



GLOBAL

PARENTS' SURVEY



**VARKEY
FOUNDATION**

Changing lives through education

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About the Varkey Foundation

The Varkey Foundation is a not-for-profit organisation established to improve the standards of education for underprivileged children throughout the world. Our mission is to help provide every child with a good teacher. We work towards this by building teacher capacity, mounting advocacy campaigns to promote excellence in teaching practice at the highest levels of policymaking, and providing grants to partner organisations that offer innovative solutions in support of our mission.

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CONTENTS

EXECUTIVE SUMMARY	4
METHODOLOGY	9
QUALITY OF EDUCATION	10
TIME HELPING WITH EDUCATION	27
PLURALISM IN EDUCATION PROVISION	38
OPTIMISM FOR THE FUTURE	53

EXECUTIVE SUMMARY

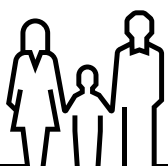
In December 2017, the Varkey Foundation commissioned Ipsos Mori to carry out the most comprehensive global study of the hopes, fears and aspirations of parents across the world. This report summarises the main findings.

We are separately publishing reports for each country polled, and all the raw data is available on our website, varkeyfoundation.org for any third party to use and build on.

The report makes a number of conclusions.

Parents across the world have high confidence in the quality of teaching their child receives - but are less confident in the overall quality of free to attend schools in their country

- Parents' confidence in the quality of teaching at their children's schools is high globally, with 78% rating it good or very good. However, when parents were asked about the quality of free to attend schools in their country in general, they were far less confident with only 45% of parents surveyed rating them as good.
- There is little relationship between how good parents think their child's teaching is, and how good the education outcomes in their country are, as measured by the PISA international educational rankings. Parents in South Korea (43%) and Japan (60%), two countries which excel in the PISA rankings, are among the least confident in the quality of their child's teaching.



Parents recognise that teachers are the most important part of what makes a good school

- If there were additional funds available for their child's school, the survey showed that most parents would want them spent on teachers. Half (50%) of parents listed either more teachers or better pay for existing teachers as being among their top priorities. This is compared with 46% who would spend additional funds for their child's school on computers/technology, 44% for extracurricular activities, 37% for support staff, 37% for resources, and 34% for buildings and other facilities
- The most important factor for parents when choosing their child's school, alongside location, is the quality of teachers, with 45% of parents worldwide who had a choice of schools selecting it as one of their top three criteria - consistent across both parents of children at primary and secondary schools.

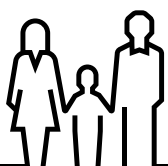
Most parents do think schools are preparing children well for the future, but views on the importance of university are mixed. Parents' worries are more about their child's economic prospects than global threats such as climate change or terrorism

- Almost two-thirds (64%) of parents believe their child's school is preparing them well for the world of 2030 and beyond. This belief was held most strongly in some Asian countries, particularly India and Indonesia. African and Latin American parents surveyed were generally more likely to believe that their children were being prepared well than parents in most European countries surveyed
- Parents' biggest concerns about their children's futures globally remain bread and butter issues - 42% listed getting a job and having a successful career as among their top three anxieties for their child's future. Money and the cost of living was the second biggest concern (34%). Far fewer parents were concerned about global threats such as terrorism (16%) or climate change (14%).

- Forty percent of parents worldwide consider it extremely important their child attends university, but Latin Americans are far more determined about university than most. A high number of Indian parents also consider university extremely important. European parents, however, place considerably less importance on university attendance.

Parents in emerging markets spend far more time helping their child with their education out of school than parents in established economies. Most parents, particularly younger ones, are in favour of a pluralist approach to where and how their children are educated

- While a quarter (25%) of parents worldwide spend 7 or more hours a week helping their children with their education, this figure rises to 62% in India, 50% in Vietnam and 39% in Colombia. Parents in established economies are spending less time, with only 5% spending 7 or more hours a week in Finland, 10% in France and Japan, and 11% in the UK.
- Fifty-five percent of parents globally whose child attends a free to attend school would be fairly likely or very likely to send their child to a fee-paying school if they could afford it and there was an appropriate place available. 61% of parents worldwide approve of education vouchers with support generally higher in lower income and emerging countries
- Support for pluralism in education providers is universally higher among the younger and better educated. Younger and better educated parents would be more likely to send their child to a fee-paying if they could afford it and there was an appropriate place available and are also more likely to approve of parent groups, groups of teachers, private companies, and religious institutions, running free to attend schools, and to be more in favour of education vouchers.







METHODOLOGY



On behalf of the Varkey Foundation, Ipsos MORI interviewed 27,380 parents across 29 countries using an online survey via the Ipsos Online Panel system* between the 8th December 2017 and 15th January 2018. These countries were:

Argentina	Colombia
India	Malaysia
Singapore	Uganda**
Australia	Estonia**
Indonesia	Mexico
South Africa	United Kingdom
Brazil	Finland
Italy	Peru
South Korea	United States
Canada	France
Japan	Poland
Spain	Vietnam
China	Germany
Kenya**	Russia
Turkey	

Results contain 1,000 interviews from all countries except Estonia (500), Kenya (501) and Uganda (371). Data has been weighted by age, gender and region of child and corrected for gender of parent.

As such, the survey is representative of parents of children aged 4-18 in education, based on these characteristics, with equal views from mothers and fathers.

All countries contribute equally to the total global average. Data has not been adjusted for the relative size of population.

The survey was conducted online. For countries where internet penetration is low (such as India, Uganda, Kenya, Peru and Indonesia), it is important to note that the data is representative of the urban online population, which tends to be better educated and financially better off.

*In countries where Ipsos Online Panel System had low coverage, local panel providers who were members of ESOMAR were used instead.

**These countries are relatively underdeveloped in terms of online surveying, and therefore contained a lower sample to avoid over-representing the relatively small online population

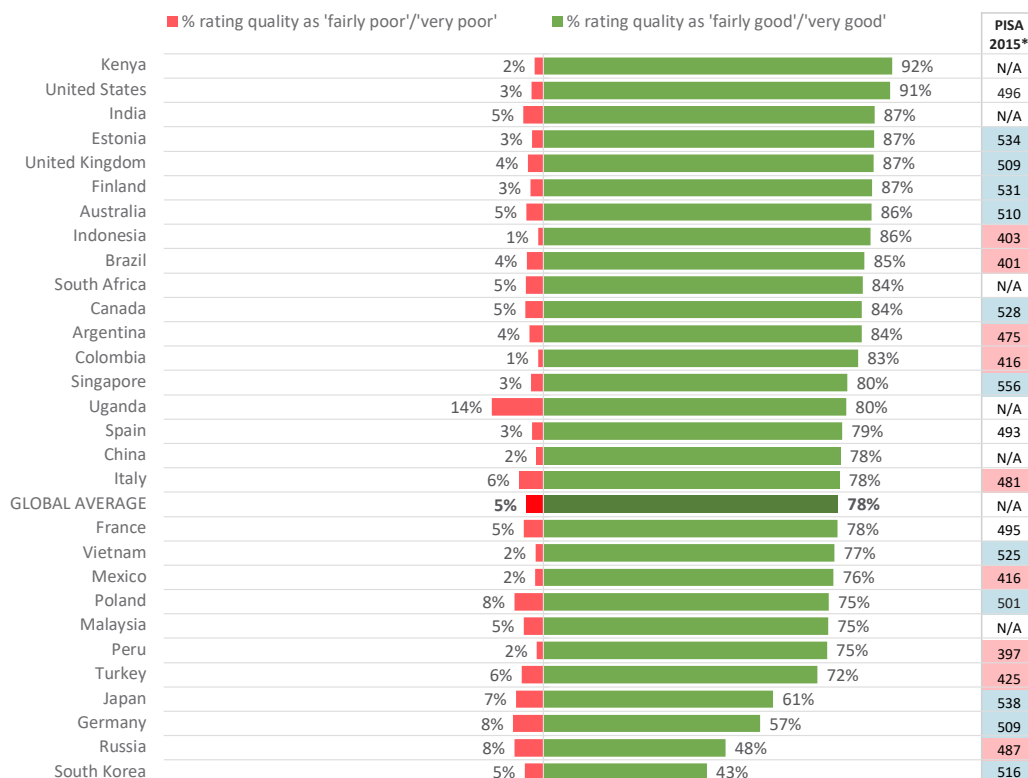


01. QUALITY OF EDUCATION

How would you rate the quality of teaching at your child's current school?

Parents' confidence in the quality of teaching at their children's schools is high globally, with 78% rating it 'fairly good' or 'very good.'

However, this does not always align to PISA rankings.



Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

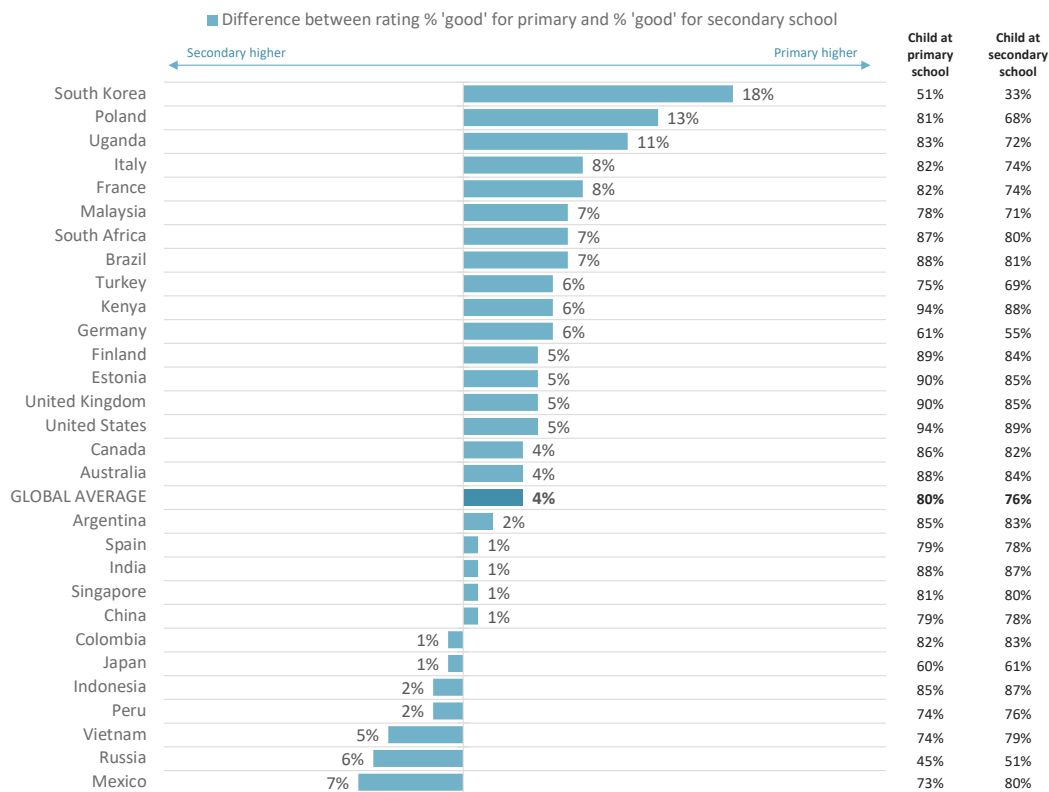
Countries/economies with a mean performance/share of top performers above the OECD average; countries/economies with a share of low achievers below the OECD average	Countries/economies with a mean performance/share of top performers/share of low achievers not significantly different from the OECD average	Countries/economies with a mean performance/share of top performers below the OECD average; countries/economies with a share of low achievers above the OECD average
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*Mean science score in PISA Science 2015

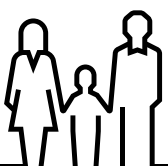
How would you rate the quality of teaching at your child's current school? *by phase*

In most countries, parents of children at primary schools are more positive than those with children at secondary schools.

This is most apparent in South Korea, Poland and Uganda. However the reverse is true in Mexico, Russia and Vietnam.



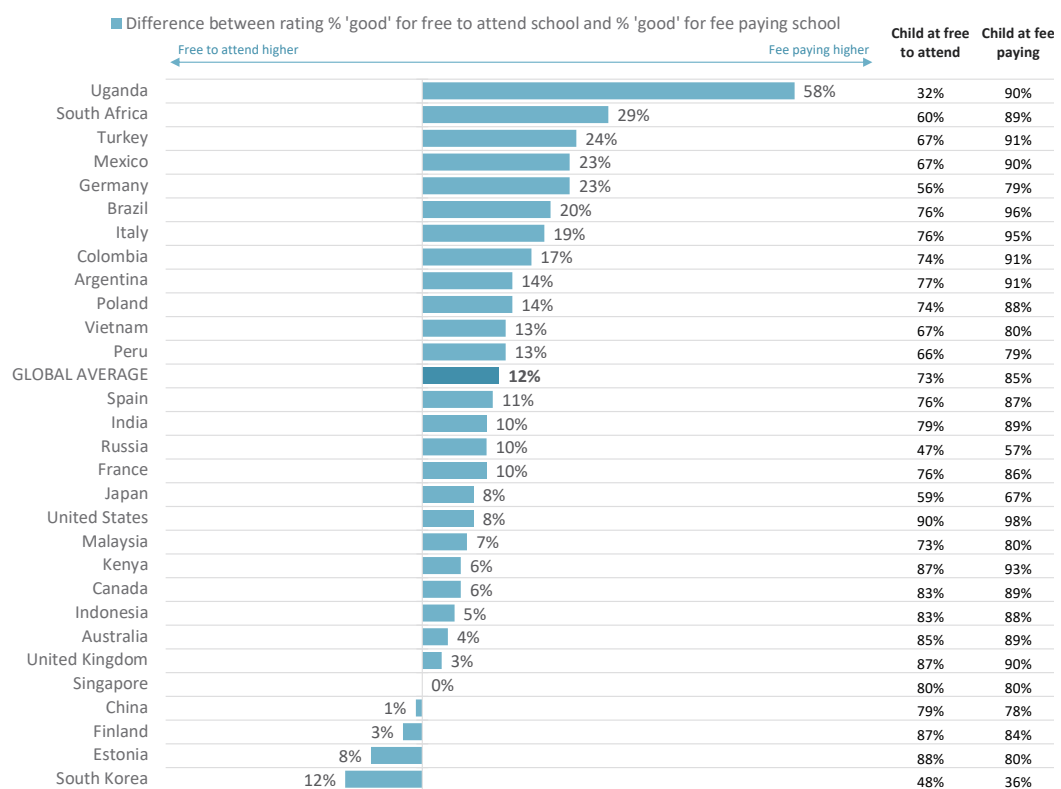
Base: Parents of children in primary schools (14464), parents of children in secondary schools (12916). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.



How would you rate the quality of teaching at your child's current school? *by type of school*

In most countries, parents of children at fee paying schools give higher ratings for quality of teaching than those with children at free to attend schools.

However, in Singapore, China, Finland, Estonia and South Korea, those with children at fee paying schools are no more positive.

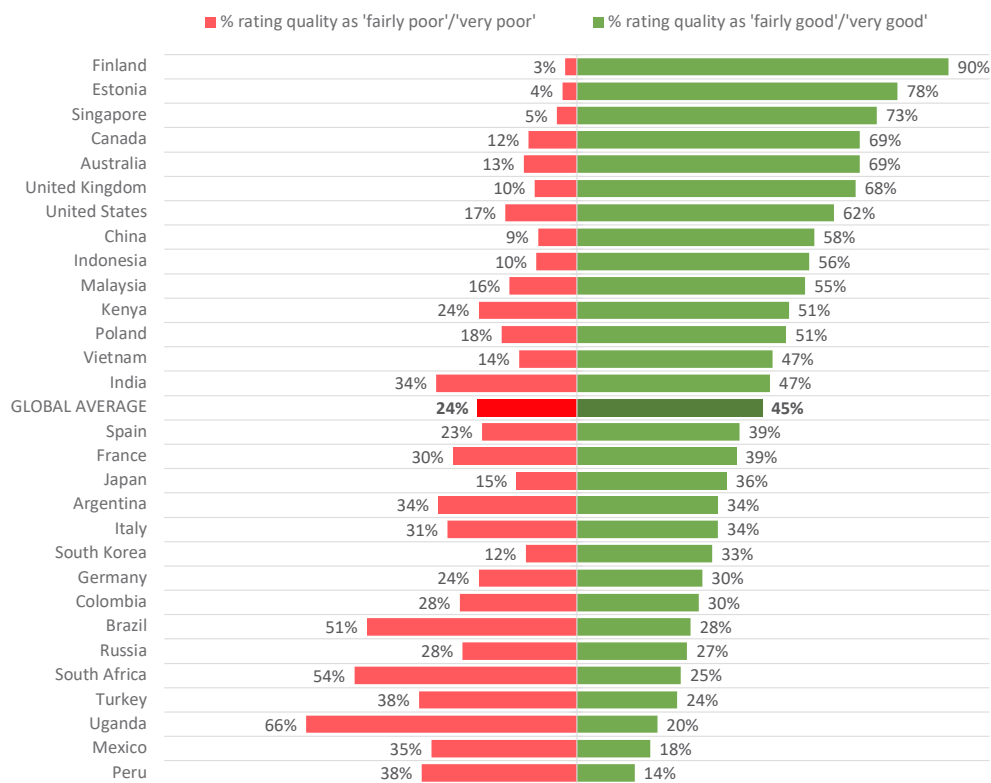


Base: Parents of children in free to attend schools (16767), parents of children in fee paying schools (10002). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

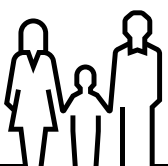
How would you rate the quality of free to attend government-funded schools in your country?

In contrast to the views of their own child's school, only 45% of parents surveyed rate the quality of free to attend schools in their country as 'fairly good' or 'very good'.

More than half of parents from Uganda, South Africa and Brazil rate the quality of education as 'fairly poor' or 'very poor'.



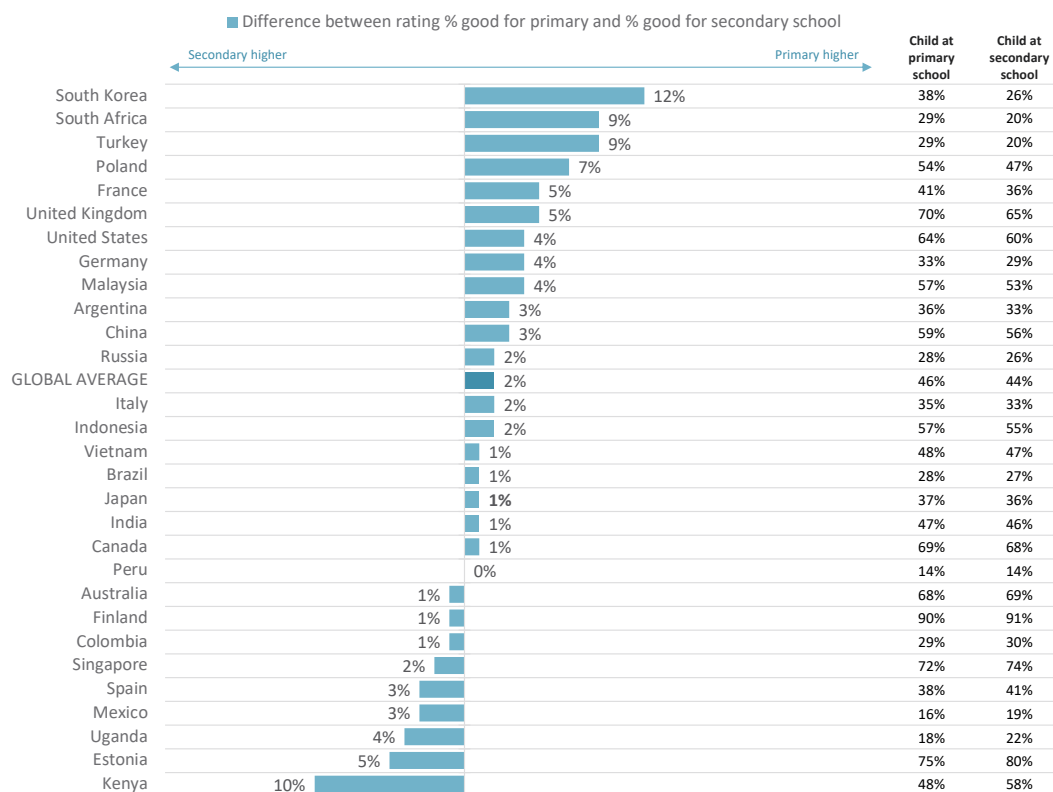
Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.



How would you rate the quality of free to attend government-funded schools in your country? *by phase*

Phase of education is also important at the national level.

In most countries, parents with children at primary school are more positive than those with children at secondary schools.

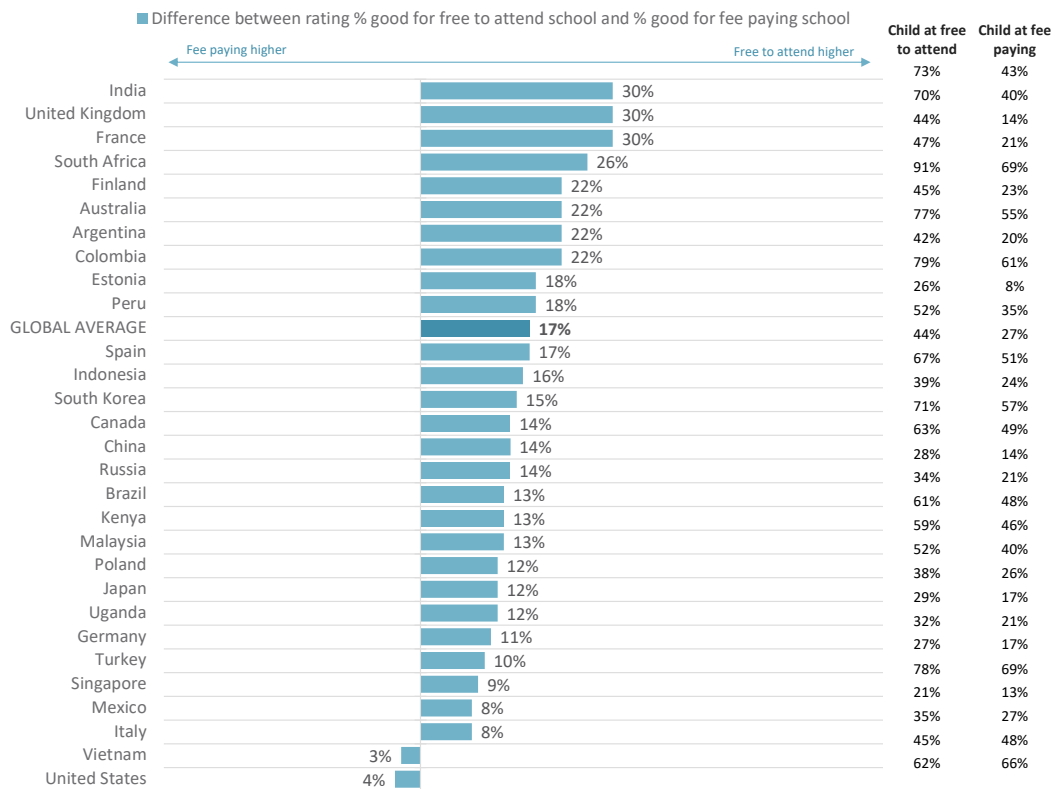


Base: Parents of children in primary schools (14464), parents of children in secondary schools (12916). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

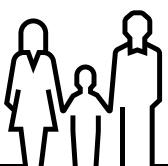
How would you rate the quality of free to attend government-funded schools in your country? *by school*

In all but the United States and Vietnam, parents with a child at a free to attend school are more positive about the quality of free to attend schools across their country.

This difference is most apparent in India, the UK and France.

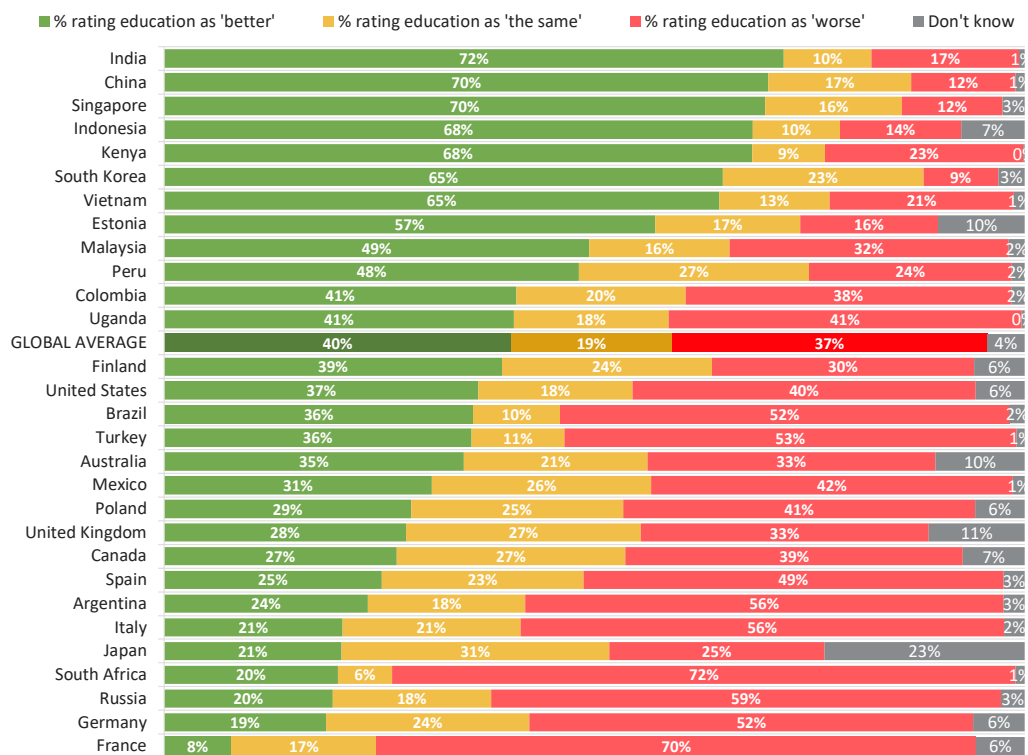


Base: Parents of children in free to attend schools (16767), parents of children in fee paying schools (10002). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.



Do you think the standard of education in your country has become better or worse over the last 10 years?

Globally, parents are deeply divided about whether standards of education have got better or worse over the last 10 years. With the exception of Japan, parents in Asia are the most positive about changes over time. Some of the most pessimistic parents are in the big European countries.



Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

Do you think the standard of education in your country has become better or worse over the last 10 years?

by age

Parents' pessimism increases with age. Close to half (48%) of those aged 18-34 believe education has got better compared to just 34% of those aged 45+.

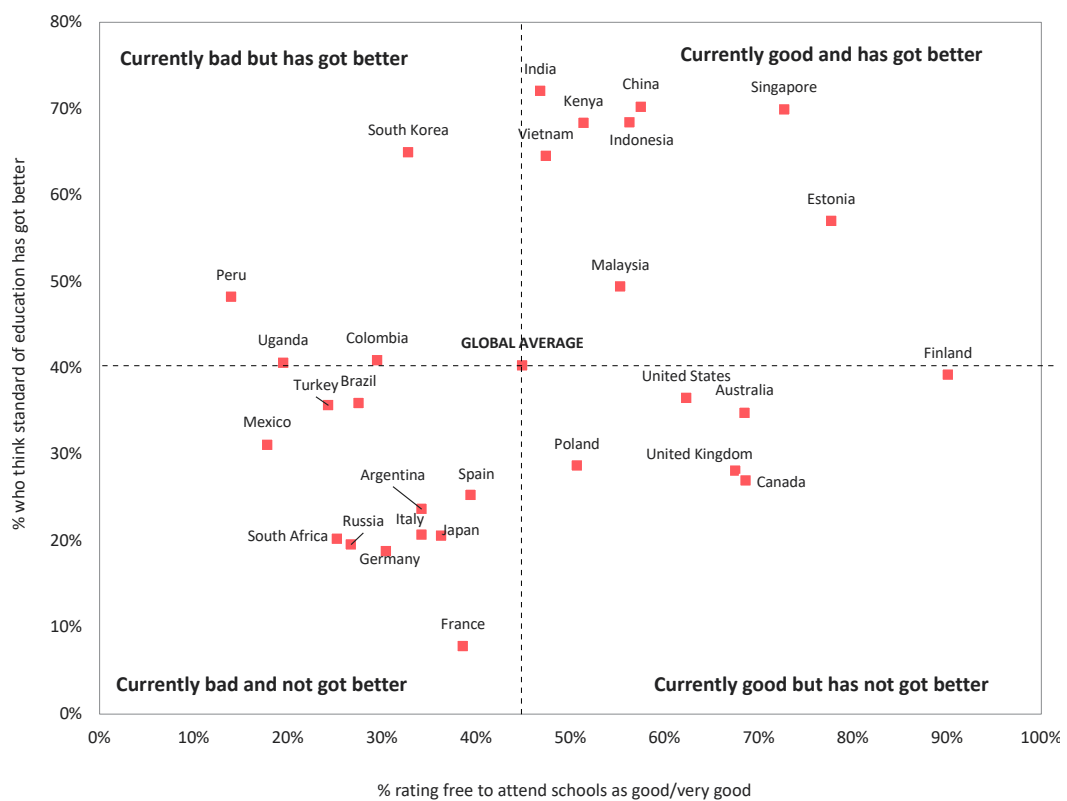


Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.



% rating free to attend schools nationally as 'good' vs. % schools have got 'better' schools in your country?

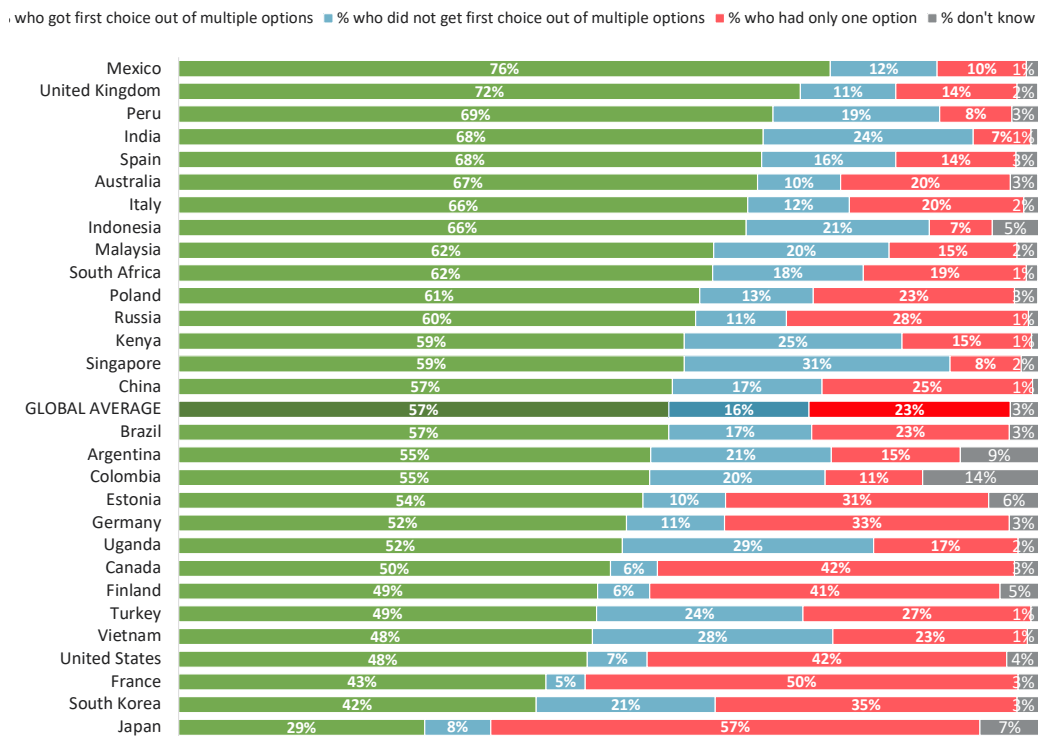
The perceived direction of travel in standards of education varies greatly by country. Most established economies are perceived by parents to be either stagnant or performing below expectations with no improvement over time.



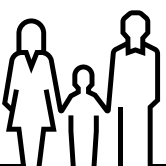
Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

Which of the following statements best describes your experience of choosing your child's current school?

Not all parents had a choice in where to send their child to school. Of those who did have a choice, most did get their first choice. However this varies greatly by country. In contrast to Mexico where three quarters (76%) got their first choice, most parents in Japan only had one option to choose from.

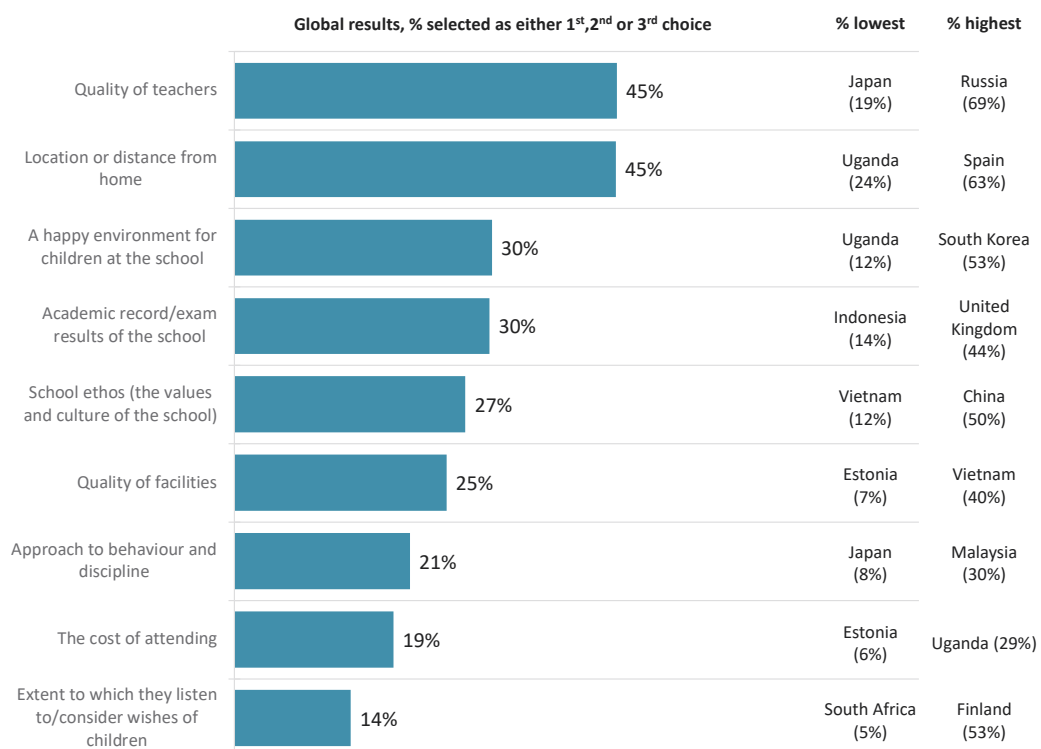


Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.



Which of the following, if any, were the most important factors when choosing your child's current school?

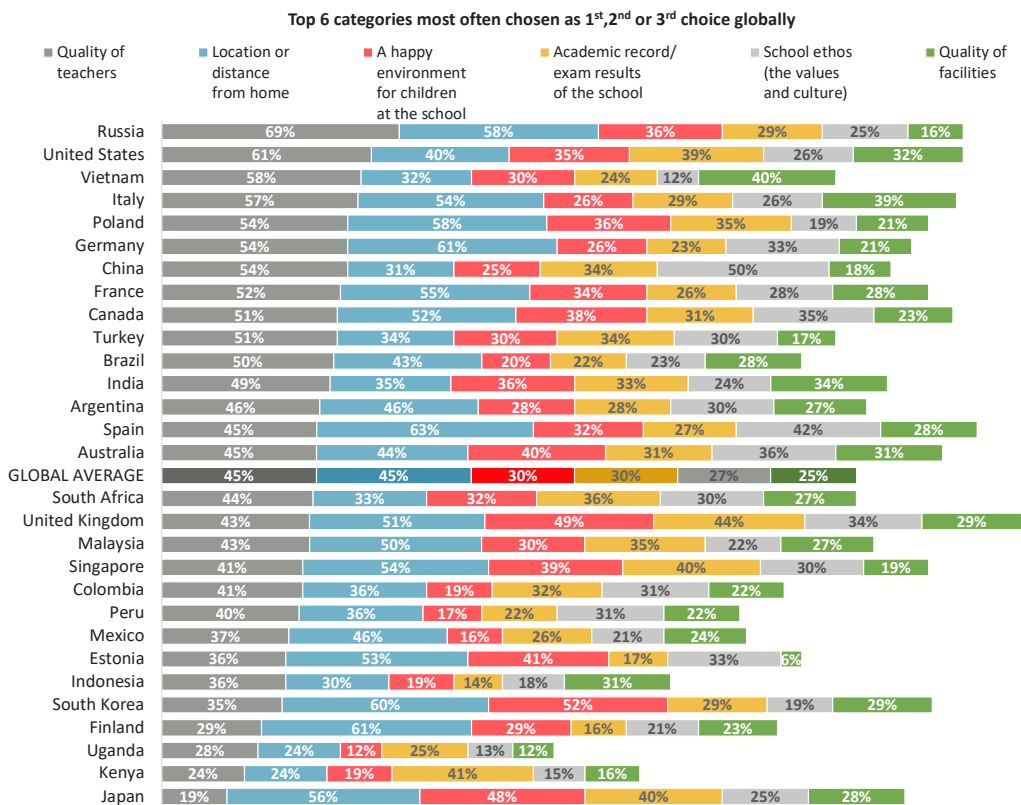
Among those who did have a choice of schools, the most important factor for parents when choosing their child's school, alongside location, is the quality of teachers. However, priorities do vary by country. For example, in Finland, consideration of the wishes of children is the second most important factor behind location



Base: All parents who had more than one school from which to choose (20072). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

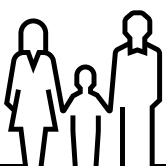
Which of the following, if any, were the most important factors when choosing your child's current school?

Russian parents are the most concerned about the quality of teachers. Spanish parents are the most concerned about location. Parents from South Korea are the most concerned about environment for the child, and parents from the UK are most concerned about the school's academic record.



B: 30% of parents from Uganda and from Indonesia gave an answer of 'don't know'

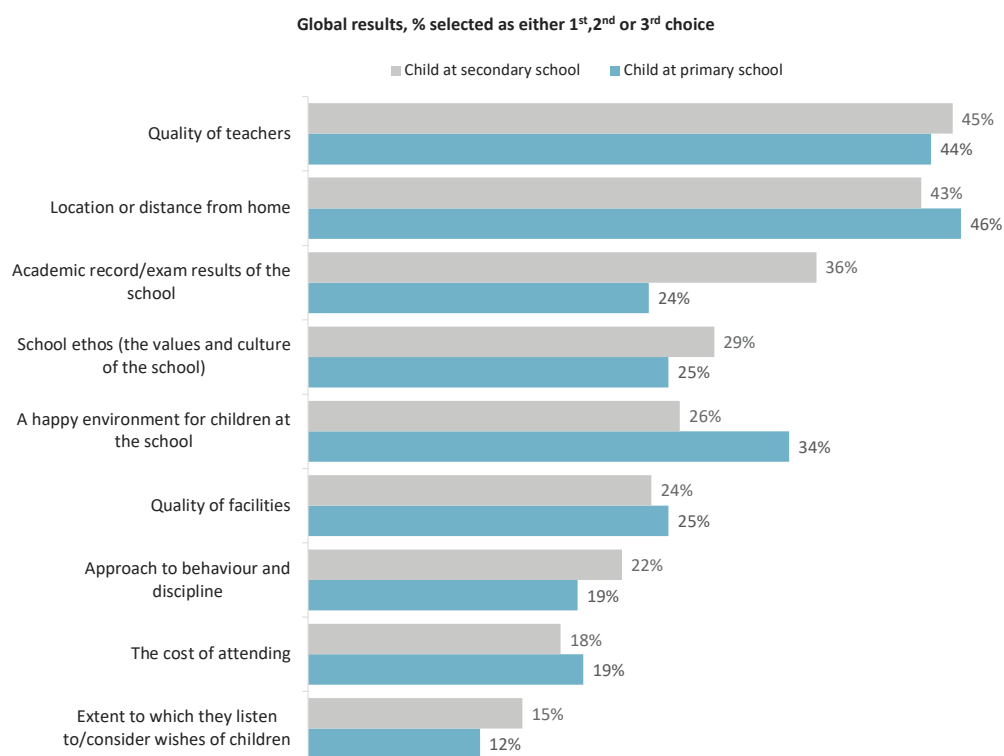
Base: All parents who had more than one school from which to choose (20072). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.



Which of the following, if any, were the most important factors when choosing your child's current school?

by phase

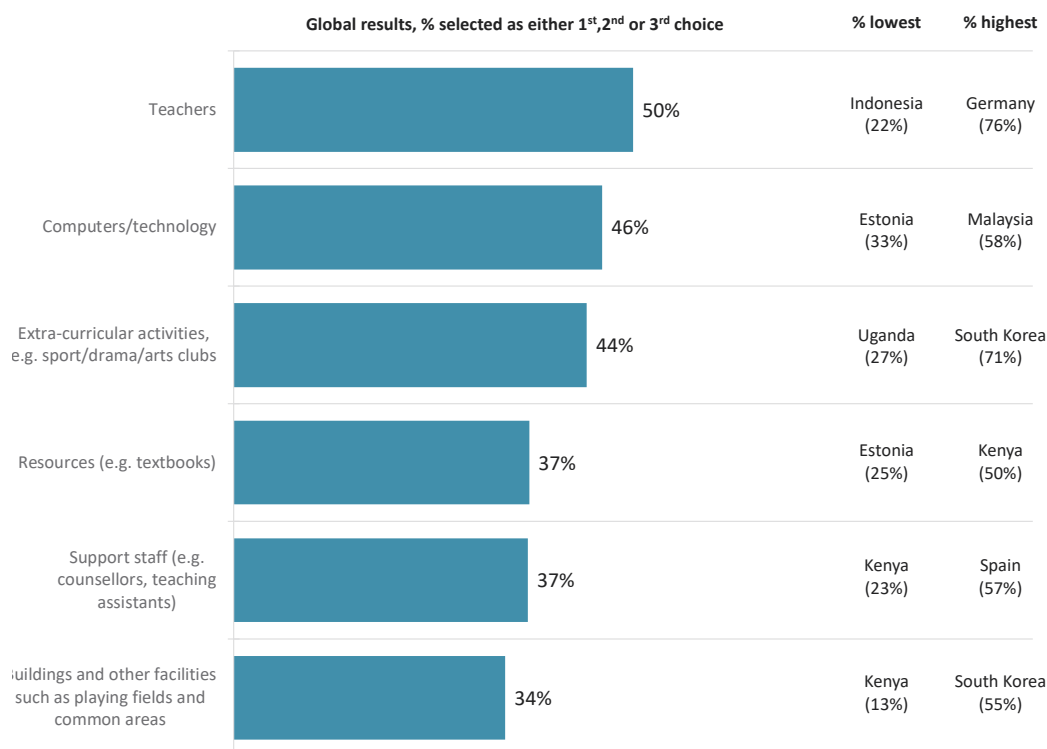
A school's academic record is more important when choosing a secondary school, as is school ethos. Whether a school has a happy environment is more important when choosing between primary schools.



Base: Parents of children in primary schools (10251), parents of children in secondary schools (9821). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

If there were additional funds for your child's school, which of the following would you like to see it spent on?

If there were additional funds for their child's school, most parents would want them spent on teachers. This is closely followed by investment in computers/technology and extracurricular activities. Buildings and other facilities are particularly important to some parents, such as in South Korea, Italy and Vietnam.

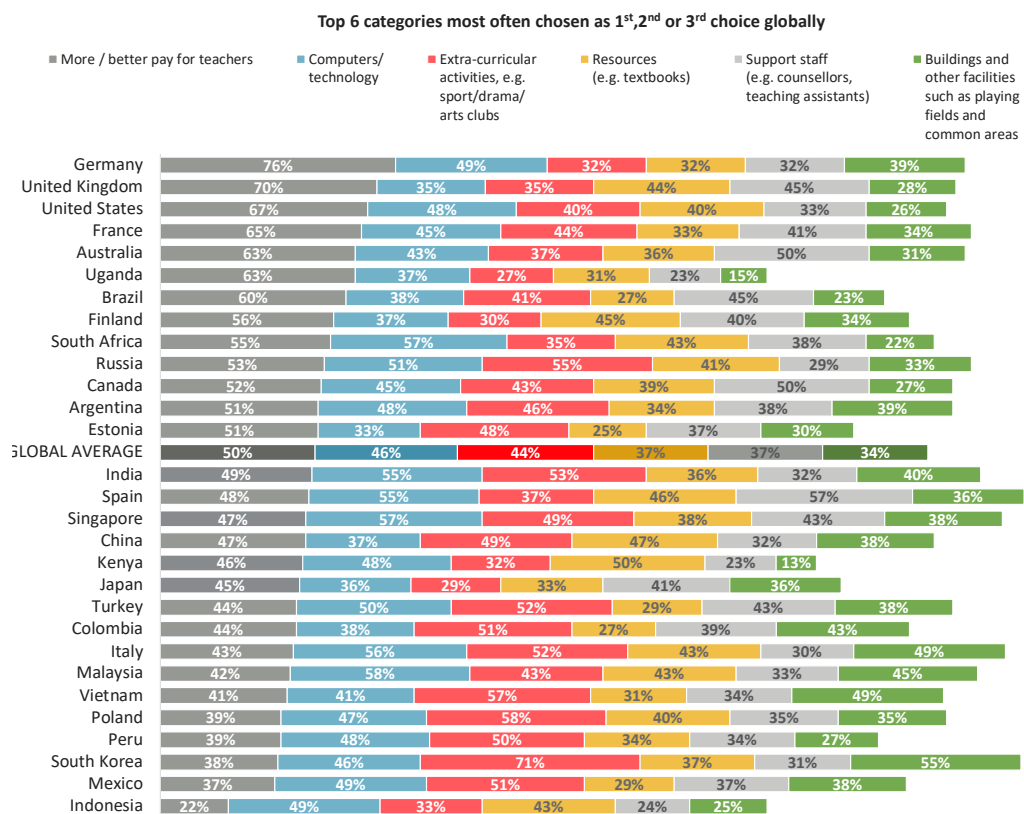


B: code 'teachers' includes those selecting either more teachers and/or better pay for existing teachers.

Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.



Globally, teachers are the biggest spending priority. Parents place the need for either more teachers or better pay as their top priority in 13 of 29 countries. In South Africa, India, Spain, Singapore, Turkey, Italy, Malaysia, Poland, Peru, South Korea, Mexico and Indonesia, parents would prefer to invest additional funds in computers/technology.



B: 30% of parents from Indonesia gave an answer of 'don't know'

Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

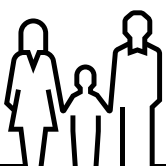
% choosing schools by quality of teaching vs % choosing to spend on teachers

The extent to which parents choose to prioritise teachers varies greatly by country. In Uganda and Finland, parents prioritise spending on teachers even if it is not the most important reason for selecting schools. The opposite is true in Vietnam, Italy and Poland.



% selecting as 1st/2nd/3rd choice

Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.





02. TIME HELPING WITH EDUCATION

On average, how much time, if any, do you personally spend helping your child academically with their education per week (e.g. help reading to them or helping with homework)?

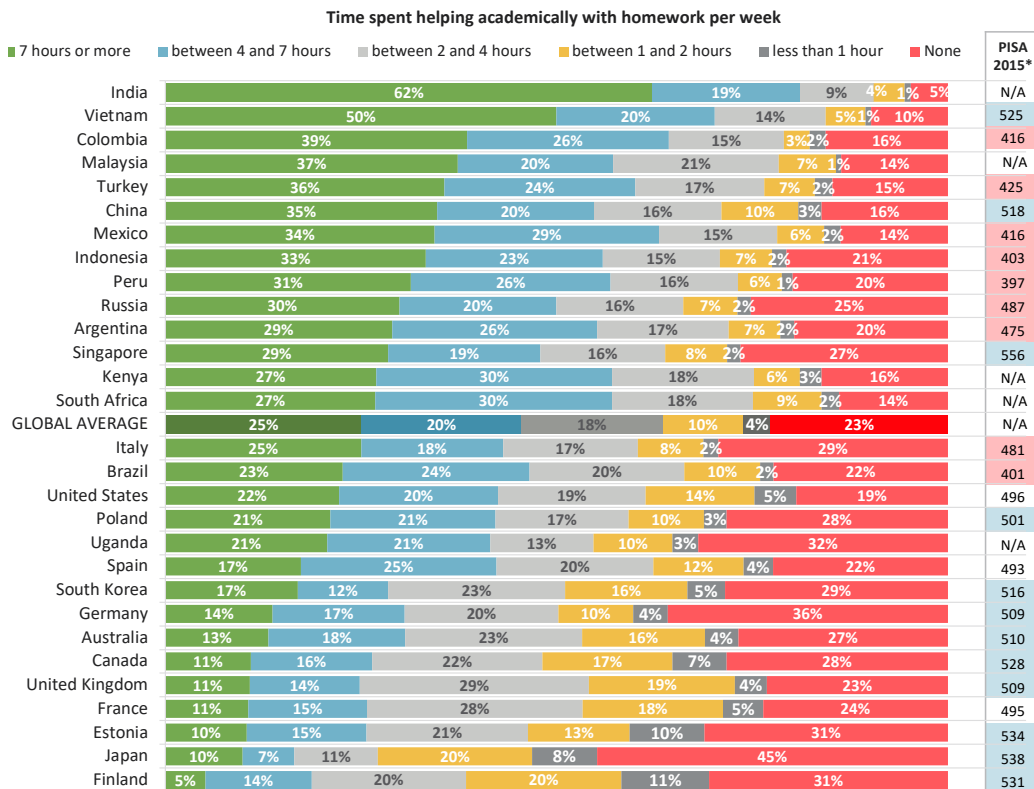
A quarter of parents worldwide say they spend 7 or more hours a week helping their children with their education.

*Mean science score in PISA 2015

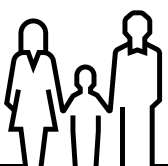
Countries/economies with a mean performance/share of top performers above the OECD average; countries/economies with a share of low achievers below the OECD average

Countries/economies with a mean performance/share of top performers/share of low achievers not significantly different from the OECD average

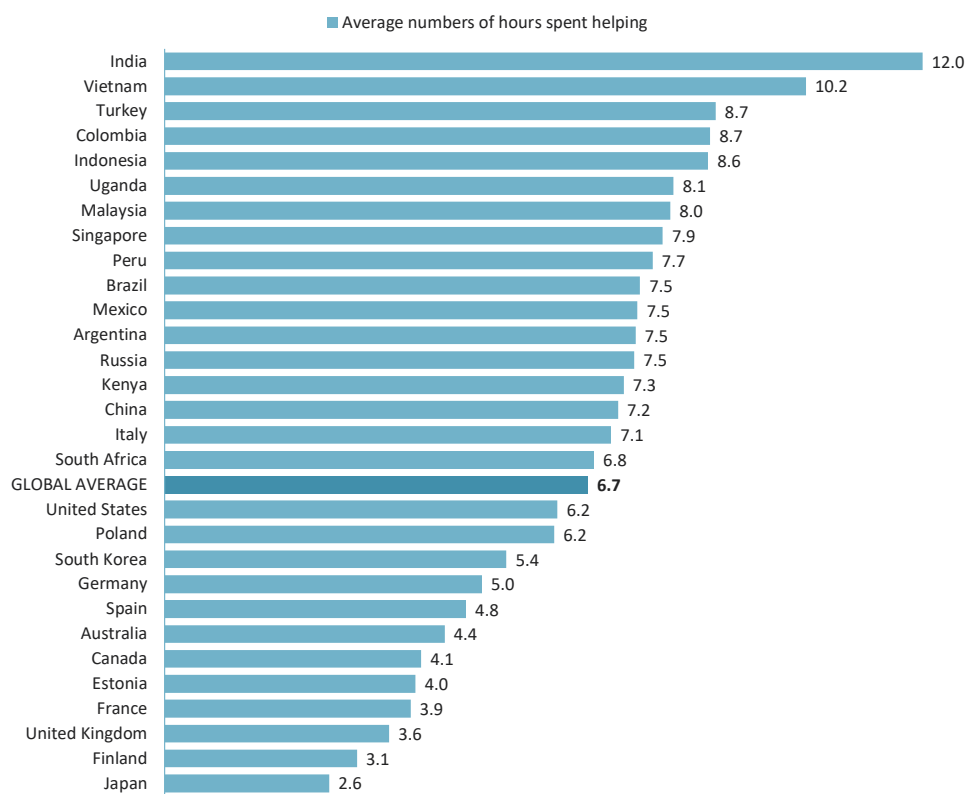
Countries/economies with a mean performance/share of top performers below the OECD average; countries/economies with a share of low achievers above the OECD average



Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.



Parents in lower income and emerging economies are more likely to spend significant amounts of time helping their children outside the classroom than those in established economies.

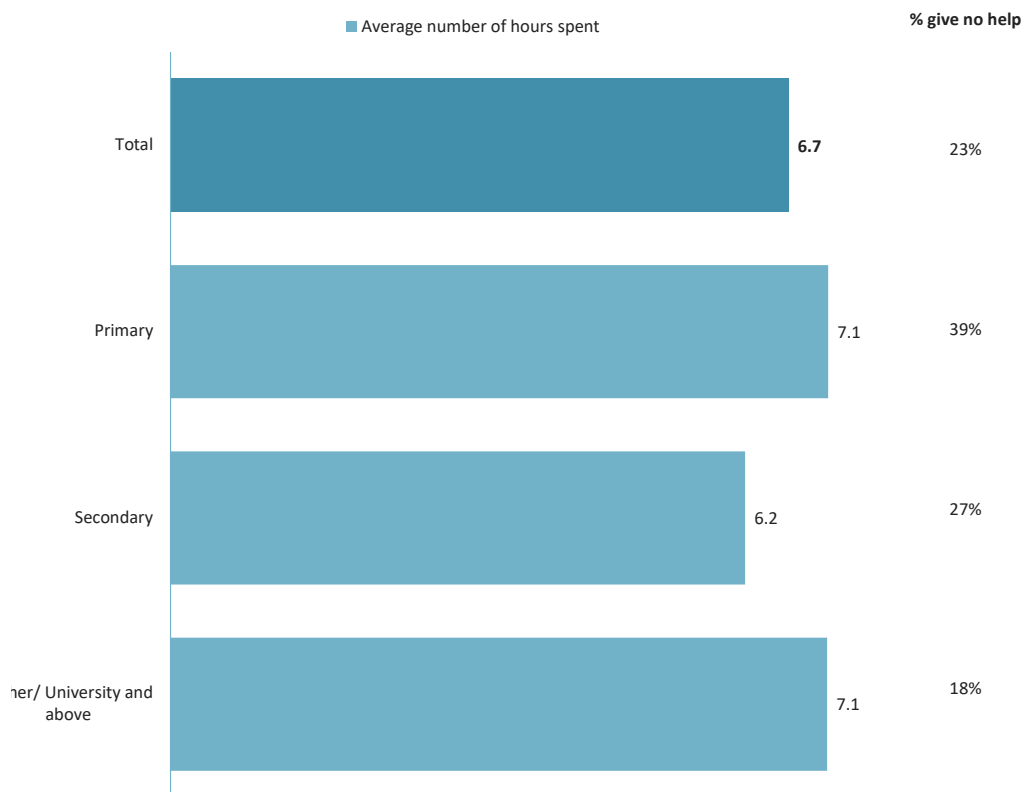


Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

How much time do you spend helping your child with their education per week?

by parent level of education

Better educated parents were more likely to spend some time every week helping their children with their education. 39% of those educated to primary level give no help at all.

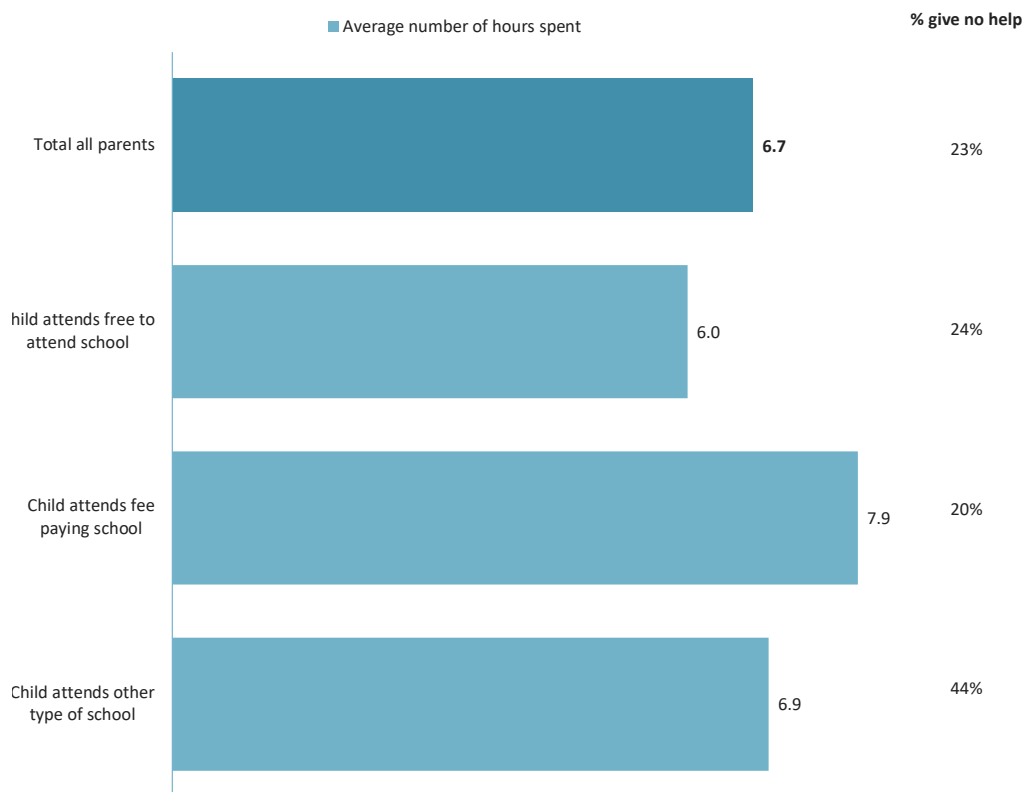


Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.



How much time do you spend helping your child with their education per week? *by type of school*

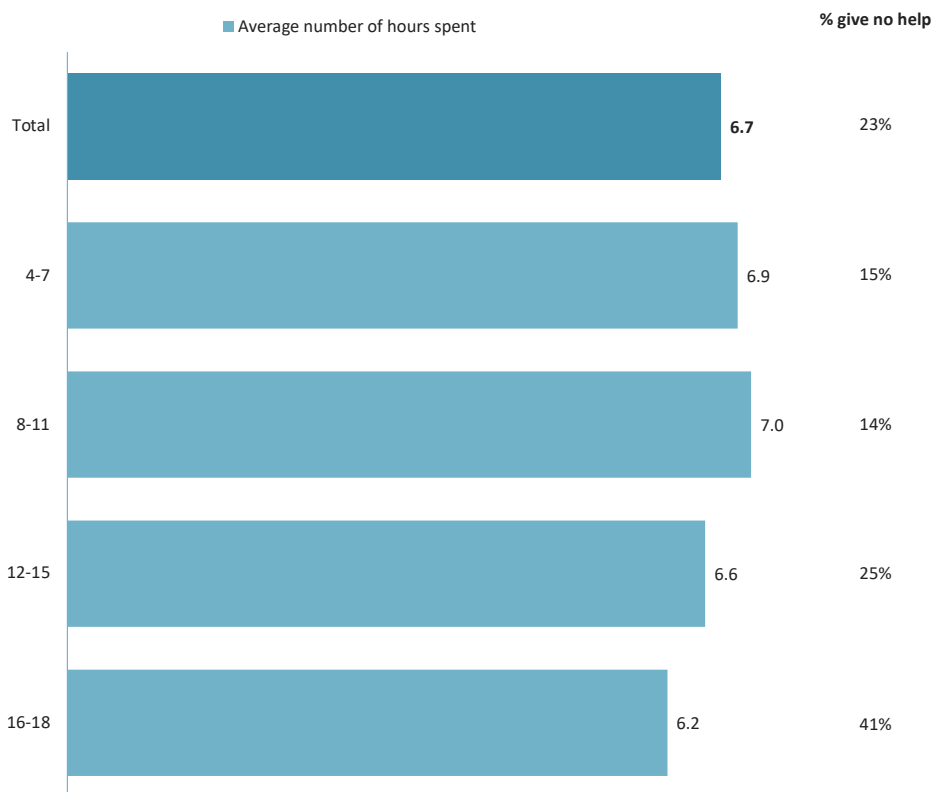
Globally, parents of children at free to attend schools spend less time helping with education than those with children at fee paying schools.



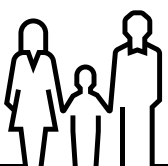
Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

How much time do you spend helping your child with their education per week? *by age of child*

After the age of 11, the amount of time spent helping children with their education falls by age. Globally, those aged 16-18 receive the least amount of help per week - 41% receive no help at all.

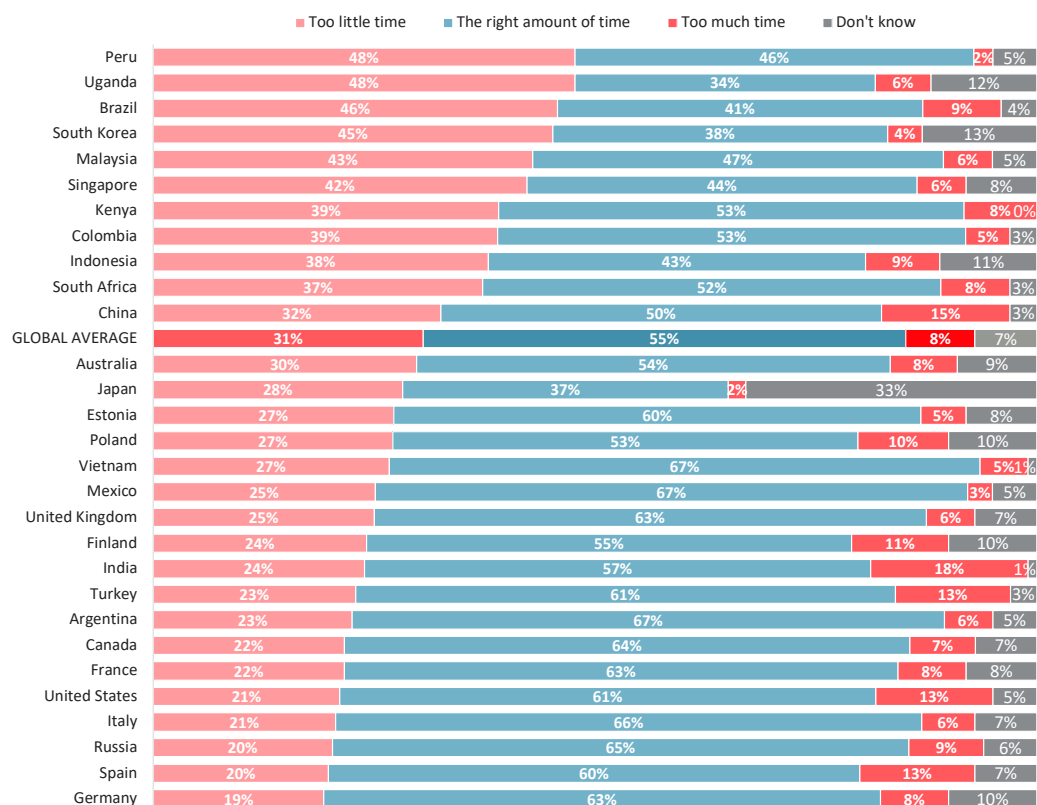


Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.



Do you feel you spend too much, too little, or about the right amount of time helping your child academically with their education?

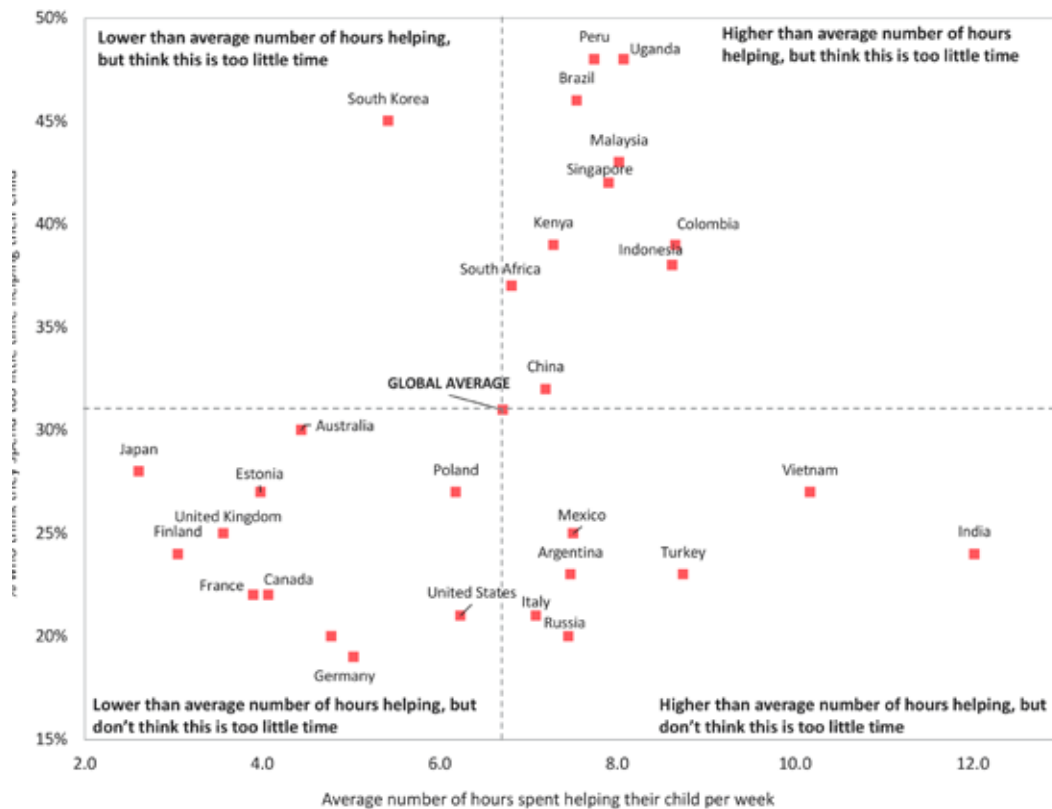
Nearly a third of parents (31%) feel that they spend too little time helping their children out of school. Parents in Peru, Uganda, Brazil and South Korea are the most likely to say they spend too little time helping with education.



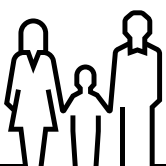
Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

Average number of hours spent vs % think they spend too little time

Despite already spending more time helping, parents in lower income economies feel this more acutely. Parents in more established economies spend less time helping, but are also less likely to think that this amount is too little.

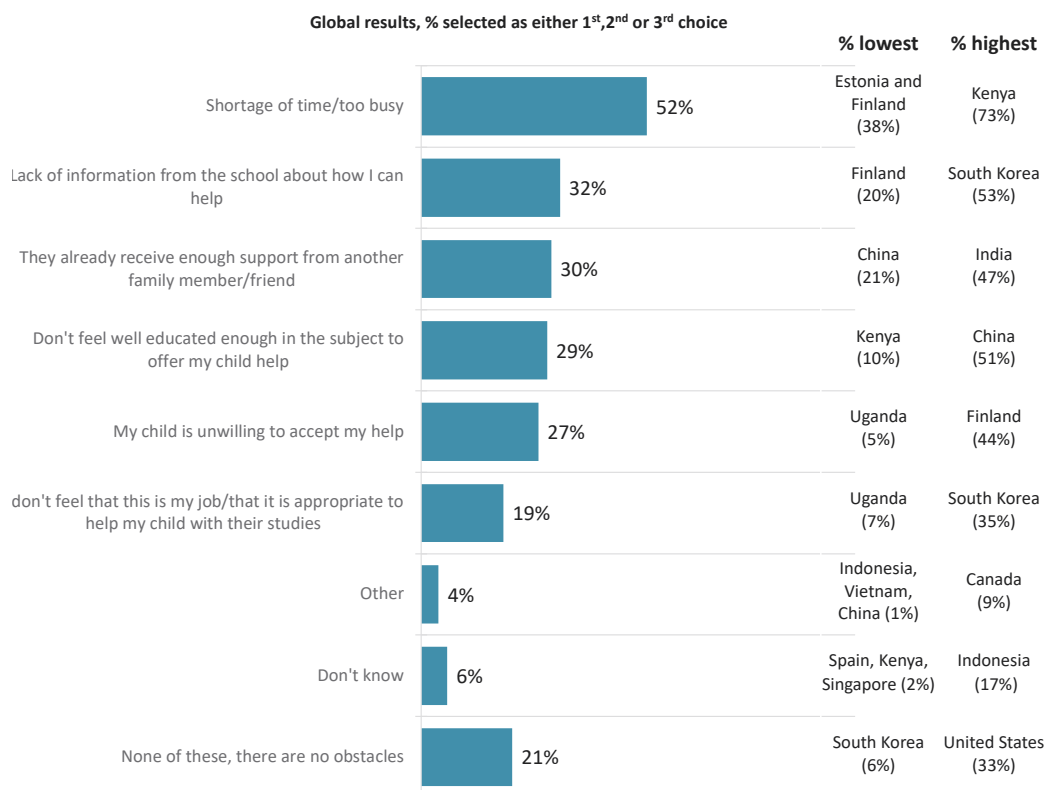


Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.



Which of the following, if any, are the main barriers to you helping your child academically with their education?

The most commonly occurring reason that parents don't help their children - cited by over half of parents (52%) across the survey - is lack of time. A fifth of parents believe there are no barriers.

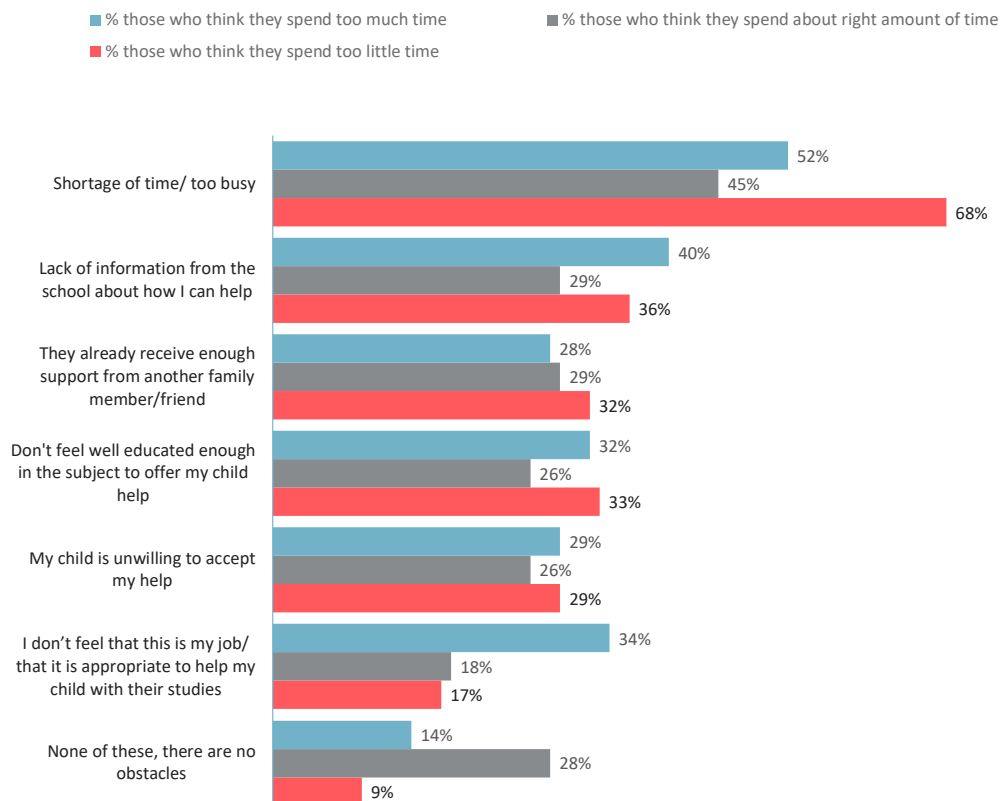


Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

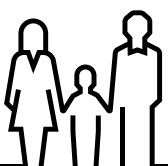
Which of the following, if any, are the main barriers to you helping your child academically with their education?

by perceived need

Time is an even greater barrier among those who feel they spend too little time helping. Conversely, a third of those who feel they spend too much time helping their child feel that it isn't their job to help.



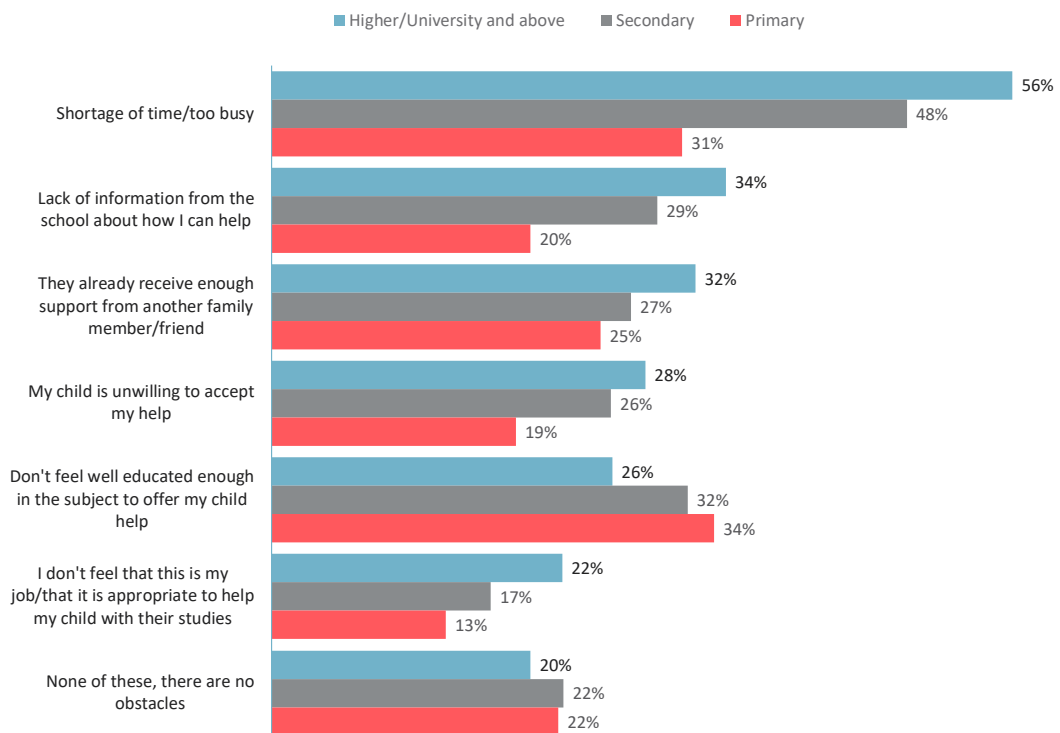
Base: All parents (27380) and those who think they spend too little time helping: (8081). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.



Which of the following, if any, are the main barriers to you helping your child academically with their education?

by parent level of education

Shortage of time is the greatest barrier among parents educated to university level and above. In contrast, parents educated up to primary school level said lack of knowledge in the subject was their main barrier.



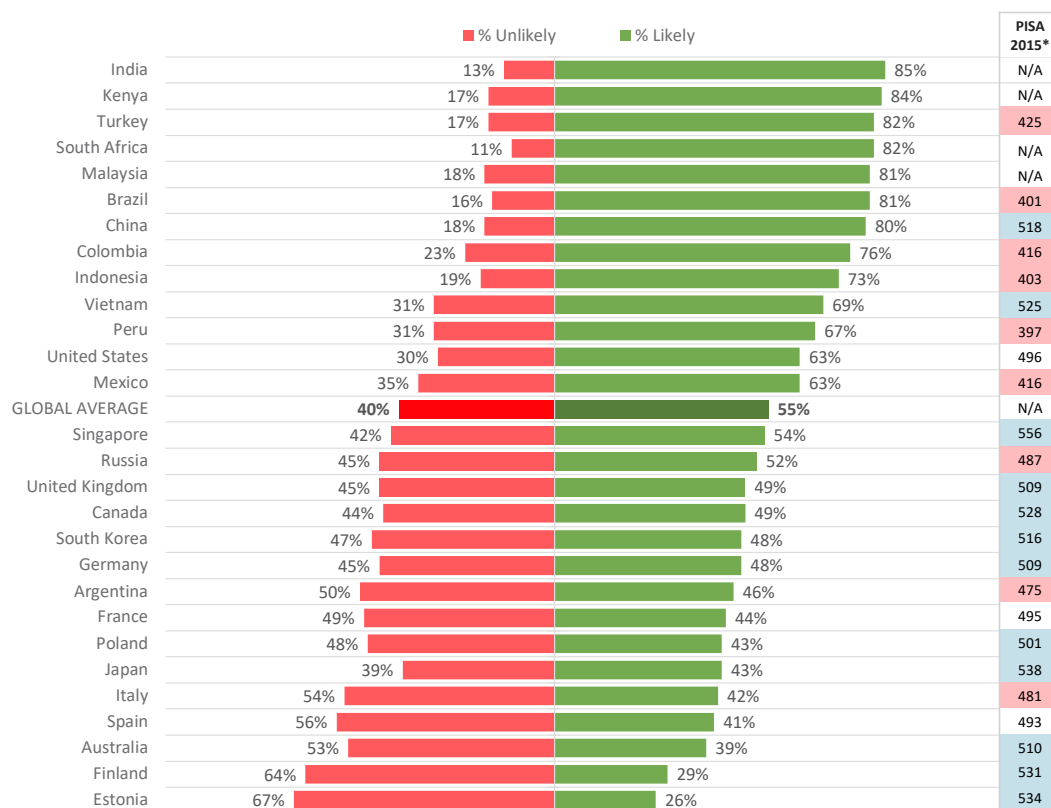
Base: Parents educated to higher/university and above (13566), parents educated to secondary school (13324), parents educated to primary school (481). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.



03. PLURALISM IN EDUCATION PROVISION

If it was affordable for you, and if there was an appropriate local place available, how likely would you be to send your child to a fee paying school?

55% of parents globally whose child attends a state school would be fairly likely or very likely to send their child to a fee-paying school if it was affordable and available.



NB: For this filtered question, Uganda had a low base size of below 75

Base: Parents of children who attend free to attend government funded schools (16767). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

Countries/economies with a mean performance/share of top performers above the OECD average; countries/economies with a share of low achievers below the OECD average	Countries/economies with a mean performance/share of top performers/share of low achievers not significantly different from the OECD average	Countries/economies with a mean performance/share of top performers below the OECD average; countries/economies with a share of low achievers above the OECD average
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*Mean science score in PISA 2015

How likely would you be to send your child to a fee paying school?

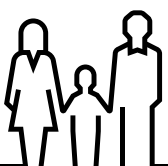
by age, level of education and phase of school

Younger parents, and those educated to university level or above are more likely to consider a fee-paying school.

Parents with a child at primary school are also more likely to consider a fee paying school; however, it is unclear whether this is driven by phase of school or age of parent.

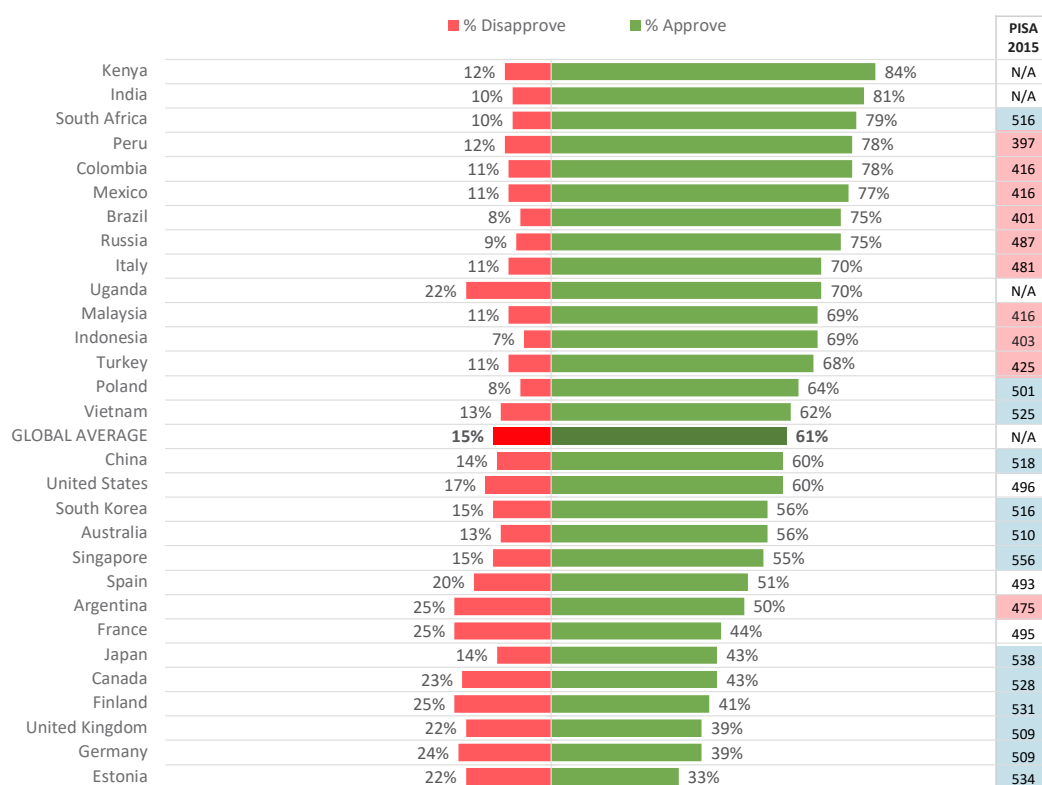
Variable	Split	Likely	Unlikely
Parent Age	18-34	66%	30%
	35-44	55%	39%
	45+	47%	47%
Parent education level	Primary	49%	41%
	Secondary	51%	43%
	University or above	60%	36%
Phase of school currently attended by child	Primary	56%	38%
	Secondary	53%	42%

Base: All parents where the child attends a free to attend government funded school (16767); of whom, parents aged 18-34 (3349), 35-44 (7578), and 45+ (5840) and whose child is at a free-to-attend school; parents educated to primary level (376), secondary level (8973) and university or above (7414) and whose child is at a free-to-attend school; parents whose child is at primary school (8777) or secondary school (7990). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018



In some countries, the government gives parents an education “voucher”, which they can use to “buy” education for their child at a school of their choice, regardless of whether the school is run by a private or public organisation. To what extent do you/would you approve or disapprove of this happening in your country?

Shortage of time is the greatest barrier among parents educated to university level and above. In contrast, parents educated up to primary school level said lack of knowledge in the subject was their main barrier.



Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

*Mean science score in PISA 2015

Countries/economies with a mean performance/share of top performers above the OECD average; countries/economies with a share of low achievers below the OECD average	Countries/economies with a mean performance/share of top performers/share of low achievers not significantly different from the OECD average	Countries/economies with a mean performance/share of top performers below the OECD average; countries/economies with a share of low achievers above the OECD average
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To what extent do you/would you approve or disapprove of this [education vouchers] happening in your country?
by age, level of education and phase of school

Approval of education vouchers also varies by age and level of education.

Those with children at fee-paying school are also more likely to approve the concept. As are younger parents and those education to university level of above. There is little variation by phase of school.

Variable	Split	Approve	Disapprove
Parent Age	18- 34	68%	12%
	35-44	61%	15%
	45+	55%	18%
Parent education level	Primary	52%	15%
	Secondary	58%	15%
	University and above	64%	15%
School type	Free	56%	16%
	Fee-paying	70%	13%
	Other	43%	20%
Phase of school currently attended by child	Primary	62%	14%
	Secondary	60%	16%

Base: Parents aged 18-34 (6328), 35-44 (12113) and 45+ (8938); parents educated to primary level (481), secondary level (13324) and university and above (13566); parents whose child is at a free school (16767), whose child is at a fee-paying school (10002); parents whose child is at primary school (14464), secondary school (12916). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

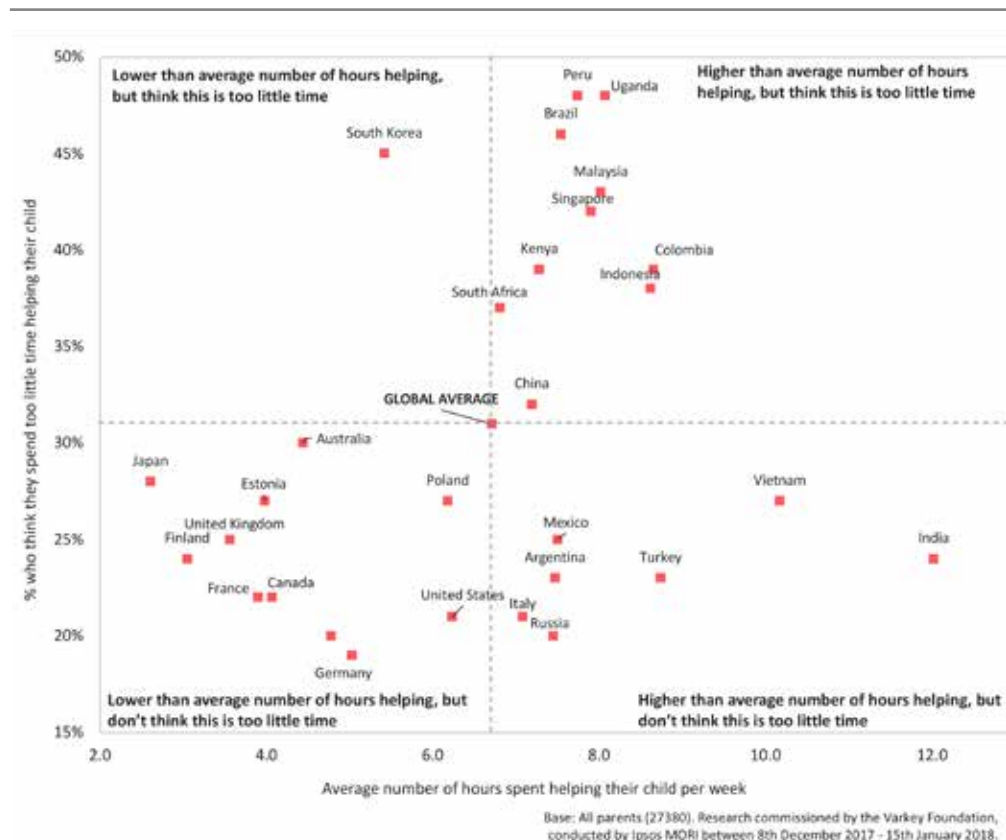


% 'approve' of use of education vouchers vs % rate quality of free to attend schools as 'good'

The extent to which approval of vouchers aligns to perceived quality of school is mixed.

Parents in South America are more concerned about quality of education and have high approval ratings for vouchers; the converse is true in Finland and Estonia.

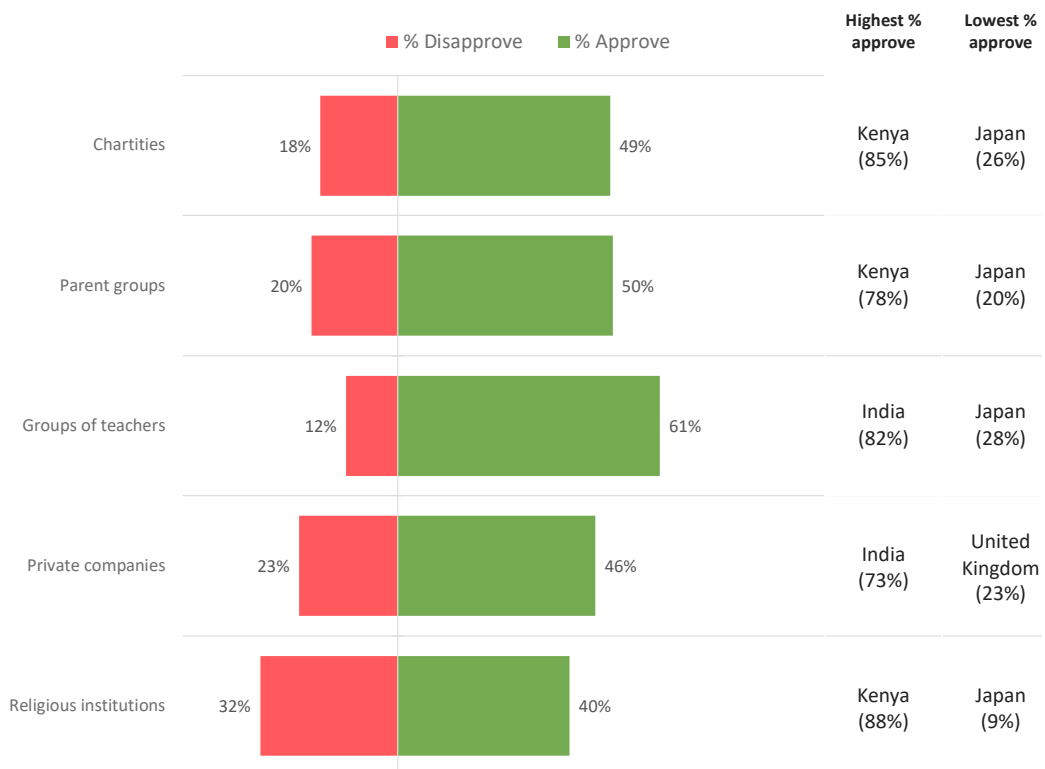
Parents in Germany, France and Japan are also concerned about the quality of education, but are less likely to approve of vouchers.



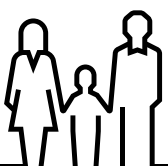
In principle, to what extent do you approve or disapprove of each of the following organisations running any free to attend, government funded, schools in your country?

Globally, there is most support for the concept of free to attend government funded schools to be run by groups of teachers.

Parents from India and Kenya are the most open to different forms of governance.



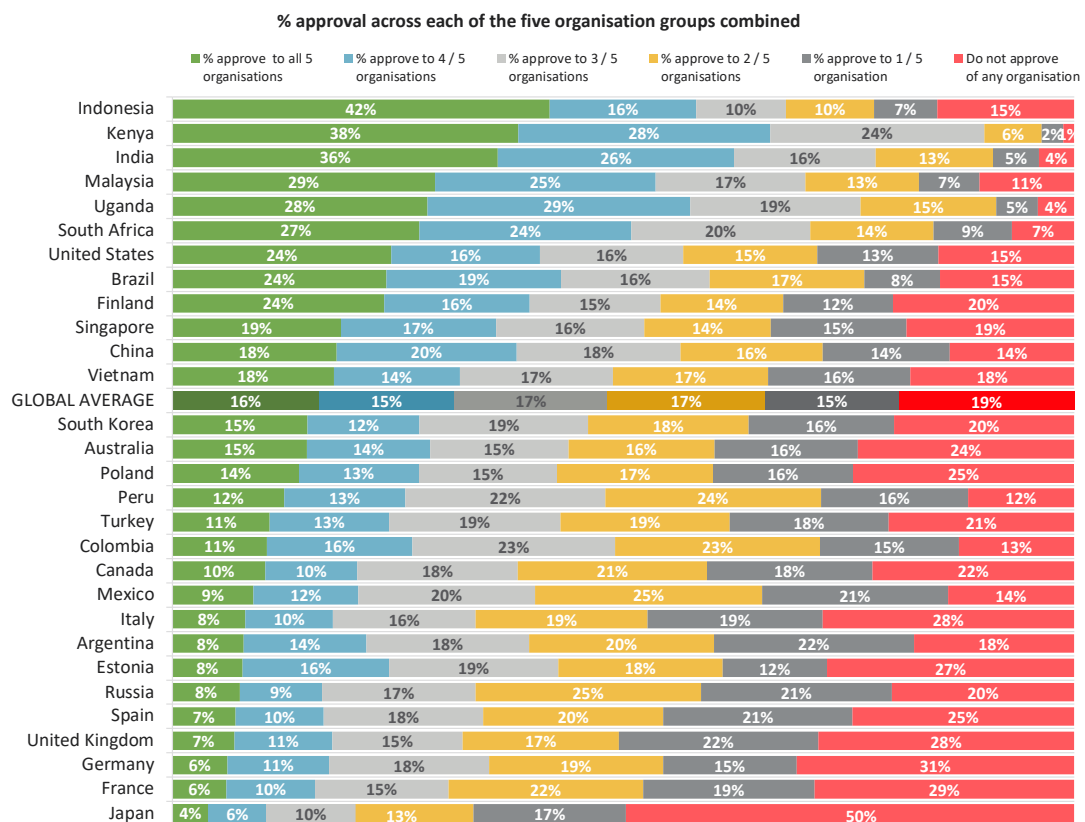
Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.



In principle, to what extent do you approve or disapprove of each of the following organisations running any free to attend, government funded, schools in your country?

Combined approval across charities, parent groups, groups of teachers, private companies, and religious institutions

Parents from Indonesia, Kenya and India are the most willing to consider alternative forms of school governance.

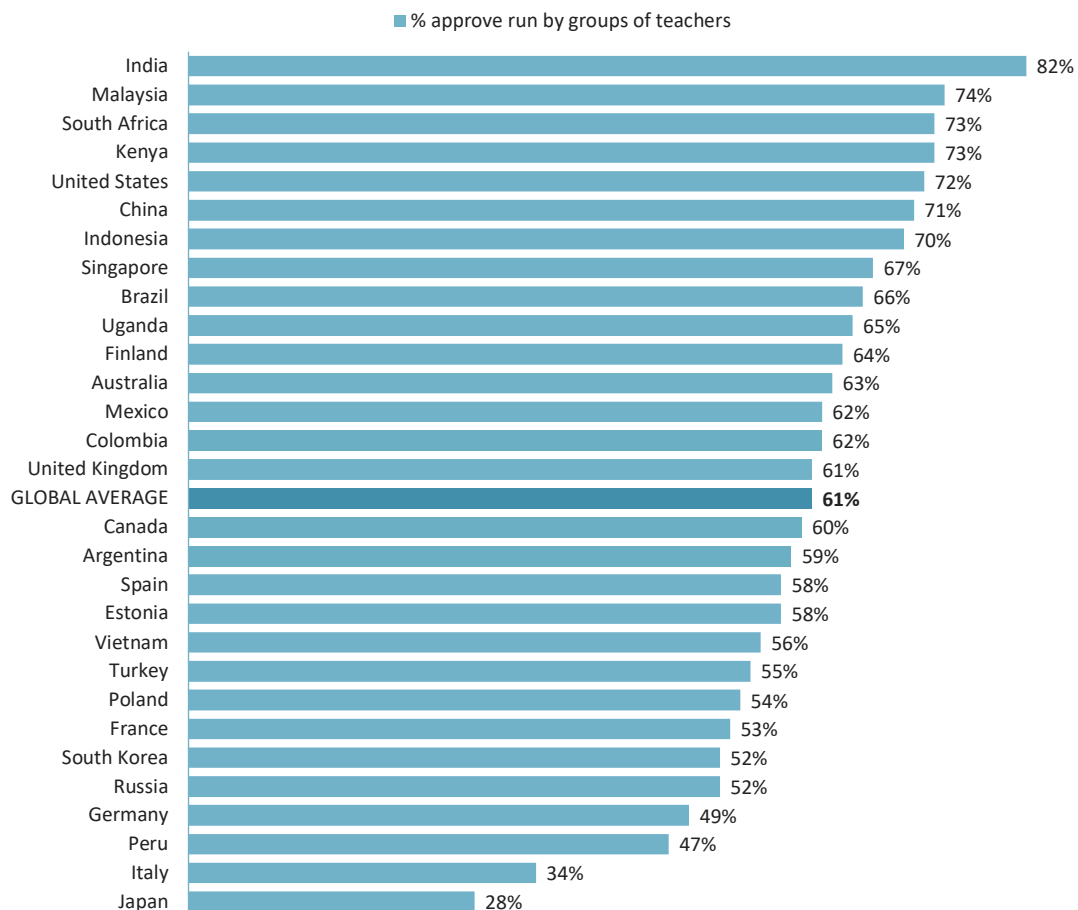


Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

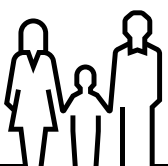
To what extent do you approve or disapprove of the following organisations running free to attend schools?

Groups of teachers

Globally, there is most support for schools run by groups of teachers. Over half of parents from 25 countries support this concept. Those from Italy and Japan are the least approving.



Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

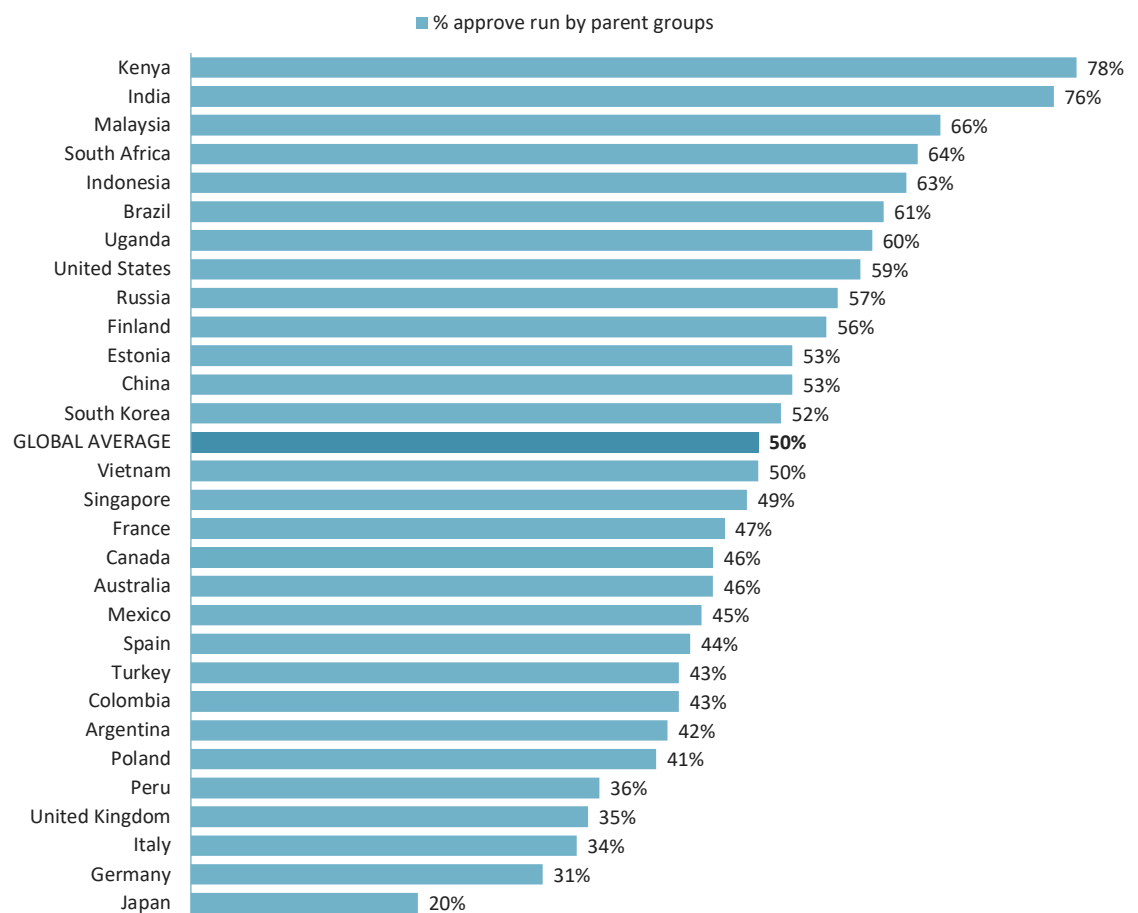


To what extent do you approve or disapprove of the following organisations running free to attend schools?

Parent groups

Parents in emerging markets are the most likely to approve of schools run by parent groups.

Again, this is supported most by parents from Kenya and India, and least from

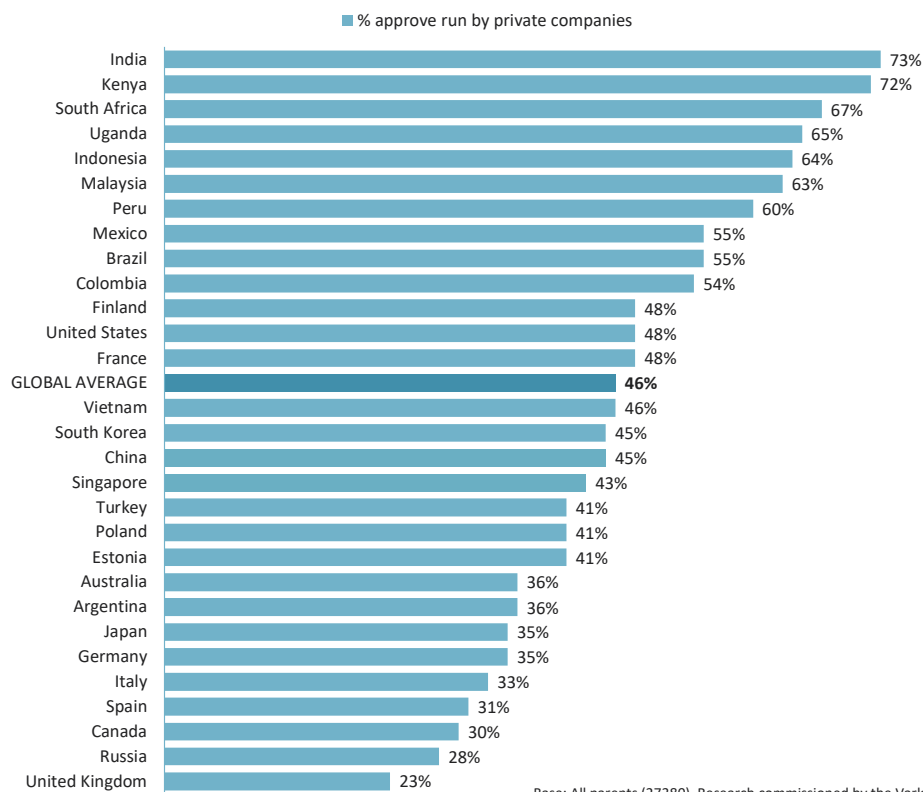


Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

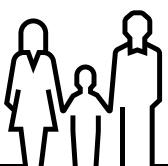
To what extent do you approve or disapprove of the following organisations running free to attend schools? *Private companies*

Support for schools being run by private companies is mixed.

Parents in established European economies are less likely to approve of this concept.



Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

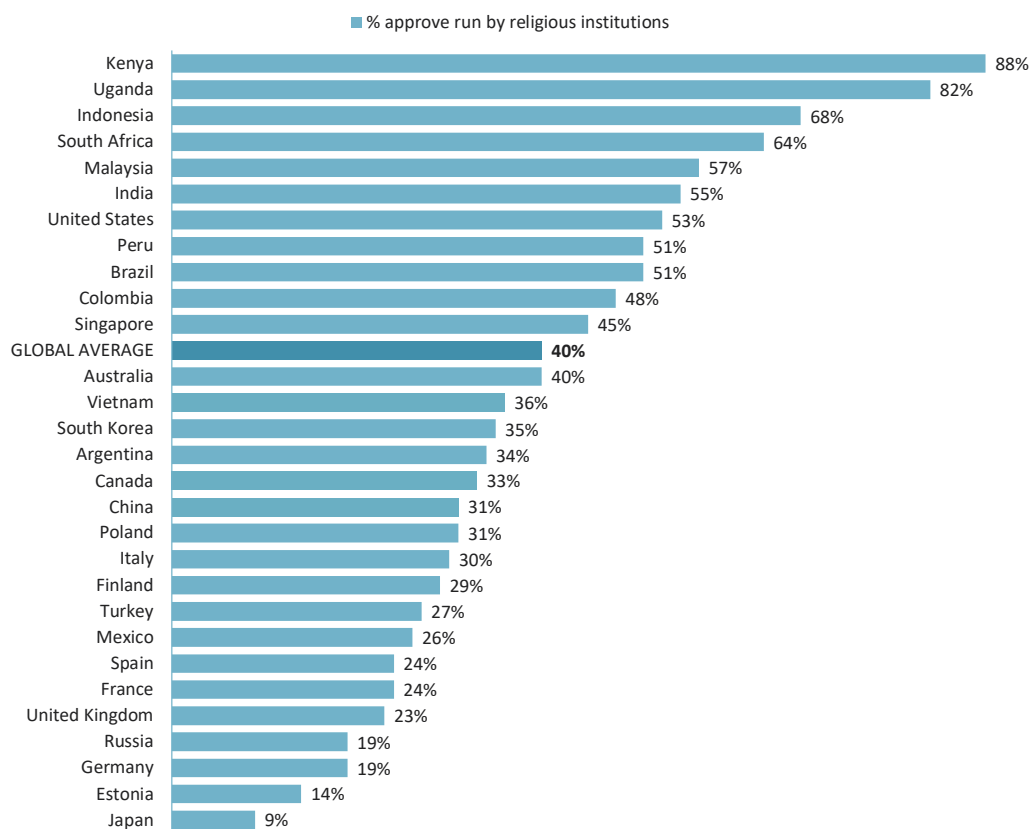


To what extent do you approve or disapprove of the following organisations running free to attend schools?

Religious institutions

There is wide variation in the extent to which parents support religious institutions running free to attend schools.

This has most support from parents in Kenya and Uganda, and least support from those in Estonia and Japan.

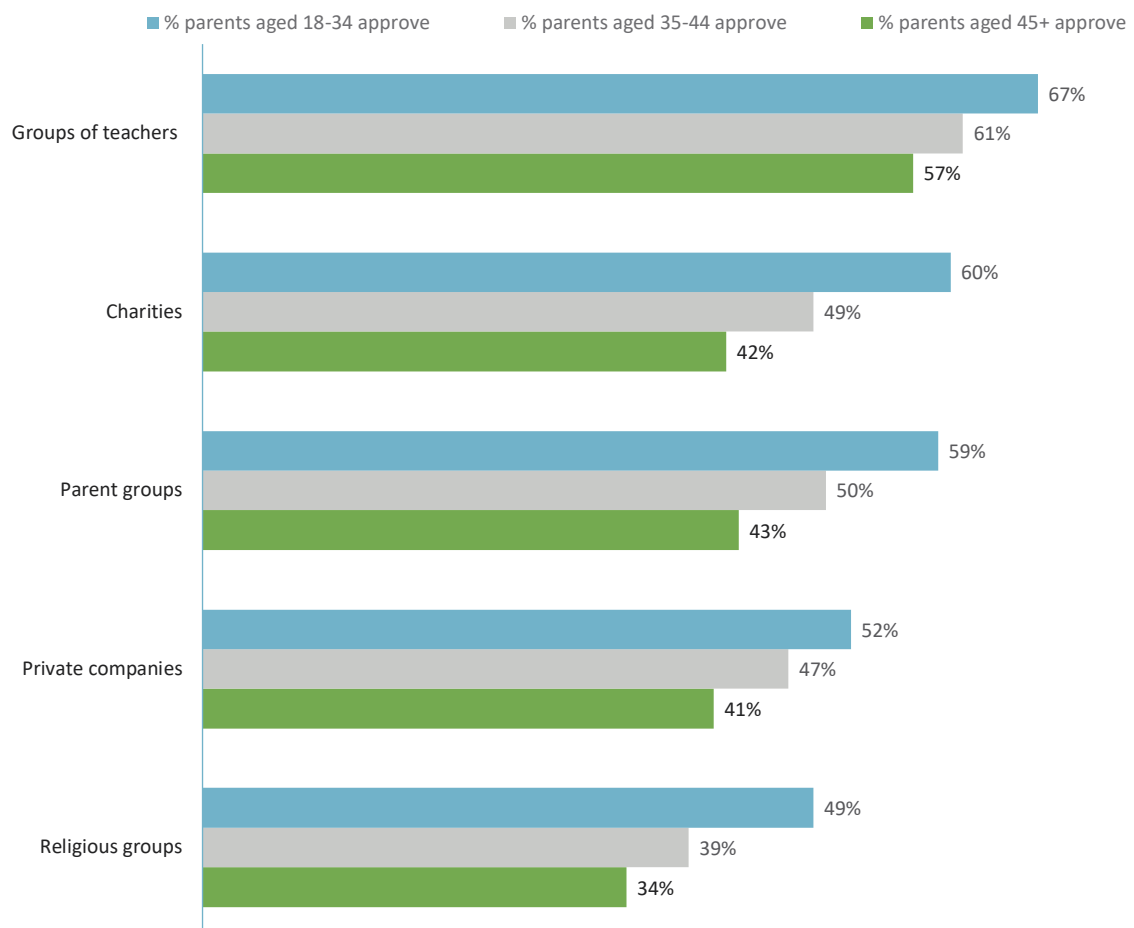


Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

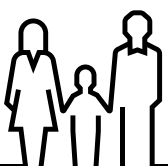
To what extent do you approve of the following organisations running free to attend schools? *by parent age*

Support for different groups running free to attend schools falls with age.

Consistently across all types of governance, there is most support among parents aged 18-34.



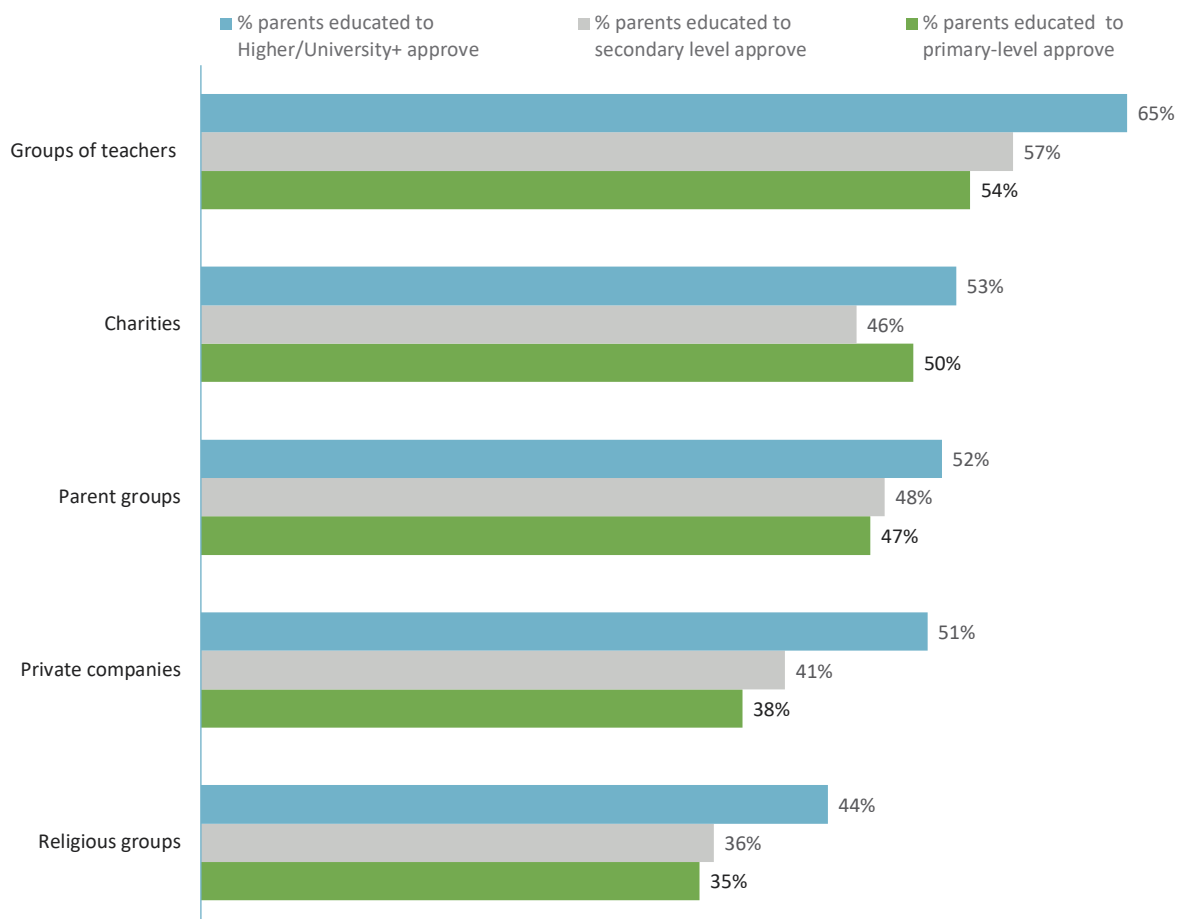
Base: Parents aged 18-34 (6328), parents aged 35-44 (12113), parents aged 45+ (8939).
Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.



To what extent do you approve of the following organisations running free to attend schools? *by parent level of education*

Consistently across all types of governance, there is most support among parents educated to university level or above.

Parents who only have primary education are particularly supportive of charity group.

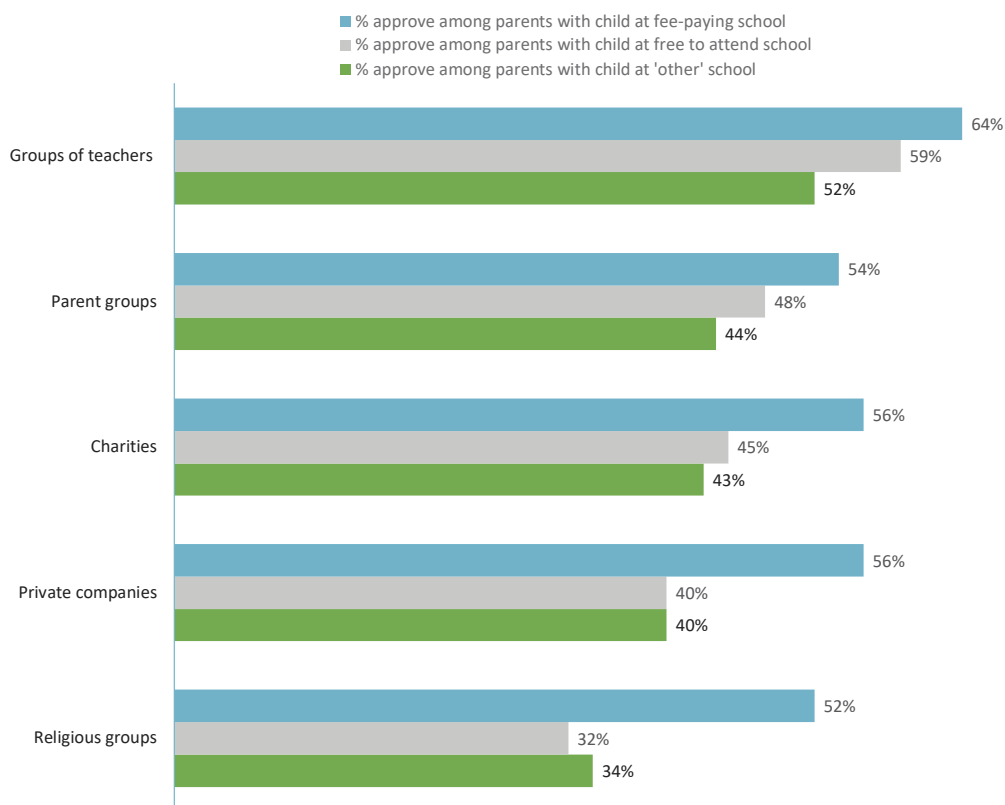


Source: Parents educated to primary level (481), parents educated to secondary level (13324), parents educated to higher/university level and above (13566). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

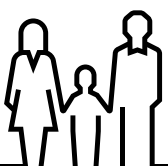
To what extent do you approve of the following organisations running free to attend schools? *by school type*

Parents with children at a fee-paying school are more open to the idea of other organisations running free to attend schools.

This is most apparent in support for private companies and religious groups.



Base: Parents of children attending fee-paying schools (10002), parents of children attending free to attend schools (16767), parents of children who attend other schools (611). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.



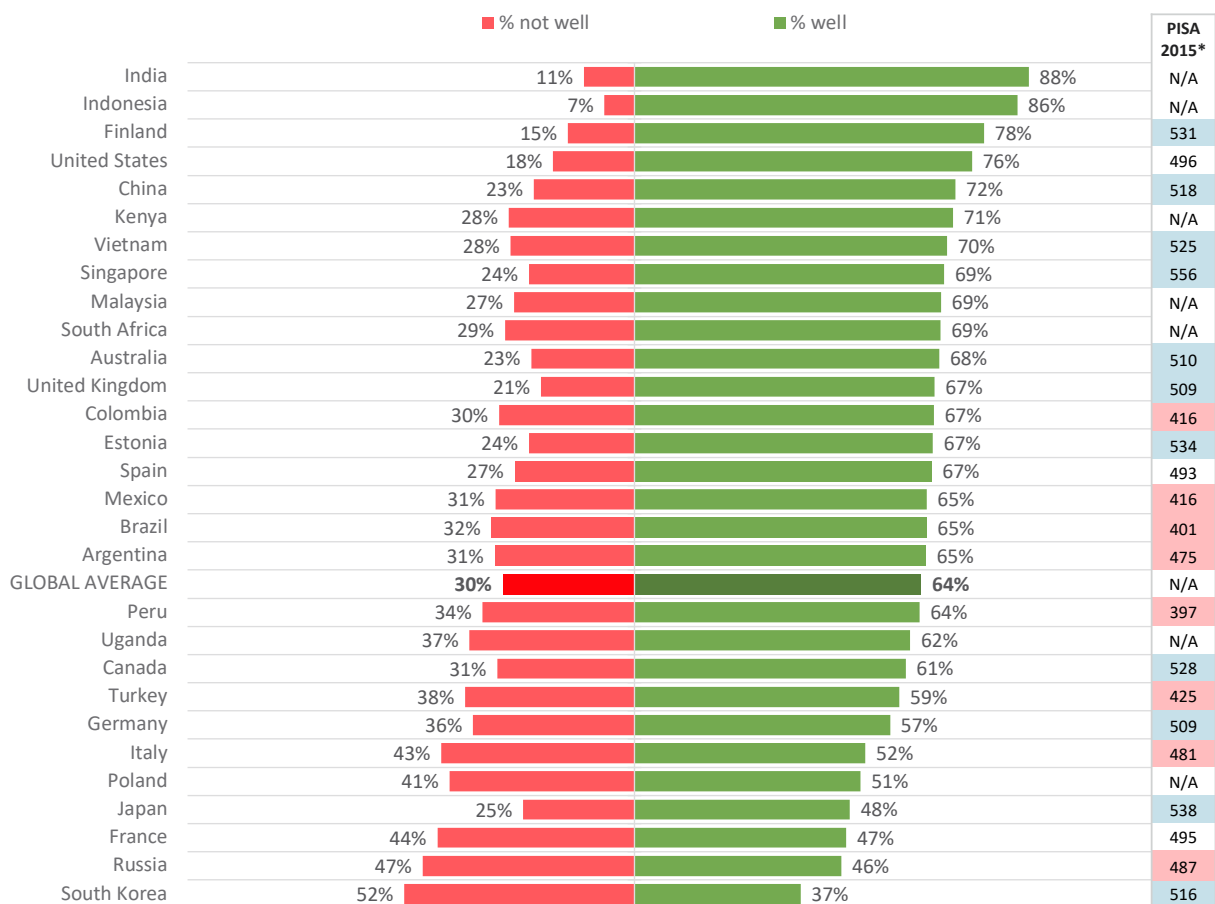


04. OPTIMISM
FOR THE FUTURE

How well, if at all, do you think your child's school is preparing them for the future world of 2030 and beyond?

Almost two-thirds (64%) of parents believe their child's school is preparing them well for the world of 2030 and beyond.

Asia has some of the highest (India, Indonesia, China and Vietnam), and some of the lowest (Japan and South Korea) levels of confidence.



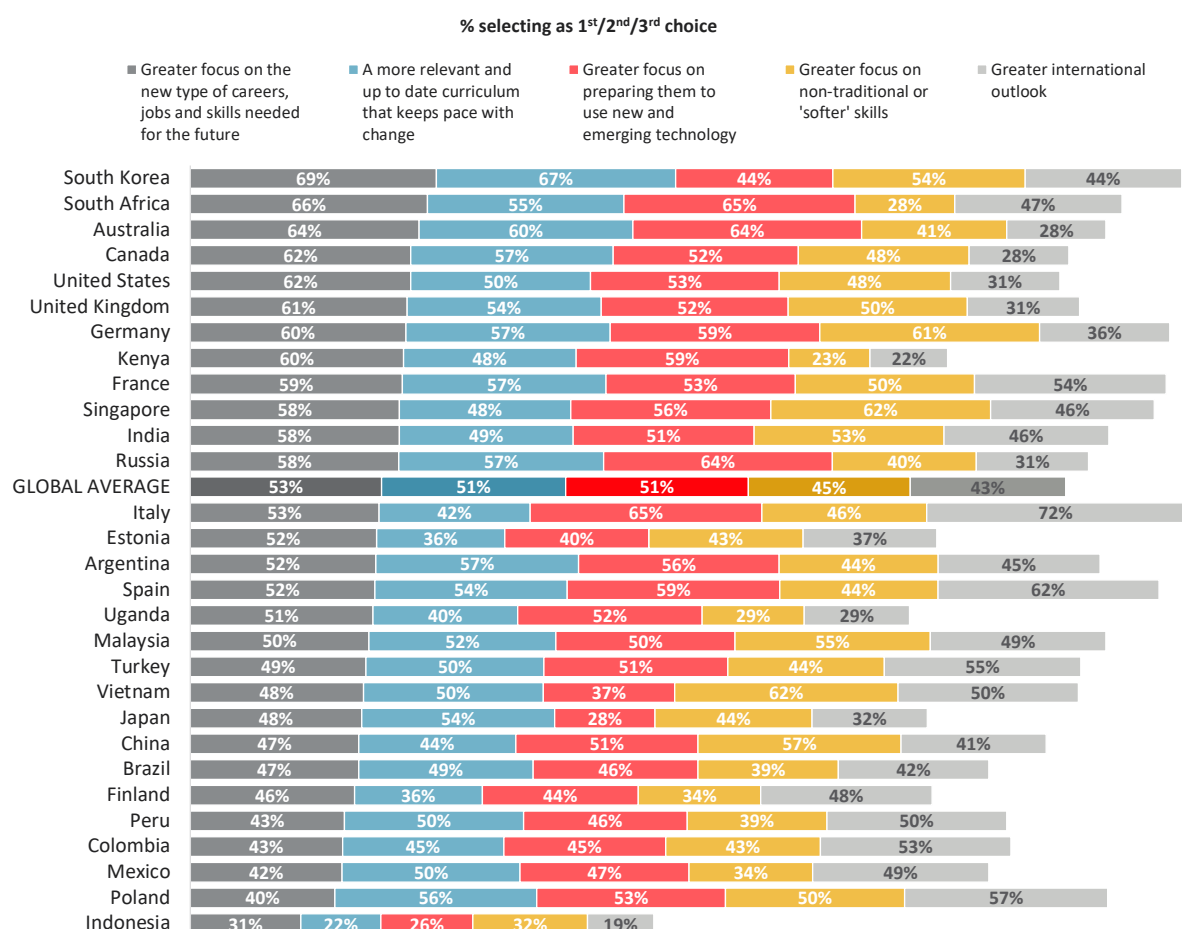
Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.



Which of the following, if any, are the most important areas where you think your child's school should be doing more to better prepare your child for the world of 2030 and beyond?

Among those who feel their child is underprepared, the most common request is for greater focus on new types of careers, jobs and skills.

This is closely followed by a preference for a more up to date curriculum and preparation for using new technology.



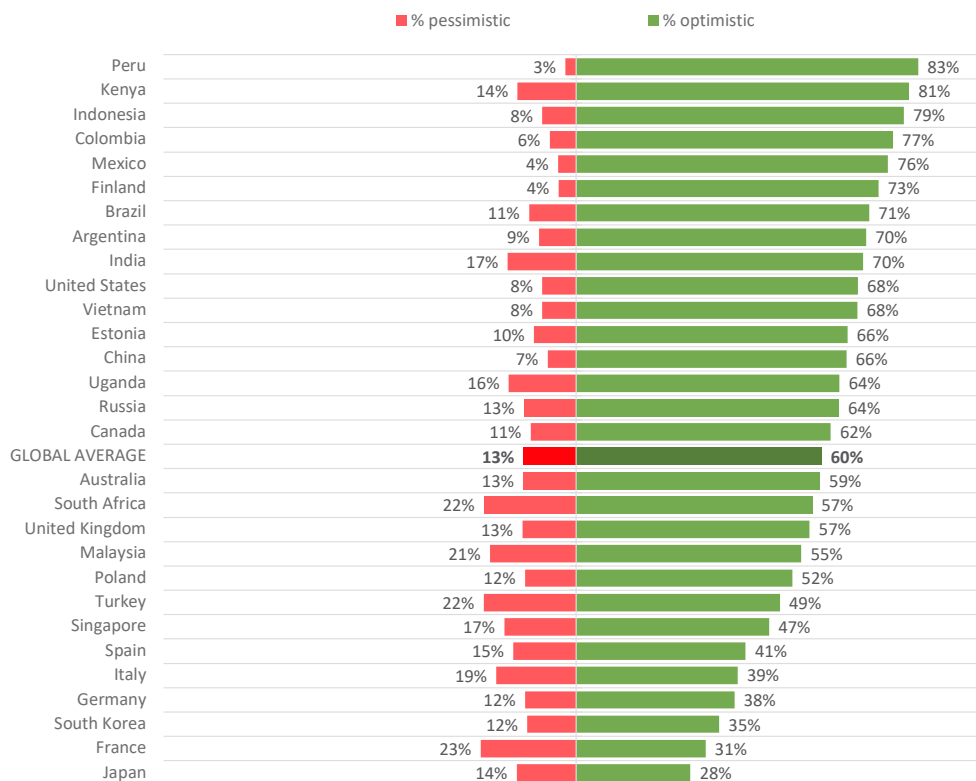
NB: 54% of parents from Indonesia who felt underprepared selected 'don't know'

Base: Parents who feel their child is underprepared for the world of 2030 and beyond (9758). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

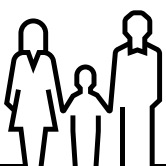
Taking everything into consideration, how optimistic or pessimistic are you about your child's future?

Almost two-thirds (60%) of parents are optimistic about their child's future. Some of the highest levels of optimism were in lower income and emerging economies.

Richer nations (such as Japan, France, South Korea and Germany) were generally gloomier.



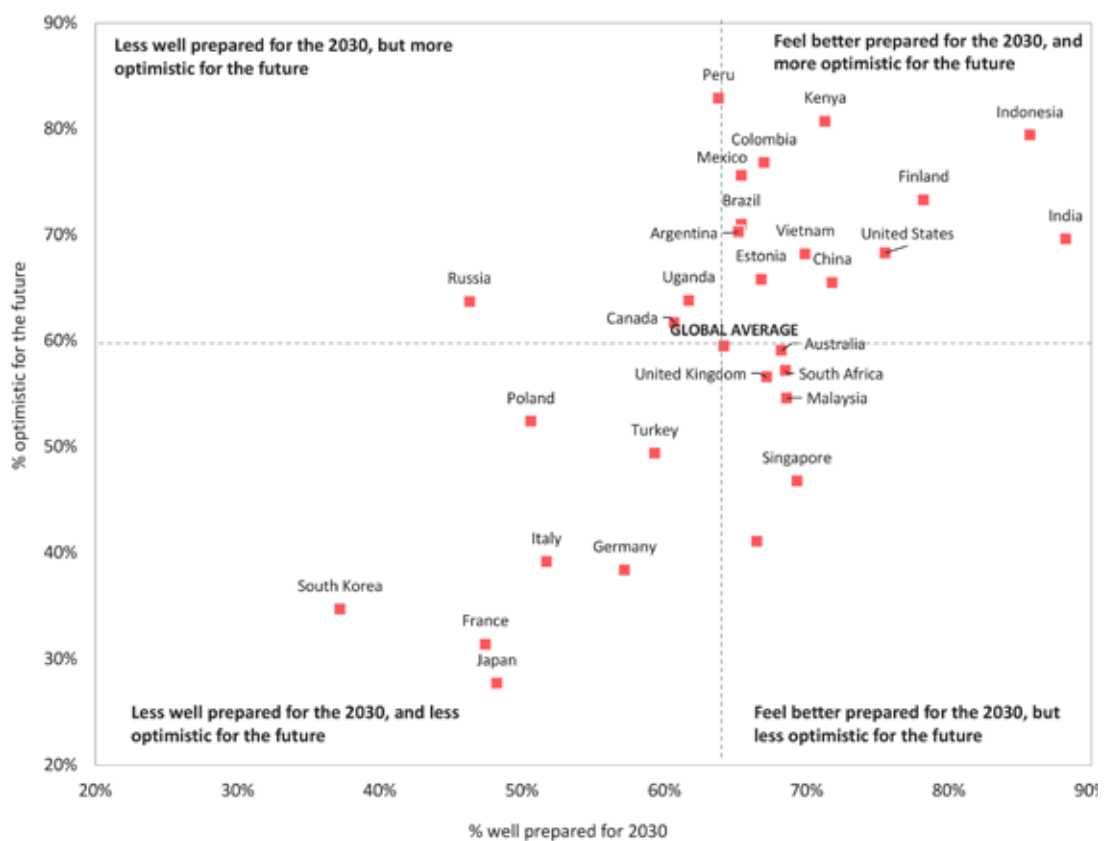
Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.



% optimistic for the future vs % well prepared for 2030

There is some relationship between optimism and sense of preparation for the future.

However, parents in Russia feel less prepared but remain optimistic. In contrast, parents in Singapore and Spain are more likely to feel their children are well prepared for the world of 2030 but are less optimistic about their child's future.

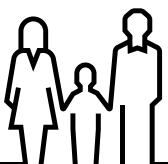
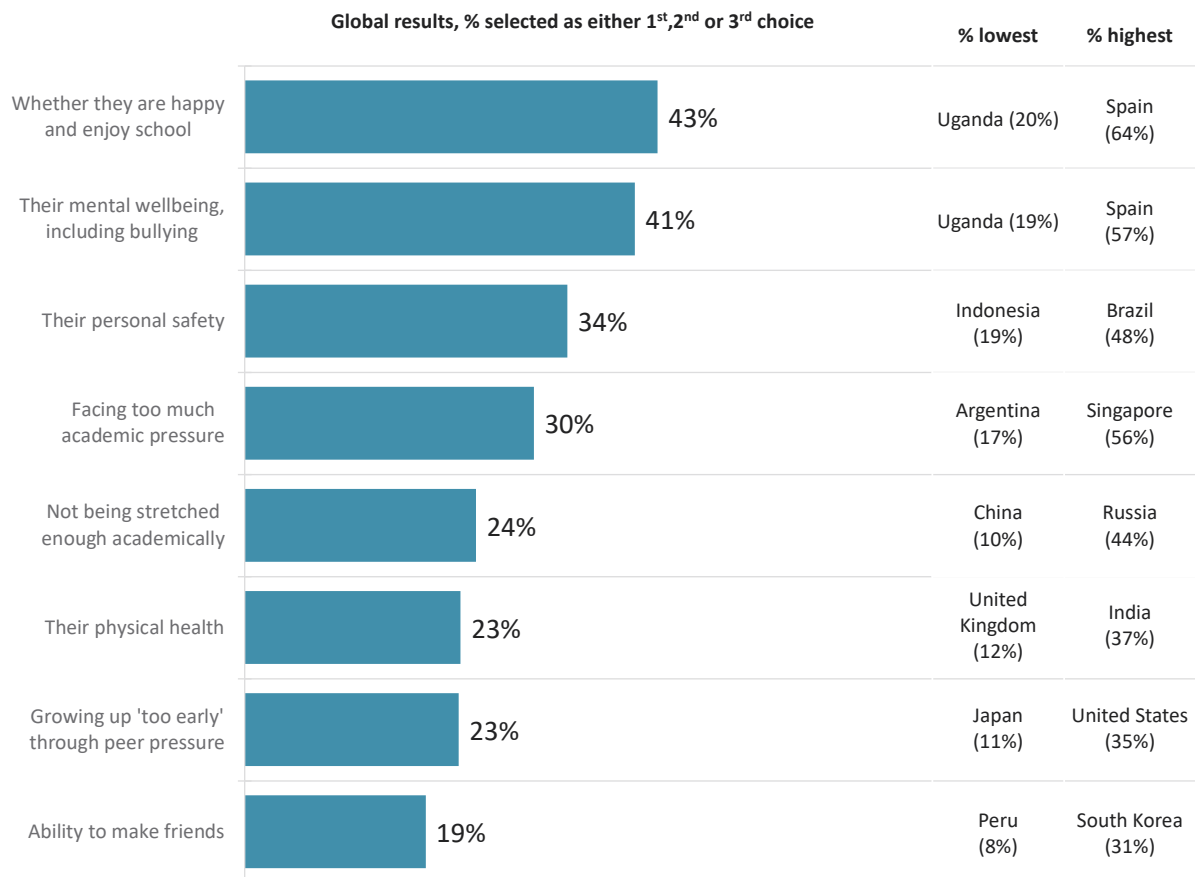


Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

What, if any of the following, causes you the most anxiety about your child at school?

Children's happiness is paramount to parents, with 43% worldwide selecting this as among the top three factors that cause them the most anxiety about their child at school.

This is closely followed by concerns of mental wellbeing and bullying.



What, if any of the following, causes you the most anxiety about your child at school?

by phase, parent age and school type

Being happy and enjoying school is a larger concern for older parents and those at free to attend schools.

Parents of primary school children are more concerned about mental wellbeing, and personal safety. Academic pressure and being stretched academically are larger concerns among secondary school parents.

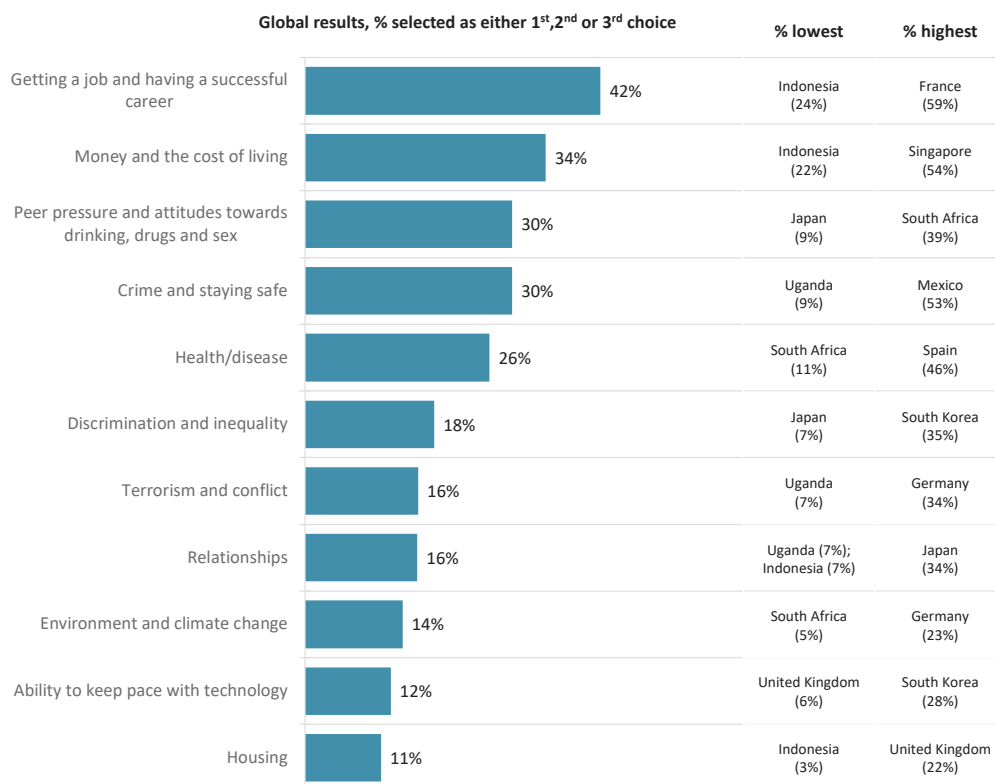
Top 3 anxieties	Phase		Parent age			School type		
	Primary	Secondary	18-34	35-44	45+	Free	Fee paying	Other
Whether they are happy and enjoy school	43%	43%	38%	43%	48%	45%	42%	33%
Their mental wellbeing, including bullying	44%	38%	40%	42%	40%	42%	39%	37%
Their personal safety	36%	32%	38%	34%	31%	33%	37%	28%
Facing too much academic pressure	28%	33%	28%	31%	31%	29%	34%	23%
Not being stretched enough academically	22%	26%	22%	24%	27%	26%	22%	18%
Their physical health	22%	24%	23%	23%	22%	22%	24%	21%
Growing up 'too early' through peer pressure	23%	22%	23%	23%	22%	23%	22%	18%
Ability to make friends	20%	18%	19%	19%	19%	20%	18%	15%

Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

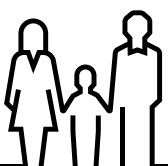
What, if any of the following, causes you the most anxiety about your child's future?

The most common parental concern about their children's futures globally is getting a job and having a successful career.

Parents are generally more concerned about bread and butter economic issues than terrorism and climate change; though terrorism is a concern in Germany, France, and Turkey.



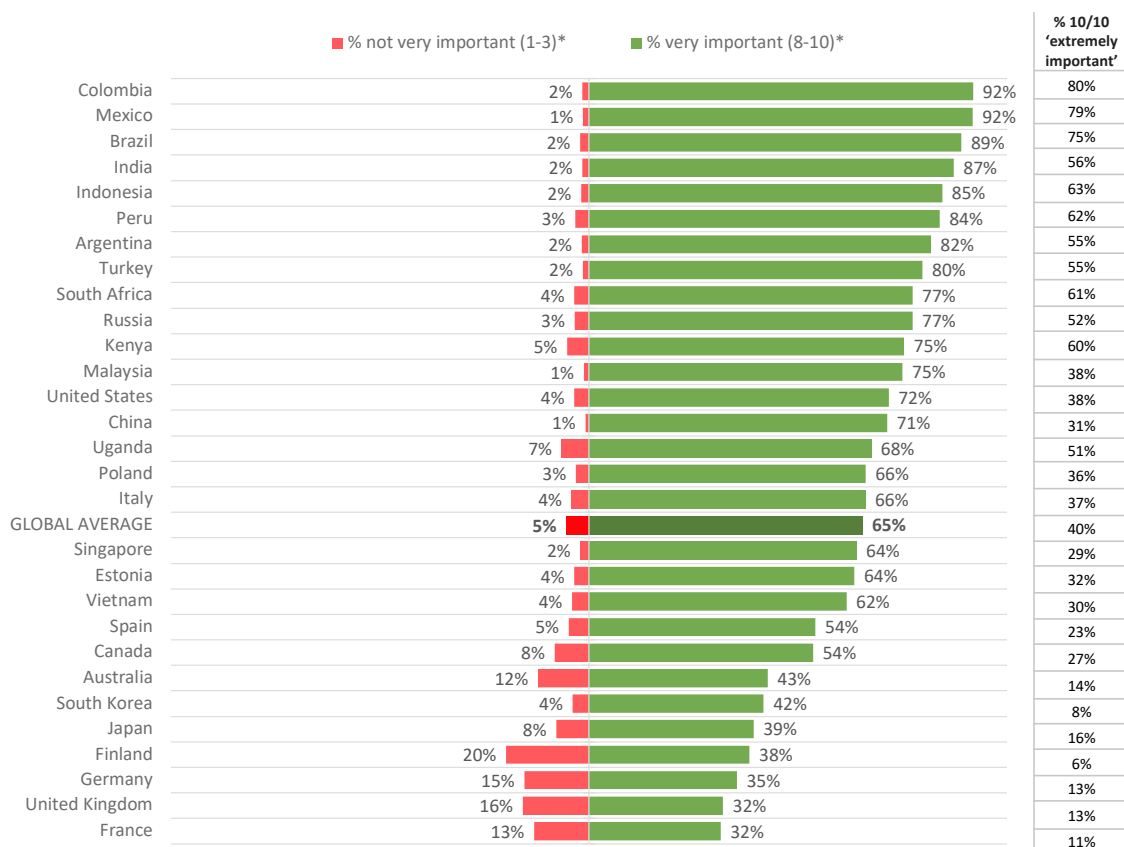
Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.



How important or not do you think it is that your child attends university on order to achieve the most in life?

40% of parents consider it extremely important their child attends university, rising to 65% stating it to be 'very important' overall.

Latin Americans are far more determined about university than most.

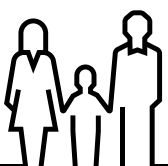
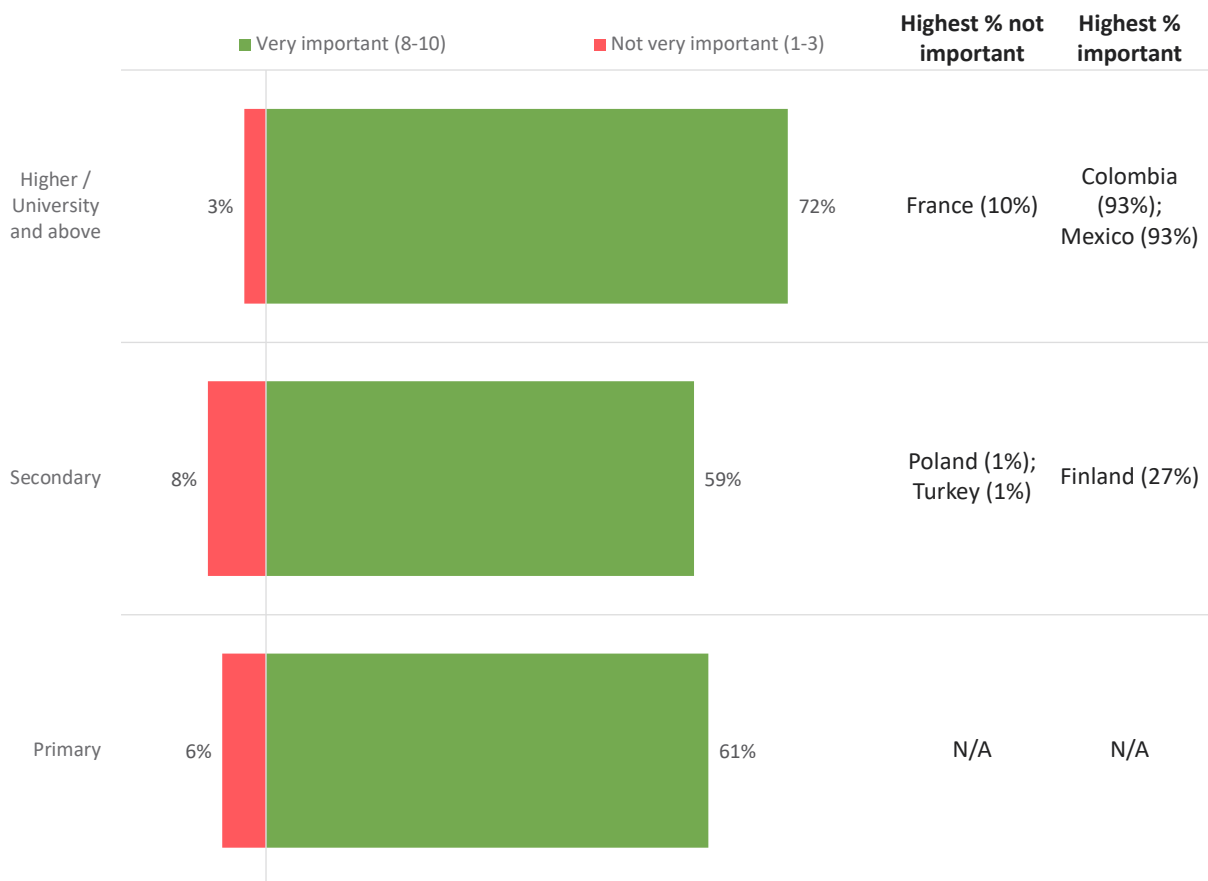


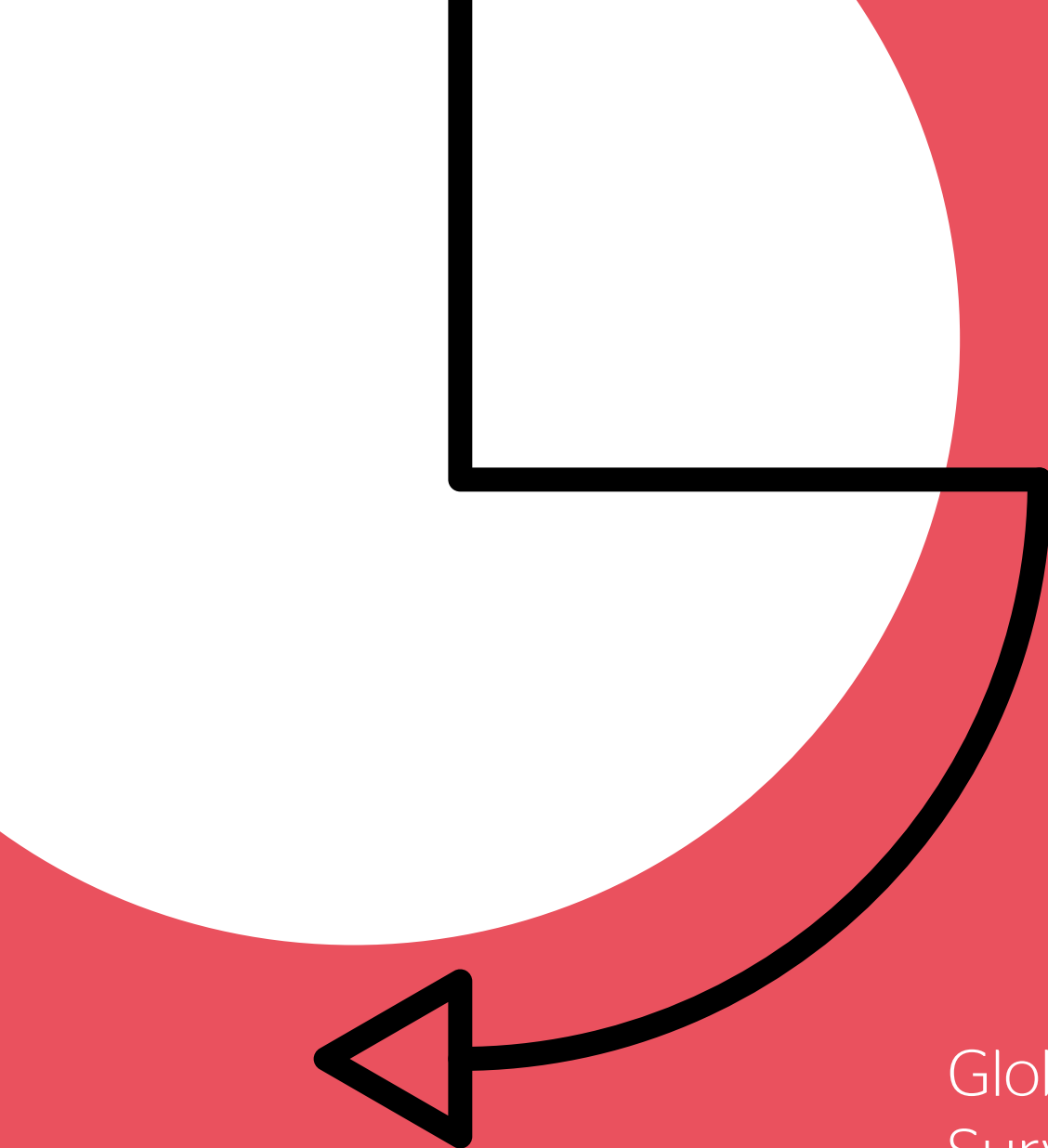
*Scored on a scale of 1-10, where 10 is extremely important and 1 is not at all important.

Base: All parents (27380). Research commissioned by the Varkey Foundation, conducted by Ipsos MORI between 8th December 2017 - 15th January 2018.

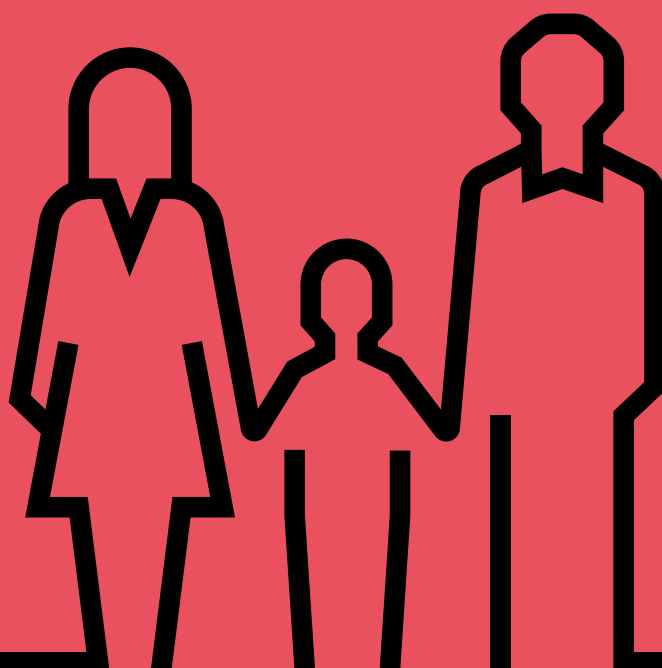
How important or not do you think it is that your child attends university on order to achieve the most in life? *by education level of parent*

Parents educated to university level or higher are more likely to say attending university is important than those educated to secondary or primary level.





Global Parents' Survey 2018



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