

GLOBAL EDUCATION MONITOR

Public opinion on education

October 2023

GAME CHANGERS



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BACKGROUND & METHODOLOGY – NZ



Data Collection

Interviews were conducted online, with respondents recruited from Ipsos internal panel & partner panels.

NZ Data

NZ figures have been added to accompany existing global data. They are not part of the 'global country averages'. A confidence interval of +/- 3.5 percentage points was used.



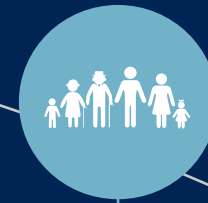
Sample Size

n=1,000 New Zealanders



Fieldwork Dates

NZ fieldwork took place
25 Sep – 2 Oct 2023.
Global fieldwork dates were
23 Jun – 7 Jul 2023.



Weighting

The NZ data is weighted by age, gender, region & ethnicity to ensure the results represent NZ population.

NB: 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 know' or 'not stated' responses



NEW ZEALAND AT A GLANCE: KEY STATS

How do you rate your country's
education system?



**Most cited challenge facing the
education system:**

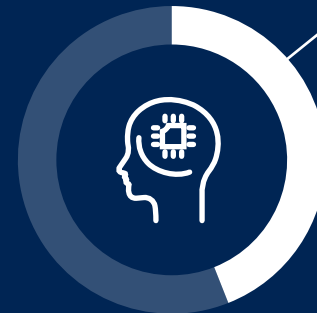
Overcrowded classrooms



47%

would not advise
someone they know to
become a teacher.

(45% global average)



38%

think the use of AI
should be banned in
schools.

(29% global average)

ATTITUDES TO EDUCATION





THE HEADLINES: NEW ZEALAND

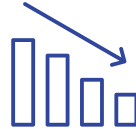


Quality of education

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**.

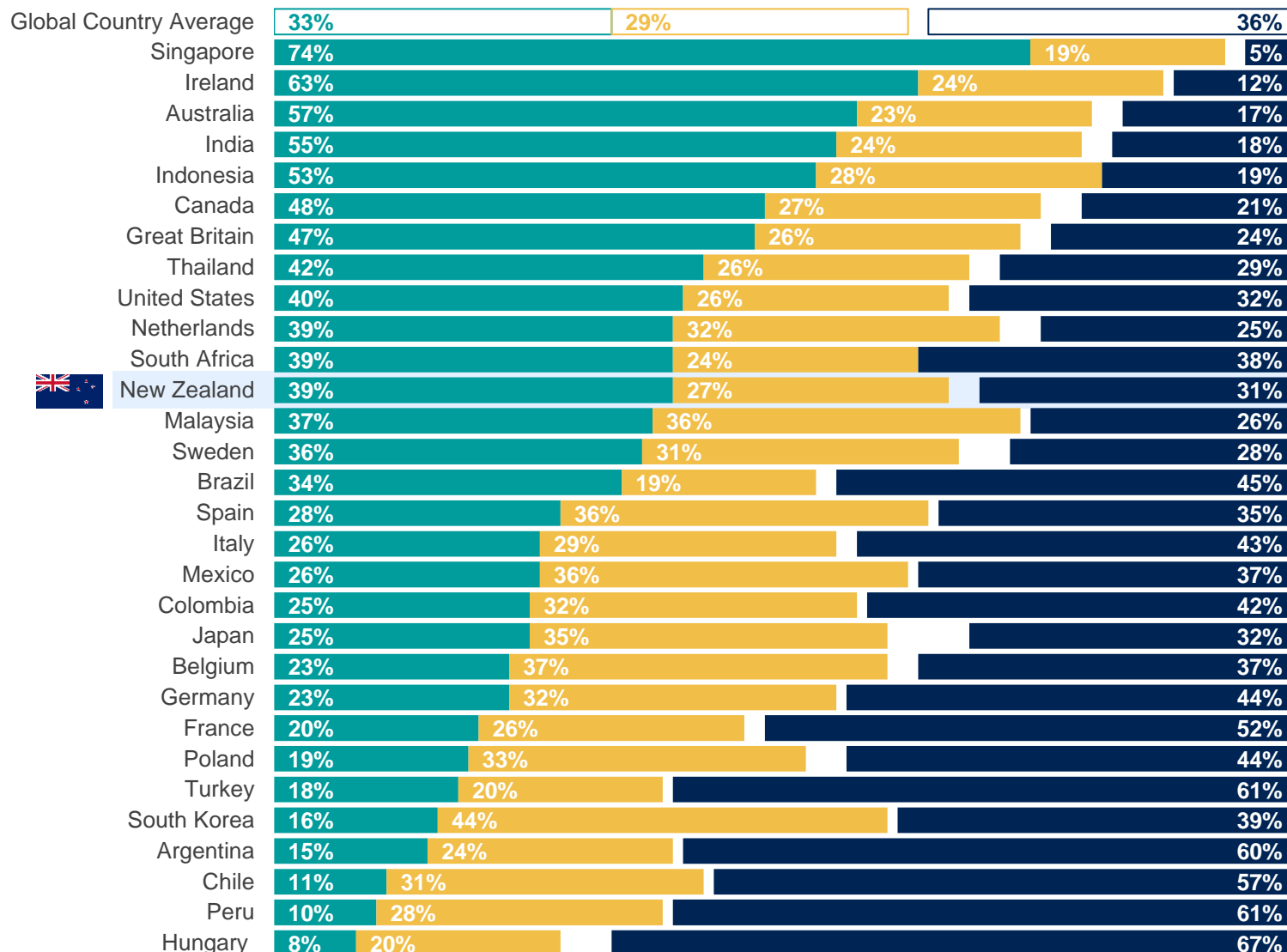
Notably, however, almost 1 in 3 rated it as **poor**.

Country data

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



[Click here for the full country breakdown.](#)



Good

Neither good
nor poor

Poor

Base: New Zealand (n=1,000); Global (n=23,248 online adults across 29 countries between 23rd June and 7th July, 2023)

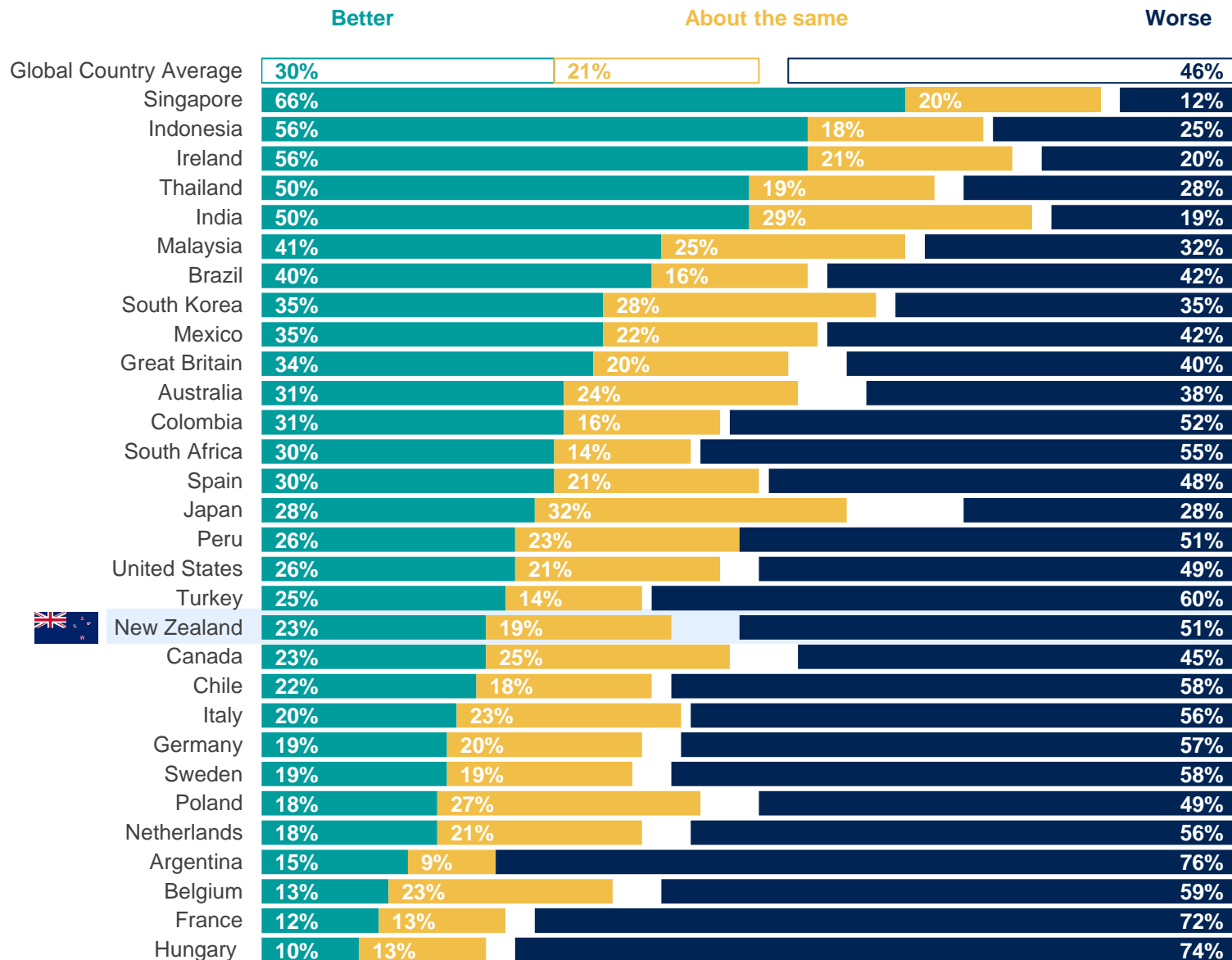
1 in 2 New Zealanders think that **our education system is getting worse** compared to when they were in school. This is slightly higher than the global average.

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

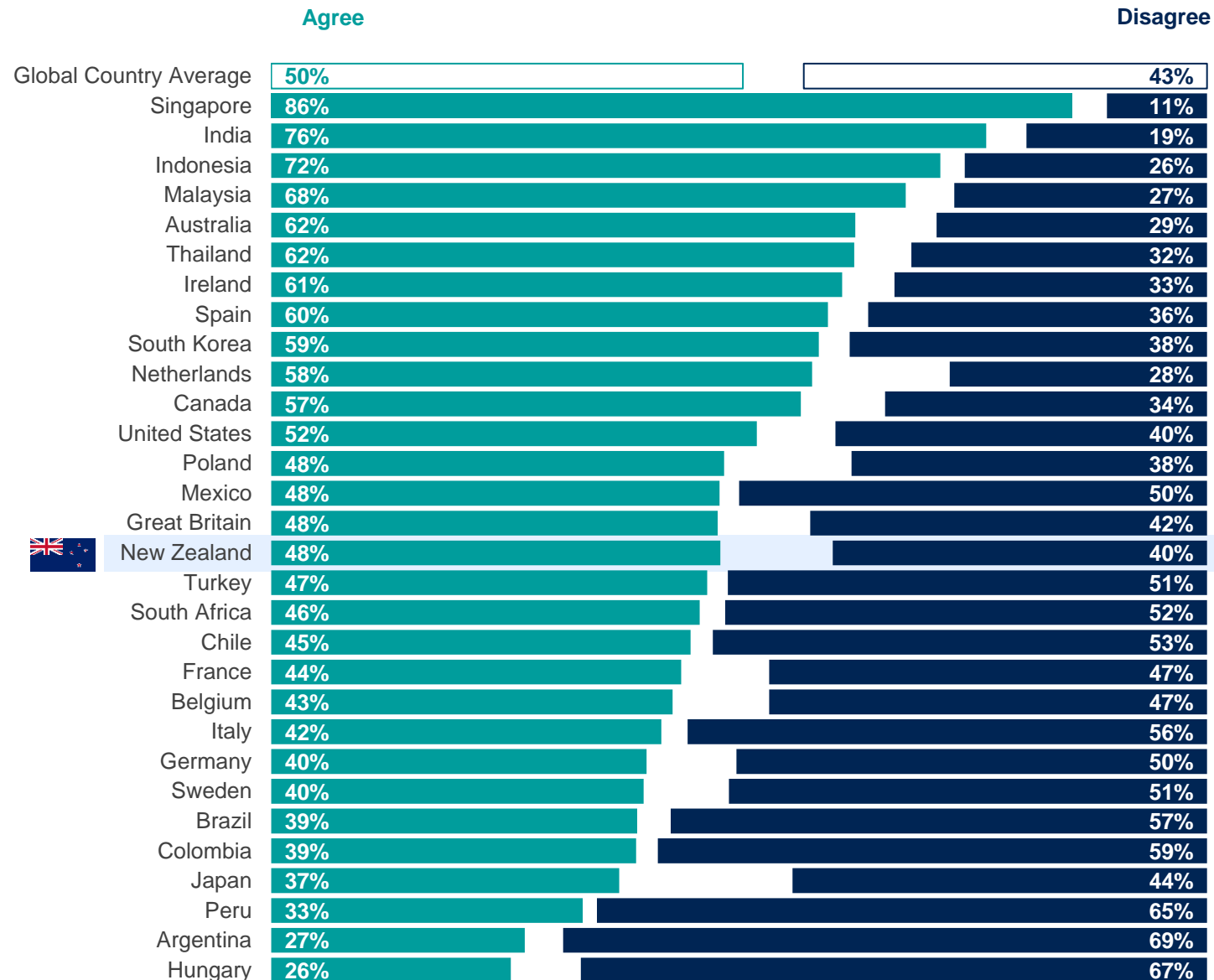
Worse

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)



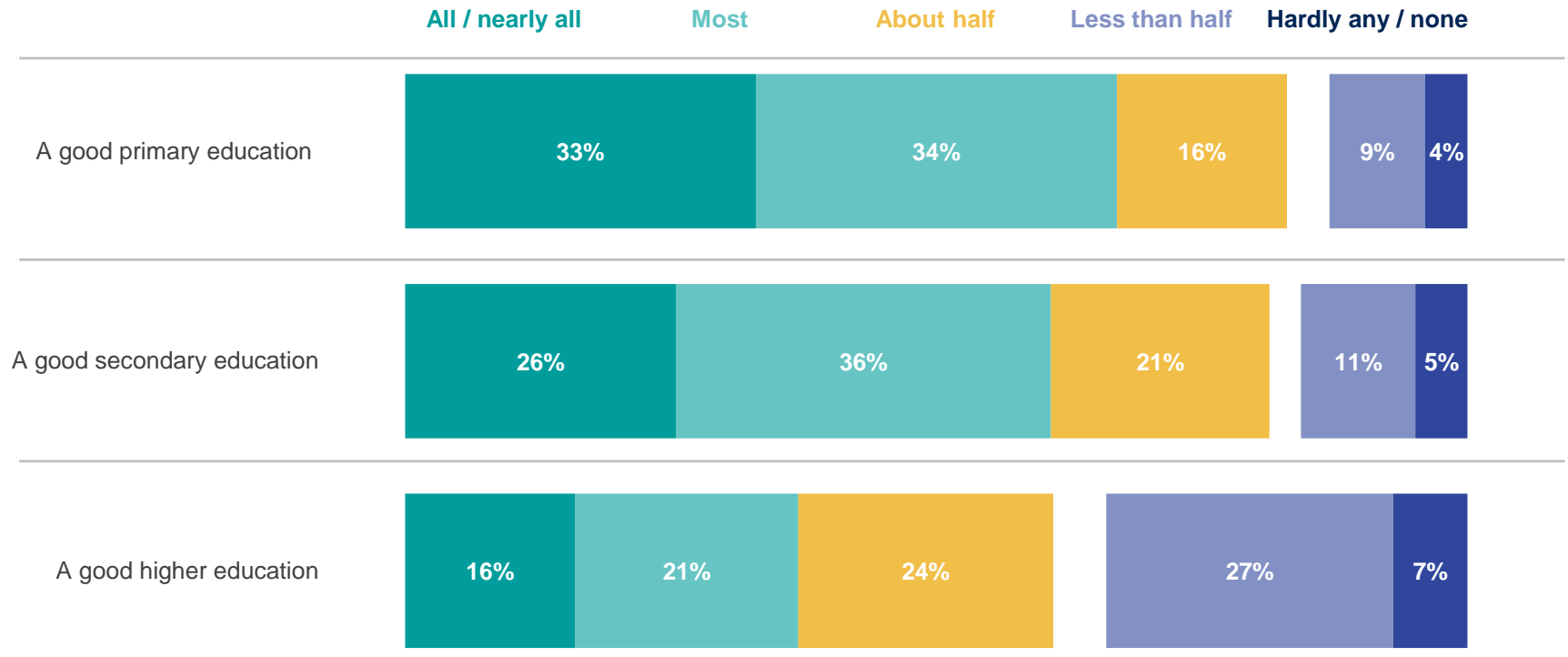


2 in 3 New Zealanders think all / most young people have access to a **good primary education**.

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



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%).

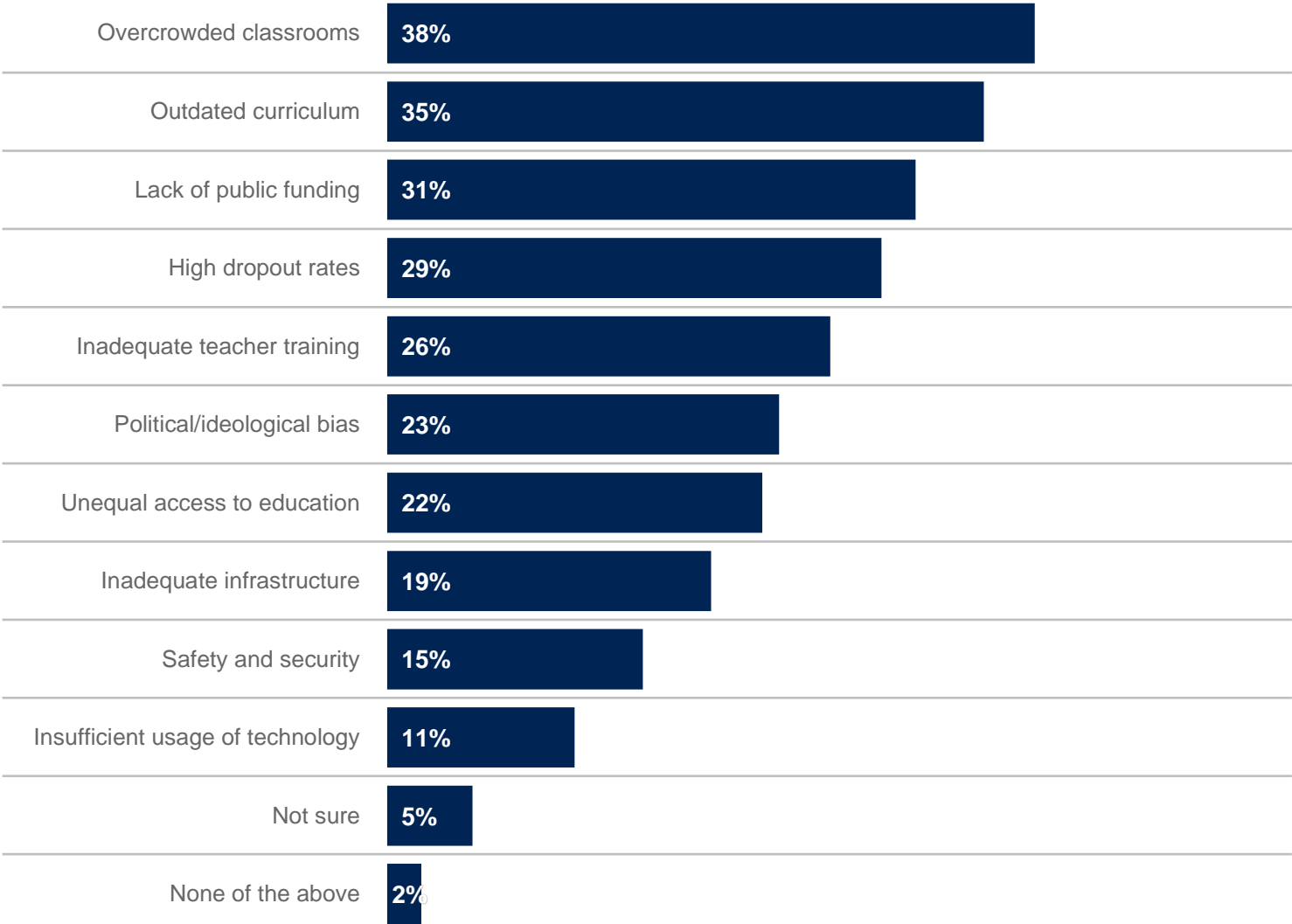
Overcrowded classrooms and outdated curriculum are considered the biggest and most common challenges for New Zealand.

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)



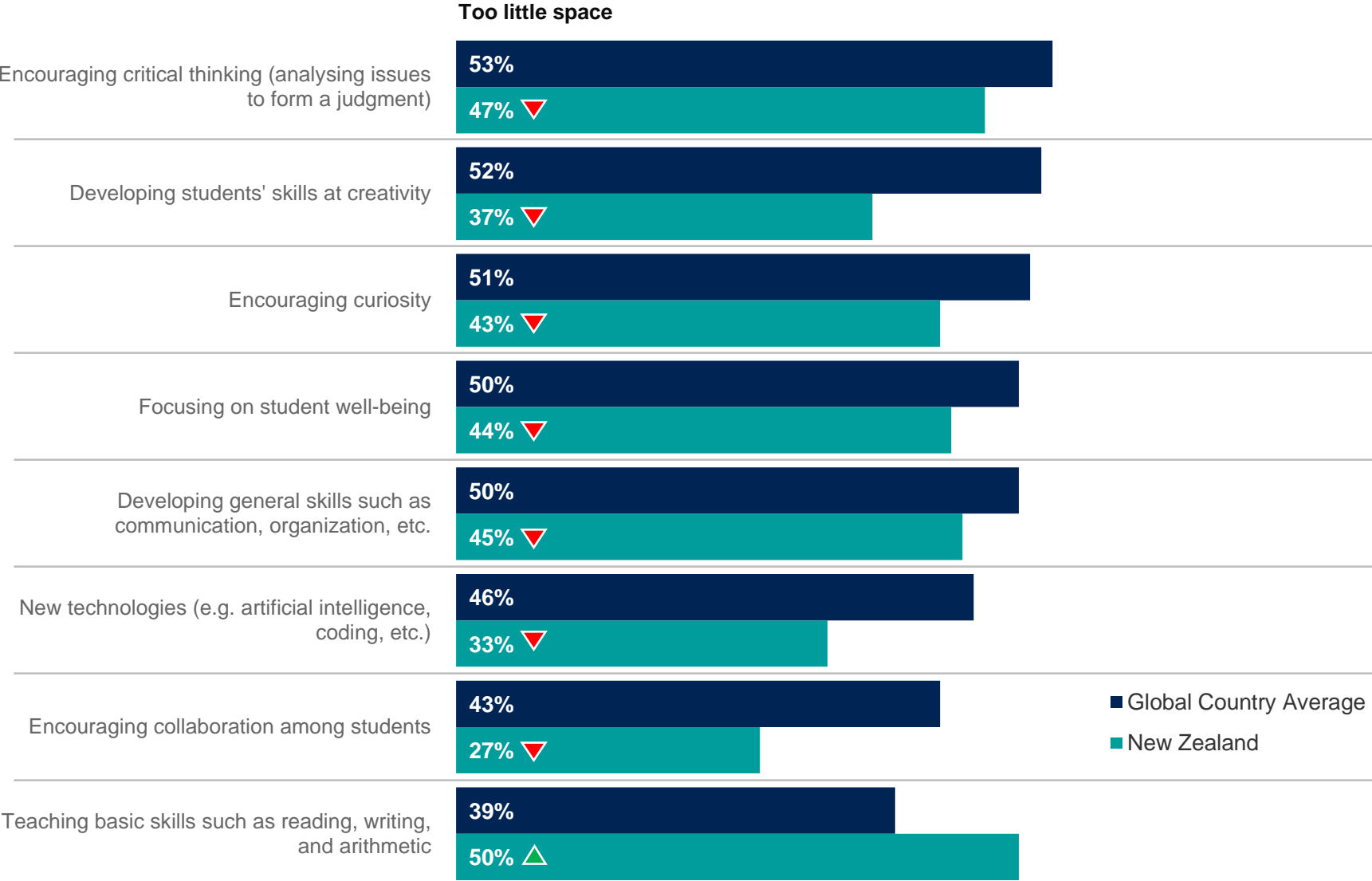
Click the links in the chart for the full country breakdown.



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...



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

ATTITUDES TO TEACHERS





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 advise their children or young person to become a teacher. This is significantly lower than the global average.

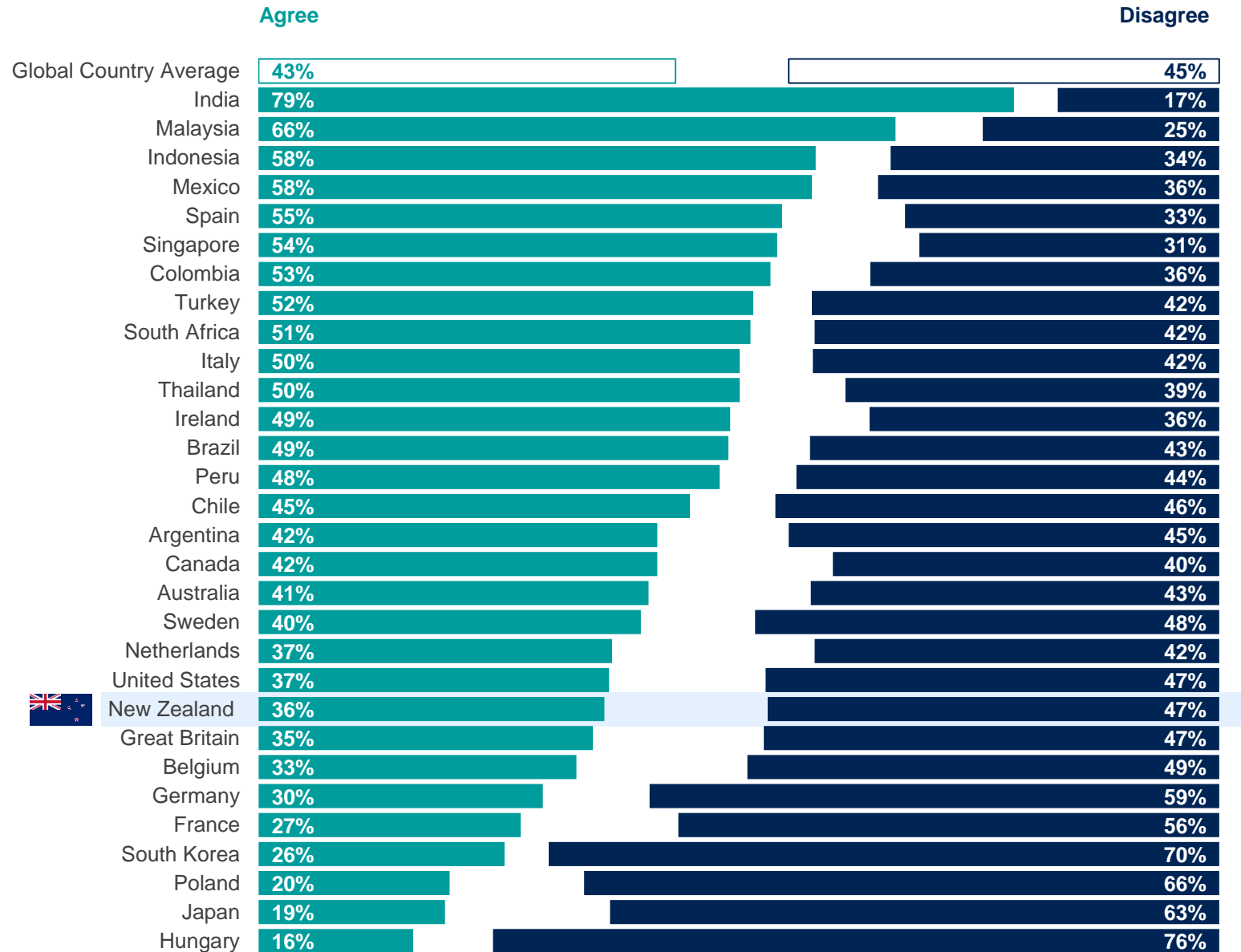
Country data

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



[Click here for the full breakdown.](#)



Base: New Zealand (n=1,000); Global (n=23,248 online adults across 29 countries between 23rd June and 7th July, 2023)



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

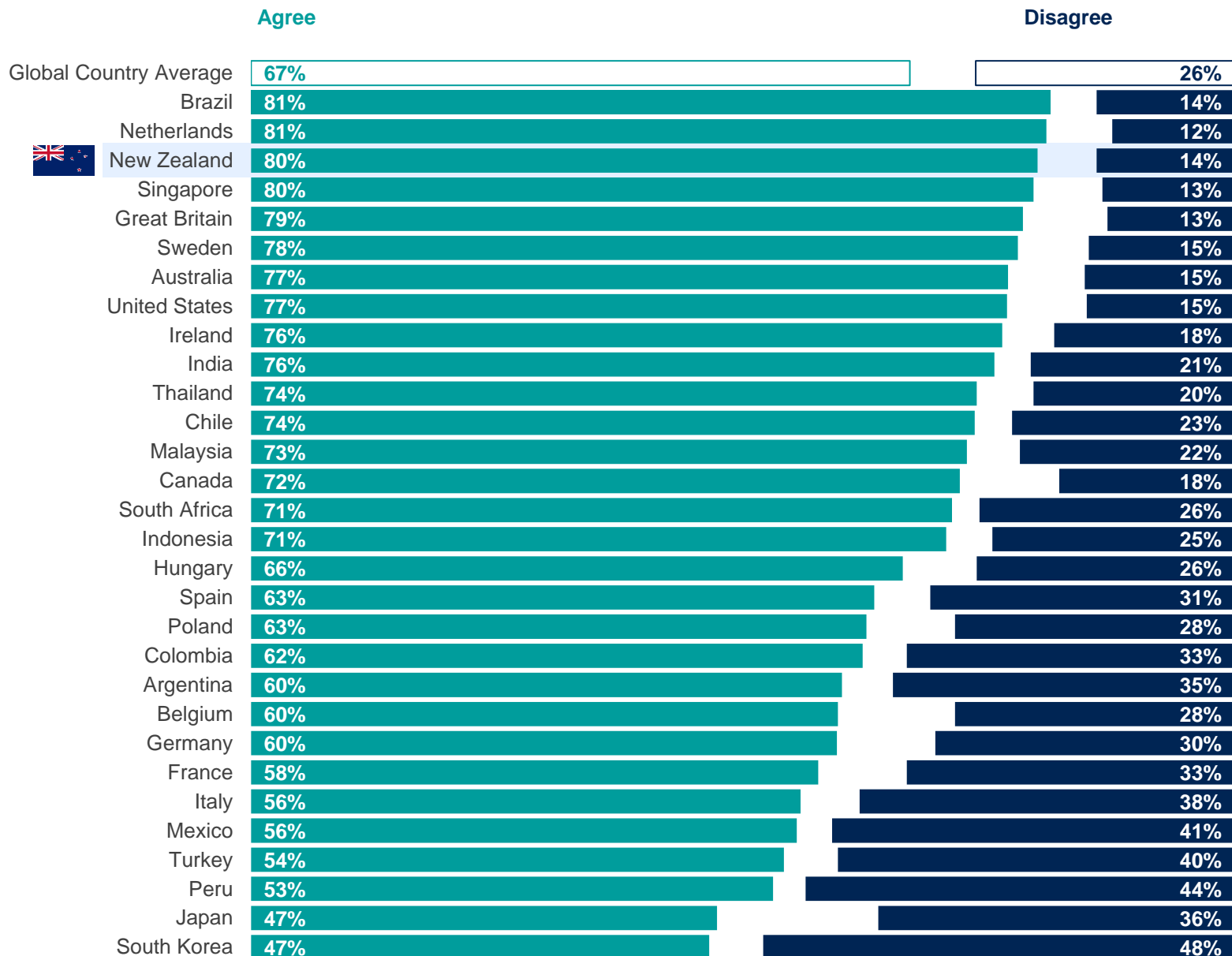
Country data

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.](#)



Base: New Zealand (n=1,000); Global (n=23,248 online adults across 29 countries between 23rd June and 7th July, 2023)

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

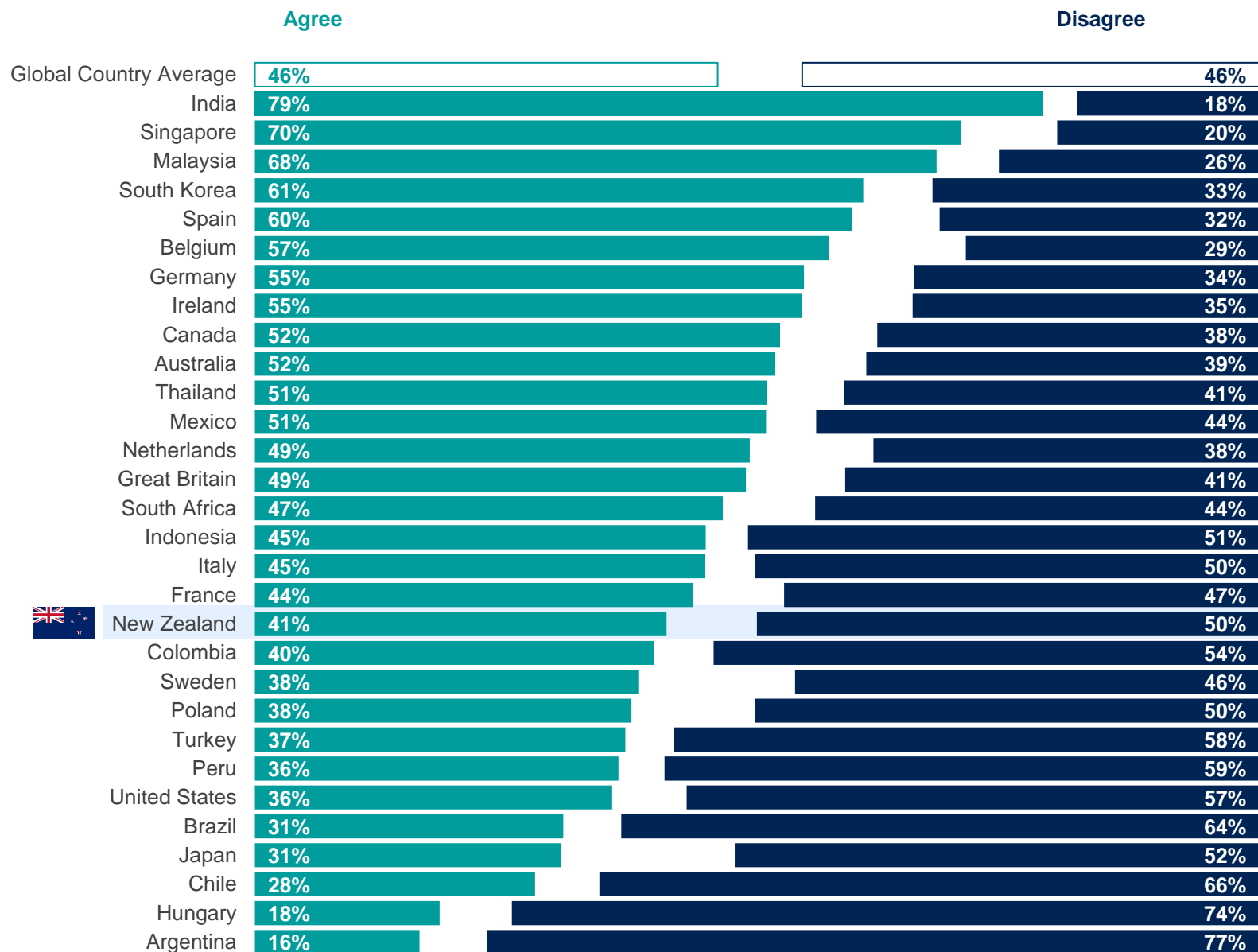
Country data

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.

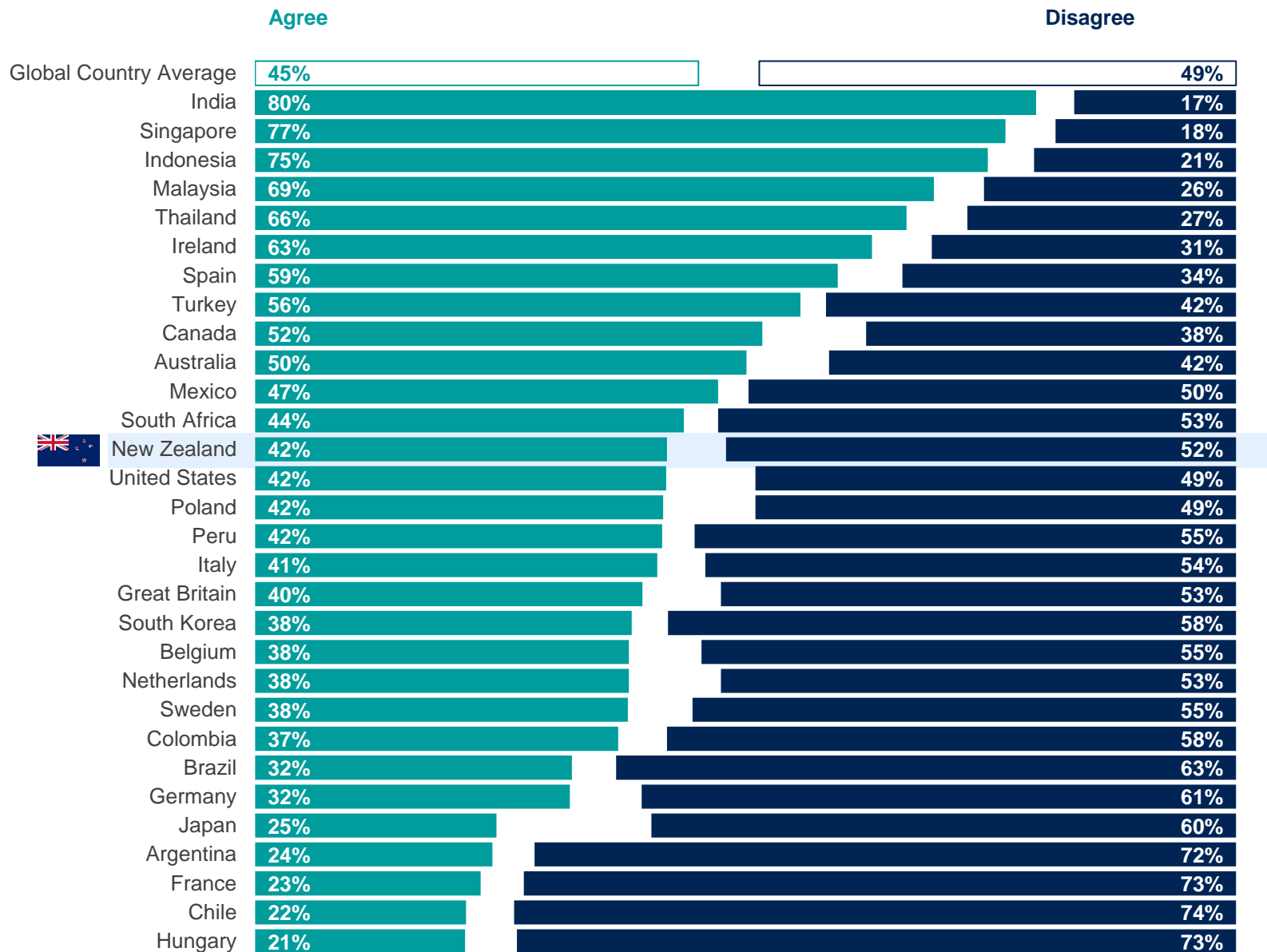
Country data

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.](#)



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.

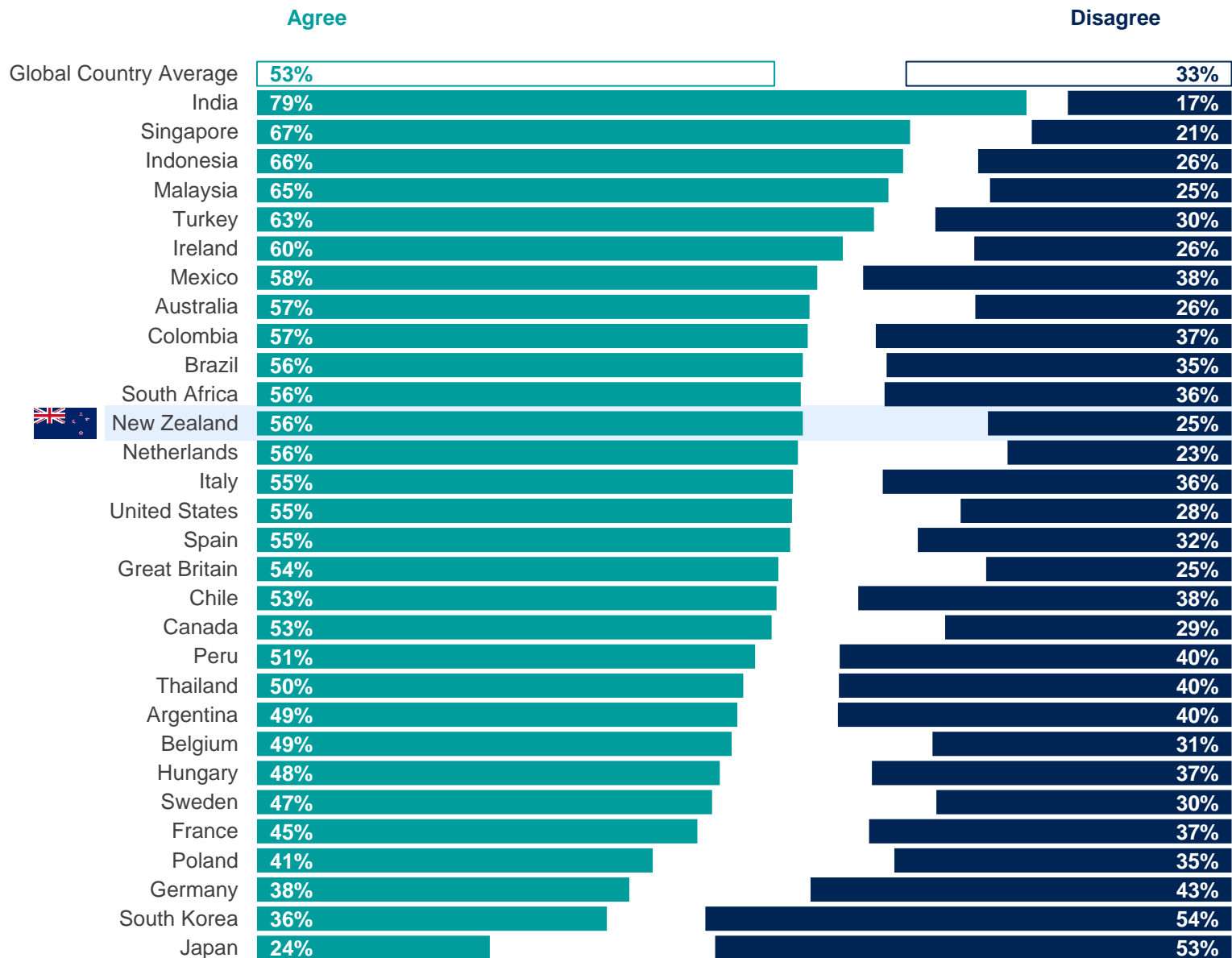
Country data

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.](#)



SOCIAL INEQUALITIES IN EDUCATION





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 not 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.

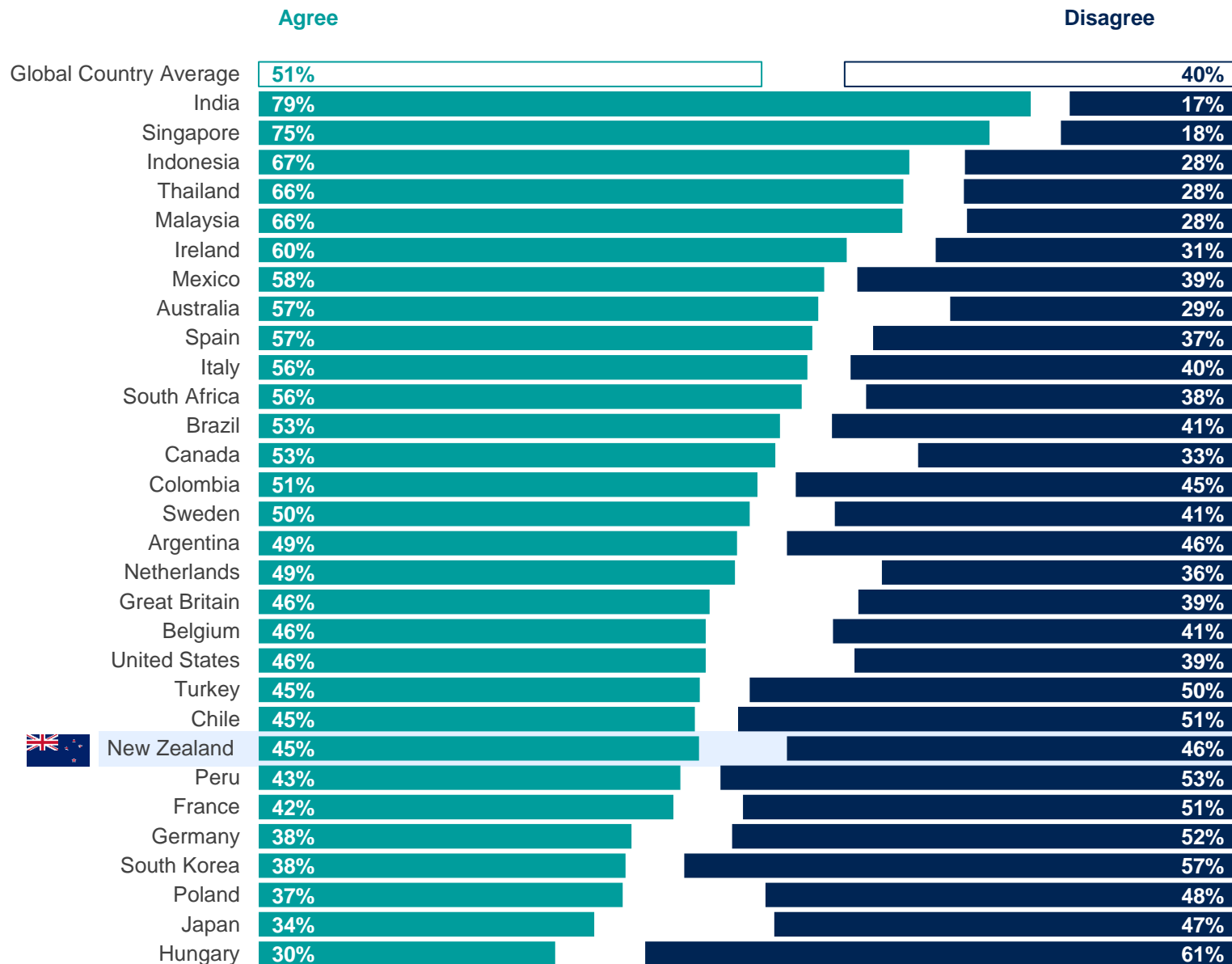
Country data

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

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



[Click here for the full breakdown.](#)



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. Those with a higher level of education feel this is the case.

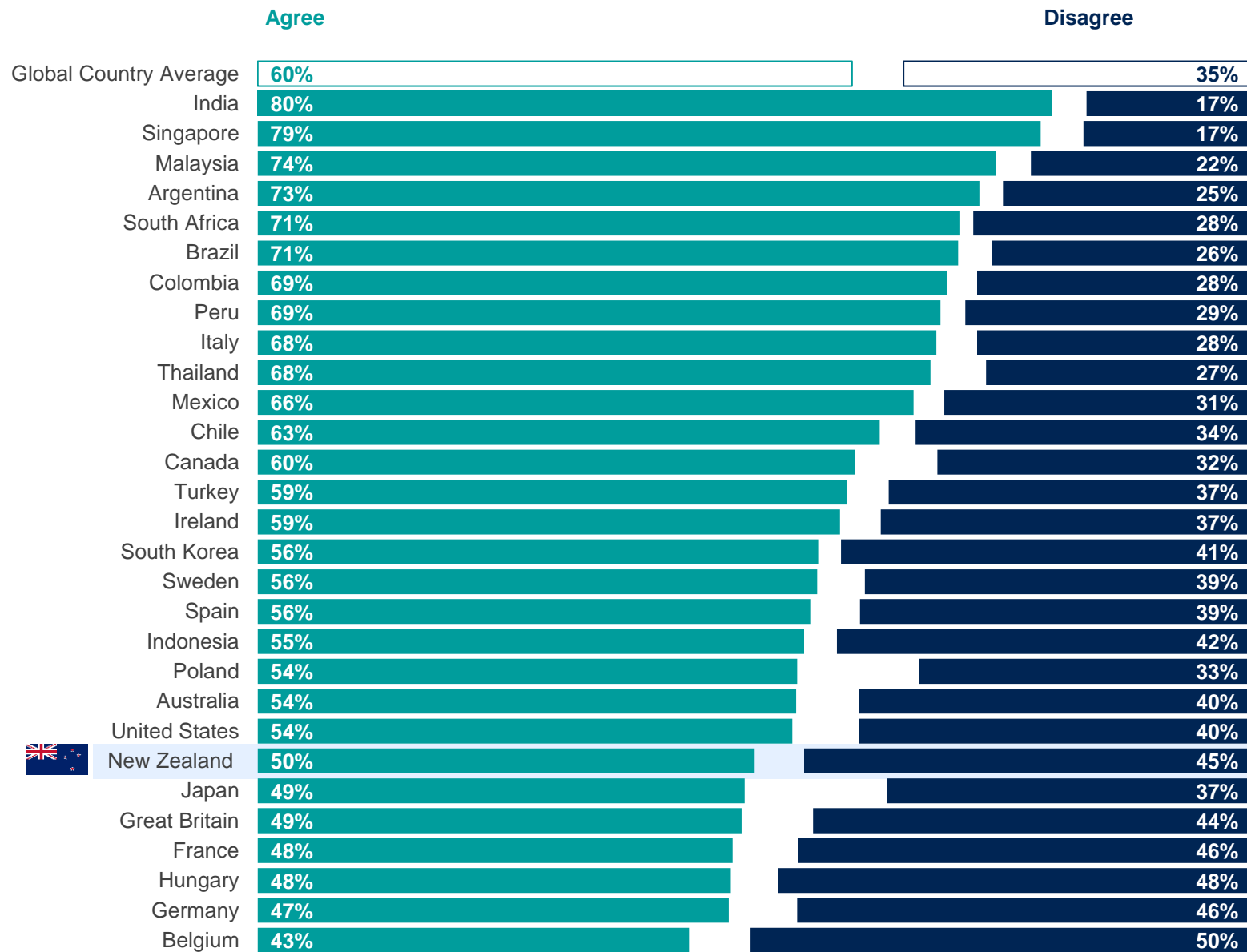
Country data

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



[Click here for education and parent breakdown](#)



THE IMPACT OF AI AND TECHNOLOGY





THE HEADLINES: NEW ZEALAND



Impact of AI in education

New Zealanders less convinced about the benefits of AI

Globally, [people think technology in the classroom, such as AI, will have a more positive affect than negative 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 [France, Australia, Ireland and Canada, people are more likely to say it should be banned.](#)



AI 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%).

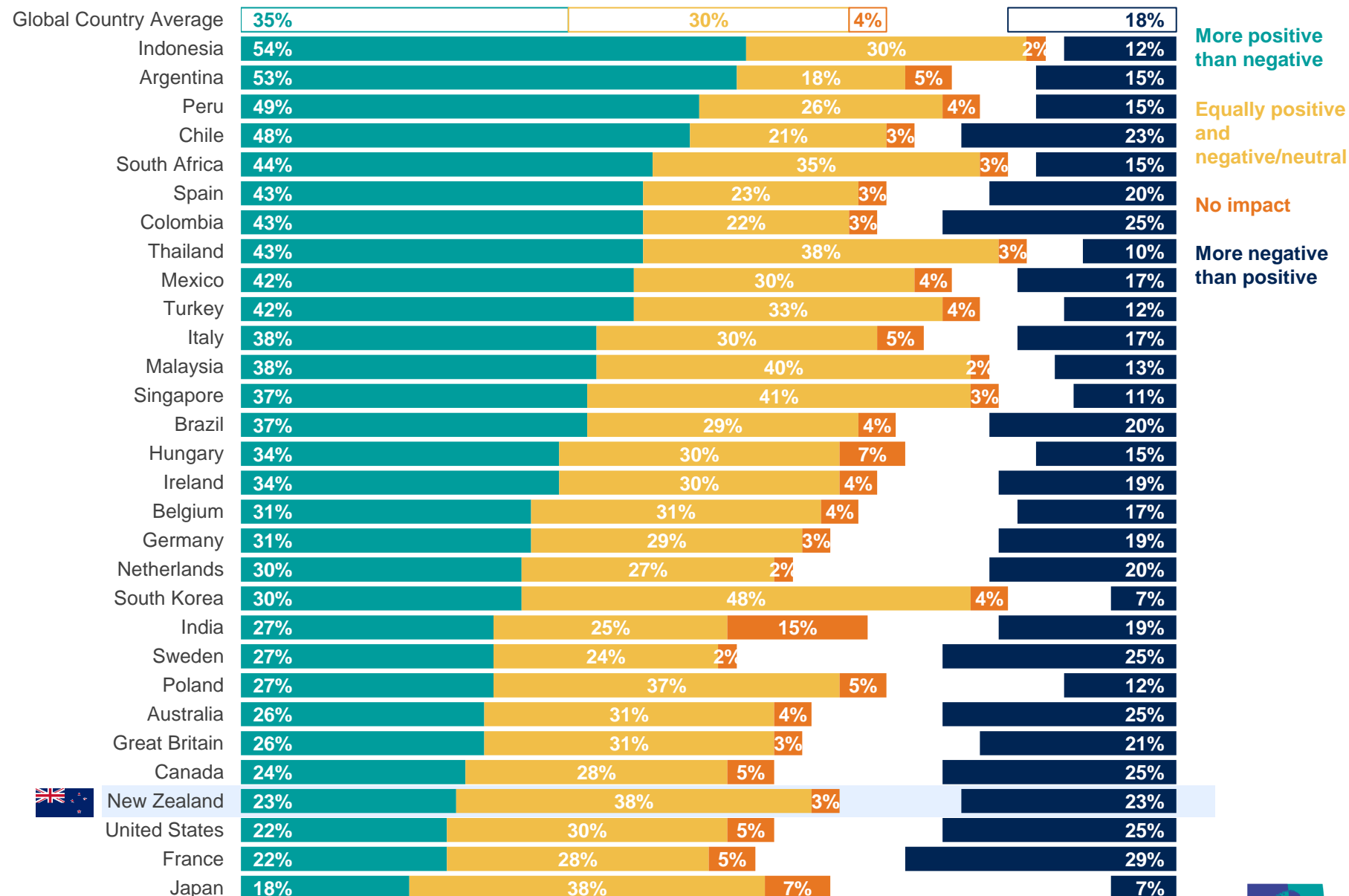
These rates are lower than the global average, nearly 2 in 3 saying that teachers should be trained in AI, and 7 in 10 saying students need to be taught too.

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...



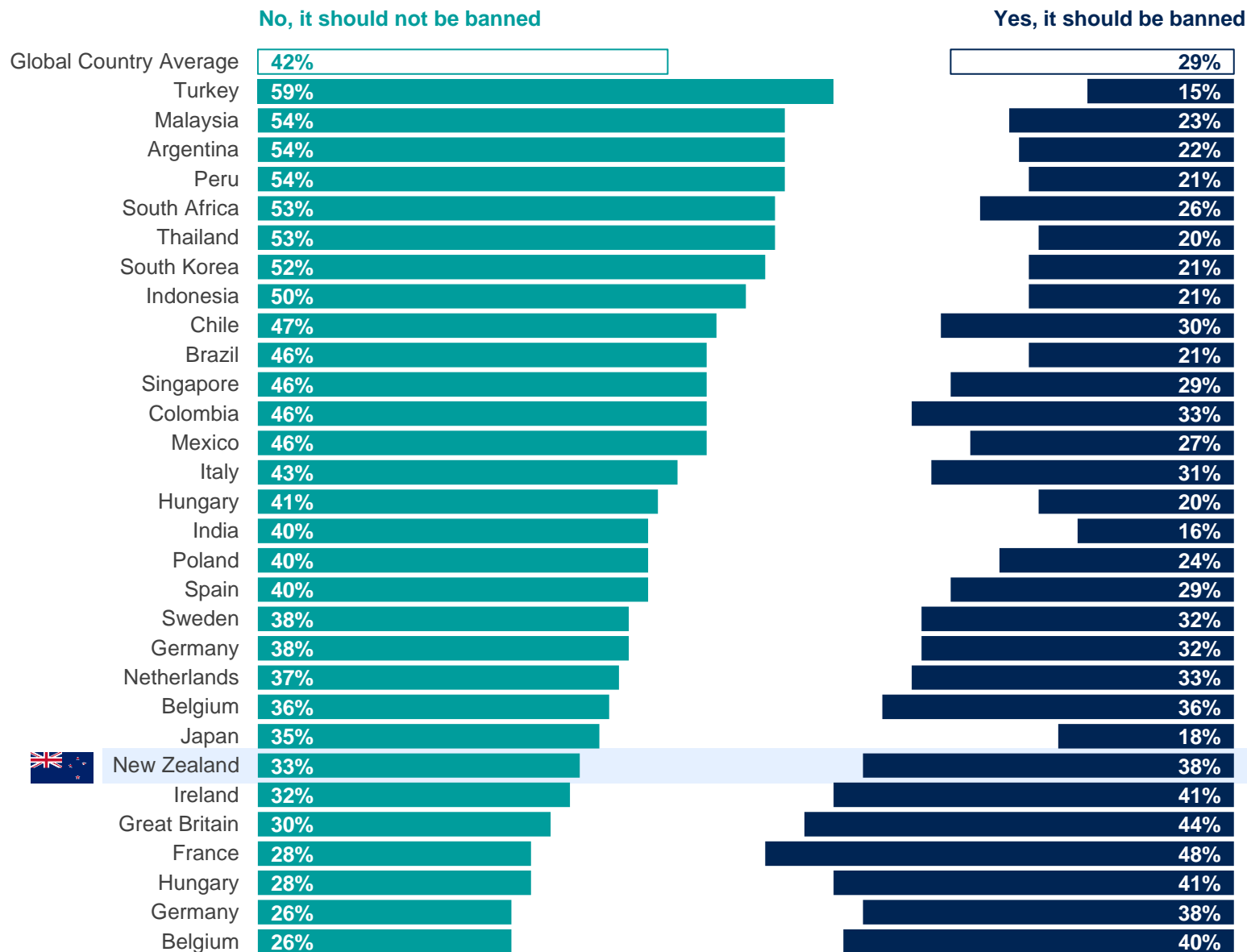
New Zealanders' support for the use of AI in schools are among some of the lowest globally as we are more likely to be in favour of banning the use of AI in schools than the global average.

Country data

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



[Click here for the generation and parent breakdown.](#)



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.

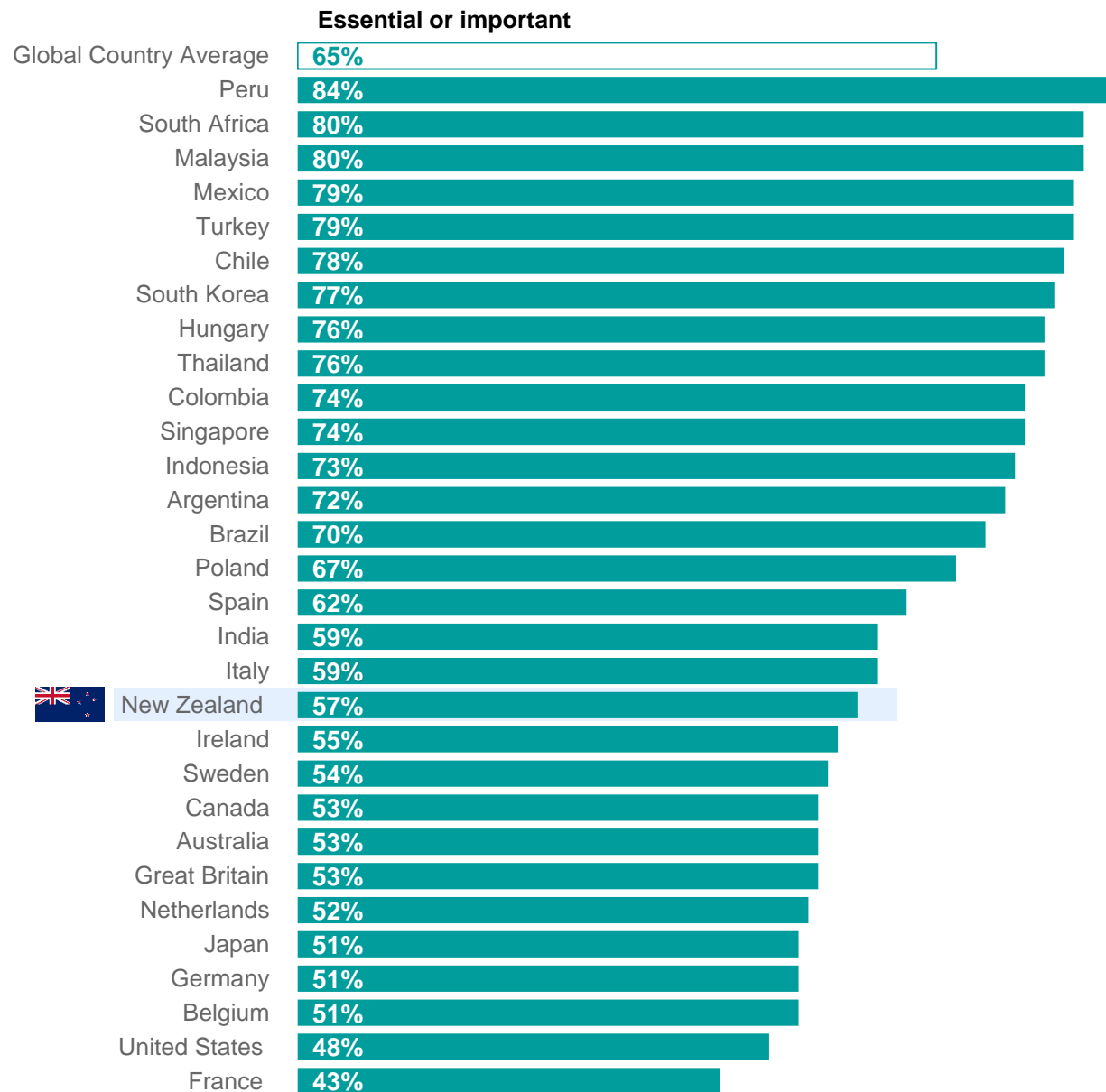
Country data

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)



[Click here to return](#)



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.

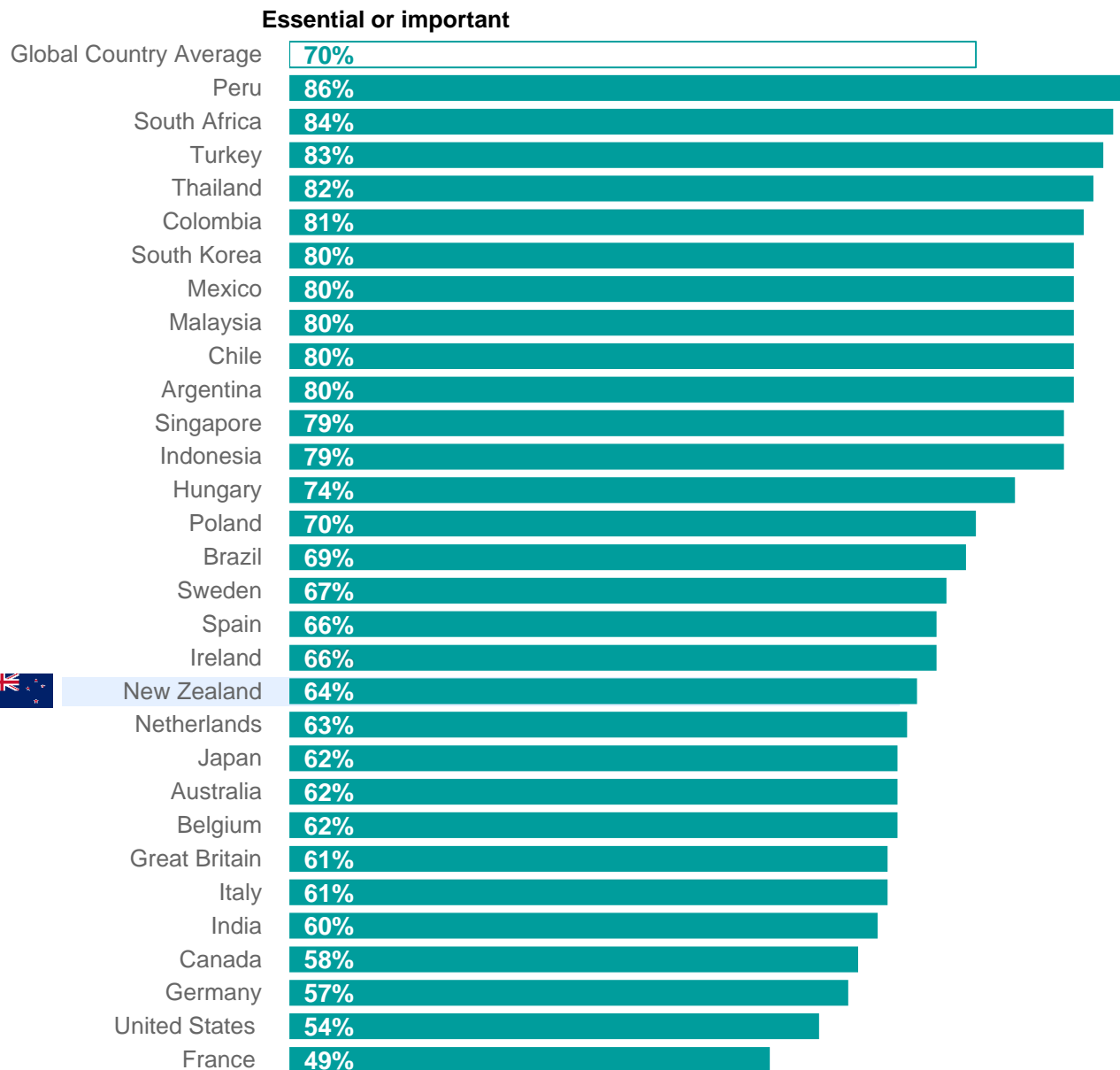
Country data

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

Teaching students how to use AI



[Click here to return](#)



Base: New Zealand (n=1,000); Global (n=23,248 online adults across 29 countries between 23rd June and 7th July 2023)

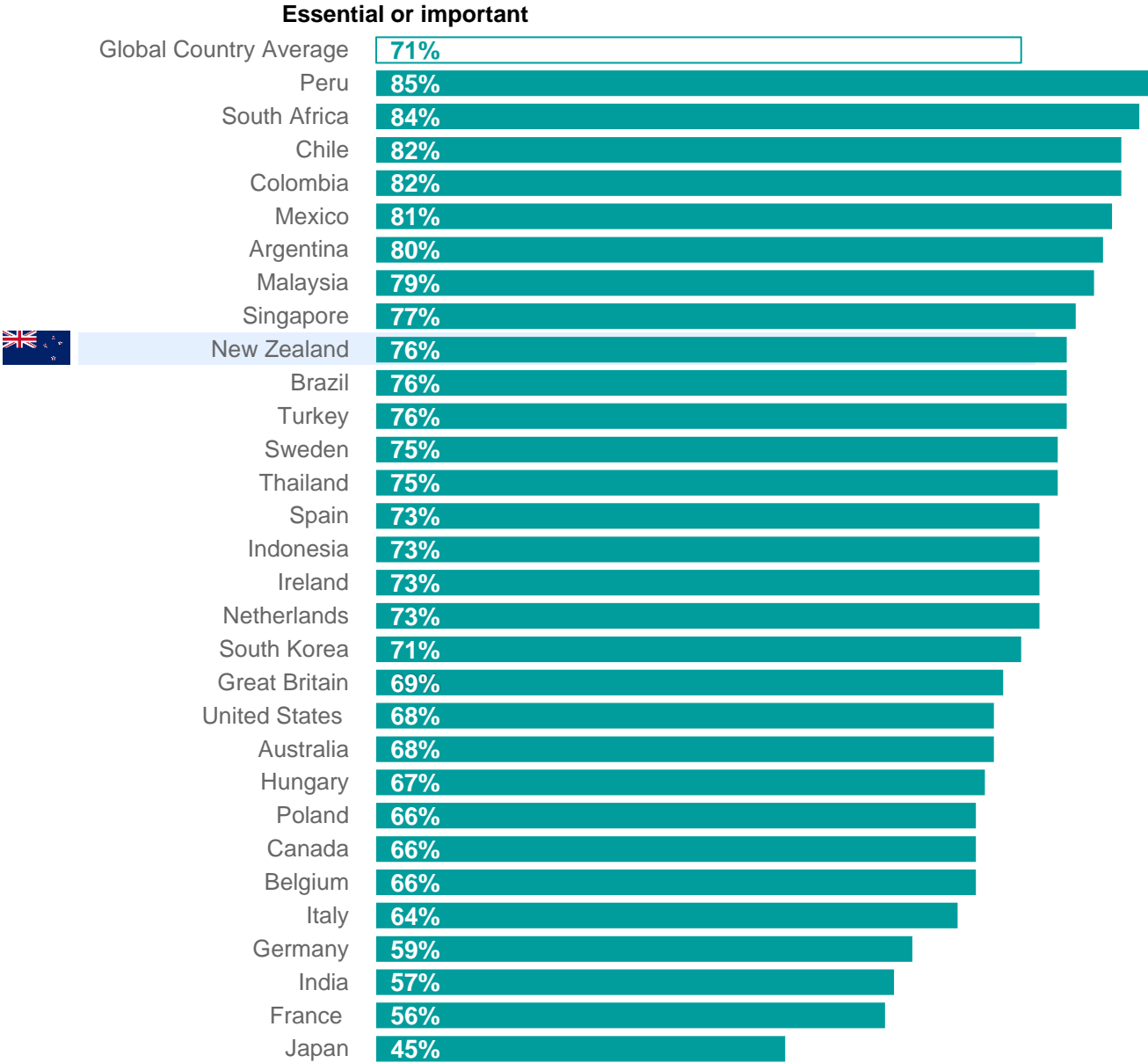
New Zealanders are more likely to think that it is essential / important for teachers to be trained in identifying students' use of AI in answering test questions or writing school assignments than others around the world.

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](#)



Base: New Zealand (n=1,000); Global (n=23,248 online adults across 29 countries between 23rd June and 7th July 2023)

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

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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.

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Ultimately, success comes down to a simple truth:

You act better when you are sure.

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APPENDIX

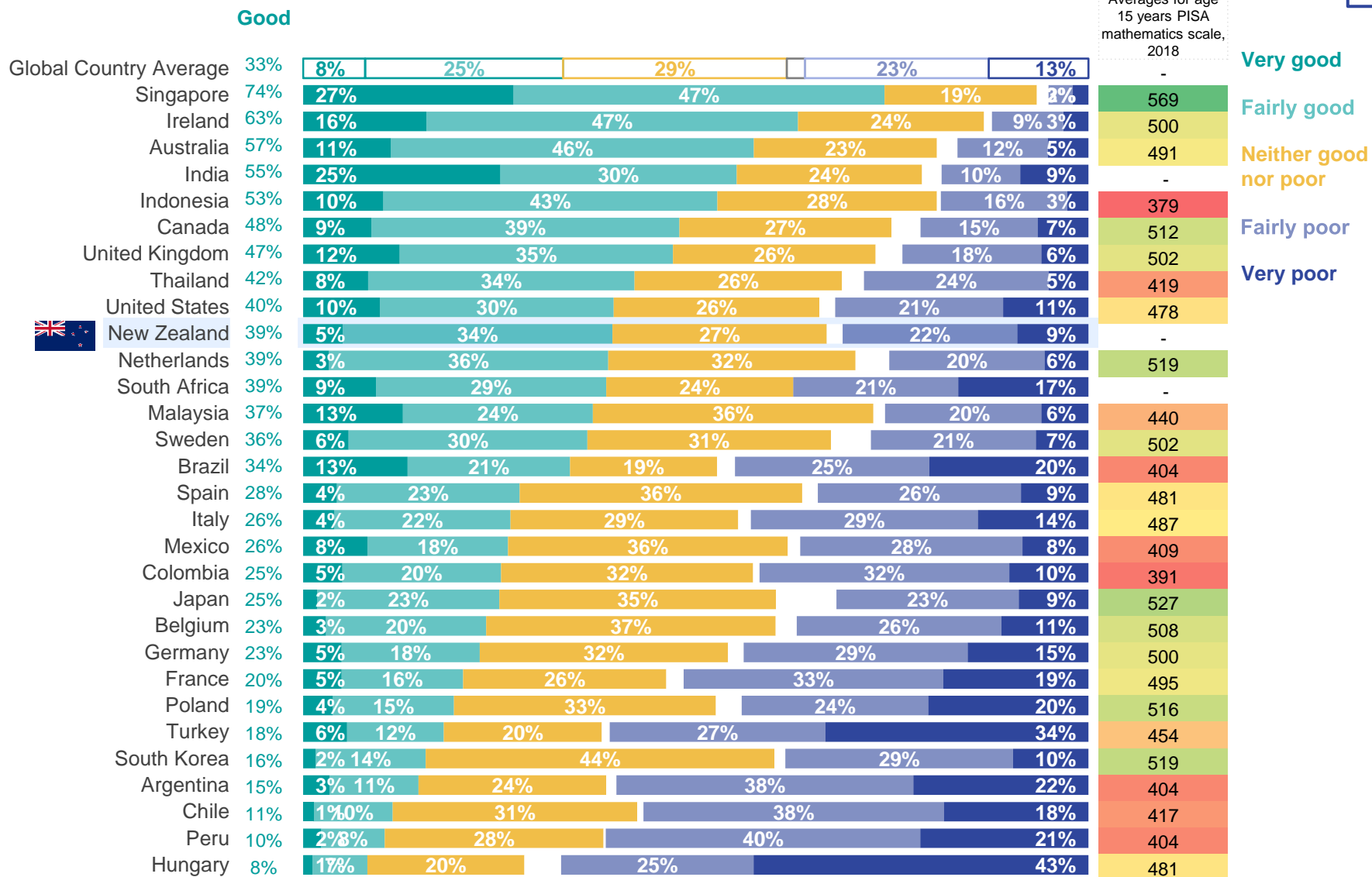
This section provides further breakdowns on different aspects of the results including by country and for parents of children.



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

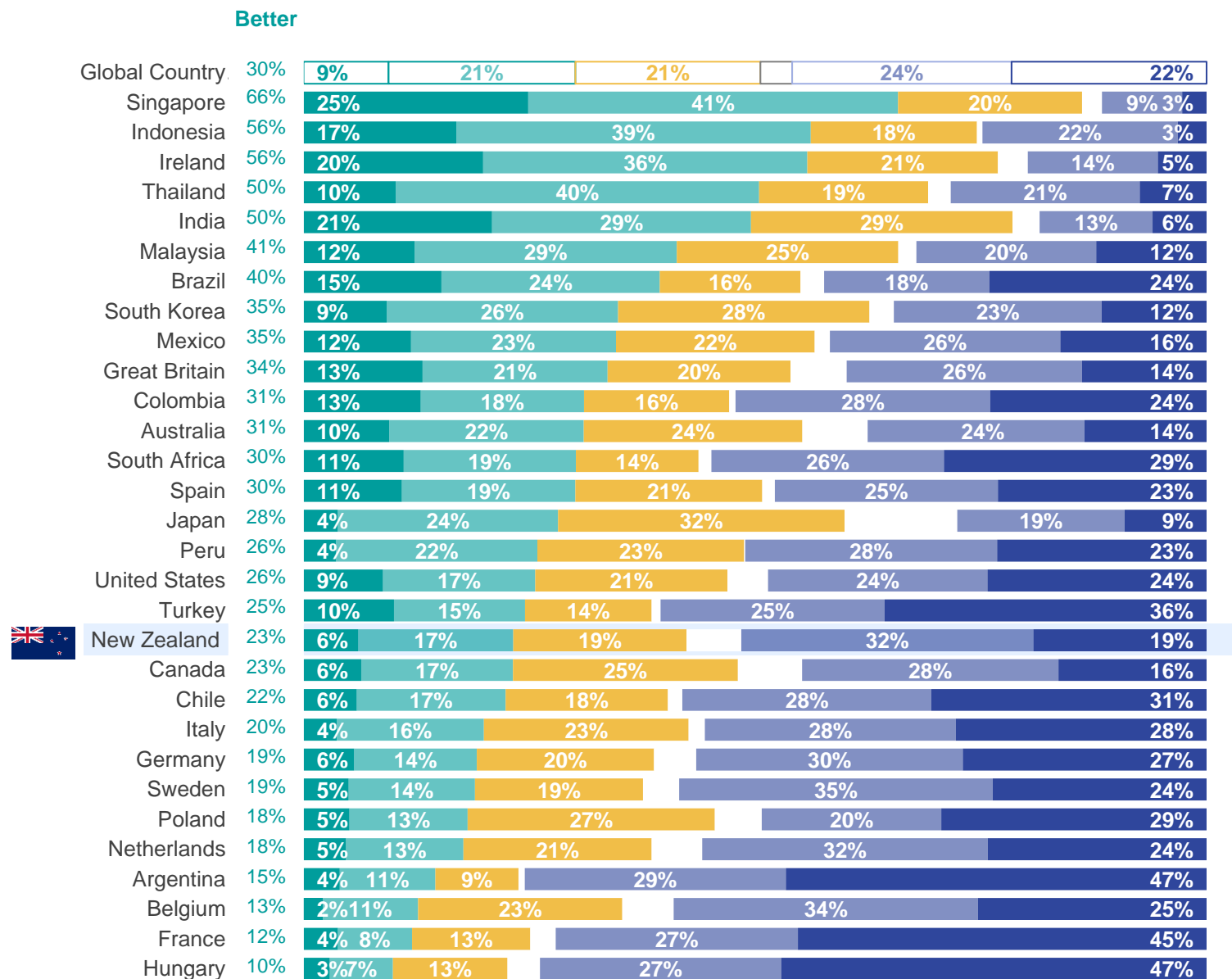
Q. How would you rate the overall quality of the education system in [COUNTRY]?



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...





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](#)





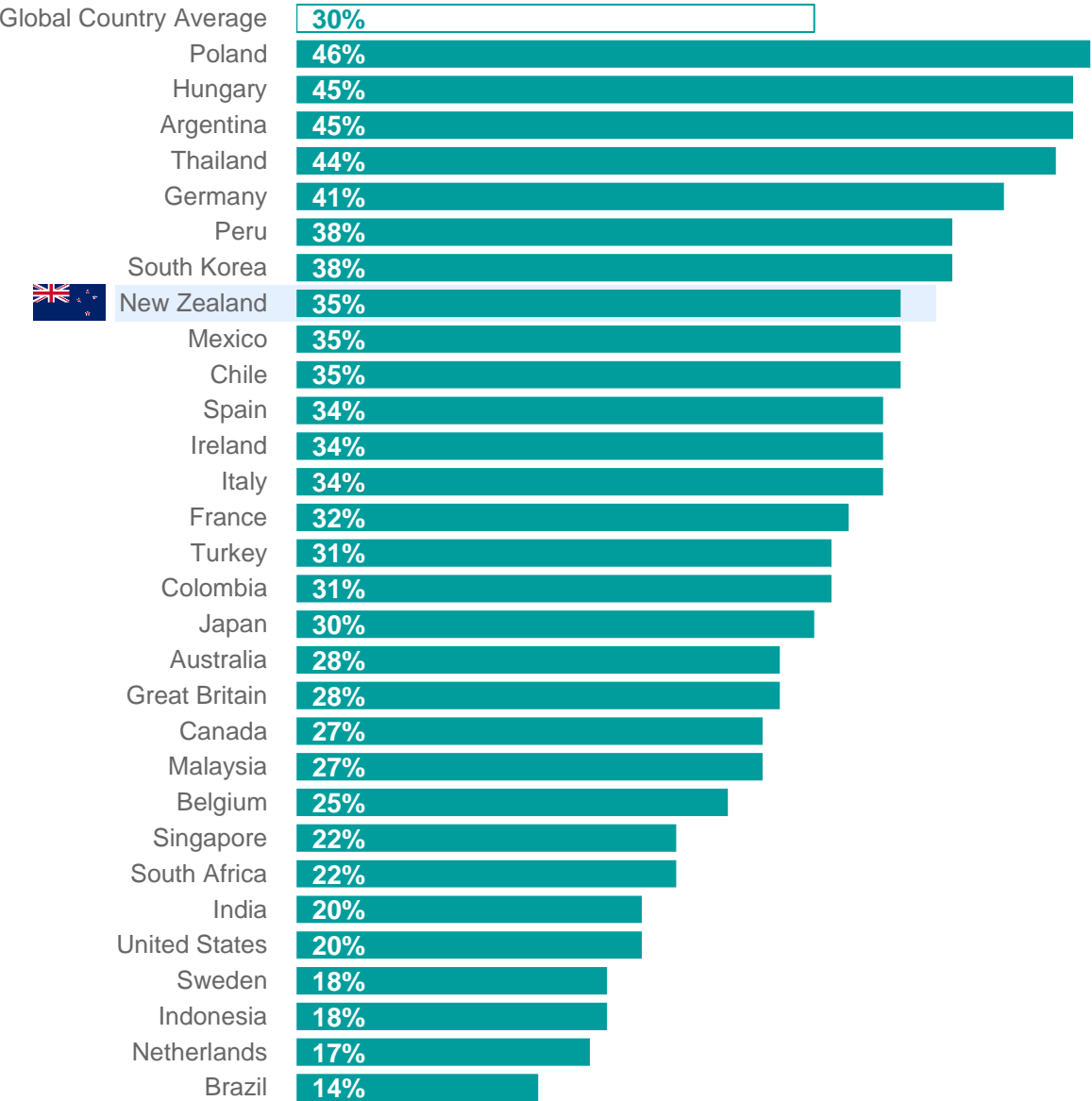
In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers)

Outdated Curriculum

Country data



[Click here to return](#)

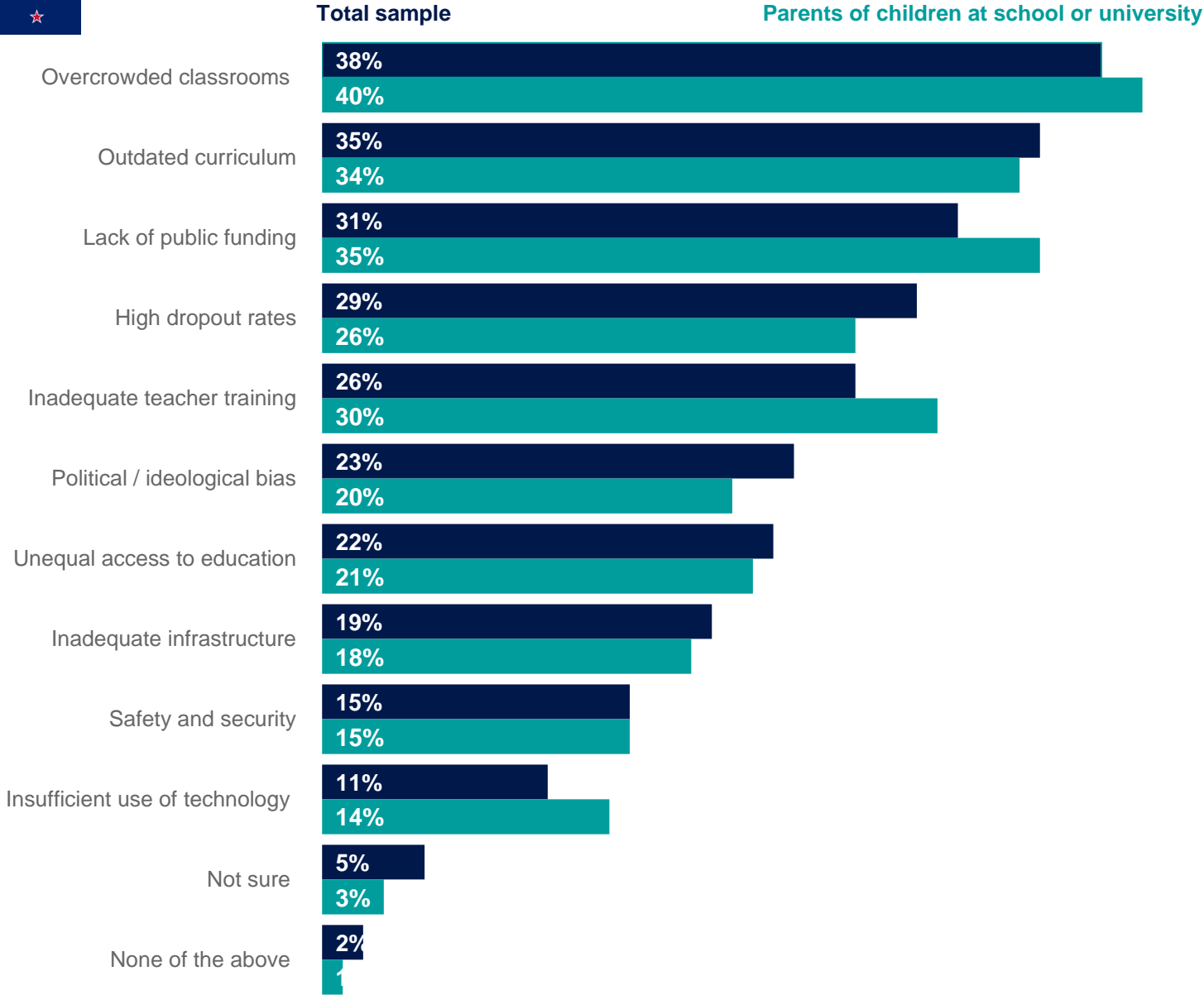


Base: New Zealand (n=1,000); Global (n=23,248 online adults across 29 countries between 23rd June and 7th July 2023)

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](#)





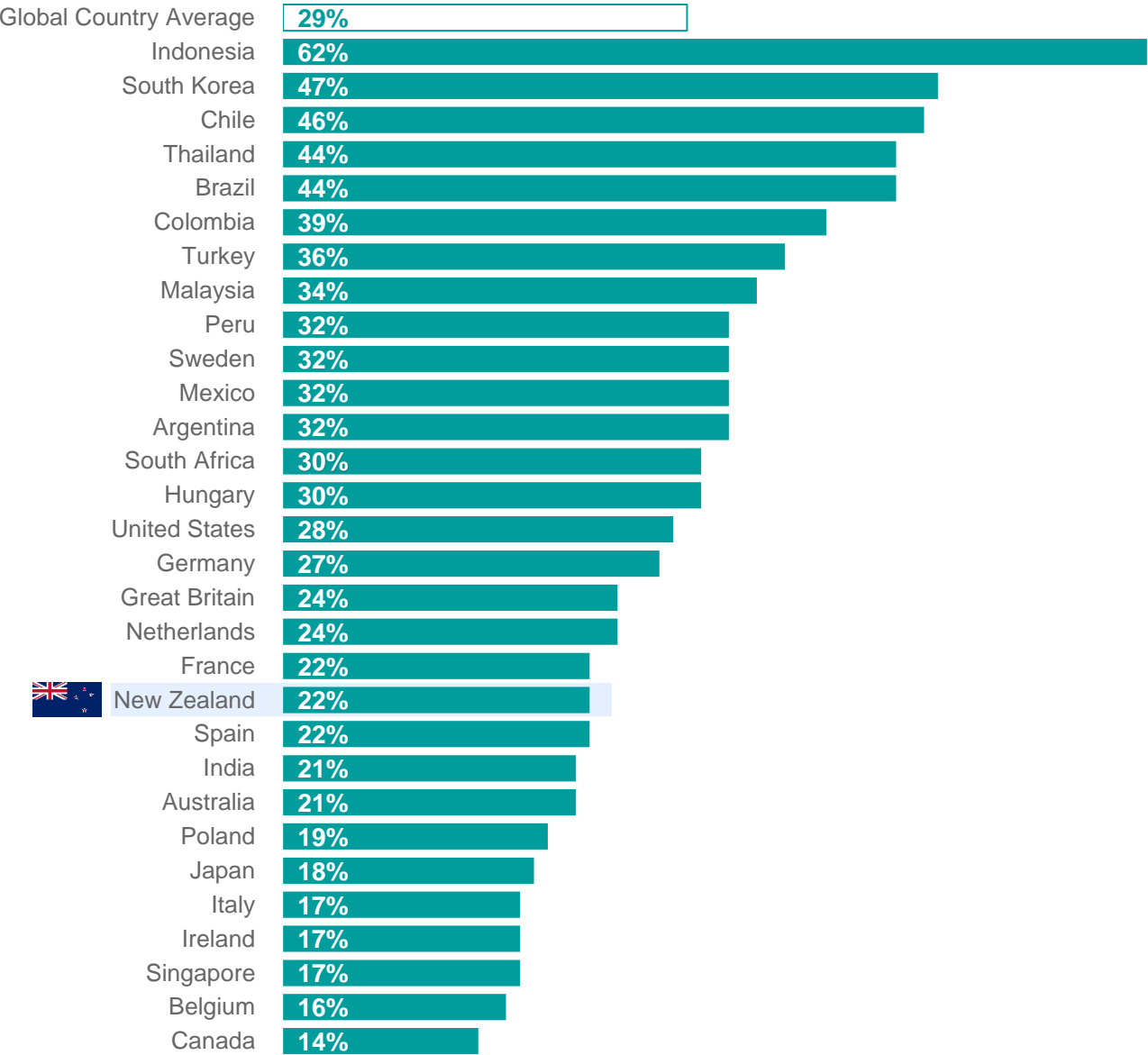
In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers)

Unequal access to education

Country data



[Click here to return](#)



Base: New Zealand (n=1,000); Global (n=23,248 online adults across 29 countries between 23rd June and 7th July 2023)



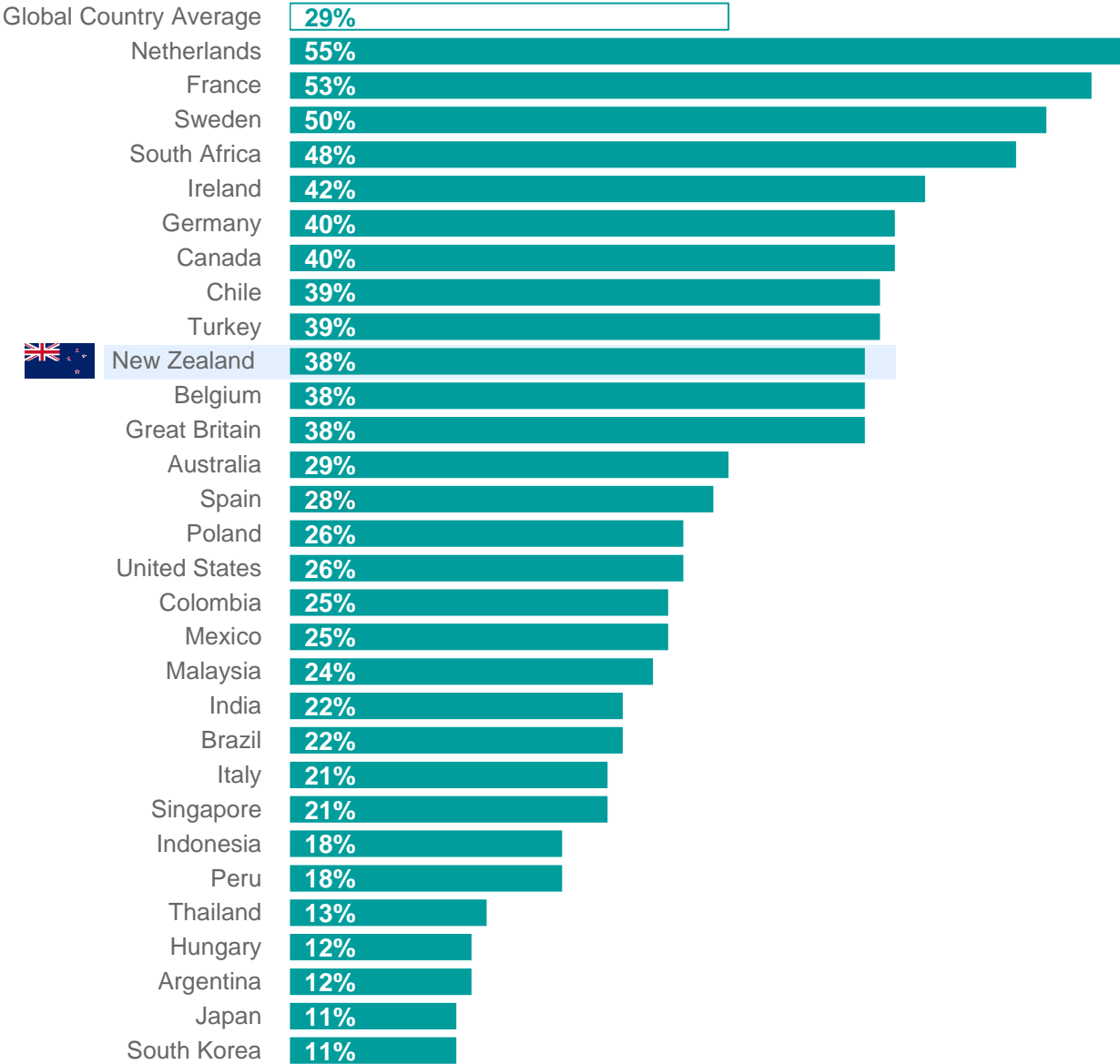
In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers)

Overcrowded classrooms

Country data



[Click here to return](#)



Base: New Zealand (n=1,000); Global (n=23,248 online adults across 29 countries between 23rd June and 7th July 2023)



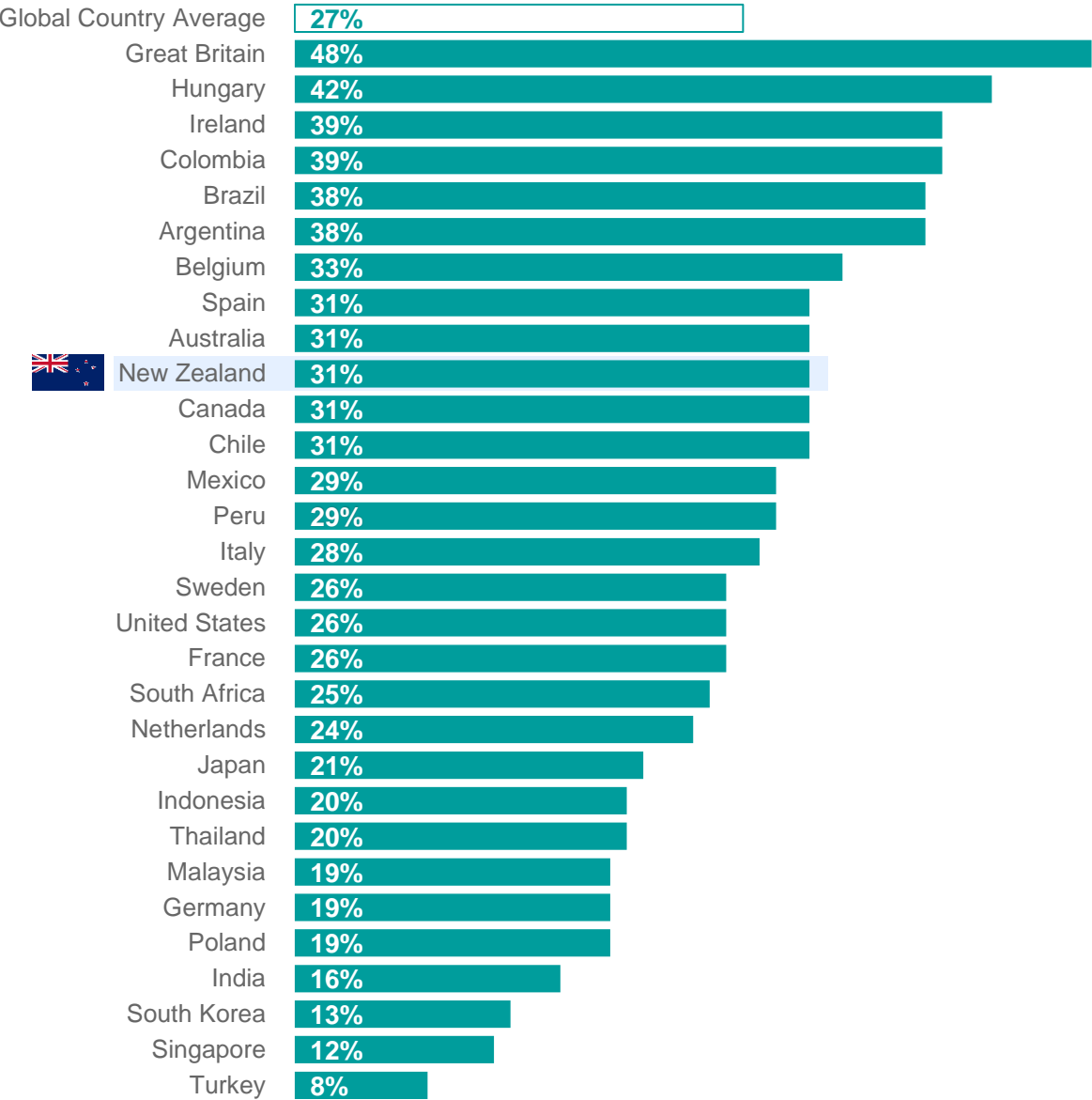
In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers)

Lack of public funding

Country data



[Click here to return](#)



Base: New Zealand (n=1,000); Global (n=23,248 online adults across 29 countries between 23rd June and 7th July 2023)



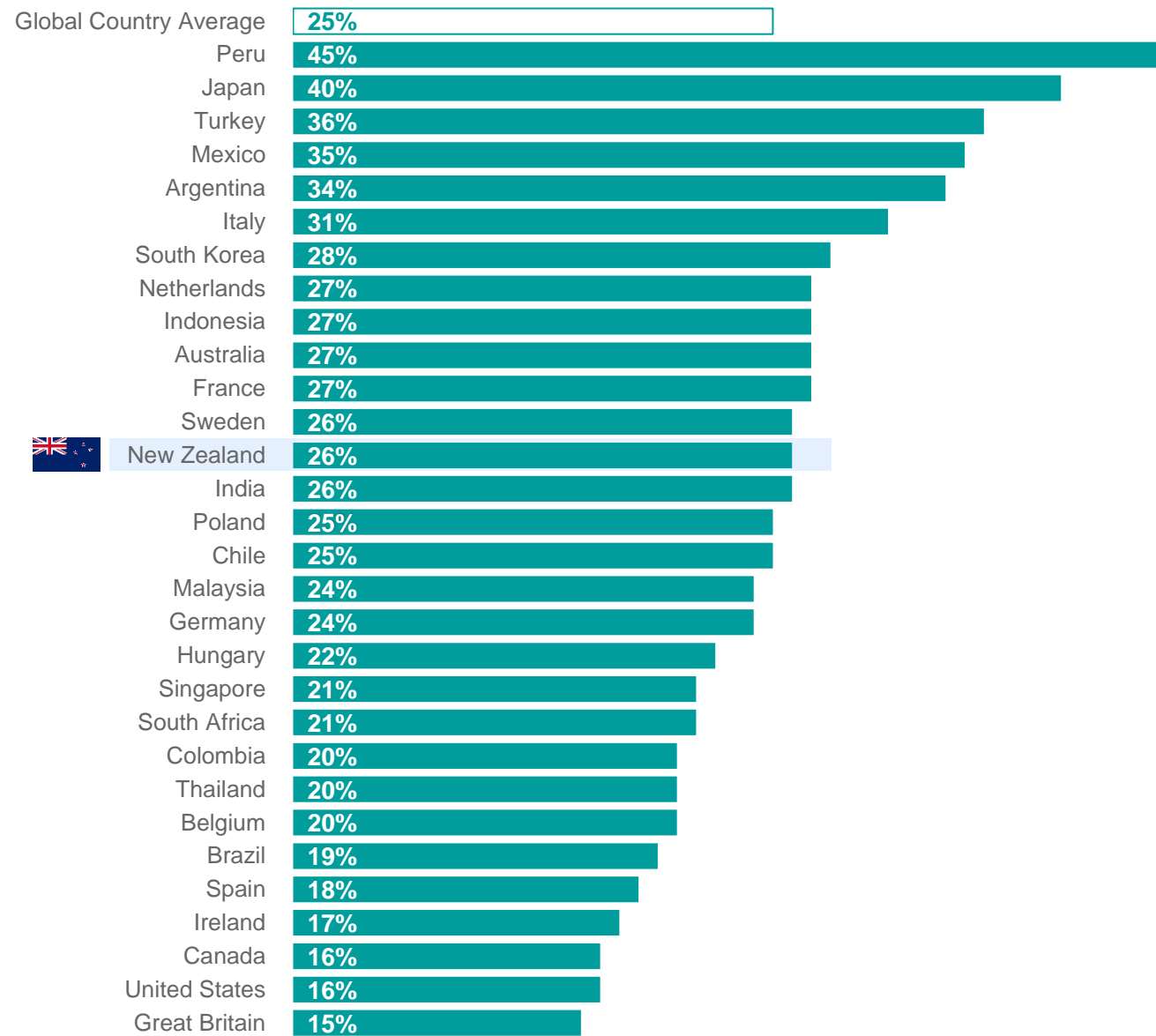
In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers)

Inadequate teacher training

Country data



[Click here to return](#)



Base: New Zealand (n=1,000); Global (n=23,248 online adults across 29 countries between 23rd June and 7th July 2023)



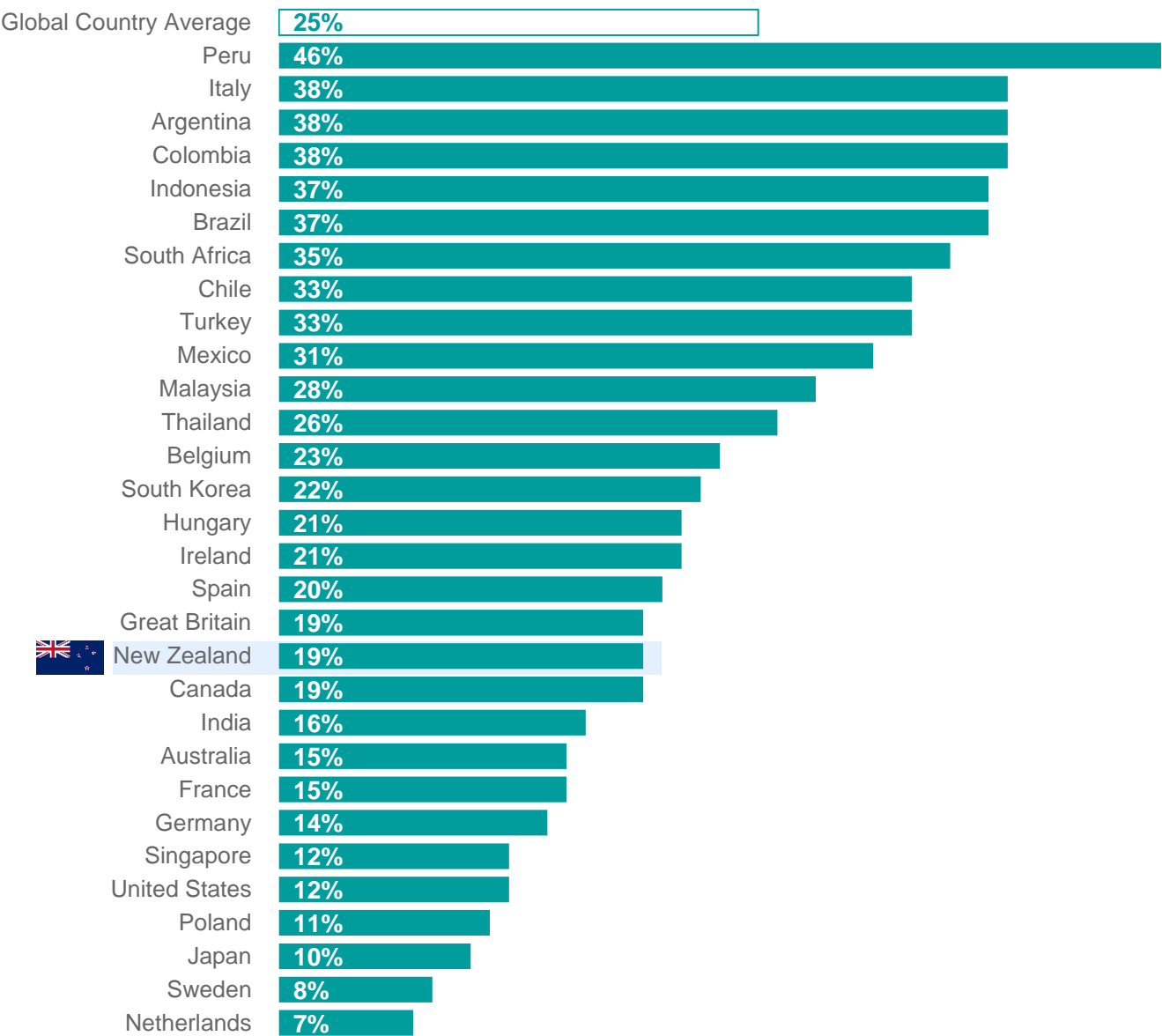
In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers)

Inadequate infrastructure

Country data



[Click here to return](#)



Base: New Zealand (n=1,000); Global (n=23,248 online adults across 29 countries between 23rd June and 7th July 2023)





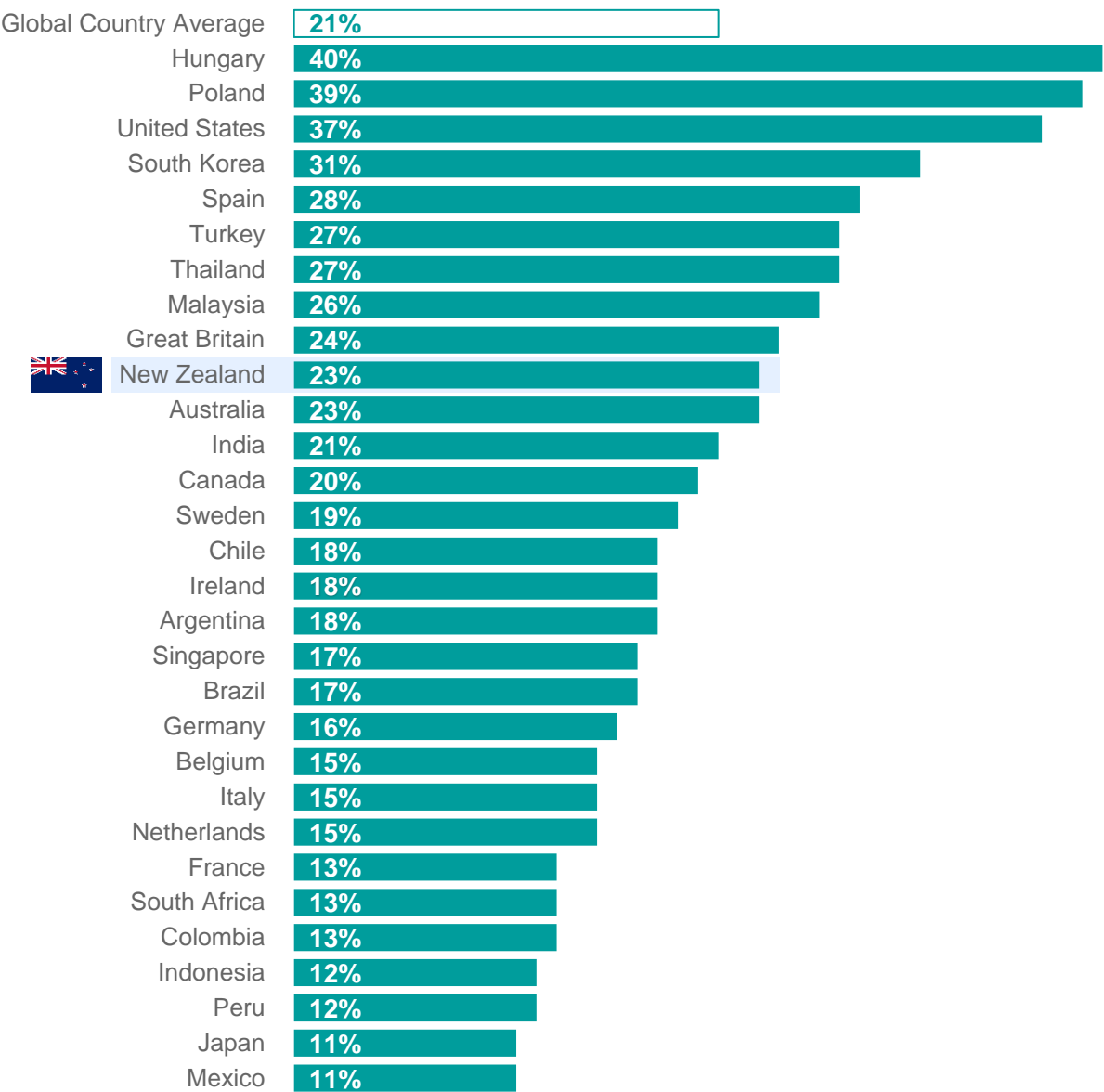
In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers)

Political/ideological bias

Country data



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Base: New Zealand (n=1,000); Global (n=23,248 online adults across 29 countries between 23rd June and 7th July 2023)



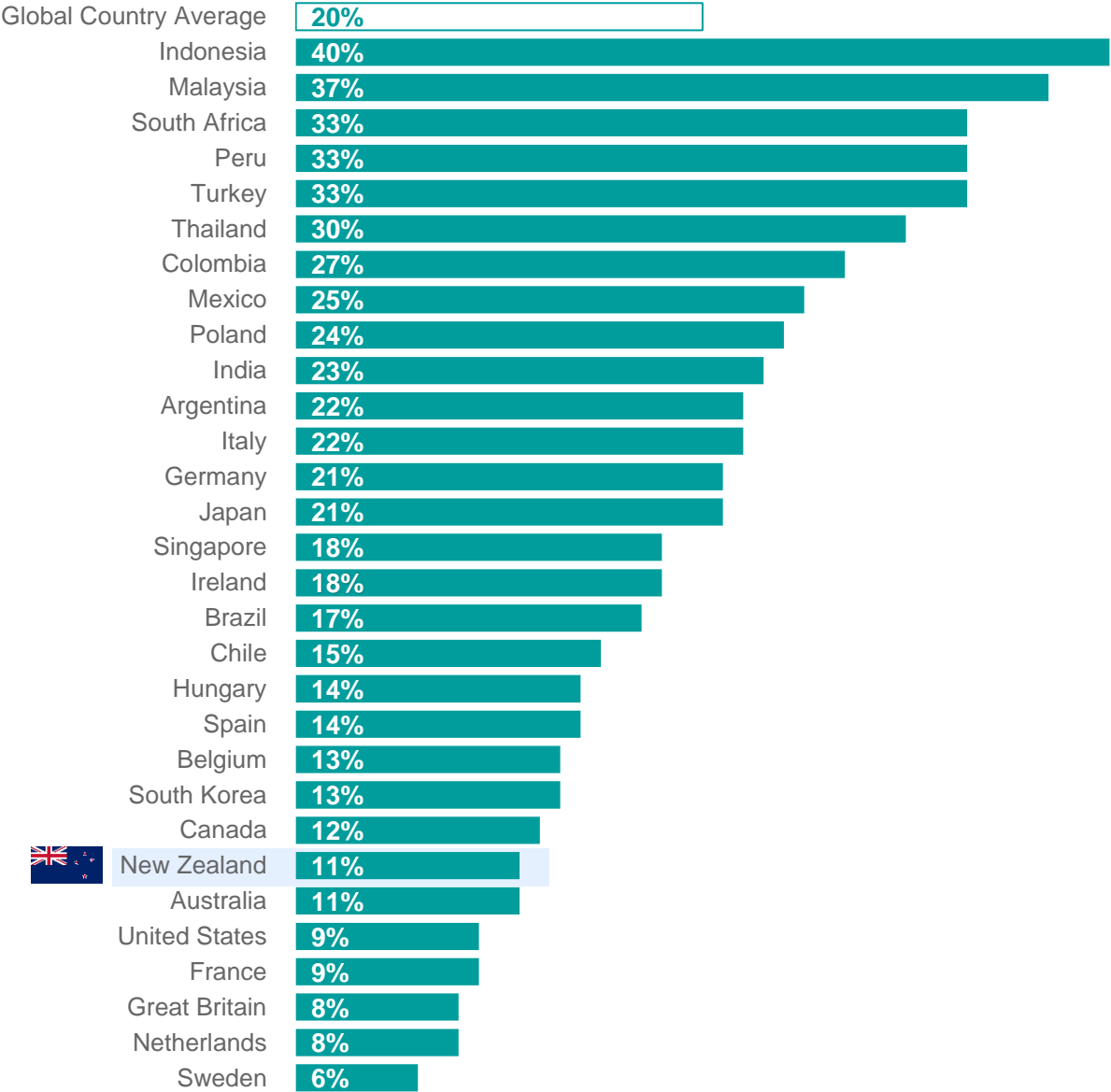
In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers)

Insufficient usage of technology

Country data



[Click here to return](#)



Base: New Zealand (n=1,000); Global (n=23,248 online adults across 29 countries between 23rd June and 7th July 2023)

Q

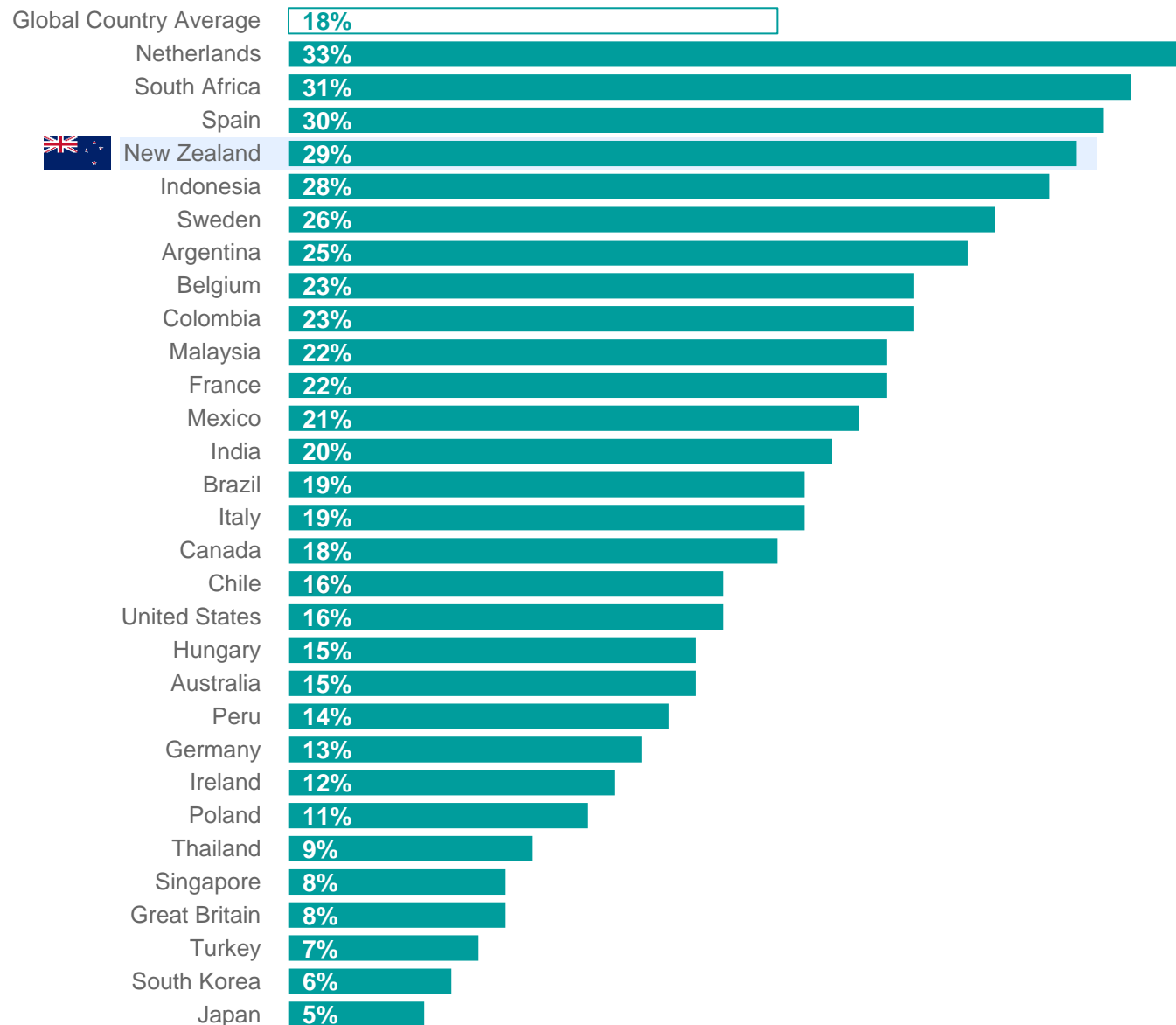
In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers)

High dropout rates

Country data



[Click here to return](#)



Base: New Zealand (n=1,000); Global (n=23,248 online adults across 29 countries between 23rd June and 7th July 2023)





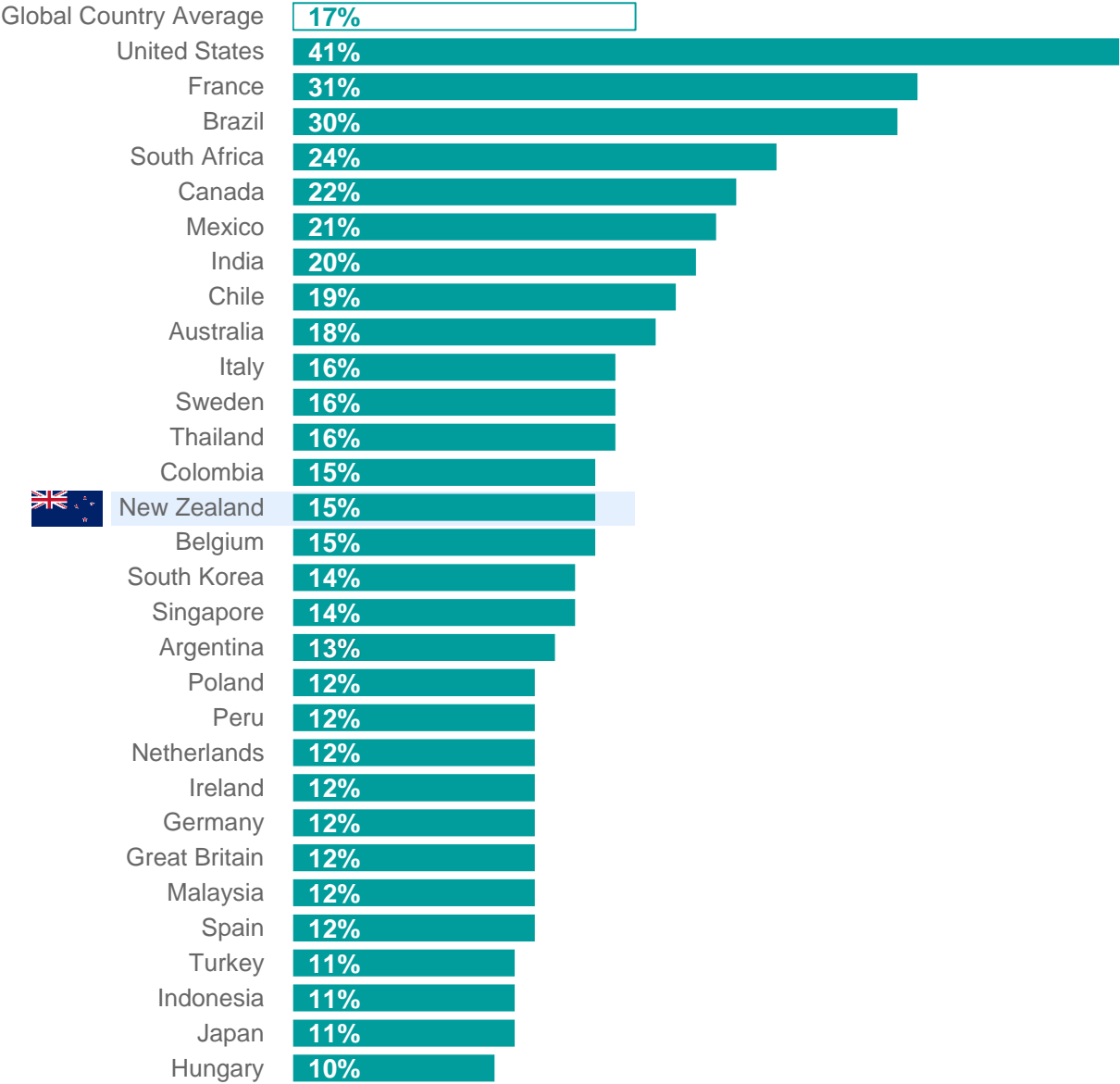
In your opinion, what do you believe are the greatest challenges facing the education system in your country? (Select up to three answers)

Safety and security

Country data



[Click here to return](#)




Base: New Zealand (n=1,000); Global (n=23,248 online adults across 29 countries between 23rd June and 7th July 2023)

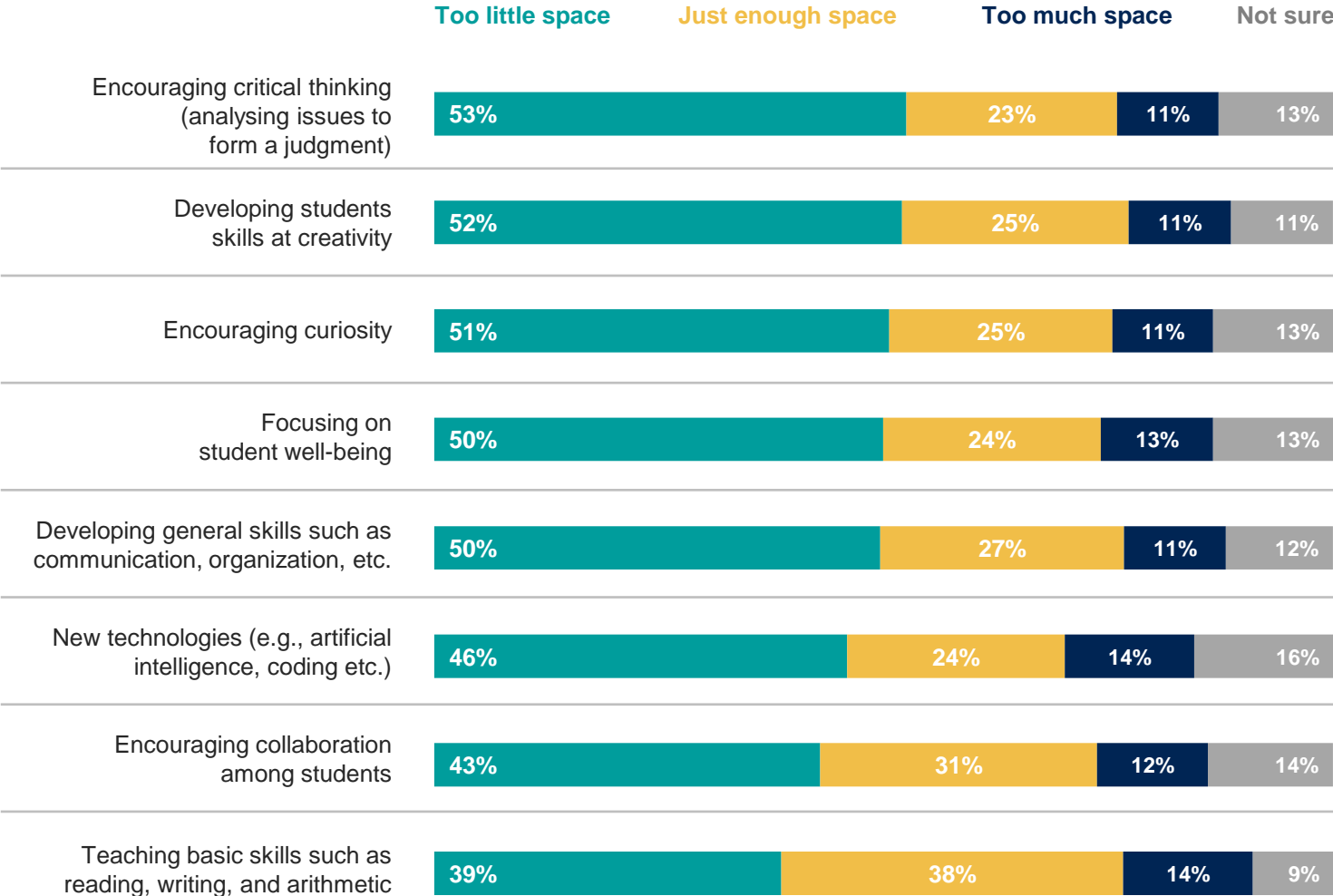


A majority think schools should give more time to encourage critical thinking, curiosity and creativity.

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?

 [Click here for the full breakdown.](#)

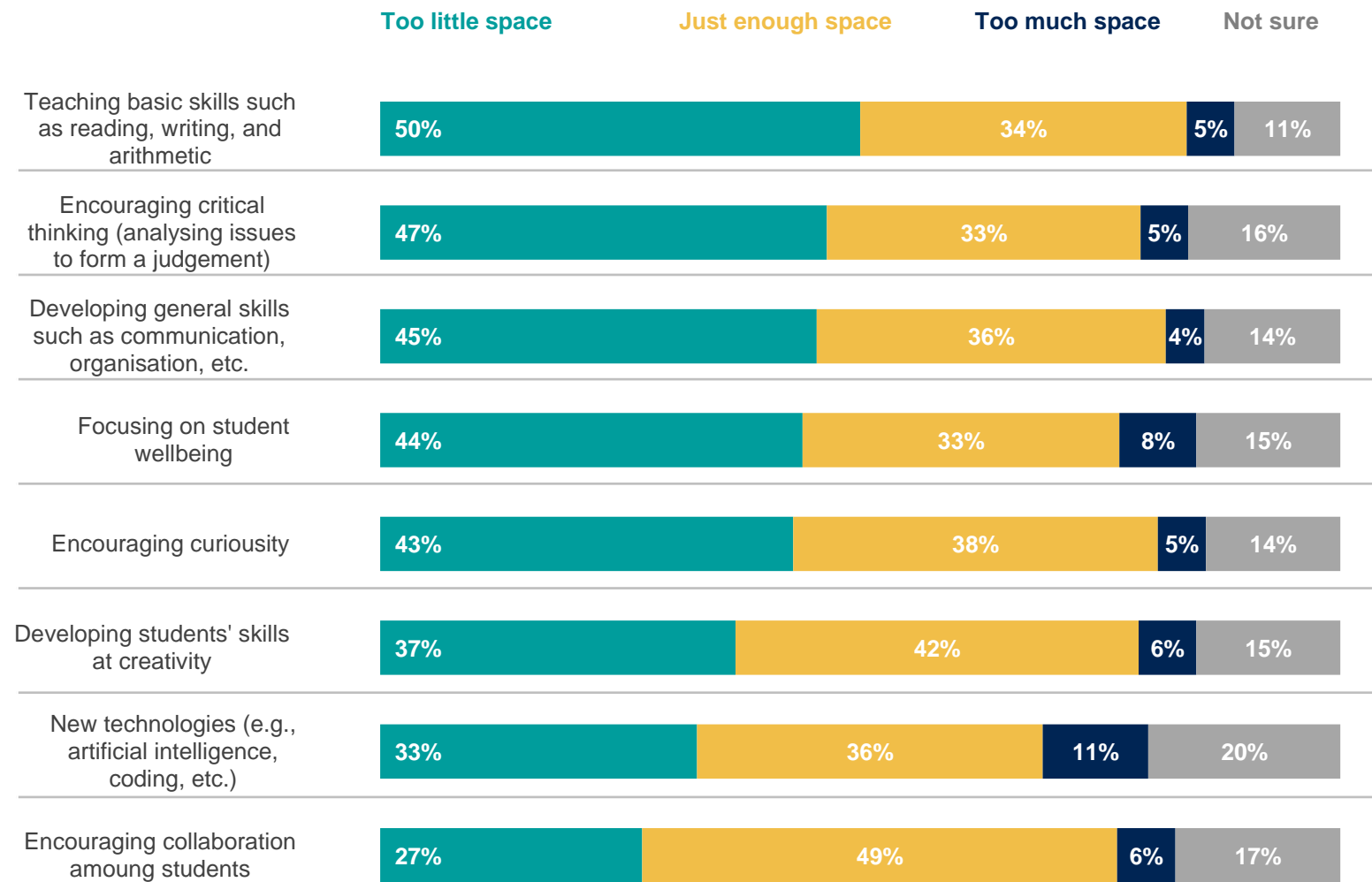


Half of New Zealanders think schools should give more time to teaching basic skills.

New Zealand

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

[Click here for the full breakdown.](#)



Base: New Zealand (n=1,000)




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

New Zealand

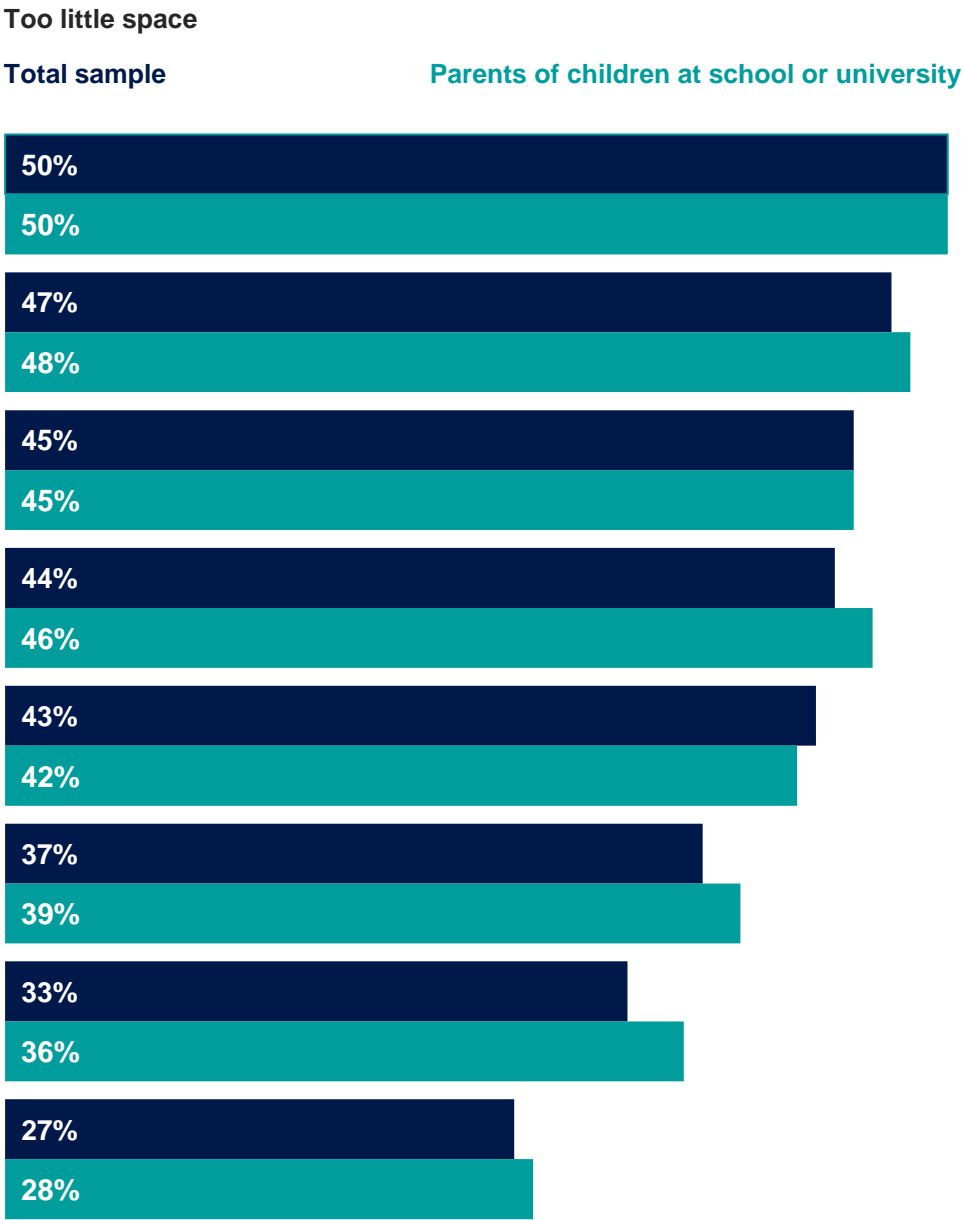
Q. Do you think the school curriculum in [COUNTRY] gives too much, too little or just enough space to each of the following...

Too little space

 [Click here for the full breakdown.](#)



- Teaching basic skills such as reading, writing, and arithmetic
- Encouraging critical thinking
- Development general skills such as communication, organization etc.
- Focusing on student well-being
- Encouraging curiosity
- Developing students' skills at creativity
- New technologies (e.g. Artificial intelligence, coding, etc.)
- Encouraging collaboration among students



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

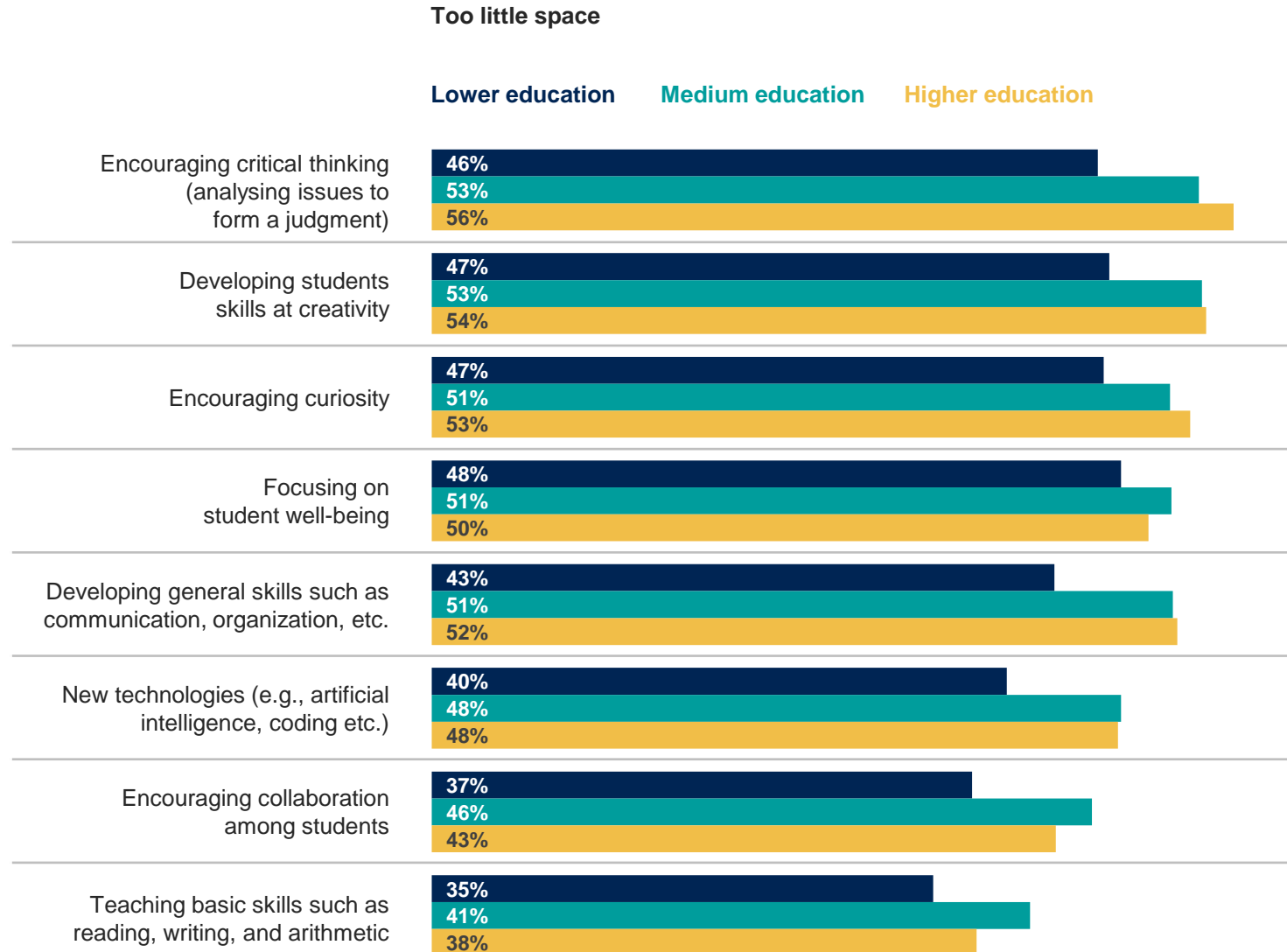
Global Country Average

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



[Click here to return](#)





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

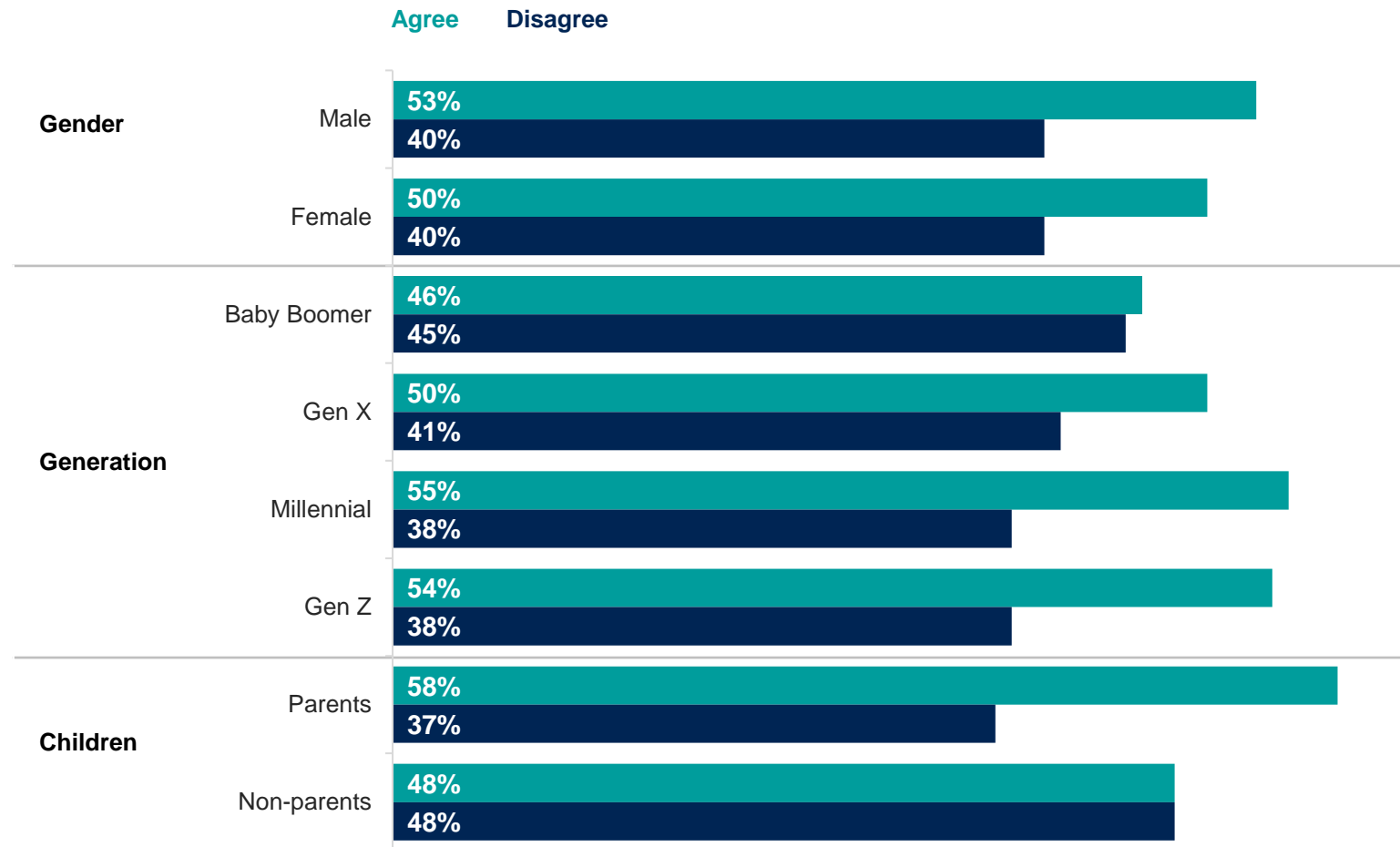
Global Country Average

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

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



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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?

 [Click here for the full breakdown.](#)

