VARKEY GEMS FOUNDATION

Changing lives through education

2013 GLOBAL
TEACHER
STATUS INDEX

Varkey GEMS Foundation
Global Teacher Staus Index
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About the Varkey GEMS Foundation

The Varkey GEMS Foundation is a not-for-profit organisation established to improve the standards of education for underprivileged children through projects encouraging enrolment in schools, worldwide teacher training programmes and advocacy campaigns. We are registered with the Charity Commission for England and Wales under charity number 1145119 and a company limited by guarantee registered in England and Wales under company number 07774287. Registered office: 5 New Street Square London EC4A 3TW.

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FOREWORD
by Sunny Varkey

It is with immense pride that I say that my parents were teachers. I recently spoke with my mother about what she believed they had achieved by becoming teachers. She spoke fondly about the good will that they enjoyed locally as a result of their chosen vocation. Those who taught were held in high esteem. Teachers were often the most educated people in a community, so were turned to as a source of advice and guidance. Most importantly, of course, they sparked the imagination of children who went on to accomplish great things for themselves and for society.

Sadly, times have changed. In many countries teachers no longer retain the elevated status that they used to enjoy. Consequently, its effects are profoundly damaging to the life chances of the next generation. If teachers aren't respected in society, children won't listen to them in class, parents won't reinforce the messages that are coming from school and the most talented graduates will continue to disregard teaching as a profession. Over time, this declining respect for teachers will weaken teaching, weaken learning, damage the learning opportunities for millions and ultimately weaken societies around the world

These reasons highlight why the Varkey GEMS Foundation created the Global Teacher Status Index to measure the level of respect for teachers in different countries. My personal ambition for teachers is that they are treated with as much respect as other professions such as doctors — as highly skilled professionals with the most important jobs in society. However, out of 21 countries surveyed in the Index, only in China did people see teachers as having an equal status with doctors. In the UK, by contrast, fewer than 5% of people thought that teachers had an equivalent status.

We also asked a question that gets to the heart of whether teaching is a respected profession: would you encourage your own child to become a teacher? While 50% of parents in China would provide positive encouragement, only 8% would do so in Israel. Equally worrying is the report's finding that in many countries, particularly across Europe, more people believe that pupils do not respect teachers than believe that they do.

But, the Index is not a counsel of despair. Countries in the Far East such as China and South Korea show that there are areas of the world where teaching retains its respected position. And, if we want future generations to have the right values and the best life chances, then part of the answer is simple: we need to recruit the best and brightest teachers into the profession, and look at the ways in which we can retain them. Finland, which comes top of the Programme for International Student Assessment (PISA) rankings has made teaching so well regarded that the very best graduates compete for the job — all of whom have master's degrees.

Research shows that the better teachers are paid, the greater the student outcomes. The Global Teacher Status Index indicates that in many countries people think that teachers deserve to be paid more — even in countries like Finland that already have excellent results. There was also overwhelming support for teachers to be paid according to their performance in all 21 countries surveyed. Given the overwhelming public demand for this, governments should consider this as a step towards increasing the status of teachers.

Sunny Varkey is the founder and trustee of the Varkey GEMS Foundation

But improving pay and conditions alone won't solve the problem of teacher status. Unless teaching is valued culturally, then the incentive of better pay will not be enough. There are many fictional representations of heroic doctors saving lives on television — from *Grey's Anatomy* to *ER* and *House* — but hardly any equivalent stories of teachers turning lives around. Every year International Nurses' Day is celebrated in the UK with a service in Westminster Abbey. President Reagan introduced National Nurses' Day in the US, which is an opportunity for the media to highlight the achievements of nurses. However, the equivalent in education, World Teachers' Day, is mostly ignored. We need to think harder, push further, and dream bigger, if we are find ways of truly celebrating the 'noble' profession. ●

EXECUTIVE SUMMARY
by Professor Peter Dolton

The growth of internationally comparative student assessment measures such as the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS) and the publication of the Organisation for Economic Cooperation and Development's (OECD) annual Education at a Glance provides a global perspective of how children perform on comparable educational tests across many countries of the world. We are beginning to understand how this performance may relate to the resources that a country devotes to its educational system, the teacher recruitment process and how teachers are paid. What is much less well understood are the roles cultural, political and economic factors and social standing play in the position of teachers in each country, and how these might impact on education systems. More specifically we need to understand:

- How teachers are respected in relation to other professions

- The social standing of teachers

- Whether parents would encourage their children to be teachers

- Whether it is perceived that children respect their teachers

- What people think teachers ought to be paid

- Whether people think teachers ought to be paid according to the performance of their pupils

- The degree to which people trust their education system

- How much teachers are trusted to deliver a good education to our children

- Whether teachers unions have too much power.

The questions above are all dimensions of teacher status. An evaluation of teacher status can provide valuable insight for both educationalists and governments to improve educational outcomes. Furthermore, a global comparison may highlight trends and similarities across countries that can be evaluated to aid educational reforms.

The VARKEY GEMS Foundation wanted to find out the answers to these questions. A 21-country survey was conducted from 1,000 representative respondents in each of the following countries: Brazil; China; Czech Republic; Egypt; Finland; France; Germany; Greece; Israel; Italy; Japan; the Netherlands; New Zealand; Portugal; Turkey; Singapore; South Korea; Spain; Switzerland; UK; and the United States (US). These countries were chosen on their performance in PISA and TIMSS assessments to represent each major continent and as representative of different strands of education systems. It was deemed important to compose a sample in line with the relevant proportions in the population. This was done by careful consultation of the available country-specific population census information. Quota sampling was used to allocate respondents using a balanced sample of 16 to 70-year-olds, which had sample fractions according to their: age, gender and region. The data for this study was collected by the polling company Populus using a web-based survey (WBS). The results are collated in this report and presented in three key sections:

- Teacher status

- Perceptions of teacher reward

- Teacher agency and control.

Peter Dolton obtained his PhD from Cambridge University. He is presently Professor of Economics at Sussex University and a Senior Research Fellow at the Centre for Economic Performance at the London School of Economics. He was formerly Sir David Dale Professor of Economics at Newcastle University. Prior to that he held posts at Bristol and Hull Universities.

TEACHER STATUS

This portion of our study focused on teacher status, and provided indicators that formed the calculation of the Teacher Status Index. Teacher respect has a multitude of dimensions, however four indicators were deemed most beneficial to this study:

• Ranking status for primary teachers, secondary teachers and head teachers against other key professions

• Analysing the aspiration of teaching as a 'sought' profession

• Creating a contextual understanding of teachers' social status

• Examining views on pupil respect for teachers.

While there is no clear correlation between the status accorded to teachers through their Index score and student outcomes in their country, there are however significant variations between different countries due to a number of potential differences in perception and culture. Previous work has pointed to correlations between teacher pay and pupil outcomes, so this area merits serious investigation.

The study found that the average respect ranking for a teacher across the 21 countries was 7th out of 14 professions, indicative of a mid-way respect ranking for the profession. There is no international consensus on what constitutes a comparative profession for teaching, but two-thirds of countries judged the social status of teachers to be most similar to social workers. The second closest status association was to librarians (as ranked by US, Brazil, France and Turkey).

There are significant contrasts between countries over the extent to which they would encourage younger generations to become teachers. While 50% of parents in China provide positive encouragement, only 8% do so in Israel. Parents in China and South Korea, and in Turkey and Egypt are most likely to give encouragement to children to become teachers. Similarly, these countries show a higher level of belief that pupils respect their teachers. Conversely in most of the European countries surveyed, more respondents thought that pupils disrespect teachers than respect them.

PERCEPTIONS OF TEACHER REWARD

One important dimension of how an occupation is regarded, which is inextricably linked to social status, is pay. For many, status in a society depends on how much you are paid in absolute or relative terms. This section evaluated country perceptions of the estimated actual wage and perceived fair wage of teachers in their country. In most countries, the perception of what teachers earn accords with reality. However, in South Korea, Japan, Singapore, Israel and the US teachers earn more than people think they do. Conversely, the starting wage for teachers in the UK, Brazil, New Zealand, Spain and Finland is significantly lower than perception. Respondents from these countries placed their estimated starting teacher wages 20% lower than the actual starting wage. In the survey, 95% of countries said that teachers should be paid a wage in excess of the actual wage they thought they received.

Rather than raising teachers' wages in the hope of producing higher learning outcomes, many have asked whether teacher pay should be subject to the achievement of their pupils. In order to establish public opinion on this, we asked our participants whether they thought that teachers ought to be paid performance-related pay. In all 21 countries more than 59% stated teachers ought to be paid according to the performance of their pupils. The average across countries was 75%, whilst In Egypt, the figure was over 90%, and in Israel, China, Brazil and New Zealand the figure was over 80%.

TEACHER AGENCY AND CONTROL

A third, important aspect of the status of teachers is the extent to which they are seen as delivering quality education to their pupils. This is inextricably linked to the success of the education system

of which additional stakeholders, such as government or unions, have a role to play. This are of our study explored teacher agency by considering three questions:

• The degree to which people thought teachers could be trusted to deliver a good education

• The extent to which people rate the education system of their country

• Public opinion of the influence of teacher unions on teacher pay and conditions.

The average trust score for teachers across all 21 countries is a rating of 6.3 out of 10. No country gave a rating below five. This suggests that countries generally accord satisfactory or positive trust in their teachers. Finland and Brazil hold the most trust for their teachers, while Israel, South Korea, Egypt and Japan hold the least.

The average rating for the education system across all countries is 5.6, slightly lower than the trust for teachers. Similarly, seven countries rate their education system below five, which suggests they perceive their education system as substandard. Finland, Switzerland and Singapore are at the top of the table, and South Korea, Egypt and Japan are at the bottom of the table.

There is a mixed picture on whether teacher unions have too much or too little influence over teachers' pay and conditions. In the UK, and in many European countries, more people support unions having more influence over pay and conditions than those that support them having less influence. Interestingly, some of the countries with the most recent history of teacher union unrest and direct action, such as Japan, Greece, France and the US, have the highest proportions of people who think teacher unions have too much influence. In contrast, the Czech Republic, China, Egypt and Turkey have the lowest number of people who suggest that teachers unions have too much influence. It is also these countries where teacher unions have played a less important political role.

CONCLUSION

In this report we provide a summary of the main findings of our study. We highlight the determination of the social status of teachers and disentangle this from what they are paid. Importantly, we separate out perceptions of teachers from the perceptions of the quality of the education system. We explain the differences in the light of the real differences between countries and in the efficiency of their education systems.

We find that there are major differences across countries in the way teachers are perceived by the public. This informs who decides to become a teacher in each country, how they are respected and how they are financially rewarded. This affects the kind of job they do in teaching our children, and ultimately how effective they are in getting the best from their pupils in terms of their learning. ●

TOPIC INSIGHT
by Lord Adonis

No education system can be better than its teachers. Recruiting the brightest and best into teaching is a critical imperative in all nations, whatever their wealth or poverty.

Previous studies have convincingly related school performance to three variables: the academic qualifications of teachers, teacher pay and the competitiveness of entry into teacher training. The better the qualifications of teachers, and the more applicants per training place, the better the results achieved by an education system for its young people.

It comes, therefore, as no surprise that nations such as Finland, South Korea and Singapore, where there are 10 or more highly qualified applicants per teacher training place, also top OECD and other international assessments.

In the UK, over the 10 years when I have been intimately involved with education reform, I have witnessed the same trend. Fifteen years ago there were insufficient applicants to fill training places in key subjects including maths, physics and chemistry. Now all subjects are oversubscribed — and the outstandingly successful Teach First programme, which this year recruited 1,300 graduates from top universities, had six applicants for every vacancy. School results have improved sharply.

To recruit the brightest and best, teaching needs to be a high status occupation, and we need to understand better what contributes to the social standing of teachers. This is why the new VGF Teacher Status Index is so important. By means of a comparable international survey, it yields valuable data on the attractiveness of teaching as a career and the social value placed on the work of teachers across a good cross-section of nations.

The results do not simply replicate the rank orderings of, for example, the OECD PISA assessments, although the nations at the top of PISA are generally countries where the status of teachers is also fairly or very high on the VGF index. In other words, teacher status is not simply product of high academic standards and results, or of the competitiveness of teaching as a profession, although these are important. Wider social forces are at play.

There is a worthwhile debate to be had, nation by nation and internationally, on what might be other important contributory factors. For example, how important is pay? What is the male/female balance in each teaching force and does this affect status? Is the political profile of education as a 'national cause' of relevance?

There will be no definitive answers. But simply asking the questions, in the context of the VGF index, will be immensely valuable as a means of stimulating debate on education reform — just as the first publication of PISA data did at the turn of the century. For this reason, the VGF index deserves to make a big impact. ●

Andrew Adonis is a former UK Schools Minister, an author and expert on education policy.

TOPIC INSIGHT
by Andreas Schleicher

In a global economy, the benchmark for educational success is no longer improvement by national standards alone, but the best performing school systems internationally. Global comparisons show what is possible in education, they take away excuses from those who are complacent, and they help to set meaningful targets in terms of measurable goals achieved by the world's educational leaders. Not least, in the face of rapidly improving education systems even those who claim that the relative standing of countries mainly reflects social and cultural factors must concede that educational improvement is possible.

While there is much debate on how to compare educational success and how to measure educational improvement, most will agree that the quality of an education system cannot exceed the quality of its teachers - and that the quality of teachers cannot exceed the quality of the work organisation in schools and the ways in which teachers developed and supported. Top school systems therefore pay attention to how they select and train their staff. They watch how they improve the performance of teachers who are struggling and how to structure teachers' pay. They provide an environment in which teachers work together to frame good practice and encourage professional development that leads to stronger educational practice. They provide intelligent pathways for teachers to grow in their careers and have moved on from administrative control and accountability to professional forms of work organisation.

But how exactly do we know? Many of us were lucky enough to have some great teachers: teachers who inspired us, who opened up new worlds for us, and whom we remember as people who changed the course of our life or deepened the meaning of it. But what makes a teacher great? And who decides? Even if there is plenty of excellent teaching, few can describe how exactly that looks like and, surely, those who cannot define good teaching are unlikely to develop good teachers. Any definition of good teaching will be complex. It will need to look at planning and preparation, including knowledge of content and pedagogy, knowledge of students, coherent teaching plans and knowing how to assess student learning. It needs to look at instruction, comprising teachers' ability to communicate effectively, use appropriate discussion techniques, engage students in learning, provide feedback and demonstrate responsiveness. It also needs to consider the climate of respect and rapport, how teachers establish a culture of learning and how they manage student behaviour. Last but not least, it needs to look at how teachers embrace a wider mission that includes the ability to work in teams, managing and sharing leadership responsibilities, providing advice to parents and building community partnerships in the standards of appraisal systems.

This makes it so important for the appraisal of teachers and teaching to go beyond teachers talking to other teachers and government officials and to include other stakeholders' perspectives. These perspectives can have a significant impact since behaviour is often influenced by what peers and leaders think, do and consider acceptable. The GEMS Education organisation has made an effort to find out. The general public was surveyed on how they rank the occupational prestige of teachers against that of other professions, on their perception of how students respect teachers and on the recognition and reward systems that are and that should be used. The results provide a first comparative quantification of the social status of teachers, as seen by those for whom they work. They offer an innovative perspective on the status of the teaching profession, even if some of the results are puzzling, such as ranking the status of teachers higher in educational underperformer Greece than

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in top-performer Finland.

Nevertheless, even if educational comparisons are fraught with difficulties, and their comparability remains open to challenges, that should not justify rejecting their use. Comparative data is a foundation on which education can reinvent its business model and build the coalition of governments, businesses, and social entrepreneurs that can bring together the evidence, innovation and resources to make lifelong learning a reality for all. They are a powerful instrument for policy reform and transformational change. They do this by allowing educational stakeholders to look at themselves in the light of intended, implemented and achieved policies elsewhere. They show what is possible in education, in terms of quality, equity and efficiency in educational services, and they can foster better understanding of how different education systems address similar problems.

The world is indifferent to tradition and past reputations, unforgiving of frailty and ignorant of custom or practice. Success will go to those individuals, institutions and countries that are swift to adapt, slow to complain and open to change. The task for governments will be to ensure that their citizens, institutions and education systems rise to this challenge. ●

THE GLOBAL TEACHER STATUS INDEX

The survey explores the level of respect for teachers in different countries and of their social standing. Analysis of the data highlights a variety of significant factors. We examined: the profile of teacher respect; teaching as a sought-after profession; a contextual understanding of teachers' social status; views on pupil respect for teachers and summarised the data. We then developed an index or ranking of teacher status by country.

A statistical technique, Principal Component Analysis, was used to capture as much of the variance in the data as possible in the smallest number of factors. The aim of this procedure was to identify correlations between different variables where they were measuring the same thing, and hence reduce the observed variables into a smaller number of principal components. The Index is based on four of the questions that we asked in the study:

1. Ranking primary school teachers against other professions
2. Ranking secondary school teachers against other professions
3. Ranking of teachers according to their relative status based on the most similar comparative profession
4. Rating perceived pupil respect for teachers

To act as a comparator, the Teacher Status Index is presented on the following page as a table, against each country's average teacher salary, as well the PISA ranking of average scores per country. (PISA data not available for Egypt.)

Figure 1: Teacher Status Index
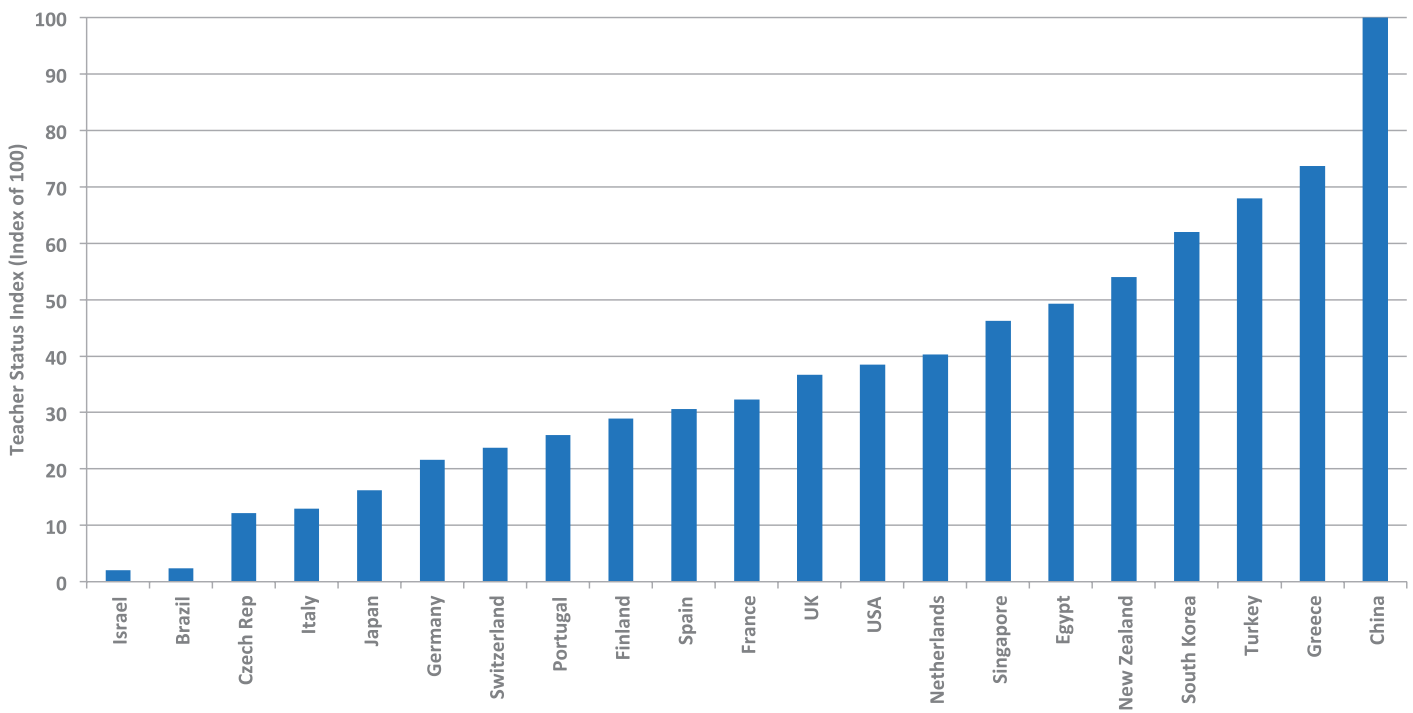
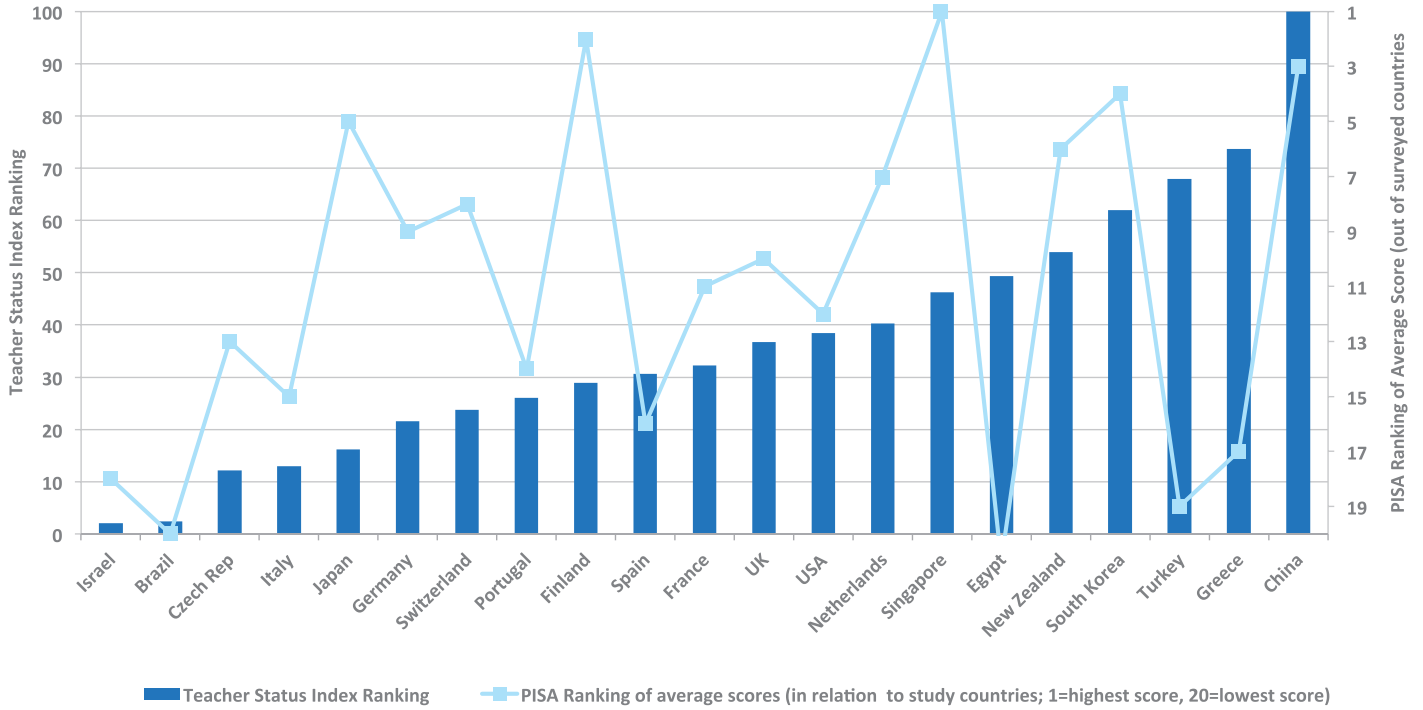(21 survey countries indexed on a relative scale 1–100)

COUNTRY	INDEX RANKING	AVERAGE TEACHER SALARY ($ USD, PPP ADJUSTED)	PISA RANKING (1 = HIGHEST PISA SCORE, 20 = LOWEST PISA SCORE)
China	100	$17,730	3
Greece	73.7	$23,341	17
Turkey	68.0	$25,378	19
South Korea	62.0	$43,874	4
New Zealand	54.0	$28,438	6
Egypt	49.3	$10,604	NOT AVAILABLE
Singapore	46.3	$45,755	1
Netherlands	40.3	$37,218	7
USA	38.4	$44,917	12
UK	36.7	$33,377	10
France	32.3	$28,828	11
Spain	30.7	$29,475	16
Finland	28.9	$28,780	2
Portugal	26.0	$23,614	14
Switzerland	23.8	$39,326	8
Germany	21.6	$42,254	9
Japan	16.2	$43,775	5
Italy	13.0	$28,603	15
Czech Republic	12.1	$19,953	13
Brazil	2.4	$18,550	20
Israel	2	$32,447	18

(21 survey countries indexed on a relative scale 1–100)

The bar chart above displays each country's Teacher Status Index ranking, alongside the PISA ranking of average scores per country. This demonstrates that there is no apparent correlation between a country's Index score, and their education outcomes.

KEY FINDINGS

• There is no specific correlation between the status accorded to teachers through their Index score, and student outcomes in their country. There are, however, significant variations between different countries, due to a number of potential differences in perception and culture.

• China, South Korea, Turkey, Egypt and Greece respect their teachers more than all other European and Anglo Saxon countries.

• Israel and Brazil featured at the lower end of the Index Status Index with factors of 2 and 2.4 respectively.

TEACHER STATUS REPORT

We are beginning to understand how academic performance may relate to the resources that a country devotes to its educational system, the teacher recruitment process and how teachers are paid. What is much less well understood are the roles cultural factors and social standing play in the position of teachers in each country. More specifically we need to understand the impact of:

- How teachers are respected in relation to other professions
- The social standing of teachers
- Whether parents would encourage their children to be teachers
- Whether it is perceived that children respect their teachers
- What people think teachers ought to be paid
- Whether people think teachers ought to be paid according to the performance of their pupils
- The degree to which people trust their education system
- How much teachers are trusted to deliver a good education to our children
- Whether teachers unions have too much power.

The questions above are all dimensions of teacher status. An evaluation of teacher status can provide valuable insight for both educationalists and governments to improve educational outcomes. Furthermore, a global comparison may highlight trends and similarities across countries that can be evaluated to aid educational reforms.

The Varkey GEMS Foundation wanted to find out the answers to these questions. A 21-country survey was conducted from 1,000 representative respondents in each of the following counties: Brazil, China, Czech Republic, Egypt, Finland, France, Germany, Greece, Israel, Italy, Japan, the Netherlands, New Zealand, Portugal, Turkey, Singapore, South Korea, Spain, Switzerland, UK and the US. The results are collated in this report and are presented in three key sections:

- Teacher status
- Perceptions of teacher reward
- Teacher agency and control.

TEACHER STATUS

A central objective of our study was to understand how teachers are respected in different countries and what their social standing is. We did this in four ways:

- Exploring the profile of primary, secondary and head teacher status
- Analysing teaching as a sought profession, in terms of parental encouragement for their children to become teachers

- Creating a contextual understanding of teacher's social status relative to other professions
- Examining views on perceived pupil respect for teachers

Through an examination of these four factors, we aimed to establish whether there are relationships existing between the variables and across countries in terms of the respect held for teachers. The outcomes were incorporated into a Teacher Status Index that represents the respect held for the teaching profession both within each country and relative to others.

AN EXPLORATION OF TEACHER STATUS

In order to determine the social standing of the teaching profession, we asked our participants to rank 14 occupations in order of how they are respected. The occupations chosen were:

- Primary school teacher
- Secondary school teacher
- Head teacher
- Doctor
- Nurse
- Librarian
- Local government manager
- Social worker
- Website designer
- Policeman
- Engineer
- Lawyer
- Accountant
- Management consultant.

These occupations were deliberately chosen as graduate jobs and were carefully selected with respect to how similar or dissimilar the work might be. By giving respondents a variety of alternative professions, we were able to extract a precise ranking of occupations. The essence of the results is captured in Figure 3 below. The line graph shows the average ranking of primary, secondary and head teachers from 1-14, with 14 as the highest ranking profession. The line graph has been ranked in terms of respect for head teachers for reference purposes.

Figure 3: Average status ranking of primary school teachers, secondary school teachers and head teachers against other professions
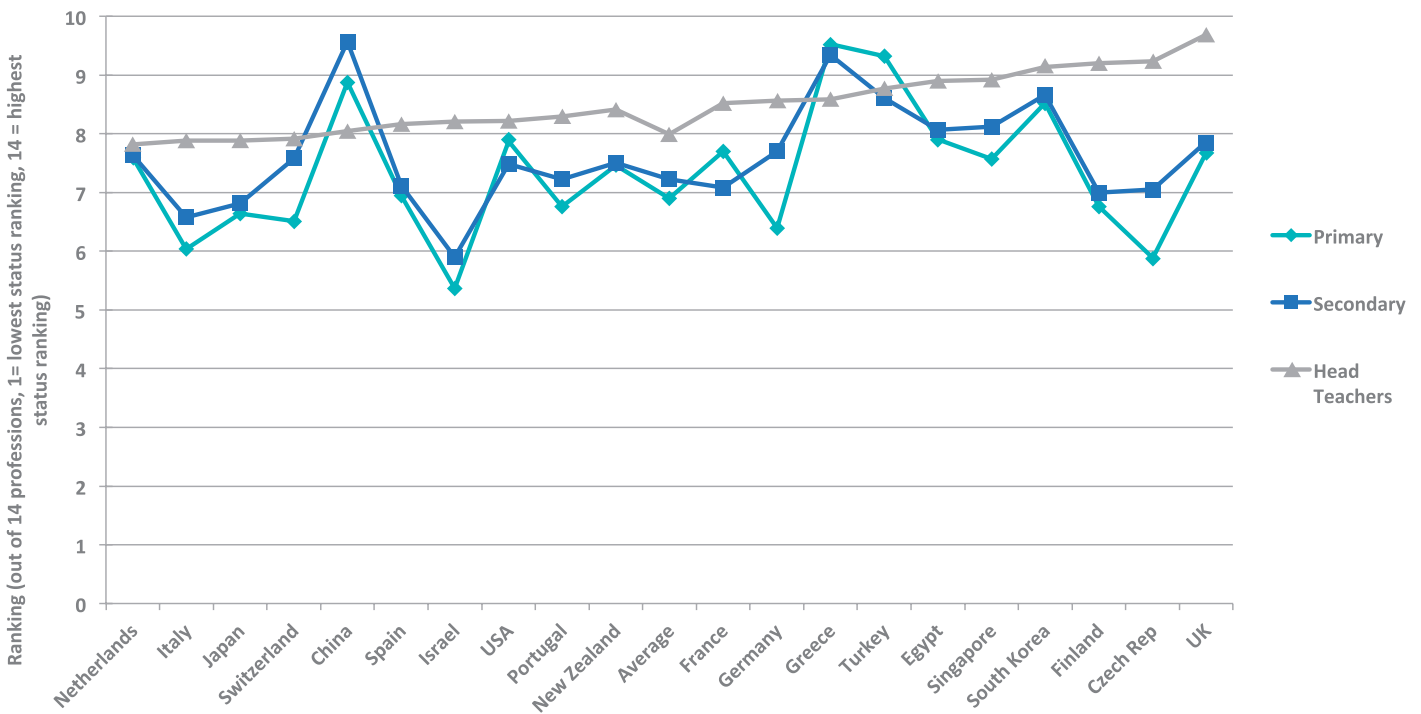
(1 = lowest status ranking, 10 = highest status ranking)

The average respect ranking for a teacher across the 21 countries was 7 out of the 14 professions. This is indicative of a mid-way respect ranking for the profession relative to the other professions selected. In 86% of countries head teachers are more highly respected than secondary teachers. In 81% of countries secondary teachers are more respected than primary teachers.

KEY FINDINGS

• In France, China, Turkey and the United States primary teachers are regarded more highly than secondary teachers.

• In China and Greece head teachers are ranked below primary and secondary teachers. This may be related to the form of administrative role played by a head teacher.

• Of all the countries surveyed, the UK has the highest respect for head teachers.

• In the Czech Republic there is a significant difference in ranking between categories of teachers. Primary and secondary teachers rank near the bottom of the country league table, while it ranks its head teachers at the top of the table.

• China, South Korea, Egypt and Turkey hold the most respect for teachers.

• Most of the European countries and the US are in the middle of the league table on all three rankings.

• Israel, Brazil and the Czech Republic hold the least respect for teachers.

TEACHING: A SOUGHT-AFTER PROFESSION

To analyse the status of the teaching profession further we examined whether respondents thought of teaching as a profession they would have their children aspire to. We asked participants to rate the extent to which they would encourage their child to become a teacher. The answers to this question have been summarised in Figure 4 (below).

Figure 4: Would you encourage your child to become a teacher?
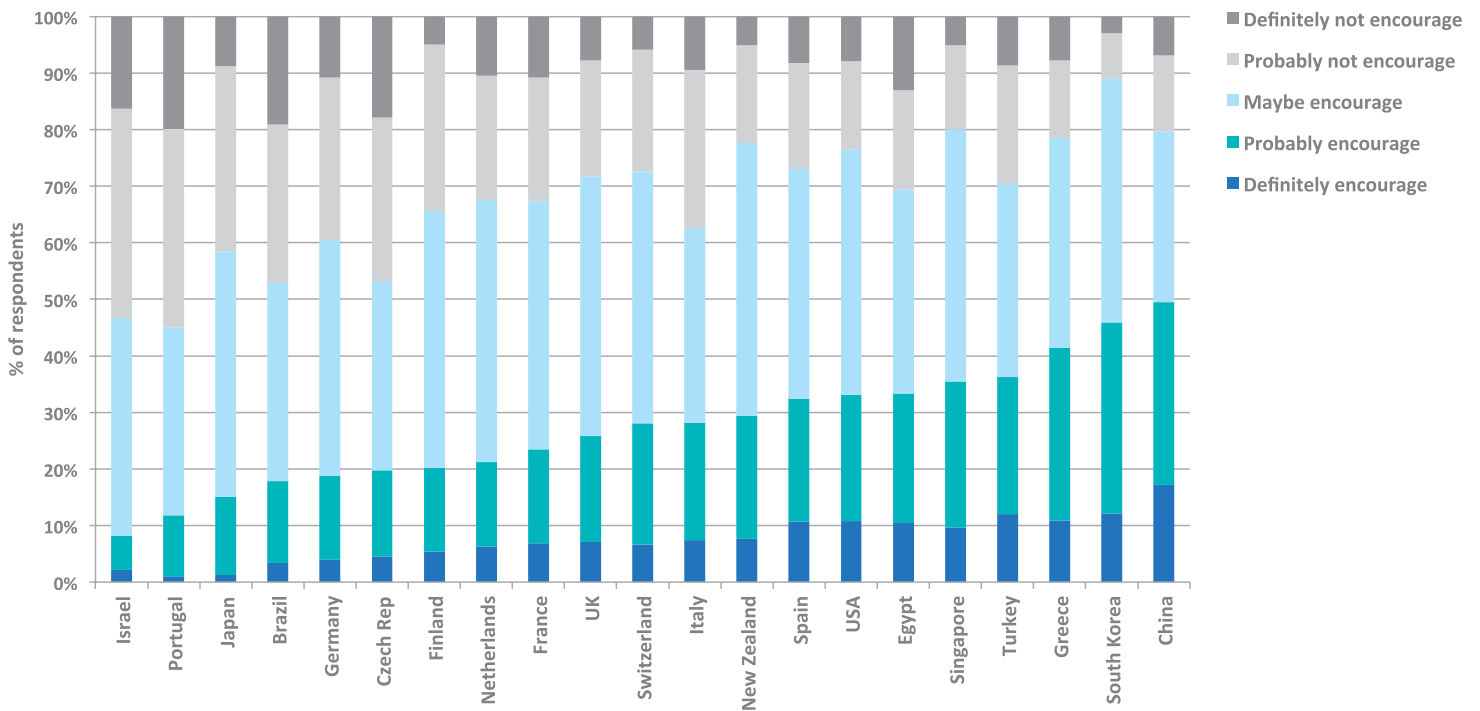
(as a percentages of respondents)

To establish that the extent to which a parent would encourage their child to enter the teaching profession can be used as an indicator of respect for teachers, we plotted the percentage from each country who responded with 'probably encourage' and 'definitely encourage' against the average teacher respect in relation to other professions (Figure 4). A significant positive correlation was found with an R² value of 0.62 (Figure 5). This indicates that the higher the respect for teachers, the more likely a person is to encourage their child to enter the profession. We can therefore deduce from Figure 5 that countries such as China and South Korea hold a higher level of respect for teachers. This evidence fits with our ranked respect levels for teachers from Figure 3.

The concept of 'encouragement' is a complex one, and the extent to which respondents' answers were skewed by the potential earning power of teachers in their respective country needed to be examined. Naturally, most parents would wish their children to have a respected profession – but many would temper their encouragement for such a profession if it is not highly paid. It needs to be established as to whether results for Israel and Brazil (where encouragement was low) were skewed by a low potential earning power of the teaching profession, rather than a low respect for the teaching occupation.

In order to establish the relationship between potential earning power and respect for the teaching profession, we plotted the percentage of participants for each country who answered that they would 'definitely encourage' or 'probably encourage' their children to become teachers, against the estimated, perceived fair and actual teacher wage for each country (see the following section for a further analysis). All three relationships had no correlations, indicating a lack of cross country association between the wages of teachers and whether a parent would encourage their child to enter the profession. Across the profile of survey participants, therefore, the judgment of encouragement for a child to join the teaching profession was not skewed by the potential earning power.

KEY COUNTRY FINDINGS

- There are significant contrasts between countries over the extent to which they would encourage younger generations to become teachers.

- While 50% of parents in China provide positive encouragement, only 8% do so in Israel.

- Parents in China, South Korea, Turkey and Egypt are most likely to give encouragement to children to become teachers.

- Parents in Israel, Portugal, Brazil and Japan are least likely to provide positive encouragement.

Figure 5: Positive encouragement for children to become teachers correlated against average teacher respect ranking compared to other professions

$R^2 = 0.62471$

Average teacher respect ranking (out of 14 professions)

Percentage of respondents who would 'definitely' or 'probably' encourage their children to be teachers
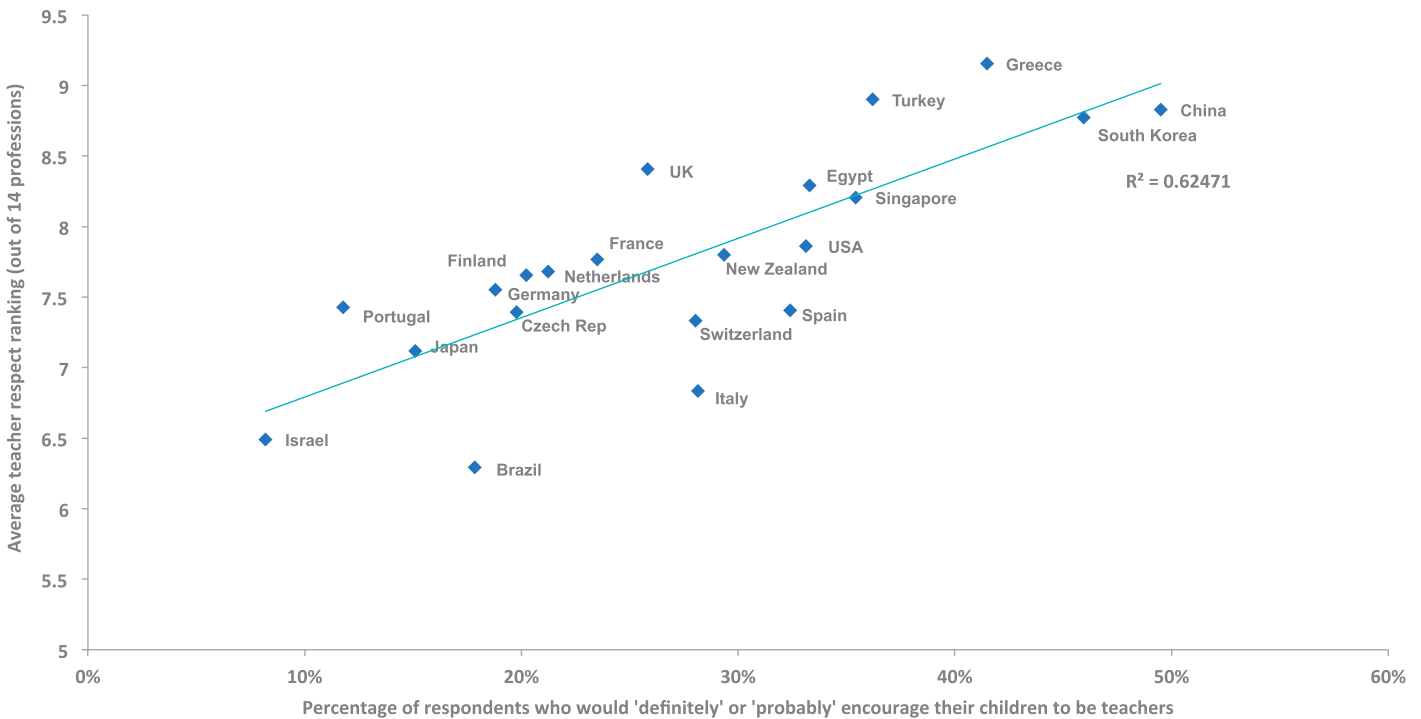
A CONTEXTUAL UNDERSTANDING OF THE SOCIAL STATUS OF TEACHERS

Quantifying the status of a profession is immaterial if there is no understanding of what that number translates to in the context of each country. Alongside ranking teaching as a profession against others, we asked respondents to nominate the profession that was most like teaching in their country. Figure 6 represents the summary of the responses in a graph that shows the number who responded to the five most named alternative career comparators.

• Social worker
• Librarian
• Doctor
• Nurse
• Local government manager.

There is no complete international consensus on what constitutes a comparative profession for teaching. However, in a majority (two-thirds) of countries the social status of teachers is judged to be most similar to social workers.

When analysing perceptions on the social status of teachers it was important to examine the factors that influenced respondent's choices. One factor which explains some of the patterns in these responses is that teachers in many countries are regarded as civil servants and treated as such in terms of the way their pay is fixed and up-rated, the nature of their pensions and the form of their work contracts, security of employment and entitlement to holidays. This is true of countries such as Germany, Italy, Spain, Switzerland and the Netherlands, where teachers are regarded as being most similar to social workers.

These comparators, therefore, are most instructive of how teachers are regarded in different cultures. The judgements reflect the type of work teachers do in different countries and the way they go about their job. The high reverence for teachers in China is clear because the comparison with doctors shows their position among the most respected members of society. In contrast, countries where teachers are considered most like librarians hints towards a wholly different relationship of parents with teachers, who are regarded in a more formal administrative capacity. In 67% of countries, however, teaching is seen as a job that deals with people on a personal supportive basis and, hence, the status equivalent to a social worker. While there is no international consensus or link between gross domestic product (GDP) and the status a nation gives to its teachers, there are links between the types of work teachers complete and how teachers are regarded by the state in political and economic terms. Our evidence, therefore, reflects the variety of institutional structures and societal norms of our sample countries.

KEY COUNTRY FINDINGS

• In the US, Brazil, France and Turkey people thought teachers were most similar to librarians.

• In New Zealand people think the job of teaching is most similar to nursing.

• In Japan people think teachers are most similar to local government managers.

• It is only in China that people think of teachers as being most closely compared to doctors. In the UK, by contrast, fewer than 5% of respondents thought teachers had an equivalent status to doctors.

Figure 6: Teachers' social status compared to doctors, librarians, social workers, nurses and local government managers as a percentage of professions considered most similar
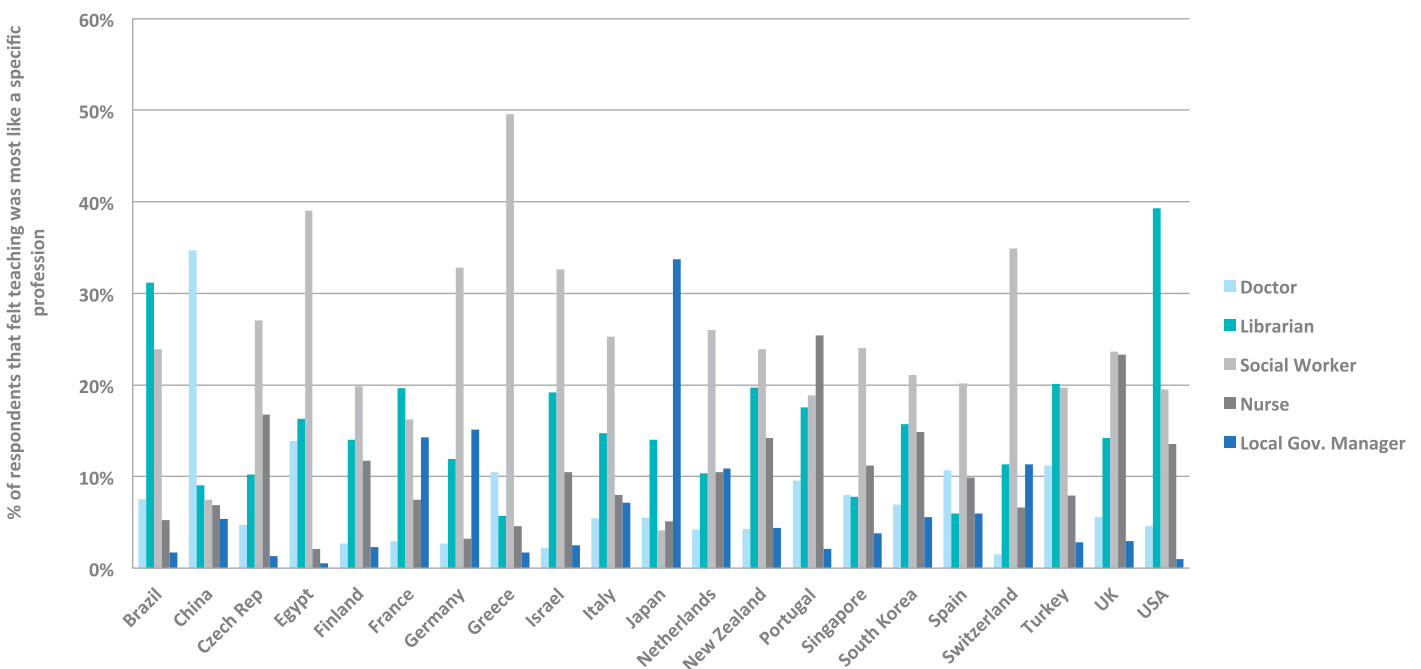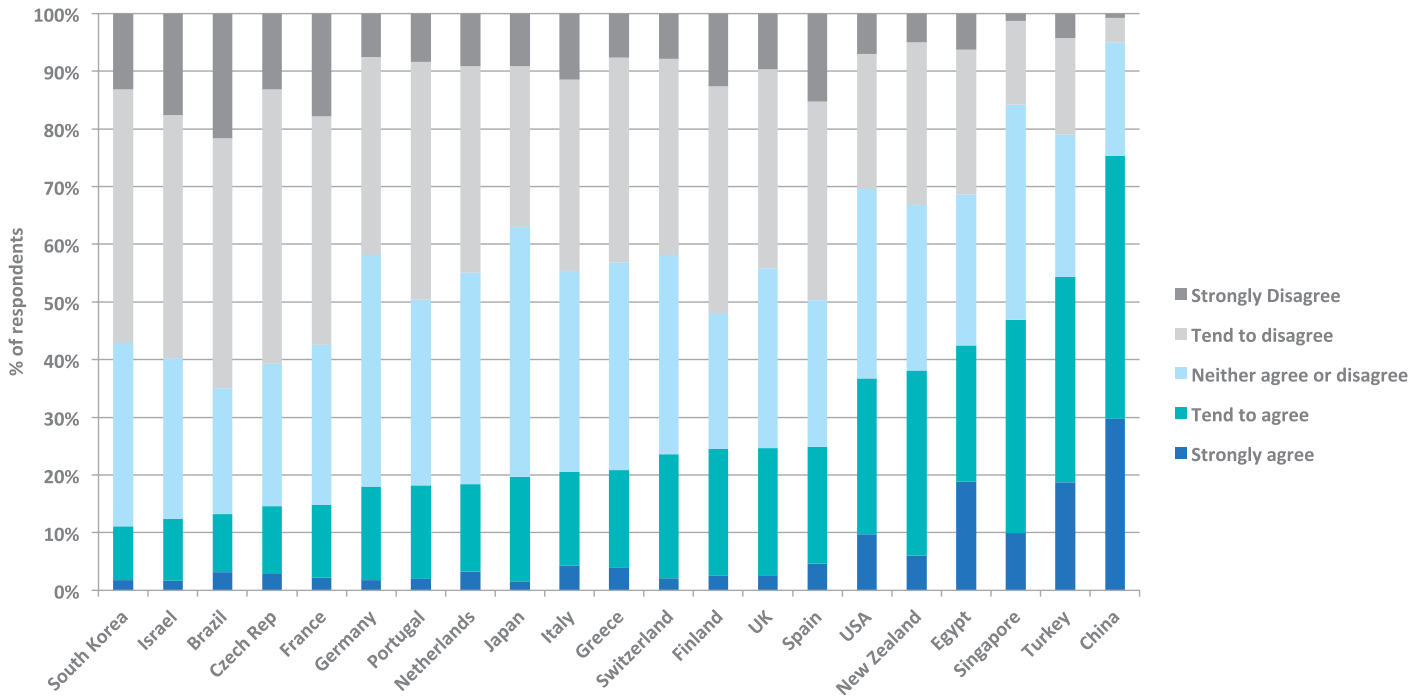
Figure 7: Do pupils respect teachers?

(as a percentage of respondents)

PUPIL RESPECT FOR TEACHERS

There are many potential dimensions of respect for teachers. We also looked at respect by asking respondents whether they believe teachers are respected by their pupils. The responses to this question are summarised in Figure 7.

There are major international differences between how much people think that pupils respect teachers. Of interest is the fact that there is only a weak correlation ($R^2 = 0.3$) between respect for teachers and the perceived pupil respect for teachers. For example, in South Korea average teacher respect was rated 5th highest at 8.3, yet pupil respect for teachers ranked lowest out of the 21 countries. This might reflect a generational gap in the level of respect shown by countries such as South Korea, where older generations perceive those below them as having lost the traditional respect held for professions such as teaching. We suggest that parents of pupils believe that students do not respect their teachers enough — or as much as they should do. This is not the case for all countries. China, Turkey and Egypt have both high pupil and respondent respect for teachers. On the other hand, Israel and Turkey have both low pupil and respondent respect for teachers.

KEY COUNTRY FINDINGS

• In China 75% of respondents believe that students respect teachers, compared to an average of 27% per country.

• Turkey, Egypt and Singapore have a high level of belief that pupils respect teachers that averages at 46%.

• Across Europe there are higher levels of pessimism about students' respect for teachers than in Asia and the Middle East. In most of the European countries surveyed, more respondents thought that pupils disrespect teachers than respect them.

• Those surveyed in the US are 10% more likely to think that pupils respect teachers than those in Europe.

PERCEPTIONS OF TEACHER REWARD

One important dimension of how an occupation is regarded, which is inextricably linked to standing or social status, is pay. For many, status in a culture depends on how much you are paid in absolute or relative terms. Hence, it is quite difficult to disentangle what teachers are actually paid, what people think they are paid, and what people think they ought to be paid. How the answers to these questions relate to social standing is even more subtle.
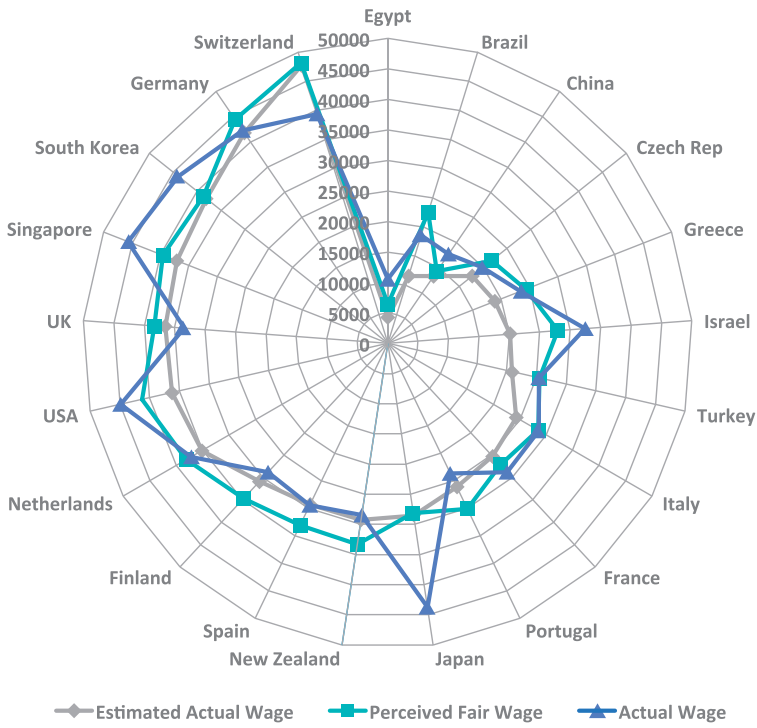
This study found a novel way to make these distinctions. In strict order (with no way of seeing the questions that were to follow) we asked people what they thought a starting secondary teacher was actually paid in their own country — the estimated actual wage. Then we asked them what they thought was a fair wage for such a teacher — the perceived fair wage. Finally, we told them what a

secondary school teacher's starting salary actually is in their own country in their local currency - the actual wage. Then we asked them to judge whether they thought such a level of pay was too little, about right or too much. For the most part, as we can see from Figures 8 and 9, the public has reasonable perceptions of what their teachers are actually paid.

In most countries, the perception of what teachers earn is reasonably accurate. However, in South Korea, Japan, Singapore, Israel and the US teachers earn more than people think they do. The starting wage for teachers in the UK, Brazil, New Zealand, Spain and Finland is significantly lower than what people thought. Respondents from these countries placed starting teacher wages 20% lower than the actual starting wage.

Figure 8 shows us that those countries where teachers' relative pay is lowest — Israel, Brazil and Egypt — are the countries where, understandably, people think teacher pay needs to be raised the most in order to be fair. In the case of Egypt our respondents thought that teachers ought to be paid 2.4 times what they perceived they are paid. In Turkey, Greece and Israel respondents thought that teachers ought to be paid 30-40% more than they were thought to be paid.

KEY COUNTRY FINDINGS

• Most countries judged a fair rate of pay as similar to teacher's actual pay.

• In Japan, France and the US it was judged that actual pay is between 6% and 55% higher than a fair rate of pay. This was opposite to most of the other countries surveyed, where they judged wages as below a fair rate of pay.

• In 95% of our surveyed countries people think that teachers should be paid a wage in excess of the actual wage they thought they received.

• In the vast majority of countries people think teachers ought to be rewarded with fair pay that is between 1-40% more than what they are presently getting.

• In the case of the US and the UK the same fairness question indicates that people think fair pay would involve teacher pay rising by 3% (in the UK) to 8% (in the US).

Figure 8: Estimated teacher wages, perceived fair teacher wages and actual teacher wages

(Wage US$, PPP adjusted)

Figure 9: Estimated teacher wages and perceived fair teacher wages
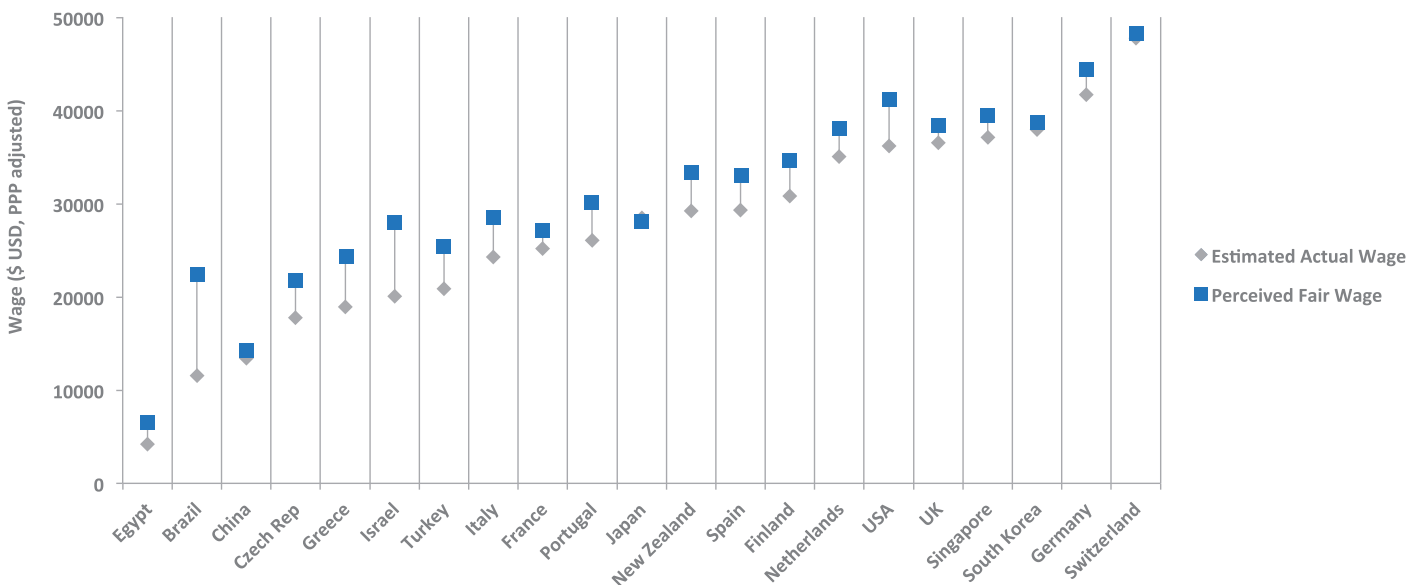
In order to gauge the impact wages have on student learning, we correlated each country's average PISA score against the estimated actual wage, the perceived fair wage and actual wage of teachers. Of significance was that all three correlations were positive, indicating that the higher teacher wages, the greater student outcomes.

Our findings add a new dimension to work previously undertaken by Dolton and Marcenaro (2011) on the relationship between teacher salaries and student outcomes. Dolton and Marcenaro found that the higher teacher salaries in a country, the greater the student outcomes (Figure 11). This research suggests that it is not just actual teacher wages that relate to student outcomes, but what the public estimates or perceives to be a teacher's wage. In countries where the estimated or perceived view on teacher wages was higher, student outcomes were better

Figure 10: Respondents' estimated teacher wage correlated against average PISA scores

Figure 11: Relationship between teacher salaries and pupil attainment
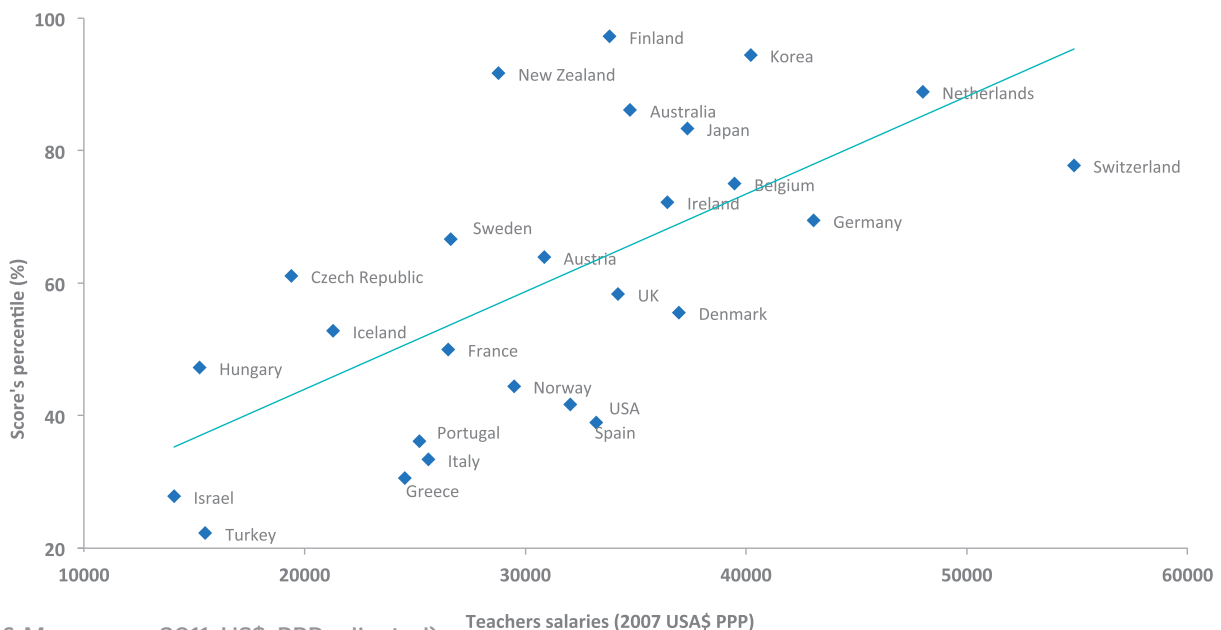
(Dolton & Marcenaro, 2011; US$, PPP adjusted)

PERFORMANCE-RELATED PAY

Although it has been established that higher salaries are associated with improved student outcomes, there has been much academic and political debate over how teachers should be paid. Rather than raising teachers' wages in the hope of higher student outcomes, many have asked whether teacher pay should be subject to the achievement of their pupils. Teachers would have their annual wage based on previous student outcomes to encourage a heightened responsibility for results (performance-related pay). To establish public opinion on these topical matters, we asked our participants whether they thought that teachers ought to be paid performance-related pay (PRP). The results are presented in Figure 12.

Overall there is a lot of support (strong agreement or tending to agree) for the proposition that teacher PRP should be used. At least 59% of people across all surveyed countries either strongly agreed or tended to agree that teachers should be paid according to performance. However, there is also a remarkable degree of variation in the response across our countries. There is a weak negative correlation between the desire for a PRP-based system and educational outcomes. The relationship suggests that the higher the educational outcomes in mathematics, science and reading of a country, the weaker the desire for a PRP-based system. It is interesting to note that where countries are performing well in PISA scores, the desire for PRP as this may relate to the successful promotion of their educational system. When we related levels of teacher respect to the desire for a PRP-based system, no relationship between the two variables were found. This indicates that respect for teachers does not influence the public's desire for this form of teacher pay.

KEY COUNTRY FINDINGS

- In all 21 countries, more than 59% of people think teachers ought to be paid according to the performance of their pupils. The average across countries was 75%.

- In Egypt the figure was over 90%, while in Israel, China, Brazil and New Zealand the figure was over 80%.

- In Egypt 72% of people strongly agreed that teachers should be paid according to their pupils' performance.

- At the other extreme in Switzerland only 15% of people thought performance-related pay was appropriate for teachers.

- Of significance, is that both Finland and China had a large proportion of respondents answer that teacher PRP is desirable. This is surprising in China because we do not usually think of a Communist system as potentially favouring a PRP system. In Finland this result is surprising because the country appears to have the strongest performing teachers, at least on average.

Figure 12: Should teachers be rewarded in pay according to their pupils' results?
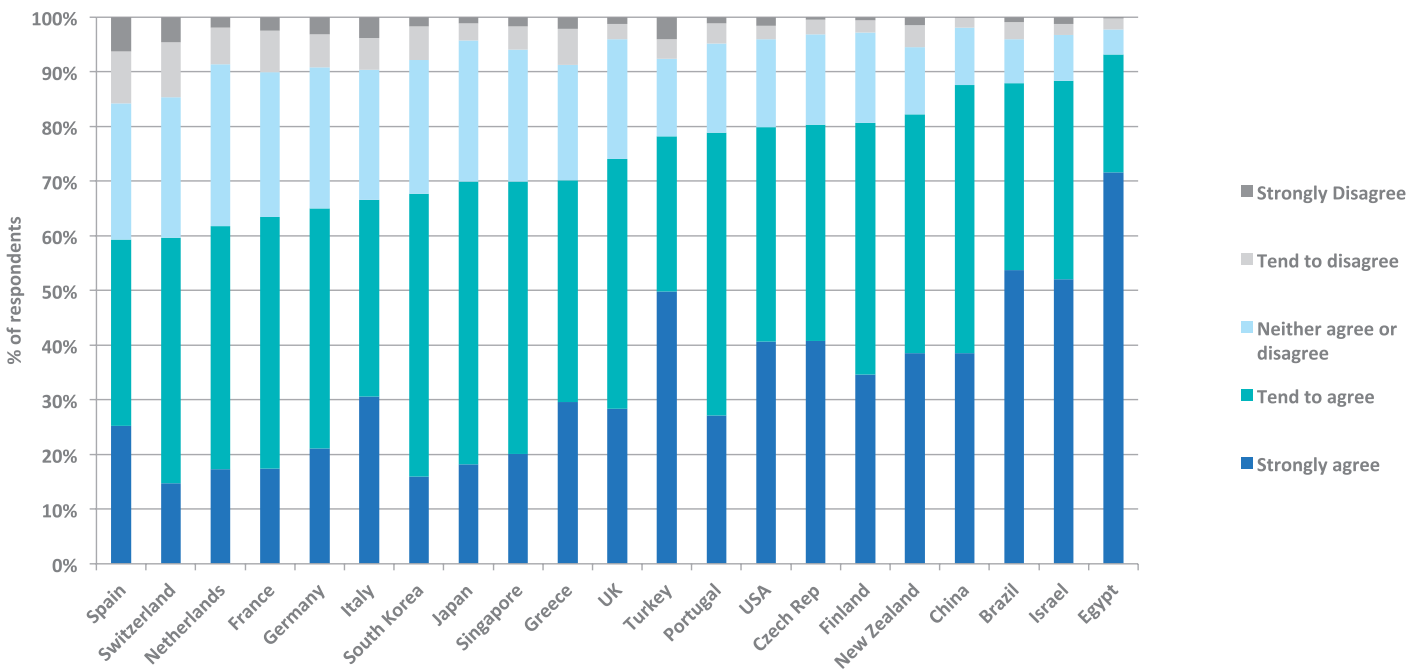
(as a percentage of respondents)

TEACHER AGENCY AND CONTROL

One important aspect of the status of teachers in society is the extent to which they are seen as delivering quality education to their pupils. In this regard, it is also appropriate to consider additional stakeholders such as government or unions, which influence the education system and carry responsibility for delivering quality education. Against this background we analysed:

- The degree to which people thought teachers could be trusted to deliver a good education

- The extent to which people rate the education system of their country

- Public opinion regarding the influence of teacher unions on teacher pay and conditions.

TRUSTING TEACHERS TO DELIVER EDUCATION

When asked about the health system of their own country, many people may respond that it is poor. Yet, when asked about their own doctor, many will answer that he or she is good. We wanted to find if the same phenomenon can be observed for teachers and the education system. Do we think the teachers of our own children are good despite the possibility that we think our own education system is failing? To address this issue we asked respondents to rate the education system in their own country and to judge whether they thought teachers could be trusted to deliver a good education. Figure 13 shows the country ranking on the question of whether teachers can be trusted to deliver a good education.

There is no correlation between trusting teachers and educational outcomes. For example, Brazil places the most trust in their teachers, yet has one of the lowest learning outcomes of the study countries. This suggests the public view learning outcomes as a product of the whole education system and thus holds a broad range of stakeholders responsible, not just teachers.

There is no correlation between trusting teachers and the VGF Teacher Status Index. Similarly, no correlation exists between trusting teachers and respect for teachers. This suggests that while the teacher may be given a high status in society, this does not mean that they are necessarily trusted by the public to deliver quality learning outcomes.

Conversely, a country that attributes low social status to their teachers may in fact trust them to deliver a good education, but simply do not hold high regard for the profession. Thus, trusting teachers to deliver good education and respecting teachers are two separate things.

KEY COUNTRY FINDINGS

- The average score across all 21 countries is a rating of 6.3 out of 10.

- No country gave a rating below 5, suggesting all countries place satisfactory to positive trust in their teachers.

- The results show Finland and Brazil at the top of the table displaying strong trust in their teachers, while Israel, Japan, South Korea and Egypt are at the bottom of the table, showing limited trust for their teachers.

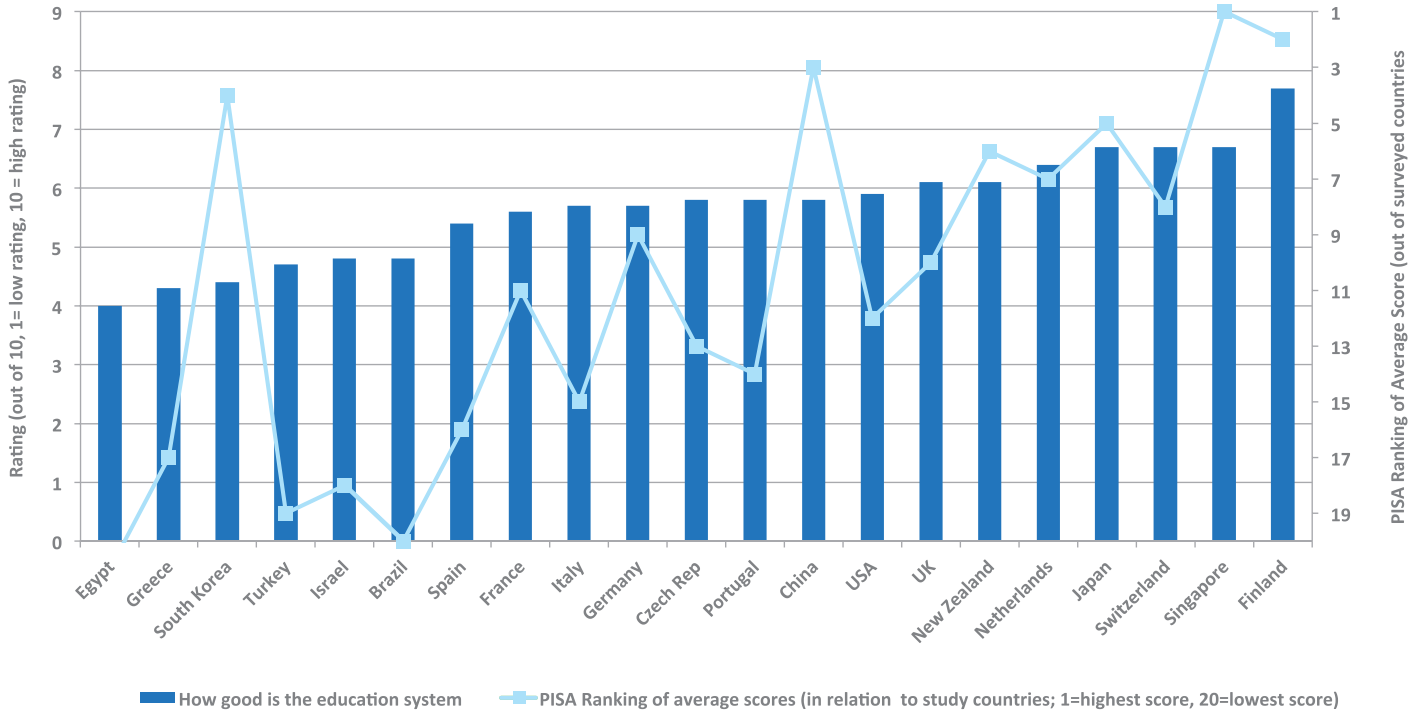### Figure 13: Do you trust teachers to deliver a good education?
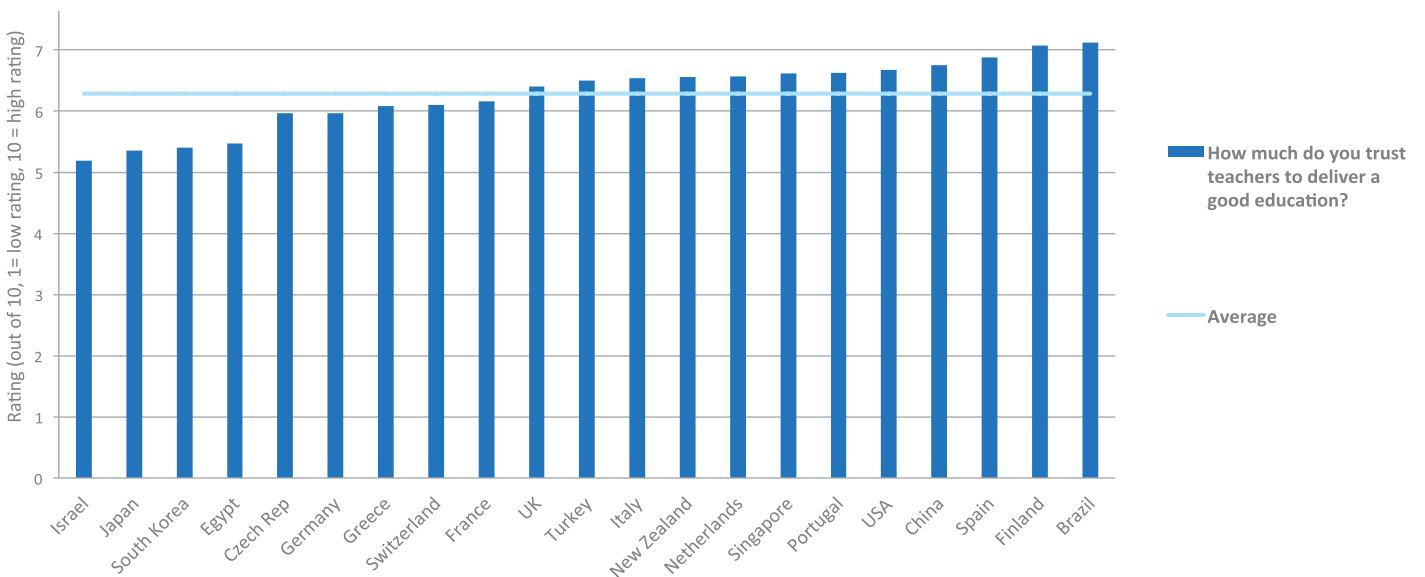
(rating out of 10, 1 = low rating, 10 = high rating)

(rating out of 10, 1 = low rating, 10 = high rating) against PISA rankings of average scores (rankings created in relation to study countries; 1 = highest score, 20 = lowest score)

PERCEPTIONS OF THE QUALITY OF THE EDUCATION SYSTEM

We found different results when we asked people to rank their education system without attributing any responsibility to teachers. This summary information is contained in Figure 14.

In general the public trust teachers more than they believe their education system is good, with higher scoring given to teachers. There is a weak positive correlation between the two. Generally, people showed greater trust in teachers where they rated the education system to be 'good'. However, this was not uniform. For example, Brazil put great trust in their teachers but rated their education system poorly.

A further interesting dimension to this story is given by simply correlating how people rank their education system and how that system actually performs in terms of the PISA scores for the children. Here we see that the countries that have good PISA scores are most systematically ranked as good by the public. Clearly, much of the message and country-wide perception of an education system is now being internalised in terms of PISA scores and the international rankings produced by the OECD. Interestingly, what clearly varies is the extent to which teachers are held responsible (or culpable) for the success or failure of a country's educational system. There is no statistical association between how good an education system is in terms of PISA scores and how much trust the population puts in its teachers.

KEY COUNTRY FINDINGS

- The average score across all countries is a rating of 5.6. Seven countries rate their education system below 5, suggesting they perceive their education system as substandard.

- The evidence shows Finland, Switzerland and Singapore are at the top of the table, and South Korea, Egypt and Japan are at the bottom.

- Finnish respondents have more faith in their education system than respondents in any other country. Evidence shows Finland has a good education system and teachers are given the credit.

- Whereas in Israel people feel that teachers cannot be trusted to deliver a good education, but that the education system is not too bad.

WORLDWIDE PERCEPTIONS OF TEACHER UNIONS

One interesting part of the story may be the way in which teachers are represented nationally in a country. Figure 15 shows us what people think about the role of teacher unions. We asked specifically whether people thought that teacher unions had too much influence over teachers' pay and conditions.

There are mixed results on whether unions have too much or too little influence over teachers' pay and conditions. In the UK and many European countries more people support the unions having more influence over pay and conditions than those that support them having less influence.

KEY COUNTRY FINDINGS

• Interestingly, some of the countries with the most recent history of teacher union unrest and direct action, namely Japan, Greece, France and the US, have the highest proportions of people who think teacher unions have too much influence.

• In contrast, the Czech Republic, China, Egypt and Turkey have the lowest number of people who suggest that teachers unions have too much influence. These are the countries where teacher unions have played a less important political role.

Figure 16 shows that in countries with higher educational outcomes, the respondents were less likely to think the unions hold too much influence. This is an interesting finding, which suggests that respondents feel that unions have too much influence in countries where educational outcomes are lower, perhaps attributing union activity as a factor in lower student outcomes.

References

Dolton P and Marcenaro-Gutierrez, O (2011) "If You Pay Peanuts Do you Get Monkeys? A Cross Country Analysis of Teacher Pay and Pupil Performance."Economic Policy, vol 65, 5-55.
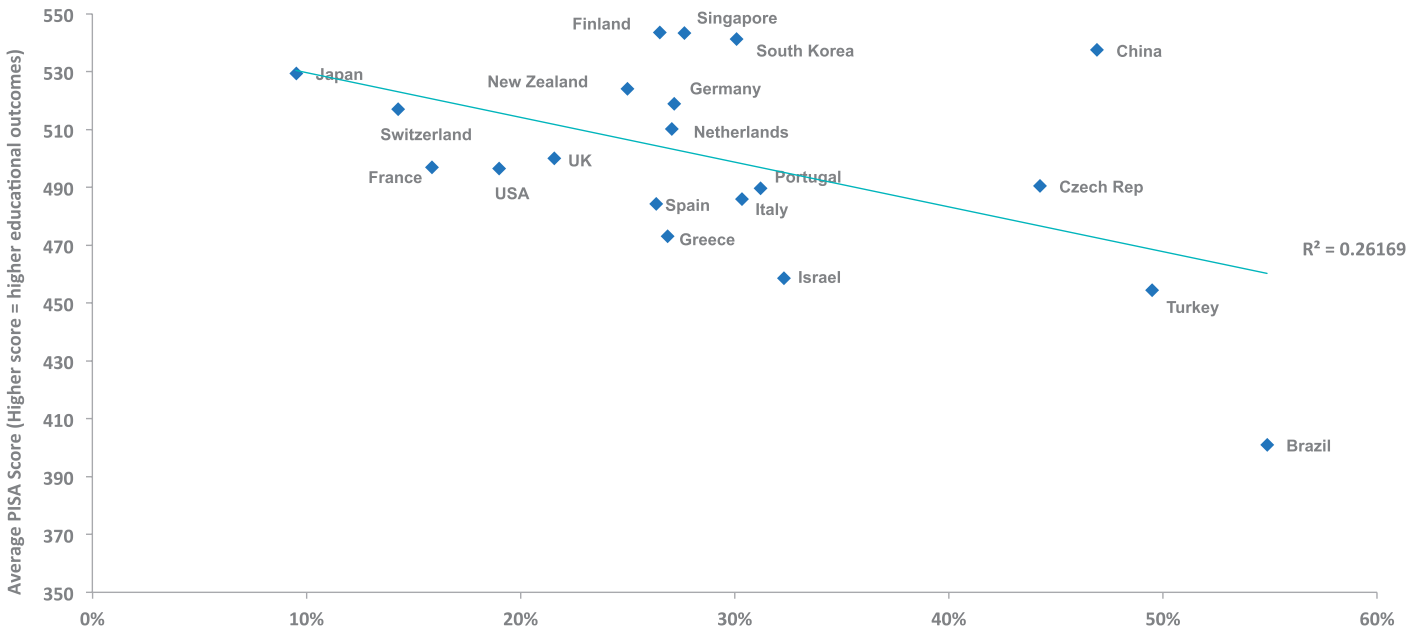
Figure 15: Do teacher unions have too much influence over teachers' pay and conditions?
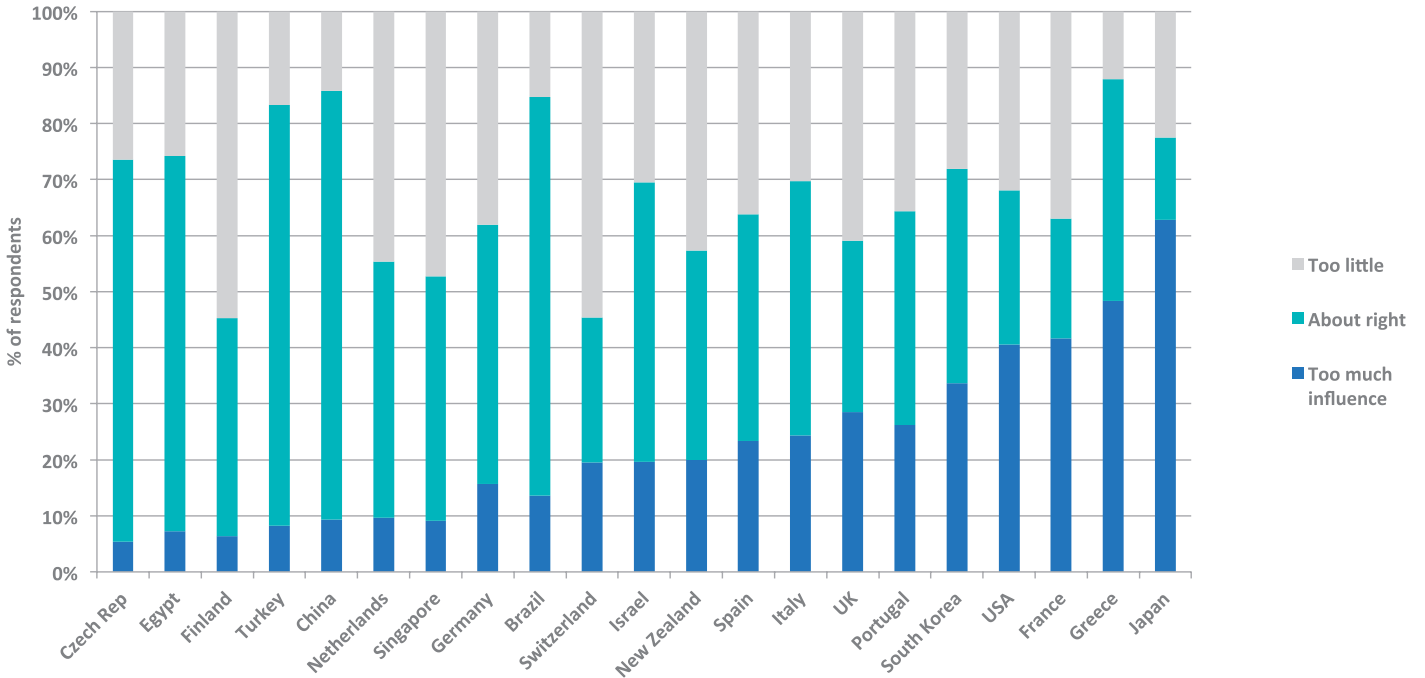
(as a percentage of respondents)

Figure 16: Percentage of respondents who believe unions have too much influence over pay and conditions correlated against average PISA Scores

COUNTRY PROFILES

BRAZIL

Teacher Status Index: **2.4**

Brazil had a low Teacher Status Index, significantly lower than the average from the study, which is 37. Whilst respondents in the study gave a low ranking to their education system, Brazil is at the top of the table for trusting teachers to deliver a good education. This may have had an impact upon 47% of respondents not encouraging their child to become a teacher; although individual teachers are trusted, respondents lack faith in the education system and teaching environment, rather than individual teachers. The low Teacher Status Index ranking is matched with comparably low learning outcomes. Brazil performs below countries of a similar GDP in PISA tests.

TEACHER STATUS INDEX
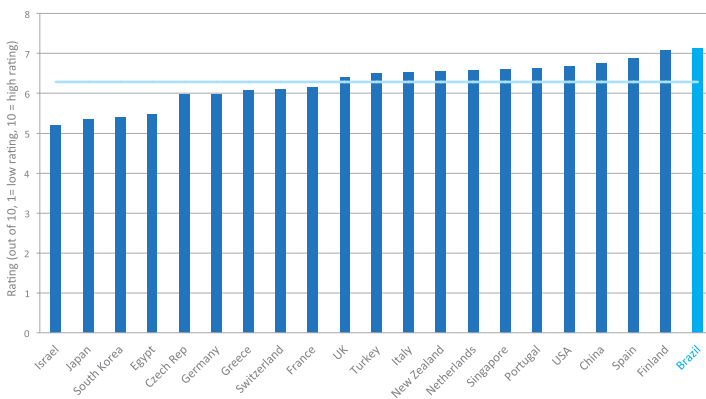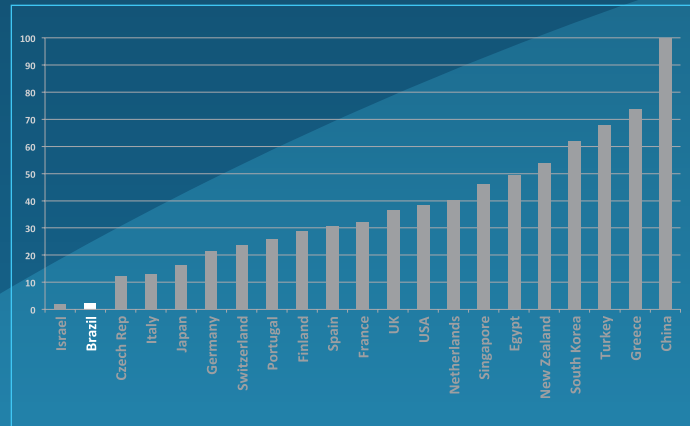
KEY FINDINGS

- Brazil is the highest ranking country for trusting teachers to deliver a good education, with a score of 7.1/10, out of all of the surveyed countries.

- 88% of respondents believe teachers should be paid according to their pupils' results, which complements the view that Brazilians trust teachers to deliver a high quality education.

- Brazilian respondents are most likely to feel that students do not respect teachers.

Responses to: 'Do you trust teachers to deliver a good education?' (Rating out of 10, 1=low rating, 10=high rating)

KEY INDICATORS

Population (million)	**198.7**	GDP per capita ($) **11,310**
		Qualifying teacher wage ($)
Public expenditure on education (% of GDP)	**3.49**	**N/A**
		Minimum teacher qualification **ISCED**

LEARNING OUTCOMES

|	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	412	495	N/A	541
MATHEMATICS	386	497	N/A	529
SCIENCE	405	499	N/A	530

CHINA

Teacher Status Index: **100**

China had the highest Teacher Status Index ranking out of our surveyed countries, with an index of 100. China was consistently at the top of our charts on teacher respect and status, which ranged from having the highest respect for secondary school teachers to being the most likely to give encouragement to children to become teachers. Of significance was that China was the only country to rank doctors as holding the same social status as teachers, indicative of the high status attributed to the teaching profession. Although teacher respect and status was high, this is not so for public opinion on the educational system, with China mid-rank on how successful the public defines its educational system.

TEACHER STATUS INDEX
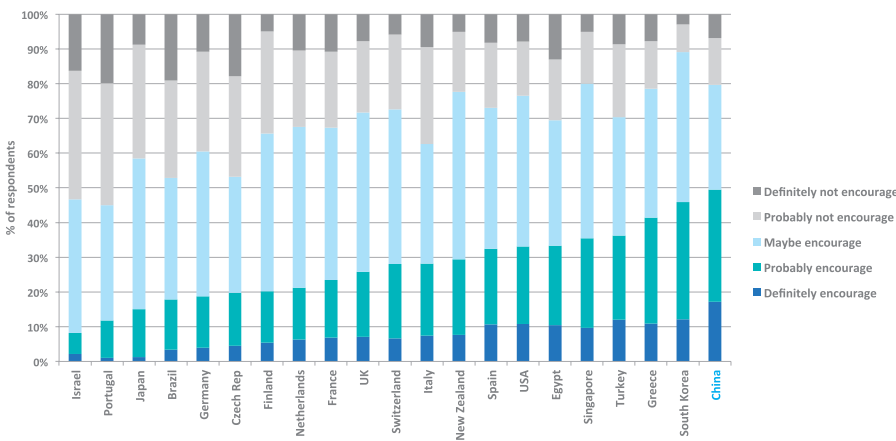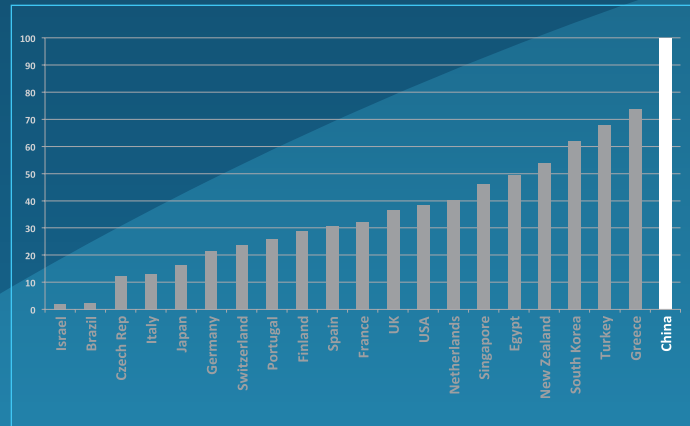
KEY FINDINGS

- Over 70% of Chinese respondents believe students respect their teachers.

- China is the only country where the majority rank teachers as holding the same social status as doctors.

- 50% of China's respondents state they would encourage their child to become a teacher.

Responses To: 'Would you encourage your child to become a teacher?' (As percentages of respondents)

KEY INDICATORS

Population (million) **1350.7**	GDP per capita ($) **9,233**	Qualifying teacher wage ($) **N/A**	Teacher Status Index **100**
Public expenditure on education (% of GDP) **N/A**			

LEARNING OUTCOMES

	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	518*	495	N/A	541
MATHEMATICS	556*	497	N/A	529
SCIENCE	539*	499	N/A	530

*Average of four available regions used.

Country Profile | China

CZECH REPUBLIC

Teacher Status Index: **12.1**

The Czech Republic is ranked near the bottom of the Teacher Status Index, with a score of 12.1, and holds the lowest index of all the European countries surveyed. Not only was the respect for primary and secondary schools teachers rated as low, but fewer than 20% of respondents stated they would encourage their children to become teachers. Of interest is that respondents rated the educational system in the Czech Republic as comparatively high, yet held relatively little trust in teachers to deliver a good education (ranked 5th lowest). The fact that its teachers hold little status or respect in comparison to the educational system is enforced by the statistic that 80% of Czech respondents believed performance-related pay should be implemented.

TEACHER STATUS INDEX
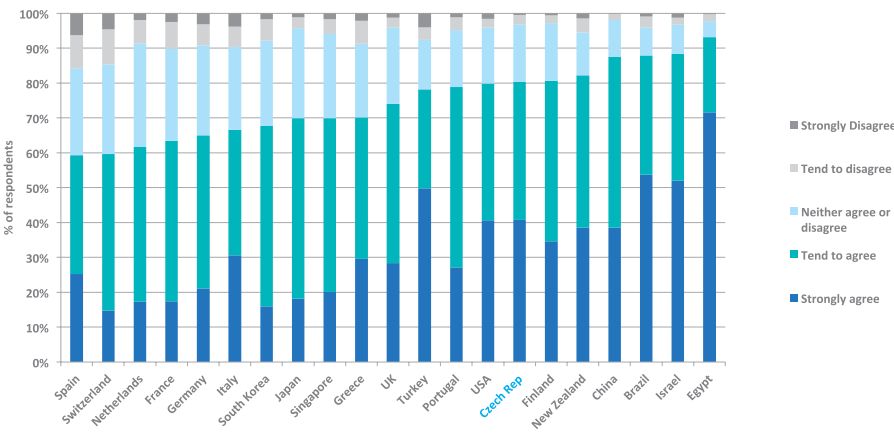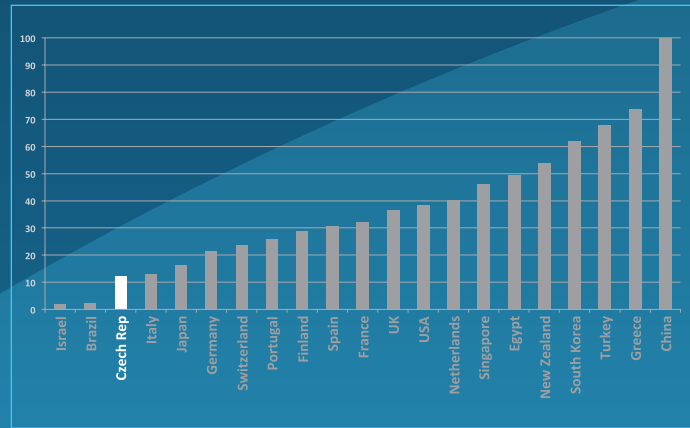
KEY FINDINGS

- The Czech Republic is ranked among the countries that have the lowest respect for primary school teachers (19th) but among the countries that have the highest respect for head teachers (2nd).

- Approximately 60% of Czech respondents thought pupils disrespected teachers. Only 15% said they thought pupils respect teachers.

- Fewer than 20% of respondents would encourage their children to become teachers.

Responses to: 'Should teachers be rewarded in pay according to their pupils' results?'
(As percentages of respondents)

KEY INDICATORS				
Population (million)	**10.5**	GDP per capita ($)	**26,120**	Qualifying teacher wage ($)
Public expenditure on education (% of GDP)	**1.69**		**10,510**	Teacher Status Index **12.1**

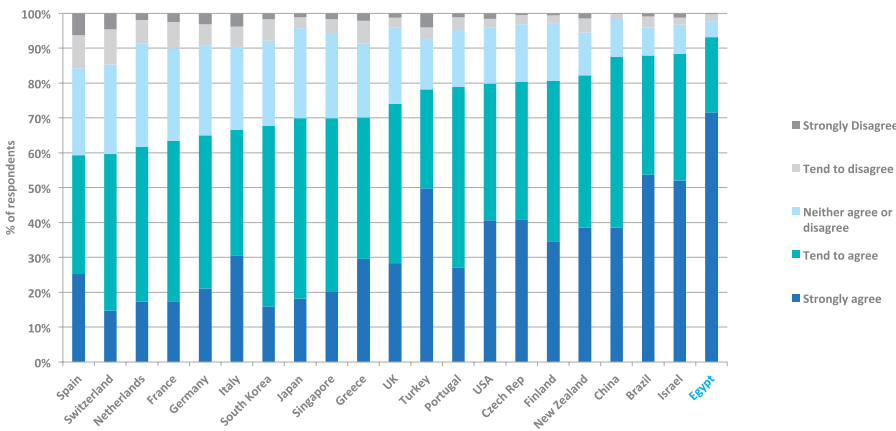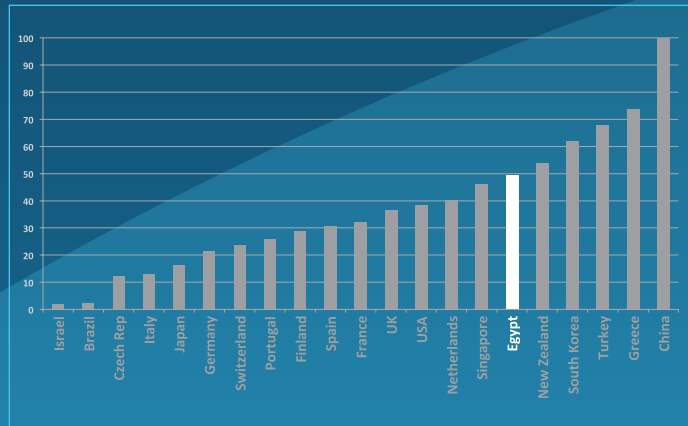| LEARNING OUTCOMES	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	478	495	545	541
MATHEMATICS	493	497	511	529
SCIENCE	501	499	536	530

EGYPT

Teacher Status Index: **49.3**

Egypt ranked high on the Teacher Status Index, holding an index of 49.3 as the 6th highest figure. The country therefore ranked higher than a majority of European countries. Respect for primary, secondary and head teachers was higher than other countries, yet so too was the belief that pupils respect teachers. Of significance is an analysis of teacher agency that contrasts with opinions on teacher respect and status. Egyptians had the least faith in their educational system out of the 21 countries surveyed and held little trust in teacher's to deliver a good education. This may have had an impact on 72% of Egyptian respondents supporting performance-related pay — the highest figure for any country surveyed

TEACHER STATUS INDEX

Israel, Brazil, Czech Rep, Italy, Japan, Germany, Switzerland, Portugal, Finland, Spain, France, UK, USA, Netherlands, Singapore, Egypt, New Zealand, South Korea, Turkey, Greece, China

KEY FINDINGS

- Strongly Disagree
- Tend to disagree
- Neither agree or disagree
- Tend to agree
- Strongly agree

- 72% of Egyptian respondents supported performance-related pay for teachers, the highest figure for any country surveyed.

- The actual estimated wage of teachers in Egypt is higher than the perceived fair wage. However, teachers are actually paid the least in relation to countries surveyed in this study.

- In Egypt, people were less concerned about teacher unions' influence over pay and conditions than in any other country apart from the Czech Republic.

Responses to: 'Should teachers be rewarded in pay according to their pupils' results?'
(As percentages of respondents)

KEY INDICATORS

Population (million)	**80.7**	GDP per capita ($)	**6,723**
Qualifying teacher wage ($)	**N/A**	Teacher Status Index	**49.3**
Public expenditure on education (% of GDP)	**N/A**		

LEARNING OUTCOMES

|	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	N/A	495	N/A	541
MATHEMATICS	N/A	497	N/A	529
SCIENCE	N/A	499	N/A	530

FINLAND

Teacher Status Index: **28.9**

Finland ranked in the middle of the teacher status index, with an index of 28.9. Finnish people were rated as holding more faith in their educational system than any other country and as holding one of the highest levels of trust in their teachers to deliver a good education. Correlating these results against their significantly above average PISA scores, indicates that educational success is broadcast well within Finland. However, of interest is that a higher percentage of respondents stated they would definitely or probably not encourage (over 30%) as opposed to definitely or probably encourage (fewer than 20%) their children to become teachers. Furthermore, despite the considerable global reputation that Finnish teaching already has around the world, almost 80% of people support performance-related pay for teachers, a figure higher than the rest of Europe.

TEACHER STATUS INDEX
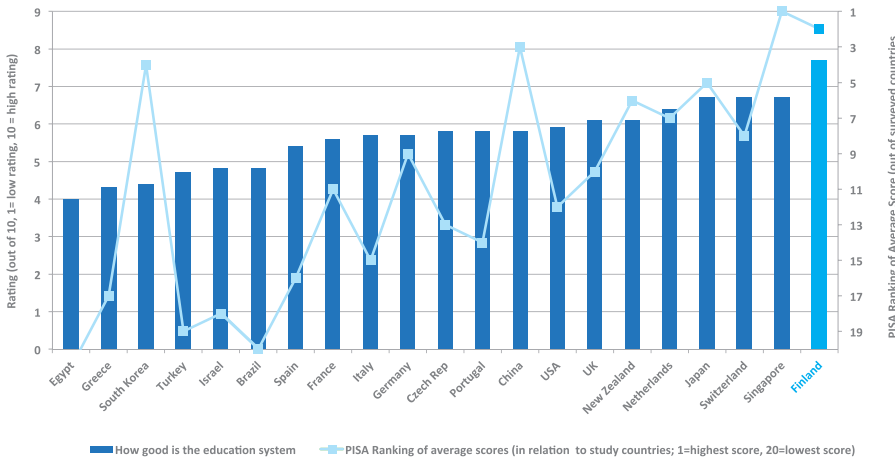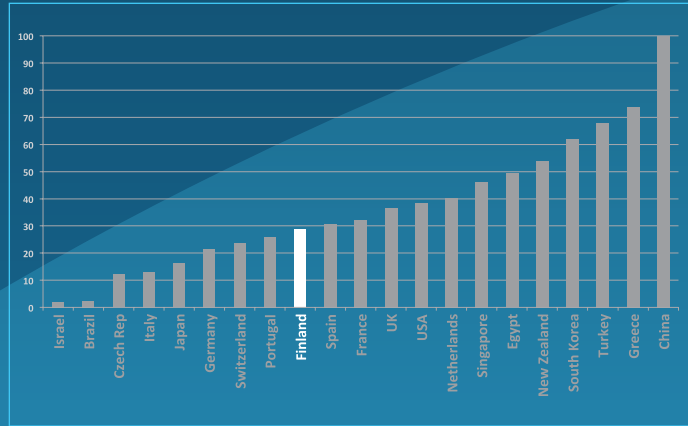
KEY FINDINGS

- The Finnish held the most trust in their education system over that of any other country surveyed.

- Although respondents from Finland held the most trust in their education system, they are mid ranking in the Teacher Status Index, with an Index score of 28.9.

- In Finland, over 50% of people said that unions should have more influence over teacher pay and working conditions.

■ How good is the education system   ■ PISA Ranking of average scores (in relation to study countries; 1=highest score, 20=lowest score)

Responses to "How good is the education system?" (Rating out of 10, 1 = low rating, 10 = high rating) against
PISA Rankings of Average Scores (rankings created in relation to study countries; 1 = highest score, 20 = lowest score)

KEY INDICATORS

Population (million) **5.4**	GDP per capita ($) **34,660**	Qualifying teacher wage ($)	Teacher Status Index
Public expenditure on education (% of GDP) **2.54**		**20,300**	**28.9**

LEARNING OUTCOMES

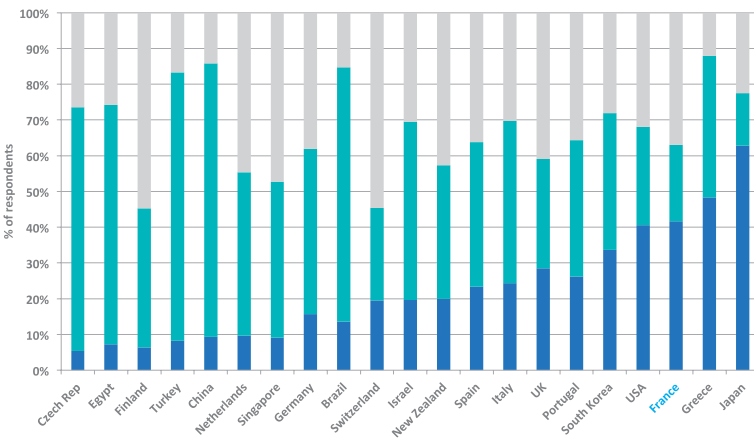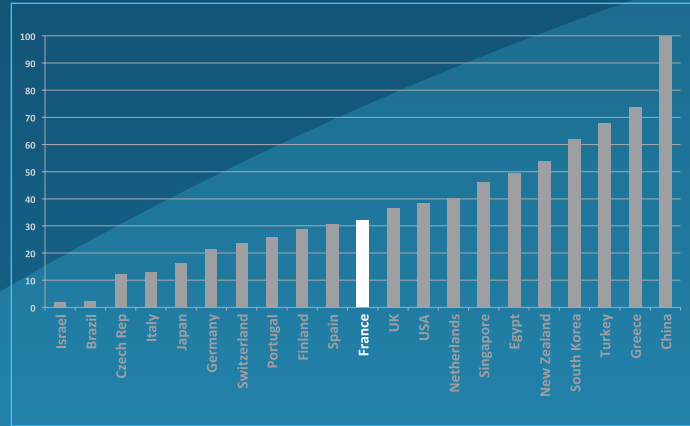|	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	536	495	545	541
MATHEMATICS	541	497	514	529
SCIENCE	554	499	522	530

FRANCE

Teacher Status Index: **32.3**

France holds a middle ranking in the Teacher Status Index, with an index of 32.3. The French index score is higher than many other European countries, including Finland. Unusual in the teacher respect rankings for France is that, like China and Turkey, primary teachers are regarded more highly than secondary teachers. Although France held a middle ranking for most measures of respect, pupil respect rankings were particularly low with 50% of respondents disagreeing that pupils respect teachers. Out of the European countries surveyed, France stood out over the role of its union. People were sceptical over the unions' influence over teacher pay and conditions and were more likely to say that they hold too much influence. Furthermore, 60% agreed with implementing performance-related pay.

TEACHER STATUS INDEX

Chart countries (left to right): Israel, Brazil, Czech Rep, Italy, Japan, Germany, Switzerland, Portugal, Finland, Spain, **France**, UK, USA, Netherlands, Singapore, Egypt, New Zealand, South Korea, Turkey, Greece, China

Legend: Too little / About right / Too much influence

Responses to: 'Do Teacher Unions have too much influence over teachers' pay and conditions?' (As percentages of respondents)

KEY FINDINGS

- France showed higher respect for primary teachers than secondary teachers in contrast with most other countries in the study.

- Over 50% of respondents disagreed that pupils respected teachers. The proportion of those agreeing that that pupils respect teachers was lower than in every European country apart from Czech Republic.

- French respondents were sceptical about unions' influence over teachers pay and conditions, and were more likely to say that they hold too much influence than any other European country surveyed.

KEY INDICATORS

Population (million)	GDP per capita ($)	Qualifying teacher wage ($)	Teacher Status Index
65.7	34,000	17,020	32.3
Public expenditure on education (% of GDP) 2.63			

LEARNING OUTCOMES

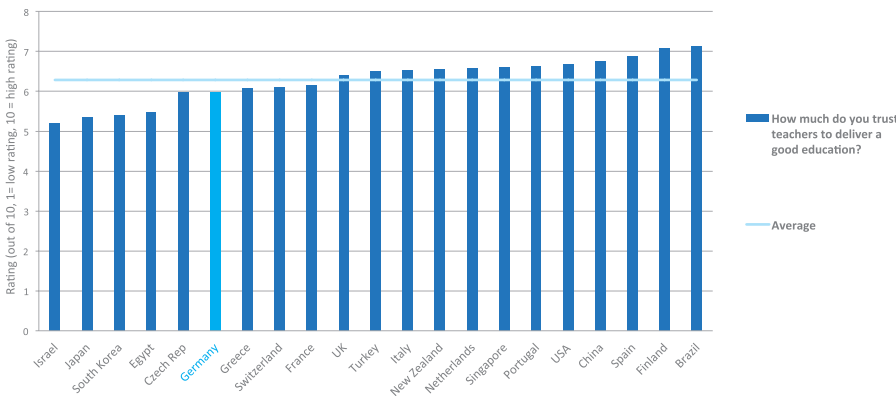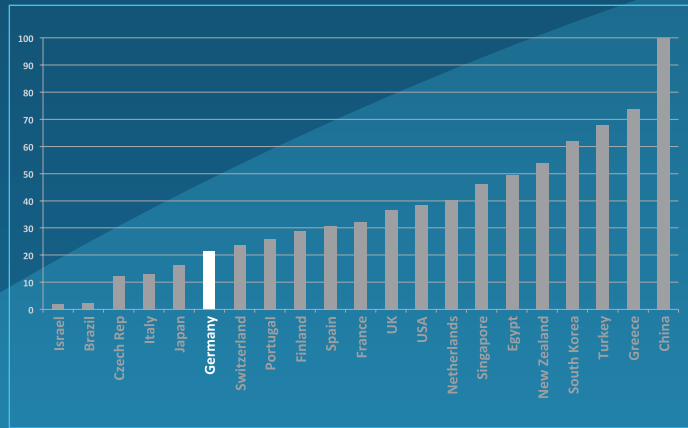|	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	496	495	520	541
MATHEMATICS	497	497	N/A	529
SCIENCE	498	499	N/A	530

GERMANY

Teacher Status Index: **21.6**

Germany ranked near the bottom of the Teacher Status Index, below the UK, US, France, Spain and Finland, with an index of 21.6. Low pupil respect for teachers (fewer than 20%), little trust in teachers to deliver a good education and modest levels of encouragement for children to become teachers (20%) in Germany, are significant factors of a low index. Despite a low respect for teachers, PISA scores are above average and Germans have some confidence in their educational system, rating it as holding a middle rank out of the surveyed countries. Furthermore, almost 40% of German respondents urged for more union influence on pay and conditions, indicating that there is a desire among the public to develop the teaching profession.

TEACHER STATUS INDEX

Israel, Brazil, Czech Rep, Italy, Japan, Germany, Switzerland, Portugal, Finland, Spain, France, UK, USA, Netherlands, Singapore, Egypt, New Zealand, South Korea, Turkey, Greece, China

Rating (out of 10, 1= low rating, 10 = high rating)

Israel, Japan, South Korea, Egypt, Czech Rep, Germany, Greece, Switzerland, France, UK, Turkey, Italy, New Zealand, Netherlands, Singapore, Portugal, USA, China, Spain, Finland, Brazil

- How much do you trust teachers to deliver a good education?
- Average

Responses to: 'Do you trust teachers to deliver a good education?'
(Rating out of 10, 1=low rating, 10=high rating)

KEY FINDINGS

- Over 40% of German people surveyed thought that pupils disrespected teachers, this is high in comparison with other countries in the study.

- Germany ranked low out of the countries surveyed on whether they trust their teachers, with a score of 6 out of 10.

- Despite holding moderate respect for secondary teachers and head teachers, Germany ranked 5th from bottom on respecting primary teachers.

KEY INDICATORS

Population (million)	**81.9**	GDP per capita ($)	**36,010**

Qualifying teacher wage ($)

Teacher Status Index

Public expenditure on education (% of GDP)	**N/A**	**32,490**	**21.6**

LEARNING OUTCOMES

	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	497	495	541	541
MATHEMATICS	513	497	528	529
SCIENCE	520	499	N/A	530

GREECE

Teacher Status Index: **73.7**

Greece ranked 2nd highest on the Teacher Status Index, with an index of 73.7. Respect levels for the teaching profession were significantly high, with both primary and secondary school teacher respect among the highest of the country's surveyed. Of interest, is that despite high levels of respect for the teaching profession, Greeks had a lower opinion of their education system than every other country surveyed has of their own education system, bar Egypt. This is significant when matched with the fact that PISA scores for maths, reading and science are lower than average across the surveyed countries. Of Greek respondents, 70% supported the concept of performance-related pay. This is in line with a correlation found across the 21 countries, that the lower the educational outcomes of a country the greater the support for performance-related pay.

TEACHER STATUS INDEX

Teachers Social Status Compared to Doctors, Librarian, Social Workers, Nurses and Local Government Managers
(as a percentage of professions considered most similar)
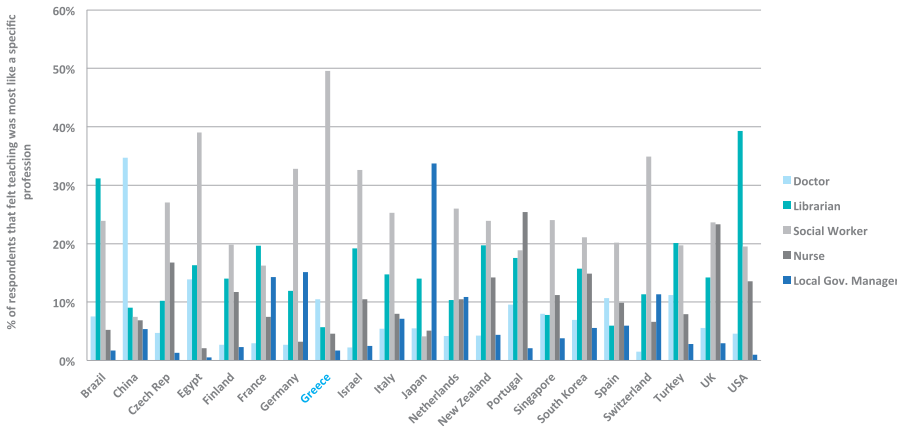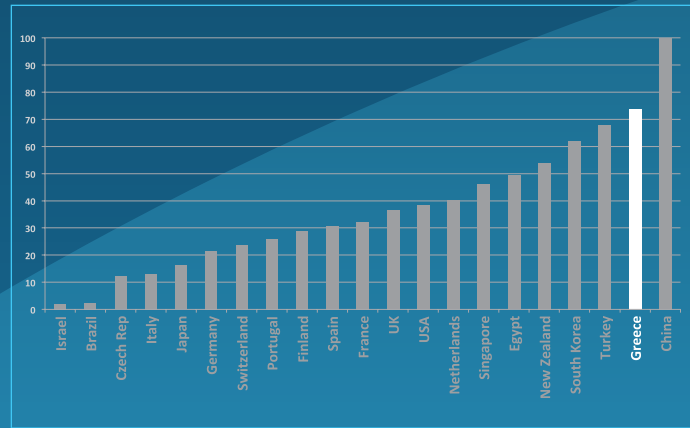
KEY FINDINGS

• Over 40% of people in Greece would encourage their child to become a teacher.

• The percentage of Greeks who thought that teachers are comparable with social workers was almost 50% higher than in any other country.

• In Greece, people were more sceptical about unions' influence over teachers' pay and conditions than every country apart from Japan.

KEY INDICATORS

|		
Population (million)	**11.3**	
GDP per capita ($)	**27,670**	
Qualifying teacher wage ($)	**18,590**	
Teacher Status Index	**73.7**	
Public expenditure on education (% of GDP)	**N/A**	

LEARNING OUTCOMES

	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	483	495	N/A	541
MATHEMATICS	466	497	N/A	529
SCIENCE	470	499	N/A	530

ISRAEL

Teacher Status Index: **2.0**

Israel has a lower Teacher Status Index than all of the other countries surveyed, with an index of 2. Not only does the country hold low respect for primary and secondary school teachers, but respondents believed pupils hold low respect as well. Low respect has translated into a low status for the profession of teaching in Israel. This may be reflective of their PISA scores, which are below the study country average. Indeed, while respondents believed they have a good educational system, they believe the fault in the system lies with teachers whom they do not trust to deliver it. Fewer than 10% of respondents stated they would encourage their child to become a teacher and they believe teachers are paid more than is thought of as fair. Although there is no direct correlation between Teacher Status Index and the educational outcomes of a country, it is of interest to note that Israel has PISA scores significantly lower than the average across our surveyed countries.

TEACHER STATUS INDEX

Responses to: 'Do pupils respect teachers?' (As percentages of respondents)
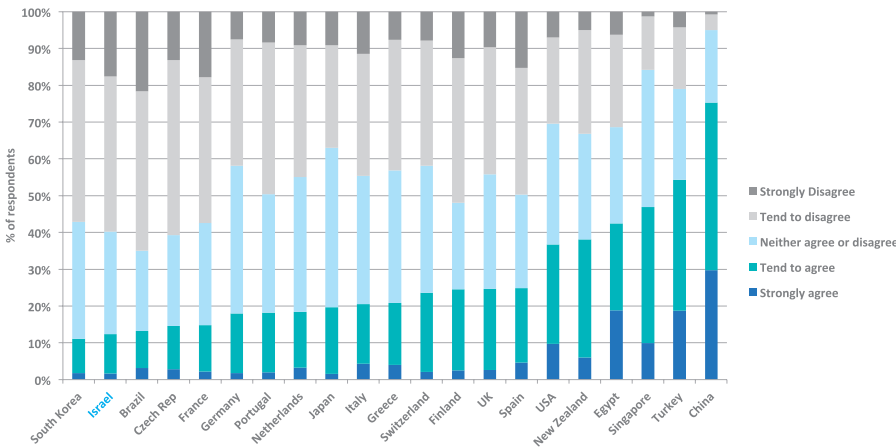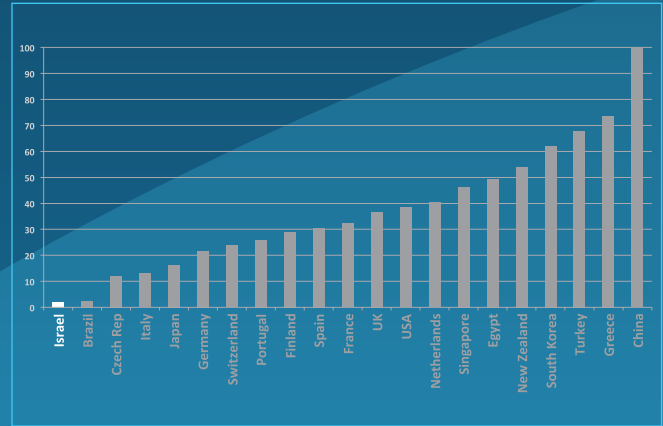
KEY FINDINGS

• Israel ranked bottom of the Teacher Status Index, with an index of 2. Israel accorded the lowest respect for both primary and secondary teachers of any country surveyed.

• Over 51% of respondents said that they would be unlikely to encourage their child to become a teacher.

• Israel believes it has a good education system but does not trust teachers to deliver it, holding the lowest trust in teachers of any country surveyed.

KEY INDICATORS

Population (million)	**7.9**	GDP per capita ($) **29,600**	Qualifying teacher wage ($)	Teacher Status Index
Public expenditure on education (% of GDP)	**2.48**		**12,340**	**2.0**

LEARNING OUTCOMES

|	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	474	495	541	541
MATHEMATICS	447	497	N/A	529
SCIENCE	455	499	N/A	530

ITALY

Teacher Status Index: 13

The status of teachers in Italy was ranked as one of the bottom countries in the Teacher Status Index, with an index of 13. Italian respondents held low respect rankings for all primary, secondary and head teachers and 45% believed that pupils disrespect teachers. Alongside low levels of respect, encouragement of children to enter the profession is low, with fewer than 30% of respondents indicated they would do so. Italy consistently scores below average across PISA and TIMMS scores, which may have had an impact on 65% of Italian respondents supporting performance-related pay and a call for an increased influence of the unions. Despite a comparatively low indicator of teacher respect and status, Italy ranked 2nd highest out of the European countries on the question of how influential a teacher was in your school life.

TEACHER STATUS INDEX
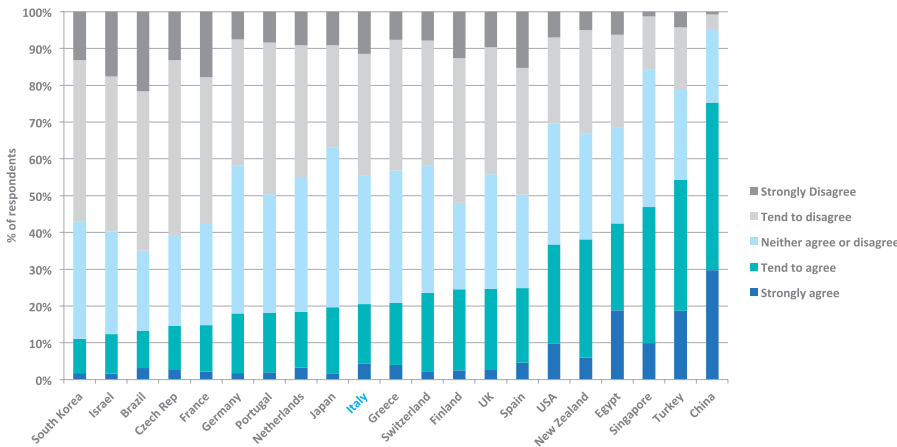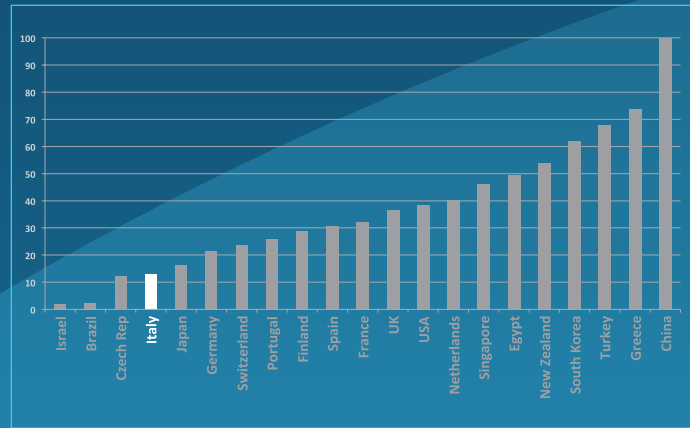
KEY FINDINGS

- More Italian respondents urged for more union influence (approximately 30%) on pay and conditions than less influence (below 25%).

- Italy ranked higher than every European country apart from Finland on the question of how influential a teacher was in your life.

- 45% of Italian respondents believed pupils disrespect their teachers.

Responses to: 'Do pupils respect teachers?' (As percentages of respondents)

KEY INDICATORS

Population (million) **60.9**	GDP per capita ($) **29,840**	Qualifying teacher wage ($)	Teacher Status Index
Public expenditure on education (% of GDP) **1.93**		**18,890**	**13**

LEARNING OUTCOMES

|	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	486	495	541	541
MATHEMATICS	483	497	508	529
SCIENCE	489	499	524	530

JAPAN

Teacher Status Index: **16.2**

Japan ranked 4th from bottom of the Teacher Status Index, with an index of 16.2. It ranked lower than other countries with a similar GDP per capita (Germany and UK) and the lowest of Asian countries in the study. Japanese respondents gave a relatively high ranking to their education system and trust in teachers in comparison with other countries in the study. Respondents in Japan think teachers are paid considerably less than the actual teachers wage, furthermore respondents said teachers deserved far less pay than they actually get. The majority of respondents would support performance-related pay. This is an interesting conflict as Japan perform above average in PISA and TIMMS tests. Despite high Learning outcomes the public does not display confidence in their education system or attribute a high status to their teachers.

TEACHER STATUS INDEX

Responses to: 'Do pupils respect teachers?' (As percentages of respondents)
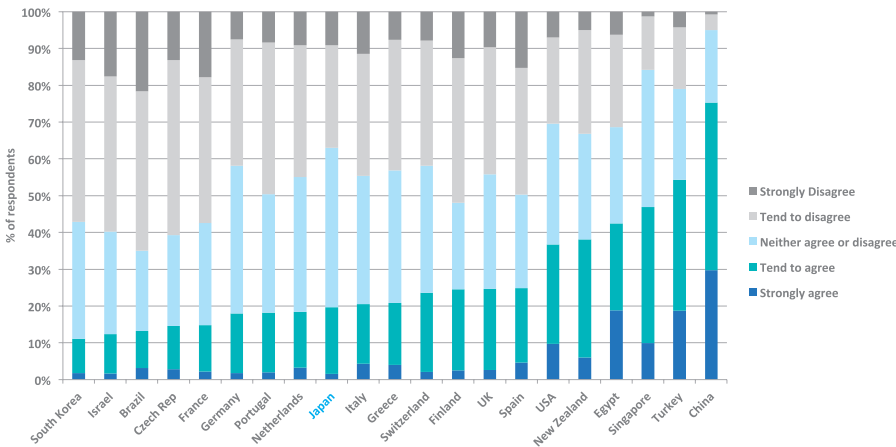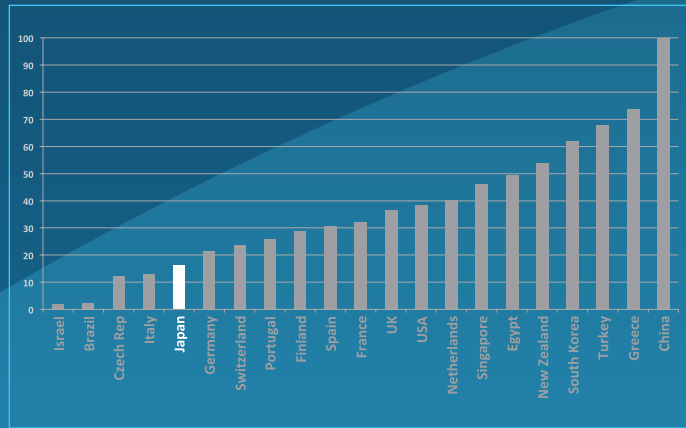
KEY FINDINGS

• Japan ranked the highest in terms of believing that trade unions have too much influence over pay and conditions (over 60%).

• Japanese people ranked their own education 4th from the top of surveyed countries in terms of how good they thought it was, with an average score of 6.7 out of 10.

• Japan came 2nd from bottom in terms of trusting their teachers to deliver a good education, with an average score of 5.3 out of 10.

KEY INDICATORS

Population (million) **127.6**	GDP per capita ($) **34,330**	Qualifying teacher wage ($)	Teacher Status Index
Public expenditure on education (% of GDP) **2.11**		**17,800**	**16.2**

LEARNING OUTCOMES

|	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	520	495	N/A	541
MATHEMATICS	529	497	585	529
SCIENCE	540	499	559	530

NETHERLANDS

Teacher Status Index: **40.3**

The Netherlands ranked upper middle in the Teacher Status Index, with an index of 40.3. It ranked above other countries with a similar GDP per capita (Switzerland and US) and above most other European countries in the study. Scoring is consistent throughout as respondents show positive respect for teachers, frequently positioning in the upper middle of the table. This is reflective of learning outcomes in the Netherlands as PISA and TIMMS scores are just above the country averages. While respect for teachers is positive and comparable with other countries in the study, respondents in the Netherlands showed less respect for their head teachers. Respect for head teachers was 2nd lowest in the study countries and was not much higher than the respect ranking for teachers. The trend across most other countries was that head teachers received a significantly higher respect ranking.

TEACHER STATUS INDEX
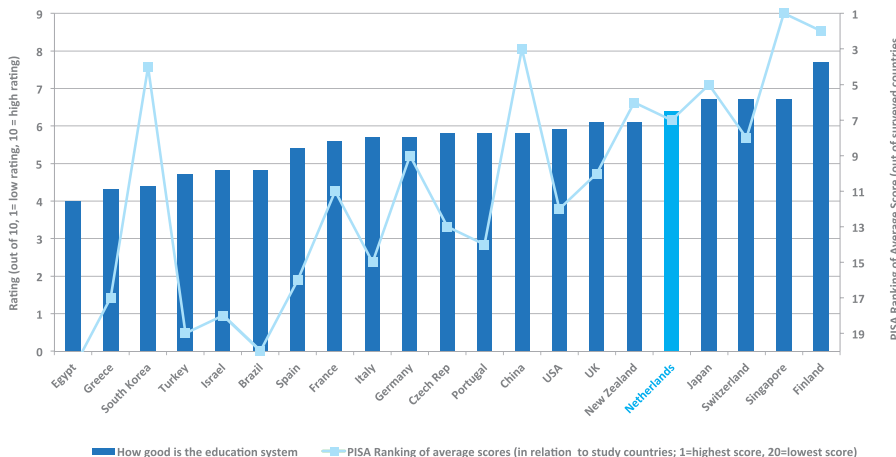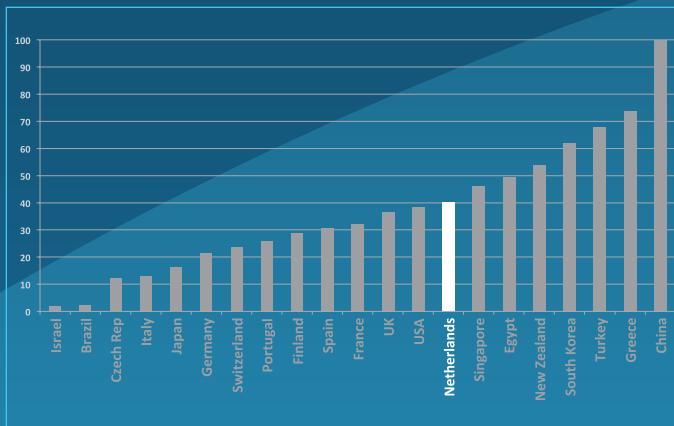
KEY FINDINGS

- The Netherlands ranked the status of their teachers higher than every European country surveyed apart from Greece.

- The Netherlands rated their own education system highly, and came 4th in the study countries.

- In the Netherlands the status of teachers was seen as most comparable with social workers, as was common across most European countries.

Responses to "How good is the education system?" (Rating out of 10, 1 = low rating, 10 = high rating) against PISA Rankings of Average Scores (rankings created in relation to study countries; 1 = highest score, 20 = lowest score)

KEY INDICATORS

Population (million) **16.77**	GDP per capita ($) **40,970**	Qualifying teacher wage ($)
Public expenditure on education (% of GDP) **2.77**	**25,870**	Teacher Status Index **40.3**

LEARNING OUTCOMES

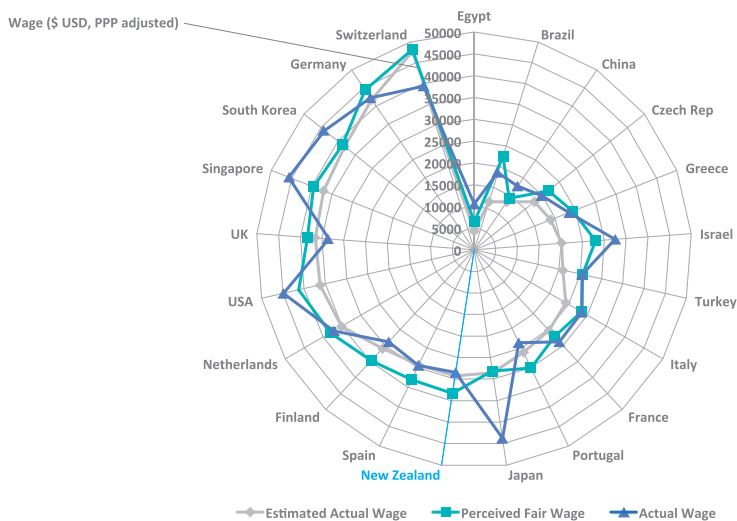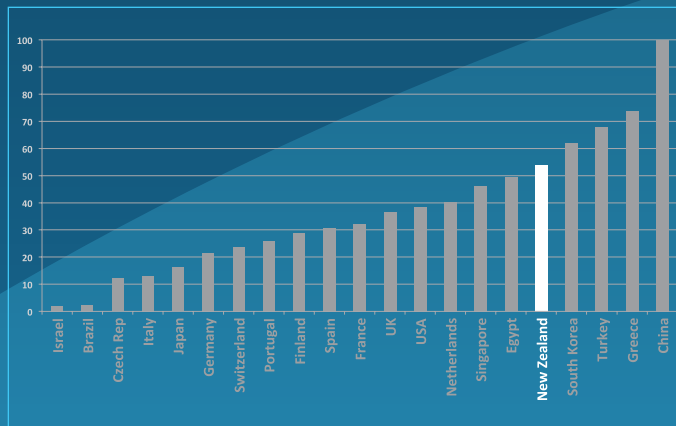|	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	508	495	546	541
MATHEMATICS	526	497	540	529
SCIENCE	522	499	N/A	530

NEW ZEALAND

Teacher Status Index: **54**

New Zealand ranked 5th in the Teacher Status Index, with an index of 54. It ranked significantly higher than other countries with a similar GDP per capita (Israel, Italy and Czech republic). Respondents from New Zealand showed positive respect for both the education system (ranking it 6.1 out of 10) and placing trust in teachers (ranking it 6.6 out of 10). In contrast to other countries surveyed, more people in New Zealand believed that pupils respect teachers than do not respect. New Zealand performed above average in all PISA test scores, which may support the positive public support for teachers and the education system. Interestingly respondents predicted teachers wages to be significantly lower than the actual wage they receive. The actual wage would need to increase by 17% to meet the wage respondents thought was fair for teachers in New Zealand.

TEACHER STATUS INDEX

Estimated Teacher Wages, Perceived Fair Teacher Wages and Actual Teacher Wages ($ USD, PPP adjusted)

KEY FINDINGS

- New Zealand ranked 5th in the Teacher Status Index. Respondents rated both their education system and their teachers to be above average.

- More people in New Zealand (over 40%) believed there should be more union influence on pay and conditions than less (fewer than 20%).

- 82% of respondents would support performance-related pay for teachers in New Zealand and the majority believed teachers should receive higher wages overall.

KEY INDICATORS

Population (million) **4.433**	GDP per capita ($) **27,000**	Qualifying teacher wage ($) / Teacher Status Index
Public expenditure on education (% of GDP) **3.25**	**19,380**	**54**

LEARNING OUTCOMES

|	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	521	495	531	541
MATHEMATICS	519	497	486	529
SCIENCE	532	499	497	530

PORTUGAL

Teacher Status Index: **26.0**

Portugal ranked in the lower half of the Teacher Status Index, with a score of 26.0. The country has a similar score to nearby European countries. When ranking the quality of their education system, Portuguese respondents lie in the middle of the table assigning a score of 5.8/10. However, when ranking quality of their teachers, Portugal is positioned 5th from the top of the table (with a score of 6.6/10). This suggests Portugal shows greater trust for their teachers than their education system. Most respondents would support performance-related pay for their teachers and on average suggest a fair wage, which is 13% higher than what teachers are currently paid. When considering learning outcomes, Portugal performs below the country average on both PISA and TIMMS tests.
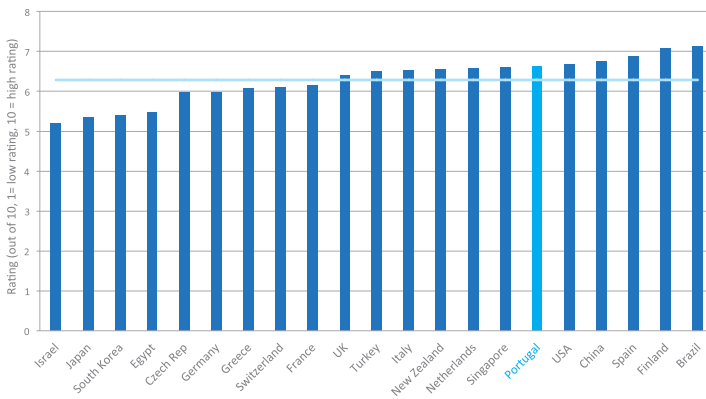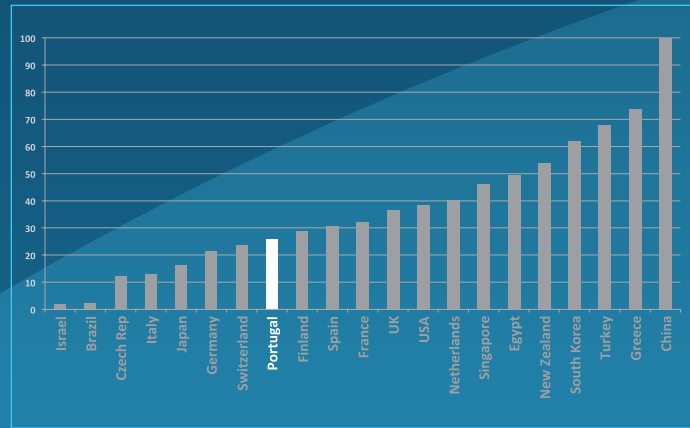
TEACHER STATUS INDEX

KEY FINDINGS

- Portugal ranked 5th highest on whether there is trust in teachers to deliver a good education, attributing a score of 6.6 out of 10.

- In Portugal nursing was identified as the profession with social status most comparable to teachers. This contrasted the majority of other countries in the study who chose social worker.

- In Portugal only 12% of parents would encourage their children to become teachers, while over 50% would not encourage them, a higher figure than for any other country in the survey.

Responses to: 'Do you trust teachers to deliver a good education?'
(Rating out of 10, 1=low rating, 10=high rating)

KEY INDICATORS

Population (million)	**10.53**	
GDP per capita ($)	**23,260**	
Qualifying teacher wage ($)	**21,560**	
Public expenditure on education (% of GDP)	**2.69**	
Teacher Status Index	**26.0**	

LEARNING OUTCOMES

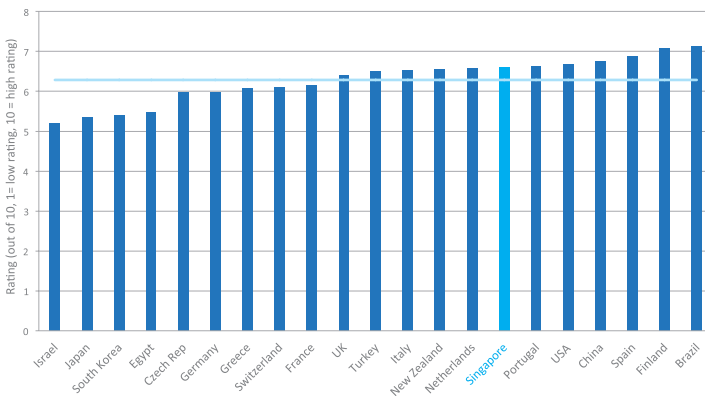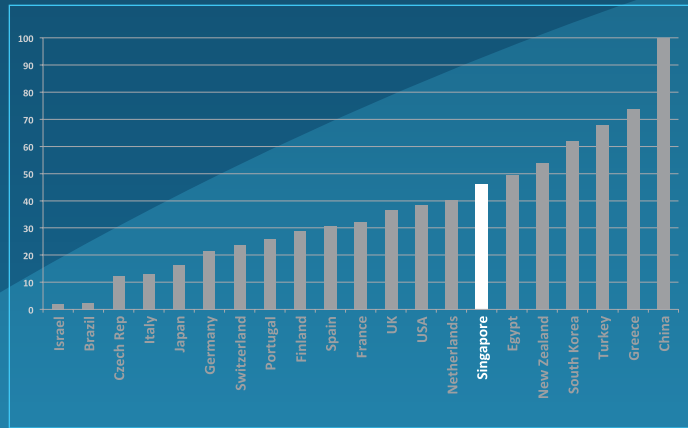|	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	489	495	552	541
MATHEMATICS	487	497	529	532
SCIENCE	493	499	542	522

SINGAPORE

Teacher Status Index: **46.3**

Singapore ranked 7th in the Teacher Status Index, with a score of 46.3. PISA scores in Singapore are significantly higher than many of the other countries in the study. This may be a reason why respondents from Singapore rated their education system highly. Singapore ranked 3rd highest on the question of rating their own education system. Only a small percentage of Singaporeans believed children don't respect teachers, this is the 2nd smallest for the survey. Similarly the majority of respondents would encourage their own children to become teachers, with only 20% stating they would not encourage their children to take up this profession. Despite strong respect and support for the teaching profession in Singapore, the majority of respondents believed the fair wage for a teacher should be below what they are actually paid.

TEACHER STATUS INDEX

Responses to: 'Do you trust teachers to deliver a good education?'
(Rating out of 10, 1 = low rating, 10 = high rating)

KEY FINDINGS

- Singapore ranked 3rd highest on the question of how the people rank their own education system, assigning a score of 6.7 out of 10.

- More people in Singapore (almost 50%) urged for greater union influence on pay and conditions than less influence (6%).

- In Singapore people believed the fair wage for a teacher should be below what is the actual wage by almost 14%.

KEY INDICATORS

Population (million) **5.312**	GDP per capita ($) **61,803**	Qualifying teacher wage ($) **37,144**	Teacher Status Index **46.3**
Public expenditure on education (% of GDP) **N/A**			

LEARNING OUTCOMES

|	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	526	495	N/A	541
MATHEMATICS	562	497	N/A	532
SCIENCE	542	499	N/A	522

SOUTH KOREA

Teacher Status Index: 62

South Korea ranked 4th highest in the Teacher Status Index, demonstrating strong respect for primary teachers, secondary teachers and head teachers. PISA scores in South Korea are also significantly higher than many of the other countries in the study. However, this strong positive trend was not consistent across the different variables explored in this study. Respondents in South Korea gave a low ranking to their education system (with a score of 4.4) and similarly displayed limited trust in their teachers to deliver good education (scoring 5.4). While a large proportion of South Korean's would encourage their own children to become teachers, respondents showed concern for the amount of respect teachers receive from pupils. Only 11% believed pupils respect their teachers, one of the lowest rankings in the study.

TEACHER STATUS INDEX
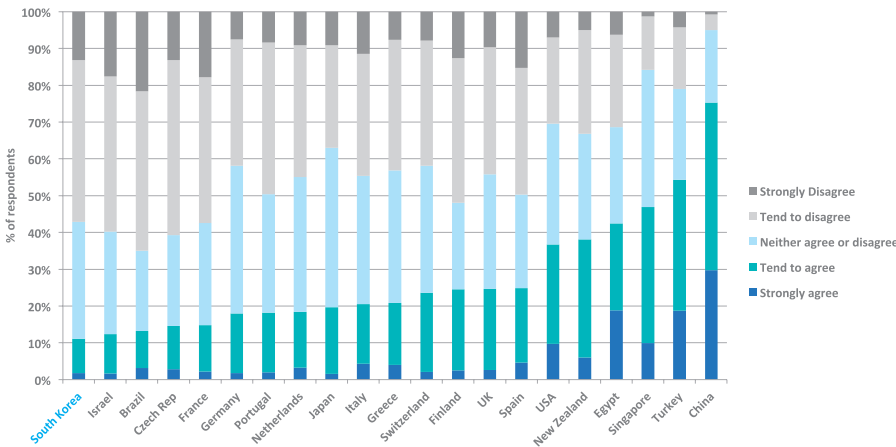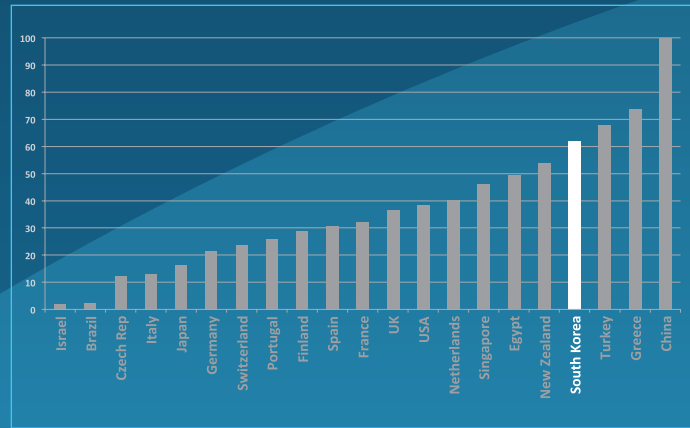
KEY FINDINGS

- South Korea has among the lowest rankings for whether pupils respect their teachers, only 11% of respondents would agree that pupils respect teachers.

- There is low trust in teachers to deliver a good education in South Korea, lower than every country surveyed apart from Israel and Japan.

- In South Korea 48% of people would encourage their child to become a teacher, the second highest percentage on this index.

Responses to: 'Do pupils respect teachers?' (As percentages of respondents)

KEY INDICATORS			
Population (million)	**50**	GDP per capita ($) **30,040**	Qualifying teacher wage ($)
Public expenditure on education (% of GDP)	**2.77**	**18,720**	Teacher Status Index **62**

LEARNING OUTCOMES	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	539	495	N/A	541
MATHEMATICS	546	497	605	532
SCIENCE	538	499	587	522

SPAIN

Teacher Status Index: **30.7**

Spain ranked in the middle of the Teacher Status Index, with a score of 30.7. The country has a similar score and position to nearby European countries. Spain's scoring is consistent throughout as respondents show moderate respect for teachers, frequently ranking in the middle of the table across different variables. When ranking the quality of their education system, Spanish respondents lie in the middle of the table assigning a score of 5.4/10. However, when ranking quality of their teachers, Spain is positioned towards the top of the table (with a score of 6.9/10). Suggesting Spain shows greater confidence in their teachers than the system as a whole. On average respondents believed teachers should receive 12% higher wages than their actual wage and would support performance-related pay. Notably Spain has performed below average in both PISA and TIMMS tests.

TEACHER STATUS INDEX

Bar chart x-axis (left to right): Israel, Brazil, Czech Rep, Italy, Japan, Germany, Switzerland, Portugal, Finland, **Spain**, France, UK, USA, Netherlands, Singapore, Egypt, New Zealand, South Korea, Turkey, Greece, China

Responses to: 'Do you trust teachers to deliver a good education?'
(Rating out of 10, 1 = low rating, 10 = high rating)

Legend:
- How much do you trust teachers to deliver a good education?
- Average

Chart x-axis (left to right): Israel, Japan, South Korea, Egypt, Czech Rep, Germany, Greece, Switzerland, France, UK, Turkey, Italy, New Zealand, Netherlands, Singapore, Portugal, USA, China, Spain, Finland, Brazil

KEY FINDINGS

- Spain ranked 3rd highest on trusting teachers to deliver a good education, coming behind only Brazil and Finland.

- 60% of people in Spain supported performance-related pay for teachers – but this was the lowest of all the countries surveyed.

- 50% of Spanish people thought their pupils disrespected teachers with only 25% saying they thought their pupils respected teachers.

KEY INDICATORS

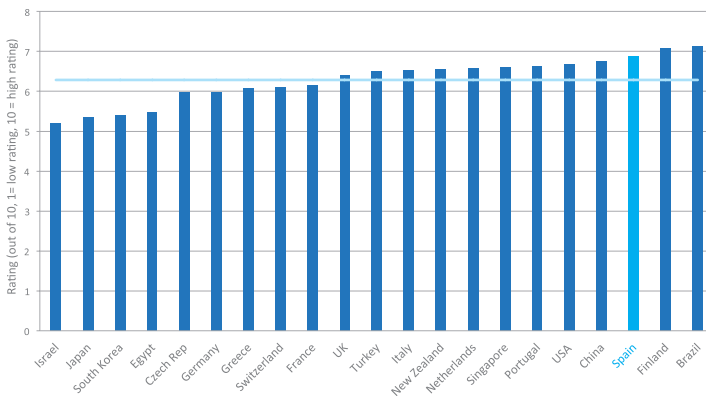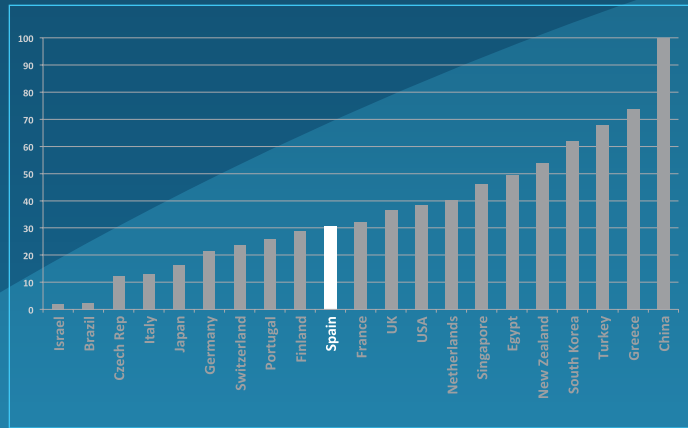|		
Population (million) **46.22**	GDP per capita ($) **29,880**	Qualifying teacher wage ($)
Public expenditure on education (% of GDP) **2.55**	**25,970**	Teacher Status Index **30.7**

LEARNING OUTCOMES

|	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	481	495	513	541
MATHEMATICS	484	497	482	532
SCIENCE	488	499	505	522

SWITZERLAND

Teacher Status Index: **23.8**

Switzerland ranked in the lower half of the Teacher Status Index, with a score of 23.8. It ranked lower than most other European countries in the study and lower than countries of a similar GDP per capita (Netherlands and US). In particular head teachers were given a low ranking in comparison with other countries. Scoring is consistent throughout as respondents show moderate respect for teachers, frequently ranking in the middle of the table across the different variables. Notably Switzerland was placed at the higher end of the table when people rated their own education system, assigning an average of 6.7 out of 10. This may be reflective of Switzerland's PISA scores, which are higher than the average. Respondents from Switzerland assigned a low-to-moderate status to teachers, and they perceived a fair wage to be a 23% increase on the wage teachers currently receive.

TEACHER STATUS INDEX
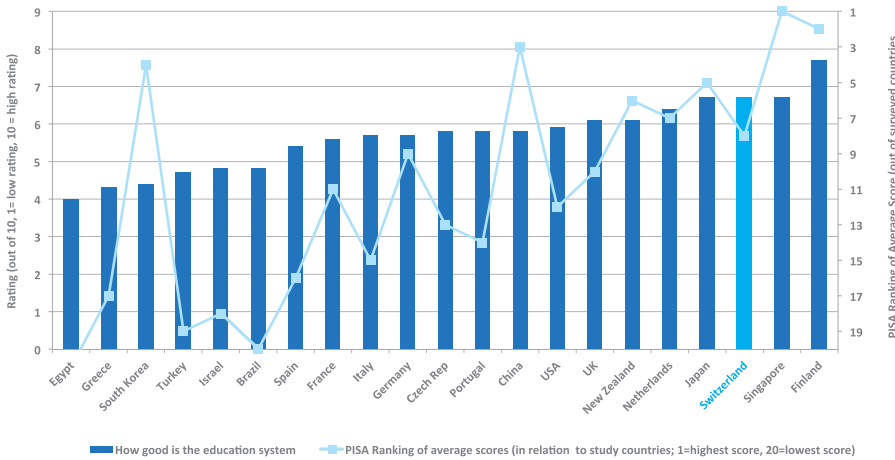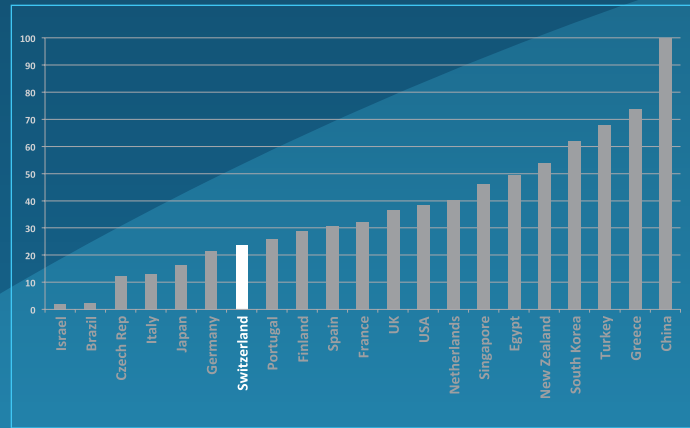
KEY FINDINGS

- Swiss people had more faith in their education system than any other country apart from Finland, with an average rating of 6.8/10.

- In Switzerland people were most likely to compare the profession of teachers to that of social workers.

- The perceived fair wage for teachers in Switzerland was the highest of all countries in the study.

Responses to "How good is the education system?" (Rating out of 10, 1 = low rating, 10 = high rating)
against PISA Rankings of Average Scores (rankings created in relation to study countries; 1 = highest score, 20 = lowest score)

KEY INDICATORS

Population (million) **7.997**	GDP per capita ($) **41,940**	Qualifying teacher wage ($)	Teacher Status Index
Public expenditure on education (% of GDP) **2.55**	**31,630**	**23.8**	

LEARNING OUTCOMES

	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	501	495	N/A	541
MATHEMATICS	535	497	N/A	532
SCIENCE	517	499	N/A	522

TURKEY

Teacher Status Index: **68.0**

Turkey ranks third in the Teacher Status Index, with a score of 68.0. Only Greece and China have a higher Status Index score than Turkey. Scoring is consistent throughout as respondents show moderate to high respect for teachers, frequently ranking in the middle of the table across the different variables. Primary teachers are regarded more highly than secondary teachers, which is different to the majority of countries surveyed. In Turkey, respondents thought that teachers ought to be paid 30% more than they were thought to be paid.

TEACHER STATUS INDEX
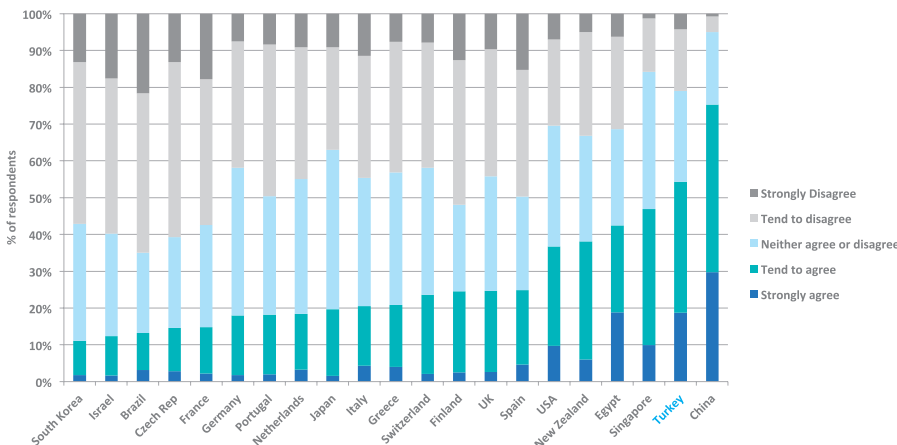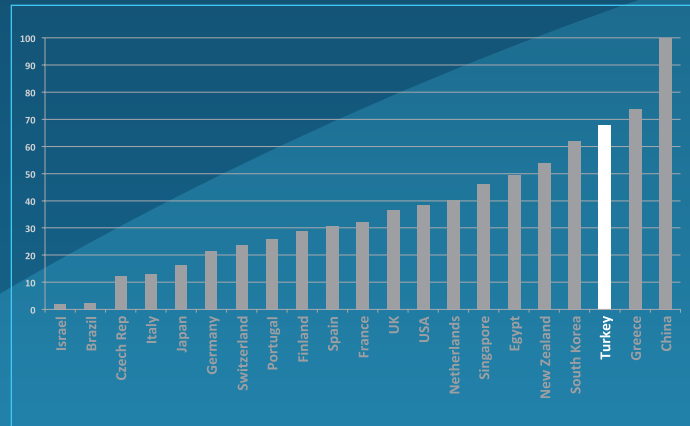
KEY FINDINGS

- In Turkey the majority of respondents thought that pupils respected teachers (52%), higher than most other countries.

- Turkish respondents ranked their own education system 4.7 out of 10 on average, lower than most other countries.

- 80% of people in Turkey supported performance-related pay.

Responses to: 'Do pupils respect teachers?' (As percentages of respondents)

KEY INDICATORS				
Population (million)	74	GDP per capita ($)	13,280	Qualifying teacher wage ($)
Public expenditure on education (% of GDP)	1.70	16,170		Teacher Status Index
				68.0

LEARNING OUTCOMES	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	464	495	N/A	541
MATHEMATICS	445	497	469	532
SCIENCE	453	499	463	522

UNITED KINGDOM

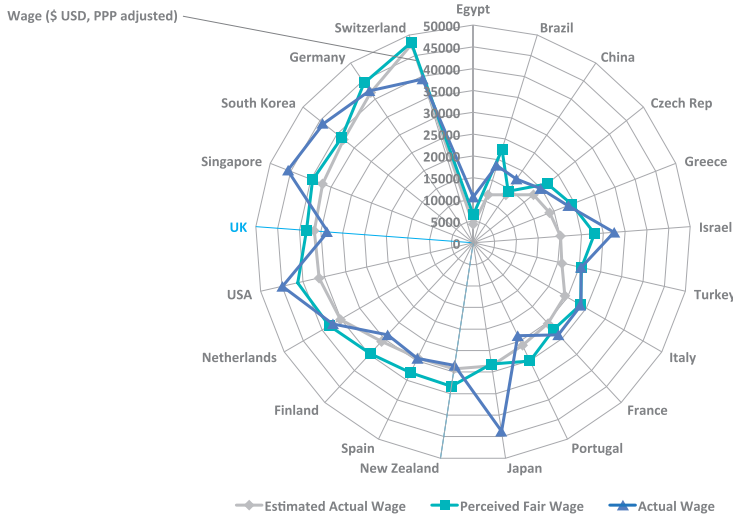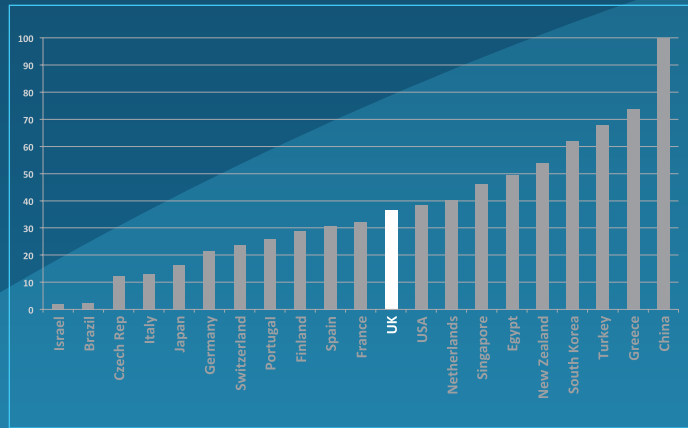## Teacher Status Index: **36.7**

The UK ranked in the middle of the Teacher Status Index, with a score of 36.7. The country ranked higher than other countries with a similar GDP per capita (Germany and Japan) and has a similar score to nearby European countries. When ranking the quality of their education system, UK respondents lie in the upper end of the table assigning a score of 6.1/10. However, when ranking quality of their teachers, UK is positioned towards the middle of the table (with a score of 6.4/10). While scoring is consistent, compared with other countries, the UK shows greater trust for the education system than their teachers. Scoring is consistent throughout as respondents showed moderate respect for teachers, frequently ranking in the middle of the table. This is reflective of learning outcomes in the UK where maths and reading scores do not differ greatly from the country averages.

TEACHER STATUS INDEX

Estimated Teacher Wages, Perceived Fair Teacher Wages and Actual Teacher Wages ($ USD, PPP adjusted)

Legend: Estimated Actual Wage — Perceived Fair Wage — Actual Wage

KEY FINDINGS

- Respondents awarded primary and secondary teachers a similar respect ranking, half way down the index, and respect for head teacher is ranked significantly higher — the highest in the study.

- Teachers' actual wage is lower than both the estimated and perceived fair wages. Respondents thought teachers ought to be awarded a fair pay that is 15% more than current teachers' wages.

- 74% of respondents agreed teachers should be rewarded with pay according to their pupils' results.

KEY INDICATORS

Population (million) **63.23**	GDP per capita ($) **35,340**	Qualifying teacher wage ($)
Public expenditure on education (% of GDP) **2.95**	**21,120**	Minimum teacher qualification **ISCED 5**

LEARNING OUTCOMES

	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	494	495	522	541
MATHEMATICS	492	497	529	529
SCIENCE	514	499	542	530

USA

Teacher Status Index: 38.4

The US ranked in the middle of the Teacher Status Index, with a score of 68.0. Notably, the ranking of primary school teachers is at the higher end of the table and above all the European countries. US respondents scored consistently across the different variables in the study, demonstrating moderate to positive respect for their teachers. The US is positioned higher up the countries list when respondents rated trust in teachers and strength of the US education system, demonstrating positive support from US citizens. Teachers' salaries are considerably higher than the respondents thought they were and higher than the respondents identified to be a fair wage. The majority of respondents (80%) supported performance-related pay.

TEACHER STATUS INDEX

Responses to "How good is the education system?" (Rating out of 10, 1 = low rating, 10 = high rating)
against PISA Rankings of Average Scores (rankings created in relation to study countries; 1 = highest score, 20 = lowest score)
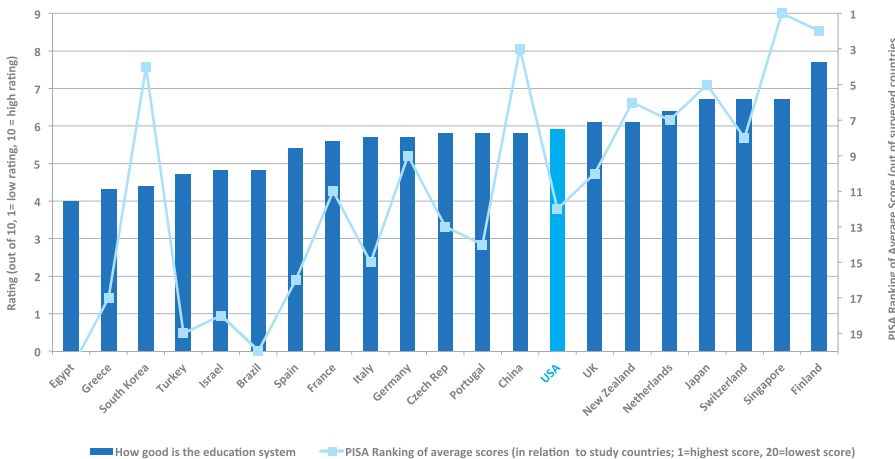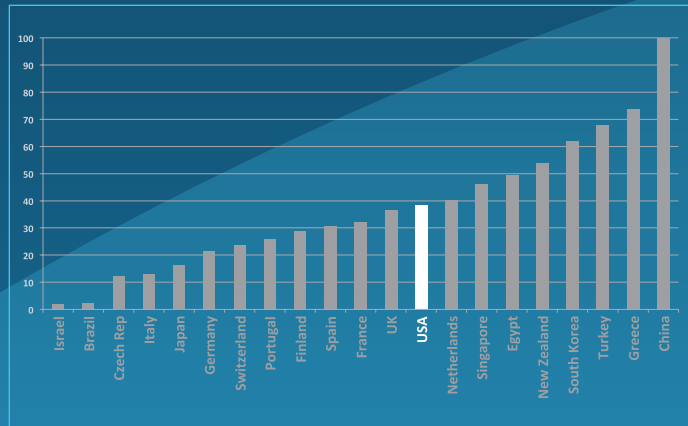
KEY FINDINGS

• In the US, teachers are paid considerably more than people estimate. They are also paid more than people think of as a fair amount.

• People in the US were most likely to compare a teacher to a librarian, and were twice as likely to compare teachers to librarians as any other profession.

• 80% of people in the US support performance-related pay.

KEY INDICATORS

Population (million) **313.9**	GDP per capita ($) **46,900**	Qualifying teacher wage ($)	Teacher Status Index
Public expenditure on education (% of GDP) **3.22**		**25,770**	**38.4**

LEARNING OUTCOMES

	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	500	495	556	541
MATHEMATICS	487	497	541	532
SCIENCE	482	499	544	522

TECHNICAL APPENDIX

INTRODUCTION

This appendix sets out the survey's technical design used to develop and carry out the VARKEY GEMS questionnaire on teachers.

We chose to use a web-based survey (WBS) for the study instead of a conventional face-to-face (F2F) approach. We took this decision for five main reasons:

1. This kind of survey provides accurate answers on many questions that would not be possible in a paper questionnaire.

2. The survey collection took only four weeks, which would not have been possible with a conventional F2F survey.

3. The cost of a web-based survey was much lower and therefore a very practical alternative.

4. The strict ordering of specific questions so that the respondent could not see them is only possible in a WBS.

5. Using a computer allowed the respondents to drag and drop their responses into an order so that it was possible to create rankings.

By examining country national surveys carefully, and using quota sampling, we ensured that the sample composition was in proportion to the country's population.

The 21-country survey was conducted with 1,000 representative respondents in each of the following countries: Brazil; China; Czech Republic; Egypt; Finland; France; Germany; Greece; Israel; Italy; Japan; the Netherlands; New Zealand; Portugal; Turkey; Singapore; South Korea; Spain; Switzerland; UK; and the US. These countries were chosen for several reasons. First, we wished to have the countries that had performed the most favourably (Finland, South Korea Switzerland and Singapore), and least favourably (Brazil, Turkey, Israel, Greece, Italy and Spain) in Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) scores. Secondly, we wished to include the countries that had attributed the most policy credence to the PISA scores (US, UK, Germany and France). Thirdly, we wanted to have at least one country from each major continent or culture. Therefore, we included Egypt as an Islamic country and the Czech Republic as a former communist country. Finally, we included China and Brazil so that we could understand the educational position in two of the so-called fast growing BRIC countries (Brazil, Russia, India and China).

SURVEY QUOTAS

The data for the study was collected by the polling company Populus, which used a WBS with a balanced sample of 16 to 70-year-olds formed by: age; gender; and region. Individuals were invited to participate in the survey from a large database of online internet mailing lists. We were also careful to monitor the samples according to different: education levels; urban and rural location; and

ethnic minorities. We then used the available country-specific population census information to construct the final balanced sample for each country.

MEASURING TEACHER STATUS

There is no universally agreed way to measure social status or ranking of an occupation, so used the literature review to influence the survey design.

In the literature review we looked at other papers that also attempted to measure teacher quality and teacher status. The most relevant papers were by Judge (1988), Verhoevena et al (2006), and Everton et al (2007). We used the principles of all these papers to develop a theoretical and methodological approach to how to measure attitudes to teacher quality. We also used their questions, or adapted them, to formulate the questionnaire.

We asked people to rank 14 occupations in order of how they are respected. These occupations were: primary school teacher; secondary school teacher; head teacher; doctor; nurse; librarian; local government manager; social worker; website designer; police officer; engineer; lawyer; accountant; and management consultant. These occupations were deliberately chosen as graduate (or graduate type) jobs. The occupations were also chosen carefully with respect to how similar or dissimilar the work might be to teaching. By giving respondents many alternatives we were able to extract a precise ranking of occupations. We wanted to make this ordering task quite demanding and deliberately asked respondents to actually rank each occupation in a 'drag and drop' ladder on the computer screen. We also asked people to name the single occupation that they felt was most similar to a teacher in terms of social status.

PAY PERCEPTIONS

One important dimension of how an occupation is regarded, and which is inextricably linked to standing or social status, is pay. An individual's standing in a culture depends on how much they are paid in absolute or relative terms. Hence, it is quite difficult to disentangle what teachers are actually paid, what people think they are paid, and what people think they ought to be paid — the pay that is considered fair. How the answers to these questions relate to social standing is even more subtle.

This study developed an innovative way to make these distinctions. We asked people question in a strict order, and in such as way that they could not see which questions followed. We asked: what they thought a starting secondary teacher was actually paid in their own country — the estimated actual wage; what was a fair wage for such a teacher — the perceived fair wage. Finally, we told them what a secondary school teacher's starting salary actually is in their own country in their local currency — the actual wage — and asked them to judge whether they thought such a level of pay was too little, about right or too much.

In the interviews, for each of the three numeric value questions (Q3, Q4 & income) the respondents were given the option to answer in weekly, monthly or annual figures, and then presented with a field to type in their numeric answer. The figures in the data are what the respondent chose to enter.

There are no data processing errors in the recording of these values. Populus imposes one of the most comprehensive quality control procedures in the industry. However, with open-ended numeric questions the numeric range was reviewed by applying an acceptable upper and lower limit after the research was complete. This is commonplace across all methodologies in order to prevent rogue figures distorting the average salary. We isolated 563 records that we felt were unrealistic, and found this represented just 2.7% of the total sample.

There are a number of potential reasons for these high and low values:

- Simple mis-typing, for example, by adding an extra 'O'.
- Skewed view of teachers' salaries generally.
- Lack of interest can mean that some respondents type in random numbers and move on to the next screen.

FREQUENTLY ASKED QUESTIONS

How can we be sure that the sample is representative?

Quotas were set on age, gender and region in each market. Flexibility on older age groups was required in some countries such as Egypt to meet the sample numbers required.

In a web-based survey we know nothing about non-response — is there a bias here?

Online respondents opt in to take part in surveys rather than being approached F2F or via telephone. In general we know online respondents tend to more technically knowledgable, slightly less loyal towards brands and are more likely to be early adopters of new technology products and services. We also must be mindful that they are motivated by incentive, which means researchers must put in place rigorous quality control procedures to ensure that respondents give each survey their full attention and avoid 'happy clicking' or rushing through surveys to reach the reward at the end.

How do people sign up to be on your database to get the invite to be surveyed?

Members are recruited into global panels typically through banner adverts on thousands of different websites. The typical procedure is that once initially directed to the panel provider's website, the respondent is asked to pre-register. This registration requires a valid post code and address as proof of identity. Only when valid pre-registration is achieved does the panel send an email invitation to complete a fuller registration. This is called a double opt-in registration. Given that incentive payment is linked to their personal details there is no motivation to provide false information.

What do you pay people to be part of the survey?

The vast majority of surveys use a voucher/points incentive-based system. Incentive levels are determined according to the following factors: subject matter; commitment (i.e., length of interview required); and incidence. If the respondents are joining a panel and/or will participate in repeat surveys, an incentive would be appropriate to maximise response rates at each stage. Our points-based incentive system enables members to use their points to exchange for vouchers and gifts, which is clearly highlighted to all members. The incentives differ in each country or market, so it is difficult to give an overall estimate other than to say that the amount is carefully gauged based on the respondents likelihood to take part.

What checks are made that the data has valid responses?

All quality checks are built in at the point of interview. Populus also enforces logic check questions at the front and back of the survey. Any respondent failing this test is removed from the sample because they have demonstrated that they are not giving the task their full attention and their answers cannot be trusted.

Do we know anything about how many cases in each country were rejected towards the end of the study because they didn't fit in with the sampling quotas?

If respondents failed on quotas they would have been screened out at the beginning of the survey, not the end.

The table below outlines the quotas fails in each market.

	QUOTA FAIL
Egypt	338
Israel	407
Brazil	326
China	917
Czech Republic	47
Finland	544
France	1492
Germany	248
Greece	296
Italy	600
Japan	1101
Japan	368
Netherlands	172
New Zealand	1155
Portugal	273
Singapore	363
Spain	12
Switzerland	224
Turkey	862
UK	43
US	232

Countries with very low quota fails reflect a well-managed distribution of invitations in line with the target quotas. A particularly high quota fail reflects those countries where we struggled to achieve the older or younger numbers needed. Therefore, a larger sample was sent in an attempt to reach the quotas required.

Do we know anything about the biases in this kind of survey compared to a conventional survey, and has anyone ever evaluated the two approaches side by side for the same questionnaire?

All surveys have their relative merits and disadvantages. A massive amount has been written on the accuracy of online research, but it is not the aim of this technical appendix to review that literature.

What kinds of questions is a WBS good for, and how is it better than a conventional survey?

Again much has been written on this issue. However, to summarise a few benefits of online surveys:

- High level of quality control with regards to the way in which of the survey is administered.
- Good for sensitive subjects (financial, healthcare etc). This includes declaring salaries.
- Flexibility because it can include images, audio and video.
- Good for message testing because there is time to read text and respond.
- Speed of turnaround.
- Low cost.
- Convenience for respondents.
- Good for complex or iterative survey designs.

CONSTRUCTING AN INDEX OF TEACHER STATUS

The most appropriate way to construct the index of teacher status from the data is to use principal component analysis (PCA) with the Stata statistical software programme (Dunteman,1989; and Jackson 1991).

The main purpose of using PCA is to reduce the dimension of the data and to identify new underlying variables. Mathematically, PCA is a procedure that uses transformation to convert a set of observations of possibly correlated variables into a set of linearly uncorrelated variables, which are called principal components.

This is a useful reduction procedure when we have data on a number of variables, and where we believe that there is some redundancy in those variables. Thus, some of the variables are correlated with one another, possibly because they are measuring the same thing. The superfluous data means it should be possible to reduce the observed variables into a smaller number

of principal components. This will indicate common patterns among the set of variables under scrutiny.[1] Therefore, the PCA creates an index of teacher status as a summary of the information contained in a set of variables related to teacher status: "rank of primary school teachers (based on the answer to the question Q2a subcategory "C"); rank of secondary school teachers (based on the answer to the question Q2a subcategory "D"); ranking of teachers according to their relative status (based on the most frequent,modal value on the answer to the question Q2b); proportion of the survey sample by country — who state that they strongly agree or tend to agree to the statement "pupils respect teachers" (question Q11 subcategory "D").

Our index of teacher status comes from the first component extracted in the PCA. It explains the largest amount of total variance in the observed variables, so it is significantly correlated with some of the observed variables.[2] In particular, we chose the first component because it explains a substantial fraction of the total variance (two-thirds/65.61%), and is the only one with an eigenvalue well above 1:

COMPONENT	EIGENVALUE	DIFFERENCE	PROPORTION	CUMULATIVE
COMPONENT 1	2.62442	1.84838	0.6561	0.6561
COMPONENT 2	.776042	.299961	0.1940	0.8501
COMPONENT 3	.476082	.352628	0.1190	0.9691
COMPONENT 4	.123453		0.0309	1.0000

The composition of this first component, the index of teachers' status in terms of the original variables, is shown at the following table:

VARIABLE	COMPONENT 1	COMPONENT 2	COMPONENT 3	UNEXPLAINED
RANKING PRIMARY SCHOOL TEACHERS	0.5733	-0.0589	-0.3853	0.06413
RANKING PRIMARY SCHOOL TEACHERS	0.5677	-0.0346	-0.4445	0.05912
RANKING TEACHERS' STATUS	0.3922	0.8031	0.4485	$5.243e^{-06}$
RESPECTED BY PUPILS	0.4418	0.5919	0.6729	0.0001987

It is clear from this pattern matrix that the relevance of this variable in the factor (component 1) is quite balanced (i.e. the contribution of each variable to the index is roughly the same).

The values of this new variable (PC) for the observations are called factor scores. These factor scores can be interpreted geometrically as the projections of the observations of the principal component. The factor scores for the first component give us a measure of the relative position of each country, compared to the other 20 countries, in terms of teacher status. Thus, the data graphed in figure 14 represents the factor scores resulting from the first component, or the values of the index of teachers' status.

1. Sometimes the application of this methodology comes to a price, as each PC is a linear combination of all principal component variables, and the loadings are typically nonzero. This makes it often difficult to interpret the derived PCs. However, this was not major drawback in our case.

2. The second and following components extracted will have two important characteristics. First, this component will explain the largest amount of variance in the data set that was not explained by the first component. Therefore, the second component will be correlated with some of the observed variables that did not show strong correlations with the first component. It will also be uncorrelated with the first component.

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Judge H (1988) "Cross-National Perceptions of Teachers." Comparative Education Review, Vol. 32, No. 2 (May, 1988), 143-158.

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Populus LIVE

20% ████████░░░░░░░░░░░░░░░░

请按您认为它们受**尊重**的程度给以下 14 个职业排名。1 为最受人尊重，14 为最不受人尊重。 请将这些项目拖动至屏幕右侧的目标框中。

护士	1
网页设计员	2
校长	3
管理顾问	4
社工	5
医生	6
中学教师	7
警察	8
图书管理员	9
地方政府办事员	10
工程师	11
会计	12
律师	13
小学教师	14

<<

S1 Are you...

1. Male
2. Female

S2 Please enter your date of birth. Please enter this in the format of dd-mmm-yyyy, so 4th January 1975 would be entered as 04-Jan-1975.

S3 — REGION (Refer to region document for each market)

Q1 Which of the following best describes you?

1. I am not a parent
2. I am a parent of children under 18
3. I am a parent of children over 18

Q2a Please rank the following 14 professions in order of how well you think they are RESPECTED. With 1 being the most respected and 14 being the least respected.

Please drag the items into the target boxes on the right of the screen.

A. Doctor	1 — Most Respected
B. Policeman	2
C. Primary School Teacher	3
D. Secondary School Teacher	4
E. Head Teacher	5
F. Lawyer	6
G. Engineer	7
H. Local Government Manager	8
I. Accountant	9
J. Librarian	10
K. Management Consultant	11
L. Nurse	12
M. Social Worker	13
N. Web Designer	14 — Least Respected

Q2b Thinking now about the list of occupations below, which do you think is most similar to a teacher in terms of STATUS?

1. Doctor
2. Policeman
3. Lawyer
4. Engineer
5. Local government manager
6. Accountant
7. Librarian
8. Management consultant
9. Nurse
10. Social worker
11. Web designer
12. None of these

Q3a Approximately how much do you think is the starting salary for a full-time secondary school teacher in <COUNTRY>? Please enter the total amount before any tax deductions have been made.

Please write in as either a weekly, monthly or annual amount.

1. Weekly
2. Monthly
3. Annual

Q3b Can we just check is this <WEEKLY/MONTHLY/ANNUAL> salary estimate of ...

1. Gross salary before any tax deductions
2. Net salary after any tax deductions

Q4 What do you personally think would be a fair starting salary for a full-time secondary school teacher in <COUNTRY>? Please enter the total amount before any tax deductions have been made.

Please write in as either a weekly, monthly or annual amount.

1. Weekly
2. Monthly
3. Annual

Q4b Can we just check is your <WEEKLY/MONTHLY/ANNUAL> salary estimate of ...

1. Gross salary before any tax deductions
2. Net salary after any tax deductions

Q4c If we told you that the starting salary for full-time secondary school teachers in <COUNTRY> is an average of <AMOUNT FROM SPREADSHEET> per annum before tax, would you say this was:

1. Too much
2. About right
3. Too little

20%

Παρακαλώ κατατάξτε τα 14 ακόλουθα επαγγέλματα ανάλογα με το πόσο **ΣΕΒΑΣΤΑ** θεωρείτε ότι είναι. Με το 1 να αντιπροσωπεύει το πιο σεβαστό και το 14 να αντιπροσωπεύει το λιγότερο σεβαστό άγγελμα. *Παρακαλώ σύρετε τα στοιχεία στα πεδία-στόχους στα δεξιά της οθόνης.*

<<

Επάγγελμα	Κατάταξη
Αστυνομικός	1
Διευθυντής σχολείου	2
Σύμβουλος Διοίκησης	3
Κοινωνικός Λειτουργός	4
Εκπαιδευτικός Πρωτοβάθμιας Εκπαίδευσης	5
Εκπαιδευτικός Δευτεροβάθμιας Εκπαίδευσης	6
Γιατρός	7
Σχεδιαστής Ιστοσελίδων	8
Λογιστής	9
Διευθυντής Τοπικής Αυτοδιοίκησης	10
Νοσοκόμος	11
Δικηγόρος	12
Μηχανικός	13
Βιβλιοθηκάριος	14

Q5 How influential do you think your teachers were on your school life?

Q5 How influential do you think your teachers are on your school life?

Please give your answer on a scale where 10 means extremely influential and 0 means not at all influential.

10 — Very Influential

0 — Not at all influential

Q6 Have you yourself ever considered becoming a teacher?

1. I am a teacher
2. I considered it but decided not to become a teacher
3. I wanted to become a teacher but this wasn't an option for me
4. I have never considered becoming a teacher
5. I used to be a teacher

1. Yes my career goal is to become a teacher
2. I am considering becoming a teacher
3. I want to become a teacher but this isn't an option for me
4. I have never considered becoming a teacher

Q7 To what extent would you encourage or not encourage your child to become a teacher?

Q7 Imagine you had children. To what extent do you think you would encourage or not encourage them to become a teacher?

1. Definitely encourage
2. Probably encourage
3. Maybe encourage
4. Probably not encourage
5. Definitely not encourage

Q8 To what extent do you trust or not trust teachers to deliver a good education for your children?

Q8 Imagine you had children. To what extent would you trust or not trust teachers to deliver a good education for your children?

Please give you answer on a scale where 10 means you have complete trust and 0 means you do not trust at all.

10 — Trust completely

0 — Do not trust at all

Populus LIVE

20%

现在请想一想下面的职业列表，您认为哪类职业在社会地位方面与老师最相似？
请只选择一项

<<

- 社工
- 网页设计员
- 医生
- 警察
- 律师
- 工程师

- 地方政府办事员
- 会计
- 图书管理员
- 管理顾问
- 护士
- 以上都不是

Q9 To what extent do you think that the education system in <COUNTRY> provides your children with a good or poor education?

Q9 Again, thinking about if you had children, to what extent do you think that the education system in <COUNTRY> would provide your children with a good or poor education?

Please give your answer on a scale where 10 means 'provides an excellent education' and 0 means it 'provides a very poor education'.

10 — Provides excellent education

0 — Provides very poor education

Q10 Do you think teacher unions in <COUNTRY> have too much influence over teachers' pay and conditions, not enough influence or is their level of influence about right?

1. Teachers' unions in <COUNTRY> have too much influence
2. Teachers' unions in <COUNTRY> do not have enough influence
3. Teachers' unions influence in <COUNTRY> is about right
4. Teachers' unions have no role to play in my country
5. Don't know

Q11 To what extent do you agree or disagree with each of the following statements?

A. Being an effective teacher requires rigorous training
B. It is too easy to become a teacher
C. The quality of teachers is too variable
D. Pupils respect teachers
E. The teachers in my children's school are respected by their pupils
F. Teachers work hard
G. Teachers should be rewarded in pay according to their pupils' results
H. Teachers should be rewarded in pay for the effort they put into their job

A. Strongly agree
B. Tend to agree
C. Neither agree nor disagree
D. Tend to disagree
E. Strongly disagree

Populus
LIVE

20%

您认为您的老师对您学生生涯的影响有多大？
请用 10 分制评分，其中 10 表示极具影响，0 表示毫无影响。
请将鼠标放置在评分标准上，并点击选择你的答案

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

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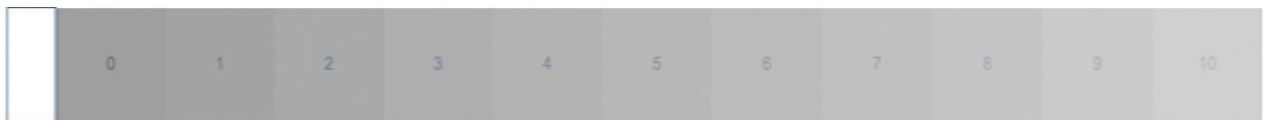
Q12 Why type of school did you last attend?

1. Regular state school (funded by the government, state or federal authorities)
2. Regular private school (paid for privately)
3. Denominational or religious school
4. Special school (either specialising in educating those with special abilities or disabilities, or a particular educational style, e.g. Steiner)
5. Other type of school
6. I was educated at home or I did not go to school

Q13 Apart from school, did you, or do you, receive any additional teaching, tuition or coaching at any stage during your school years?

1. Private/one-to-one tuition or coaching
2. Saturday school or extra lessons in a class
3. Other
4. None

D1 What is the highest educational level that you have achieved to date?

1. Primary school
2. Secondary school, high school
3. University degree or equivalent professional qualification
4. Higher university degree, doctorate, MBA.
5. Still in full-time education

D2a Please enter your personal income before any tax deduction have been made.

Please write in as either a weekly, monthly or annual amount.

1. Weekly
2. Monthly
3. Annual
4. Refused

D2b Can we just check is your ⟨WEEKLY/MONTHLY/ANNUAL⟩ personal income of …

1. Gross salary before any tax deductions
2. Net salary after any tax deductions

D3 Which of the following best describes your current working status?

1. Working full or part-time in the private sector (commercial organisations)
2. Working full or part-time in the public sector (government-controlled organisations)
3. Not working but seeking work or temporarily unemployed or sick
4. Not working and not seeking work
5. Retired
6. House person, housewife, househusband, etc.

D4 Do you consider yourself to be an ethnic minority in ⟨COUNTRY⟩?

1. Yes
2. No

D5 Which of the following best describes the area where you live?

1. A city
2. An urban area
3. A town or suburb
4. A rural or isolated area