



Importance of university

New Zealanders' views on the importance of university are split

In nearly all countries surveyed, people are more likely to believe having a university degree is very important to succeed in life.

However, New Zealanders divided, with 50% agreeing that having a university degree is important to succeed in life, and 45% disagreeing.

New Zealand has some of the lowest proportion of people agreeing with this statement, while India, Singapore, Malaysia have the highest.



In many countries where the opinion is critical of the school system, a majority considers it fails at reducing social inequalities.

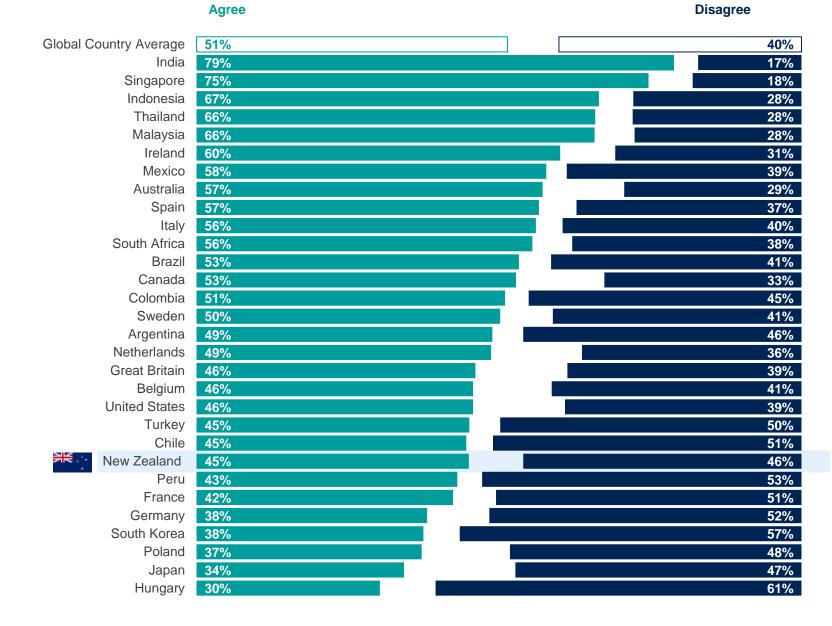
However, New Zealanders are less likely to agree with this statement.

Country data

Q. How much do you agree or disagree with each of the following statements?

The education system in [COUNTRY] contributes to reducing social inequalities

> <u>Click here for the</u> <u>full breakdown.</u>





Half of New Zealanders are of the view that a degree is very important to succeed in life.

In all but one country (Belgium) people are more likely to say a degree is very important to succeed in life. <u>Those with a higher</u> <u>level of education feel this</u> <u>is the case.</u>

Country data

Q. How much do you agree or disagree with each of the following statements?

Having a college / university degree is very important to succeed in life

<u>Click here for education</u> and parent breakdown

	Agree	Disagree
Global Country Average	60%	35%
India	80%	17%
Singapore	79%	17%
Malaysia	74%	22%
Argentina	73%	25%
South Africa	71%	28%
Brazil	71%	26%
Colombia	69%	28%
Peru	69%	29%
Italy	68%	28%
Thailand	68%	27%
Mexico	66%	31%
Chile	63%	34%
Canada	60%	32%
Turkey	59%	37%
Ireland	59%	37%
South Korea	56%	41%
Sweden	56%	39%
Spain	56%	39%
Indonesia	55%	42%
Poland	54%	33%
Australia	54%	40%
United States	54%	40%
New Zealand	50%	45%
Japan	49%	37%
Great Britain	49%	44%
France	48%	46%
Hungary	48%	48%
Germany	47%	46%
Belgium	43%	50%

Aaroo



THE IMPACT OF AI AND TECHNOLOGY

THE HEADLINES: NEW ZEALAND



Impact of AI in education

New Zealanders less convinced about the benefits of Al

Globally, <u>people think technology in</u> <u>the classroom, such as AI, will have a</u> <u>more positive affect than negative</u> one.

However, New Zealanders are among the least optimistic this, with less than a quarter (23%) saying that advances in technology will have a positive impact. The same proportion of New Zealanders believe that it will have a negative impact.

New Zealanders' views are most similar to those in the US, Canada, Great Britain, and Australia.



The use of AI in schools

Big differences between countries in the role of AI in schools

New Zealanders are more likely to be in favour of banning the use of AI in schools than the global average, and the country's support for the use of AI in schools are among some of the lowest globally.

Turkey, Malaysia, Argentina, and Peru are countries most against a ban, while in <u>France, Australia,</u> <u>Ireland and Canada, people are more</u> <u>likely to say it should be banned.</u>



Al as a tool

Importance of AI training

The majority of New Zealanders believe that it is essential or important for teachers to be trained in using AI in their teaching methods (57%) and trained in teaching students how to use AI (64%).

These rates are lower than the global average, nearly 2 in 3 saying that teachers should be trained in AI, and 7 in 10 saying students need to be taught too.

However, New Zealanders are more likely to think that it is important for teachers to be trained in identifying students' use of AI in tests and assignments.



New Zealanders are significantly less likely than others around the world to think that that advances in technology (including AI) will have more positive than negative impact on education, with less than a quarter holding this view.

Country data

Q. How do you think **advances** in technology (including artificial intelligence) will affect education in the future? Will they have an impact that is...

Global Country Average	35%		:	30%	4	4%		18%	
Indonesia	54%					30%	2%	12%	More positive than negative
Argentina	53%				18%	5%		15%	than negative
Peru	49%				26%		4%	15%	Equally positive
Chile	48%			2	21%	3%		23%	and
South Africa	44%				35%		3%	15%	negative/neutral
Spain	43%			23%		3%		20%	No impact
Colombia	43%			22%	3	%		25%	Nompact
Thailand	43%				38%		3%	10%	More negative
Mexico	42%			30	%	4%		17%	than positive
Turkey	42%			3	33%		4%	12%	
Italy	38%			30%		5%		17%	
Malaysia	38%			4	0%		2%	13%	
Singapore	37%			41	1%		3%	11%	
Brazil	37%			29%		4%		20%	
Hungary	34%		3	0%		7%		15%	
Ireland	34%		3	0%	4	%		19%	
Belgium	31%		31%)	4%			17%	
Germany	31%		29%		3%			19%	
Netherlands	30%		27%	2	2%			20%	
South Korea	30%			48%			4%	7%	
India	27%		25%		15%			19%	
Sweden	27%		24%	2%				25%	
Poland	27%		37%		5	%		12%	
Australia	26%		31%		4%			25%	
Great Britain	26%		31%		3%			21%	
Canada	24%	2	8%	5%				25%	
New Zealand	23%		38%		3%			23%	
United States	22%	30	%	5%				25%	
France	22%	28%	6	5%				29%	
Japan	18%	38	%		7%			7%	



New Zealanders' support for the use of AI in schools are among some of the lowest globally as we are more likely to be in favour of banning the use of AI in schools than the global average.

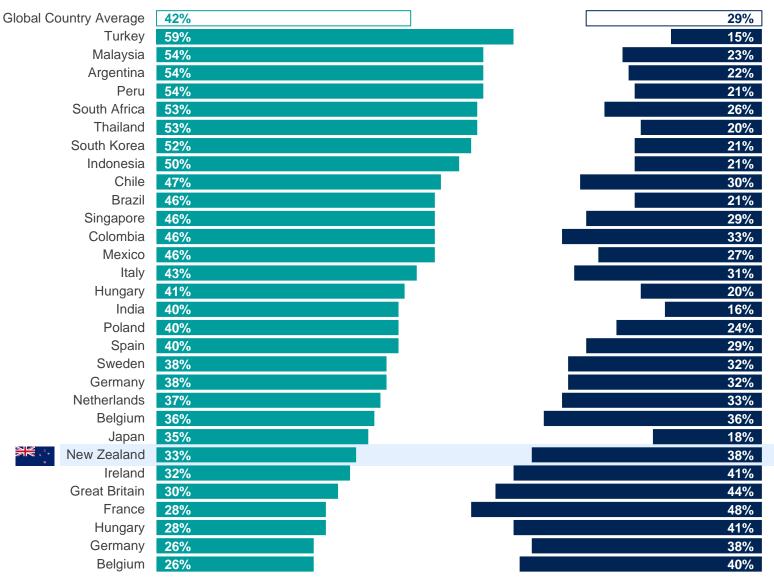
Country data

Q. Do you think the use of AI (including ChatGPT) should be banned in schools?



<u>Click here for the</u> generation and parent breakdown.

No, it should not be banned





Yes, it should be banned

57% of New Zealanders think that it is essential / important for teachers to be trained in using AI in their teaching methods. This is significantly lower than the global average.

Country data

Thinking specifically of artificial intelligence (AI), how important is it for teachers to be trained in...

Using AI in their teaching methods (e.g., in class preparation)



0 –	© Ipsos	Education	Monitor 2023	

	Essential or important
Global Country Average	65%
Peru	84%
South Africa	80%
Malaysia	80%
Mexico	79%
Turkey	79%
Chile	78%
South Korea	77%
Hungary	76%
Thailand	76%
Colombia	74%
Singapore	74%
Indonesia	73%
Argentina	72%
Brazil	70%
Poland	67%
Spain	62%
India	59%
Italy	59%
New Zealand	57%
Ireland	55%
Sweden	54%
Canada	53%
Australia	53%
Great Britain	53%
Netherlands	52%
Japan	51%
Germany	51%
Belgium	51%
United States	48%
France	43%

Essential or important



Essential or important

While nearly 2 in 3 New Zealanders believe that it is essential / important for teachers to be trained in teaching students how to use AI, this is significantly lower than the global average.

Country data

Thinking specifically of artificial intelligence (AI), how important is it for teachers to be trained in...

Teaching students how to use AI



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Essential or important		
Global Country Average	70%	
Peru	86%	
South Africa	84%	
Turkey	83%	
Thailand	82%	
Colombia	81%	
South Korea	80%	
Mexico	80%	
Malaysia	80%	
Chile	80%	
Argentina	80%	
Singapore	79%	
Indonesia	79%	
Hungary	74%	
Poland	70%	
Brazil	69%	
Sweden	67%	
Spain	66%	
Ireland	66%	
New Zealand	64%	
Netherlands	63%	
Japan	62%	
Australia	62%	
Belgium	62%	
Great Britain	61%	
Italy	61%	
India	60%	
Canada	58%	
Germany	57%	
United States	54%	
France	49%	



New Zealanders are more likely to think that it is essential / important for teachers to be trained in identifying students' use of AI in answering test questions or writing school assignments than others around the world.

Country data

Thinking specifically of artificial intelligence (AI), how important is it for teachers to be trained in...

Identifying school papers (e.g., essays) and answers to tests that students wrote using AI



Click here to return

Essential or important		
Global Country Average	71%	
Peru	85%	
South Africa	84%	
Chile	82%	
Colombia	82%	
Mexico	81%	
Argentina	80%	
Malaysia	79%	
Singapore	77%	
New Zealand	76%	
Brazil	76%	
Turkey	76%	
Sweden	75%	
Thailand	75%	
Spain	73%	
Indonesia	73%	
Ireland	73%	
Netherlands	73%	
South Korea	71%	
Great Britain	69%	
United States	68%	
Australia	68%	
Hungary	67%	
Poland	66%	
Canada	66%	
Belgium	66%	
Italy	64%	
Germany	59%	
India	57%	
France	56%	

45%

Japan



Methodology

These are the findings of a 29-country Ipsos survey conducted June 23 – July 7, 2023, among 23,248 adults aged 21-74 in Indonesia and Singapore, 20-74 in Thailand, 18-74 in the United States, Canada, the Republic of Ireland, Malaysia, South Africa, and Turkey, and 16-74 in other countries, via Ipsos's Global Advisor online survey platform.

In New Zealand, Ipsos interviewed a total of 1,000 New Zealanders aged 18+ between 25 September – 2 October 2023.

The sample consists of approximately 2,000 individuals in Japan, 1,000 individuals in Australia, Brazil, Canada, France, Germany, Great Britain, Italy, Mexico, Singapore, Spain, and the U.S., and 500 individuals in Argentina, Belgium, Chile, Colombia, Hungary, Indonesia, Ireland, Malaysia, the Netherlands, Peru, Poland, South Africa, South Korea, Sweden, Thailand, and Turkey.

The sample in India consists of approximately 2,200 individuals, of whom approximately 1,800 were interviewed face-to-face and 400 were interviewed online.

The samples in Argentina, Australia, Belgium, Canada, France, Germany, Great Britain, Hungary, Italy, Japan, the Netherlands, Poland, South Korea, Spain, Sweden, and the U.S. can be taken as representative of these countries' general adult population under the age of 75.

The samples in Brazil, Chile, Colombia, Malaysia, Mexico, Peru, Singapore, South Africa, Thailand, and Turkey are more urban, more educated, and/or more affluent than the general population. The survey results for these markets should be viewed as reflecting the views of the more "connected" segment of their population. India's sample represents a large subset of its urban population – social economic classes A, B and C in metros and tiers 1-3 town classes across all four zones.

The data is weighted so that each market's sample composition best reflects the demographic profile of the adult population according to the most recent census data.

"The Global Country Average" reflects the average result of all the countries and markets where the survey was conducted that year. It has not been adjusted to the population size of each country or market and is not intended to suggest a total result.

Where results do not sum to 100 or the 'difference' appears to be +/-1 more/less than the actual, this may be due to rounding, multiple responses or the exclusion of don't knows or not stated responses.

The precision of Ipsos online polls is calculated using a credibility interval with a poll of 1,000 accurate to +/- 3.5 percentage points and of 500 accurate to +/- 4.8 percentage points. For more information on Ipsos's use of credibility intervals, please visit the Ipsos website.

The publication of these findings abides by local rules and regulations.



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GAME CHANGERS

In our world of rapid change, the need of reliable information to make confident decisions has never been greater.

At Ipsos we believe our clients need more than a data supplier, they need a partner who can produce accurate and relevant information and turn it into actionable truth.

This is why our passionately curious experts not only provide the most precise measurement, but shape it to provide True Understanding of Society, countries and People.

To do this we use the best of science, technology and know-how and apply the principles of security, simplicity, speed and substance to everything we do.

So that our clients can act faster, smarter and bolder.

Ultimately, success comes down to a simple truth:

You act better when you are sure.

"Game Changers" – our tagline – summarises our ambition to help our clients to navigate more easily our deeply changing world.



APPENDIX

This section provides further breakdowns on different aspects of the results including by country and for parents of children.



Among the global country average, only 1 in 3 (33%, but 39% of parents of children in school age) consider the quality of the education system as good, the most positive being Singapore, consistent with PISA scores.

Country data

Q. How would you rate the overall quality of the education system in [COUNTRY]?

	Good							Averages for age 15 years PISA mathematics scale, 2018	
	33%	8%	25%	29%		23%	13%		Very good
- 5-1	74%	27%		47%	6	19	9% 3%	569	Fairly good
	63%	16%		47%		24%	9% 3%	500	ranty good
	57%	11%	4	6%		3%	12% 5%		Neither good
	55%	25%		30%	24%		10% 9%		nor poor
	53%	10%	43%	6	28%	6	16% 3%	0.0	
•••••••••	48%	9%	39%		27%		15% 7%	• • -	Fairly poor
	47%	12%	35%		26%		18% 6%		Venue
	42%	8%	34%		26%		l% 5%		Very poor
	40%	10%	30%		6%	21%	11%		
8	39%	5%	34%		7%	22%	9%		
Netherlands	39%	3%	36%		32%		.0% 6%		
	39%	9%	29%	24%		21%	17%		
5	37%	13%	24%		36%		20% 6%		
	36%	6%	30%	31		21			
	34%	13%	21%	19%	25%		20%		
	28%	4%	23%	36%		26%	9%		
	26%	4%	22%	29%		29%	14%		
	26%	8%	18%	36%		28%	8%		
	25%	5%	20%	32%		32%	10%		
Japan			23%	35%		23%	9%	·	
0	23%		20%	37%		26%	11%		
	23%		18%	32%		29%	15%		
	20%			6%	33%		19%		
	19%		5%	33%	24	%	20%		
Turkey			2% 20%		7%	0001	34%		
South Korea		2% 14%		44%		29%	10%	0.0	
-	15%	3% 11%			38%		22%		
	11%	1%0%	31%		38%		18%		
	10%	2%8%	28%	050/	40%		21%		
Hungary	8%	17%	20%	25%			43%	481	



Better

And almost one in two		
consider that the education		
system is worse than when		
they were in school, and		
more than two in three in		
Argentina, Hungary and		
France.		

Country data

Q. Compared to when you were in school, do you think the overall quality of the education system in [COUNTRY] is now...

Global Country	30%	9%	21%	21	%		24%	0		22%
Singapore	66%	25%			41%			20%	0	9% 3%
Indonesia	56%	17%		39%			18%		22%	3%
Ireland	56%	20%		36%			21%	/ 0	14%	5%
Thailand	50%	10%		40%		19%			21%	7%
India	50%	21%		29%			29%		13%	6%
Malaysia	41%	12%	29	9%	2	25%		20	%	12%
Brazil	40%	15%	2	4%	16%		18%	6		24%
South Korea	35%	9%	26%		28%			239	%	12%
Mexico	35%	12%	23%		22%			26%		16%
Great Britain	34%	13%	21%		20%			26%		14%
Colombia	31%	13%	18%	16%	0		28%			24%
Australia	31%	10%	22%		24%			24%		14%
South Africa	30%	11%	19%	14%		269	6			29%
Spain	30%	11%	19%	21	%		25%			23%
Japan	28%	4%	24%		32%				19%	9%
Peru	26%	4%	22%	23%			28%			23%
United States	26%	9%	17%	21%			24%			24%
Turkey	25%	10%	15%	14%	25	5%				36%
New Zealand	23%	6%	17%	19%			32%			19%
Canada	23%	6%	17%	25%			2	8%		16%
Chile	22%	6%	17%	18%		28%				31%
Italy	20%	4%	16%	23%		28	%			28%
Germany	19%	6%	14%	20%		30	%			27%
Sweden	19%	5%	14%	19%		35	%			24%
Poland	18%	5%	13%	27%		2	20%			29%
Netherlands	18%	5%	13%	21%		3	2%			24%
Argentina	15%	<mark>4%</mark> 11	1% 9%	29%	, D					47%
Belgium	13%	2%11 %	<mark>⁄。 23</mark> %			34%	6			25%
France	12%	4% 8%	6 13%	2	7%					45%
Hungary	10%	<mark>3%7%</mark>	13%	27%	6					47%



Somewhat better About the same Somewhat worse

Much worse



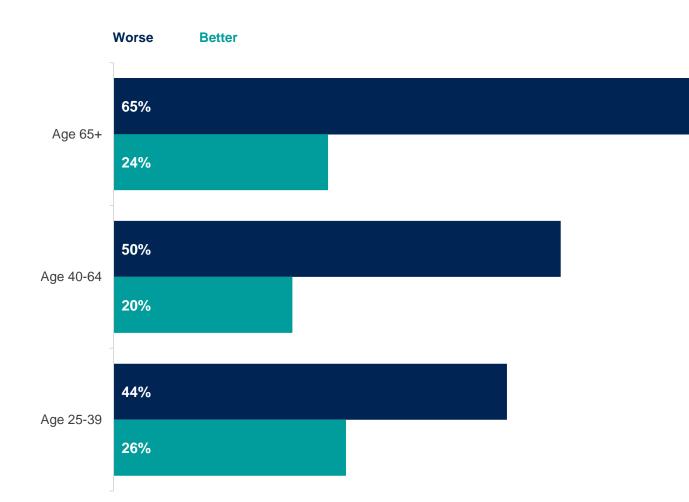


Older people are more likely to say education is worse than when they were at school in New Zealand.

Country data

Q. Compared to when you were in school, do you think the overall quality of the education system in [COUNTRY] is now...

Click here to return





In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers) **Outdated Curriculum**



Global Country Average	30%
Poland	46%
Hungary	45%
Argentina	45%
Thailand	44%
Germany	41%
Peru	38%
South Korea	38%
New Zealand	35%
Mexico	35%
Chile	35%
Spain	34%
Ireland	34%
Italy	34%
France	32%
Turkey	31%
Colombia	31%
Japan	30%
Australia	28%
Great Britain	28%
Canada	27%
Malaysia	27%
Belgium	25%
Singapore	22%
South Africa	22%
India	20%
United States	20%
Sweden	18%
Indonesia	18%
Netherlands	17%
Brazil	14%





Overcrowded classrooms is considered the biggest and most common challenge for the total sample and for parents in New Zealand.

Q. In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers)

Click here to return

*	Total sample	Parents of children at school or university
Overcrowded classrooms	38% 40%	
Outdated curriculum	35% 34%	
Lack of public funding	31% 35%	
High dropout rates	29% 26%	
Inadequate teacher training	26% 30%	
Political / ideological bias	23% 20%	
Unequal access to education	22% 21%	
Inadequate infrastructure	19% 18%	
Safety and security	15% 15%	
Insufficient use of technology	11% 14%	
Not sure	5% 3%	
None of the above	2% 1	



In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers) Unequal access to education



Global Country Average	29%
Indonesia	62%
South Korea	47%
Chile	46%
Thailand	44%
Brazil	44%
Colombia	39%
Turkey	36%
Malaysia	34%
Peru	32%
Sweden	32%
Mexico	32%
Argentina	32%
South Africa	30%
Hungary	30%
United States	28%
Germany	27%
Great Britain	24%
Netherlands	24%
France	22%
New Zealand	22%
Spain	22%
India	21%
Australia	21%
Poland	19%
Japan	18%
Italy	17%
Ireland	17%
Singapore	17%
Belgium	16%
Canada	14%



In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers) **Overcrowded classrooms**



Global Country Average	29%
Netherlands	55%
France	53%
Sweden	50%
South Africa	48%
Ireland	42%
Germany	40%
Canada	40%
Chile	39%
Turkey	39%
New Zealand	38%
Belgium	38%
Great Britain	38%
Australia	29%
Spain	28%
Poland	26%
United States	26%
Colombia	25%
Mexico	25%
Malaysia	24%
India	22%
Brazil	22%
Italy	21%
Singapore	21%
Indonesia	18%
Peru	18%
Thailand	13%
Hungary	12%
Argentina	12%
Japan	11%
South Korea	11%



In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers) Lack of public funding



Global Country Average	27%
Great Britain	48%
Hungary	42%
Ireland	39%
Colombia	39%
Brazil	38%
Argentina	38%
Belgium	33%
Spain	31%
Australia	31%
New Zealand	31%
Canada	31%
Chile	31%
Mexico	29%
Peru	29%
Italy	28%
Sweden	26%
United States	26%
France	26%
South Africa	25%
Netherlands	24%
Japan	21%
Indonesia	20%
Thailand	20%
Malaysia	19%
Germany	19%
Poland	19%
India	16%
South Korea	13%
Singapore	12%
Turkey	8%



In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers) Inadequate teacher training



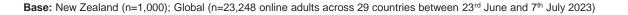
Global Country Average	25%
Peru	45%
Japan	40%
Turkey	36%
Mexico	35%
Argentina	34%
Italy	31%
South Korea	28%
Netherlands	27%
Indonesia	27%
Australia	27%
France	27%
Sweden	26%
New Zealand	26%
India	26%
Poland	25%
Chile	25%
Malaysia	24%
Germany	24%
Hungary	22%
Singapore	21%
South Africa	21%
Colombia	20%
Thailand	20%
Belgium	20%
Brazil	19%
Spain	
Ireland	17%
Canada	16%
United States	
Great Britain	15%



In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers) Inadequate infrastructure



Global Country Average	25%
Peru	46%
Italy	38%
Argentina	38%
Colombia	38%
Indonesia	37%
Brazil	37%
South Africa	35%
Chile	33%
Turkey	33%
Mexico	31%
Malaysia	28%
Thailand	26%
Belgium	23%
South Korea	22%
Hungary	21%
Ireland	21%
Spain	20%
Great Britain	19%
New Zealand	19%
Canada	19%
India	16%
Australia	15%
France	15%
Germany	14%
Singapore	12%
United States	12%
Poland	11%
Japan	10%
Sweden	8%
Netherlands	7%





In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers) **Political/ideological bias**

Country data



Global Country Average	21%
Hungary	40%
Poland	39%
United States	37%
South Korea	31%
Spain	28%
Turkey	27%
Thailand	27%
Malaysia	26%
Great Britain	24%
New Zealand	23%
Australia	23%
India	21%
Canada	20%
Sweden	19%
Chile	18%
Ireland	18%
Argentina	18%
Singapore	17%
Brazil	17%
Germany	16%
Belgium	15%
Italy	15%
Netherlands	15%
France	13%
South Africa	13%
Colombia	13%
Indonesia	12%
Peru	12%
Japan	11%
Mexico	11%



In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers) Insufficient usage of technology



Global Country Average	20%
Indonesia	40%
Malaysia	37%
South Africa	33%
Peru	33%
Turkey	33%
Thailand	30%
Colombia	27%
Mexico	25%
Poland	24%
India	23%
Argentina	22%
Italy	22%
Germany	21%
Japan	21%
Singapore	18%
Ireland	18%
Brazil	17%
Chile	15%
Hungary	14%
Spain	14%
Belgium	13%
South Korea	13%
Canada	12%
New Zealand	11%
Australia	11%
United States	9%
France	9%
Great Britain	8%
Netherlands	8%
Sweden	6%



In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers) **High dropout rates**



Global Country Average	18%
Netherlands	33%
South Africa	31%
Spain	30%
New Zealand	29%
Indonesia	28%
Sweden	26%
Argentina	25%
Belgium	23%
Colombia	23%
Malaysia	22%
France	22%
Mexico	21%
India	20%
Brazil	19%
Italy	19%
Canada	18%
Chile	16%
United States	16%
Hungary	15%
Australia	15%
Peru	14%
Germany	13%
Ireland	12%
Poland	11%
Thailand	9%
Singapore	8%
Great Britain	8%
Turkey	7%
South Korea	6%
Japan	5%



In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers) Safety and security



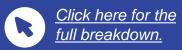
Global Country Average	17%
United States	41%
France	31%
Brazil	30%
South Africa	24%
Canada	22%
Mexico	21%
India	20%
Chile	19%
Australia	18%
Italy	16%
Sweden	16%
Thailand	16%
Colombia	15%
New Zealand	15%
Belgium	15%
South Korea	14%
Singapore	14%
Argentina	13%
Poland	12%
Peru	12%
Netherlands	12%
Ireland	12%
Germany	12%
Great Britain	12%
Malaysia	12%
Spain	12%
Turkey	11%
Indonesia	11%
Japan	11%
Hungary	10%

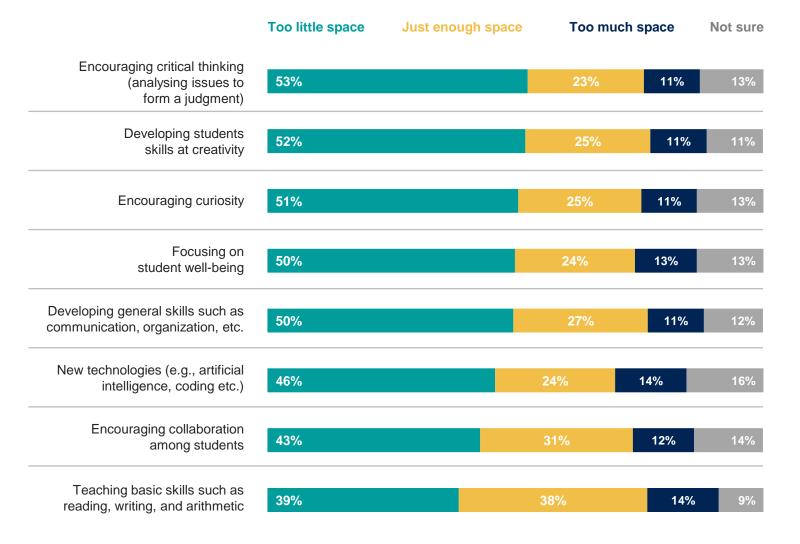


A majority think schools should give more time to encourage critical thinking, curiosity and creativity.

Global Country Average

Q. Do you think the school curriculum in ... gives too much, too little or just enough space to each of the following?





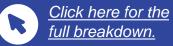




Half of New Zealanders think schools should give more time to teaching basic skills.

New Zealand

Q. Do you think the school curriculum in ... gives too much, too little or just enough space to each of the following?



	Too little space	Just enough space	Too much s	space	Not sure
Teaching basic skills such as reading, writing, and arithmetic	50%		34%	5	<mark>%</mark> 11%
Encouraging critical thinking (analysing issues to form a judgement)	47%		33%	5%	16%
Developing general skills such as communication, organisation, etc.	45%		36%	4%	14%
Focusing on student wellbeing	44%		33%	8%	15%
Encouraging curiousity	43%		38%	5%	14%
Developing students' skills at creativity	37%		42%	6%	15%
New technologies (e.g., artificial intelligence, coding, etc.)	33%	36%	11	%	20%
Encouraging collaboration amoung students	27%	49%		6%	17%



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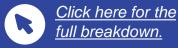


Both the total sample and parents in New Zealand think the curriculum gives too little space to teaching basic skills.

New Zealand

Q. Do you think the school curriculum in [COUNTRY] gives too much, too little or just enough space to each of the following...

Too little space



Teaching basic skills such as reading, writing, Encouraging critical thinking

Development general skills such as communication, organization etc.

Focusing on student well-being

Encouraging curiosity

and arithmetic

Developing students' skills at creativity

New technologies (e.g. Artificial intelligence, coding, etc.)

Encouraging collaboration among students

Too little space

Total sample

50%

- 50%
- 47% 48%

45%

45%

44% 46%

43%

42%

37% 39%

33%

36%

27%

28%



53 – © Ipsos | Education Monitor 2023

Base: New Zealand total sample (n=1,000); parents of children at school or university (n=332)

Those with lower levels of education are less likely to think more space is need for critical thinking.

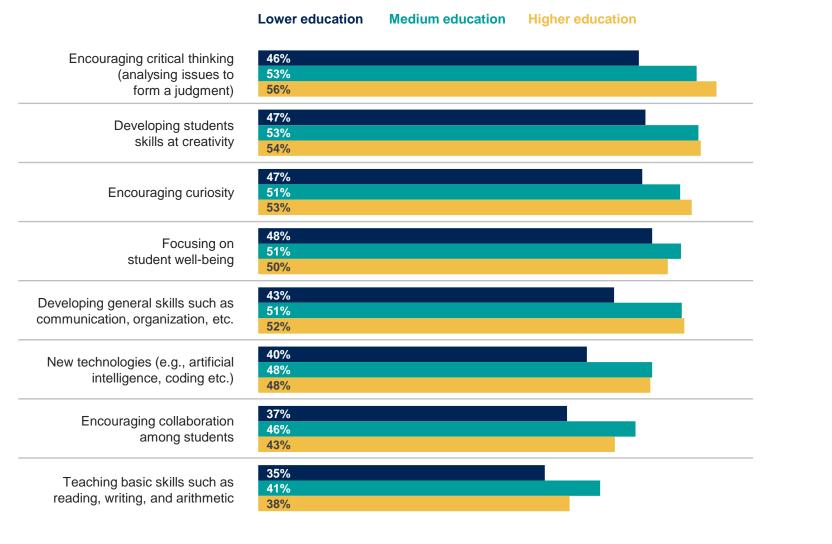
Global Country Average

Q. Do you think the school curriculum in [COUNTRY] gives too much, too little or just enough space to each of the following...

Too little space



Too little space





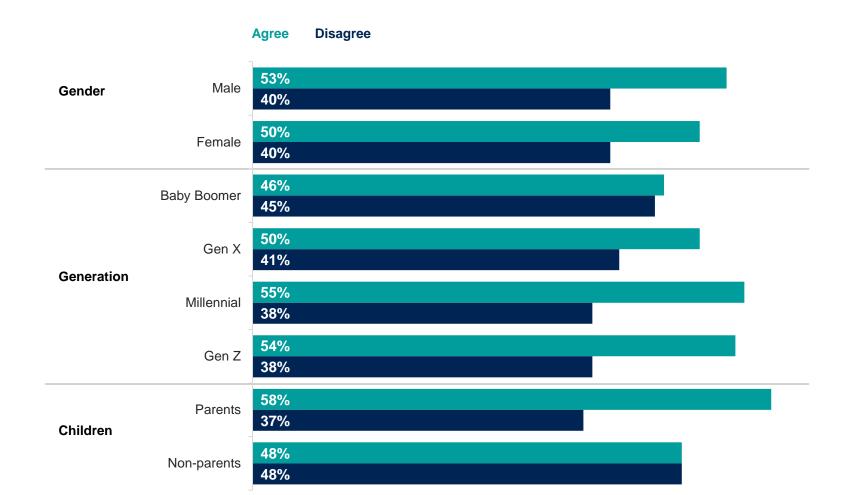
In many countries where the opinion is critical of the school system, a majority considers it fails at reducing social inequalities

Global Country Average

Q. How much do you agree or disagree with each of the following statements?

The education system in [COUNTRY] contributes to reducing social inequalities

Click here to return





Those with children in education are more favour in AI being available in schools.

Global Country Average

Q. Do you think the use of AI (including ChatGPT) should be banned in schools?



Yes, it should be banned No, it should not be banned 30% Baby Boomer 35% 35% 29% 40% Gen X 32% Generation 29% Millennial 43% 28% 27% Gen Z 50% 24% 31% Parents with children 47% enrolled in school 22% Children 27% No children 39% at school 34%

Not sure

