The Global Report on the Status of Teachers 2021

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Education International (EI)

Education International represents organisations of teachers and other education employees across the globe. It is the world's largest federation of unions and associations, representing thirty million education employees in about four hundred organisations in one hundred and seventy countries and territories, across the globe. Education International unites teachers and education employees.

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Report of a survey conducted by EI in 2020

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Foreword

None of us can predict how the opinions and observations of EI member organizations in the pandemic year of 2020 will be perceived even a generation from now. This survey from every region in the world will guide that narrative, but the story is only at the beginning.

But now, in the 20-plus months of Covid-19, the only shared clarity on the globe is that we still face a common and deadly pandemic in vastly different circumstances; at sea in a terrific storm together, with every nation, community and family in different boats, of different sizes, with provisions and resources determined by pre-pandemic status.

Prof. Greg Thompson, the author of this report, weaves the survey results together vividly to describe this storm and its impacts. I want to thank Prof. Thompson for his hard work and vision in writing the report.

What are we learning in this pandemic? First, teachers and Education Support Personnel have provided heroic navigation in education systems worldwide. Where possible, they shifted en masse to the internet, radio, television, and SMS to deliver emergency lessons to millions of students whose schools had closed.

But the broader reality is that the initiative of educators and their unions in the pandemic spotlighted a critical truth – in this case, that only half the world has access to the internet and half of those don't even have electricity.

Likewise in the area of nutrition and hunger, educators joined colleagues across sectors in trade unions and NGOs to help replace school meals that had been a daily staple for 388 million children in communities whose entire economies have been disrupted. This important work exposed yet another critical truth: according to the UN, world hunger is historic, persistent, and rising steadily, affecting more than 800 million people throughout the world due to the varied impacts of the pandemic.

Again and again through the Covid waves, as schooling has grown more and more valuable by its absence, the world has newly focused on its dependence on teachers and the structures and systems of education. Our member organizations, reporting here regarding 2020, said "their members had experienced significant work stress during lockdown periods due to the work needed to shift to online teaching, dealing with inequitable access to online learning, and fears for their health and safety where schools were required to deliver face-to-face lessons." Once more, Covid pulled back the curtain on a situation broadly understood in education: stress and wellbeing. In 2018, for example, the TALIS survey reported teachers in schools with a high percentage of students from socio-economically disadvantaged homes experienced significant amounts of stress – especially younger teachers and female teachers.

Today, tomorrow and a generation from now, the status of teachers is inseparable from the status of the systems in which they work, the conditions for their students and their families and the global progress toward sustainable development.

We cannot allow the narrative of this crisis to be a "good news/bad news" subplot. Quality education is not the result of heroic extra effort by teachers during a crisis. It can't be separated from the design and function of systems; the recruitment of talented people, professionally trained and supported by education systems and communities; a profession that must be made attractive and rewarding if experienced and motivated teachers are to remain. Likewise, quality education is impossible if we continue both to defund and monetize the public sector, ignore the climate crisis, and fail to confront growing threats to democracy.

As Prof. Thompson proposes, we need a new concept, that of 'intelligent professionalism' which recognizes that teachers need to be empowered to be able to use their unique knowledge, skills, and creativity.

The idea of 'intelligent professionalism' follows on seamlessly from with Education International's Global Framework of Professional Teaching Standards, jointly developed with UNESCO, emphasizing the status, responsibility and professional autonomy that teachers need to make decisions about student learning. The Principles for Effective and Equitable Educational Recovery from COVID (PEEER principles), that Education International has developed with the OECD, further exemplify the importance of this approach. Indeed Principle 4 of the PEEER principles urges governments and educational jurisdictions to review with teacher unions the current working conditions of teachers so that they can be improved through learning the lessons of the pandemic.

Teachers can no longer be isolated. They should be enabled by systems that make educators central to policy development. Education authorities, if they want to improve the quality of education, need to listen to teachers and their representatives and construct, together, post-pandemic recovery strategies.

Those strategies will focus on education, of course. But as this Report shows us, the status of teachers is a mirror to our world. It reflects not only the status of education and systems, but more importantly, our students and the precarious state of the communities where we all live.

David Edwards
General Secretary
Education International

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Acronyms

ADP	*Asociación Dominicana de Profesores*
AERA	American Educational Research Association
ANOVA	Analysis of Variance
BUPL	The Danish Union of Early Childhood and Youth Educators
CEA	*Confederación de Educadores Argentinos*
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CEOs	Chief executive officers
CEPEO	Centre for Education Policy and Equalising Opportunities
CNTE	*Confederação Nacional dos Trabalhadores em Educação*
CPD	Continuous Professional Development
CSQ	*Centrale des syndicats du Québec*
CTERA	*Confederación de Trabajadores de la Educación de la República Argentina*
DOI	Digital Object identifier
EC	European Commission
ECE	Early Childhood Education
EI	Education International
ESP	Education Support Personnel
ESR	Economic and Social Rights
FESEN	*Fédération des Syndicats de l'Education Nationale*
GDP	Gross domestic product
GEEDA	Gender Education & Enterprise Development for Africa
HE	Higher Education
ILO	International Labour Organization
ISTT	Independent Teachers Union of Egypt
IT	Information technology
ITE	Initial Teacher Education
KTU	Kurdistan Teachers' Union
NASUWT	The Teachers' Union
NSW	New South Wales
NSWTF	New South Wales Teachers Federation
OECD	Organisation for Economic Co-operation and Development
PPEs	Personal Protective Equipment
PPSTLL	Public Primary Schools Teachers League in Lebanon
SDGs	Sustainable Development Goals
SET	Syndicat des Enseignants du Tchad
SYECO	Syndicat des Enseignants du Congo
SYNESCI	Syndicat national des enseignants du second degré de Côte d'Ivoire
TALIS	Teaching and Learning International Survey
TFA	Teach for All
UCL	University College London
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USA	United States of America
VET	Vocational education and training

Introduction

The status of teachers is a perennial concern for teachers, their unions, and the education systems in which they work. This is partly because status is elusive in terms of being measured precisely. This is because status involves subjective opinion combined with material elements such as pay, work conditions, and employment processes. Status is more than trust because it is inherently comparative. Teachers are keenly aware that holding the same qualifications or levels of training as other professions does not always buy the same status. A challenge is that teaching is complex work that, to some, can appear deceptively simple (Grossman, Hammerness, & McDonald, 2009, p.273) and this can lead to overlooking the expertise that goes into teaching and facilitating learning.

A complexity associated with understanding teacher status concerns how it is impacted by structural characteristics within a given society or system. The characteristics include the level of education (that is, whether we are talking about, for example, early childhood education [ECE] or higher education), the gender composition of the workforce, individuals' access to teaching qualifications, meaningful Continuous Professional Development (CPD), job security, national policy settings, and so on. All of these play out in context-specific or vernacular ways. This Report does not posit that these characteristics are one-directional, rather that they are mutually constituted, or entangled, with teacher status such that status is always in a state of flux, of tension, of complexity. Ultimately, status is the sentiment left as these complex factors play out over time (historically and structurally) and in the moment (in the present). Status is also influenced by intangibles such as trust, respect, recognition of expertise, and so on. Any global report that attempts to untangle and report on status must always confront this problem – status is a historical and contextual artefact as much as it is a perception that groups have of the esteem in which they are held.

These factors are made more complex in the ways that global education systems 'fold' the nation out, so that each individual school is part of a national or sub-national system as much as they are understood within a global policy moment that transcends the school itself to incorporate national and global policy realities that play out, often in circuitous ways, within schools and classrooms. An example of this concerns datafication, which emerges from national education systems engaging in global assessments that enable commensuration (rankings, league tables, and so on) which then go on to influence policymaking (and therefore conditions and expectations) at the sub-national and institutional level. This then suggests to a nation's citizens that their teachers are worthy of admiration or condemnation based on a sense conferred by rankings.

Investigating an elusive concept such as teacher status requires acknowledging these problems. The approach of this report is to tentatively understand status through examining proxies visible within education systems. In particular, pay, conditions, media, and government representations of teachers and how employment and systems themselves are organised are considered proxies of status in that they are iteratively connected to the intangibles of trust, esteem, and status.

Nowhere is this more evident than in the issue of work intensification and the impact on teachers' wellbeing. Even in the years before the COVID-19 pandemic, there was a growing awareness that teacher workloads were becoming unsustainable. This mirrored the growing concern in many professions with the emerging issue of work intensification – many teachers report feeling 'swamped' due to external factors, meaning they are in a state of 'educational triage' (Youdell, 2004).

In this context, the report prepared by Education International on the status of teachers is a unique opportunity to strengthen insight into the status of teachers around the globe. This Report:

- Involves the perspectives of union organisations that are intimately connected with the interface of national and sub-national education systems with the teaching workforce around issues directly related to status (work, pay, conditions, policies)

- Gathers perspectives from multiple countries and multiple organisations across the globe

- Incorporates perspectives in an egalitarian way – small unions provide as much insight as larger unions to understand the status of teachers across the globe

- Asks questions informed by broader research into the characteristics of teacher status in multiple levels of education

Background

Teacher unions are complex and diverse institutions. According to Stromquist (2018, p.10), teacher unions are "*strongly shaped by their historical trajectory, the size of their membership, and the national context in which they function*". In any 'global' survey, it is important to highlight that teacher unions are boundary spanners. On the one hand, their evolution is largely dependent on responses to historical, social, economic, and cultural events and expectations that emerged within specific national and sub-national contexts. On the other hand, as Stromquist points out, unions are increasingly immersed into extra-national relations, highlighted by such documents as the *ILO/ UNESCO Recommendation concerning the Status of Teachers*, enacted in 1966 and indeed the aims and mandate of Education International itself.

Professionalism and Status in Globalised Education

There has been much commentary on the emergence of the global education industry over the last few decades (Sahlberg, 2011; Ball, 2012). While much has been written on this new mode of education governance and the relationship between extra-State actors and national/sub-national governments, one of the defining features has been the focus on teachers and teaching around notions of quality and accountability. Global metrics around student performance are regularly inferred as proxies of teacher quality, and the media in various countries can use these metrics to legitimate narratives about crises in teacher quality.

One manifestation of this has been the emphasis on teacher professionalisation, understood as "*the knowledge, skills, and practices that teachers must have in order to be effective educators*" (OECD, 2016). This policy imperative to professionalise teaching has led to the emergence of several global initiatives, metrics, and industries. While definitions of teacher professionalism are contested and vary across contexts, most definitions centre around the dimensions of:

(1) a strong and complex formal knowledge base;

(2) autonomy of practice;

(3) responsibility to the stakeholders and communities being served; and

(4) peer networks that are concerned with collaboration and collegial support (Biesta, 2016; Gutierrez, Fox, & Alexander, 2019; OECD, 2013).

Teachers in many contexts have struggled to claim recognition as professionals. Instead, there has been ongoing resistance to policies designed to 'teacher proof' schooling through removal of trust in the professional judgement of expert practitioners that reduce it to a procedural job, rather than an intellectual profession (Connell, 2013; Mockler, 2013). The elevation of the status of teaching to a profession, with an attendant emphasis on a transfer of power over the practice to teachers, is capable of "*both improving teacher quality while also enhancing teachers' perceptions of their status, job satisfaction and efficacy*" (OECD, 2013, p.26). There are calls for higher entry standards to teaching, alongside increased remuneration, autonomy, and working conditions (Dolton et al., 2018). Universal recognition of teachers as professionals in social and political spaces can address concerns over teacher quality (Teleshaliyev, 2013).

Professionalising teaching is a laudable aim, particularly when overt moves to de-professionalise teaching are evident in various contexts. Examples include actions to employ non-qualified teachers, the shift towards contract and casual employment, and the lack of rigorous and useful CPD for individual teachers. If professionalisation is central to the provision of quality education, and indeed quality teaching, for all students regardless of where they go to school or issues such as their socio-economic status, gender, ethnicity, sexuality, or religious affiliation, then it must be a sustainable process. However, as Ball (1994) reminds us, there are always first and

second-order effects of laudable policy aims depending on many factors, including the specific contexts in which policies are adopted. For example, a report commissioned by Education International looking at issues impacting the status of teachers in the Pacific Islands (Hogan et al., 2019) found that many teachers wanted CPD in behaviour management, yet this was an unavailable and systemic failure, impacting teachers' work. The concern is largely that recent policy moves tend to responsibilise teachers for issues that education systems should be providing support for (Hardy & Rönnerman, 2019).

Intelligent Professionalism

Opposed to individual responsibilisation is the idea of collective, sensible, nuanced, and intelligent professionalisation that privileges the expertise in the profession itself. Reflecting on accountability in education, the philosopher Onara O'Neill (2013) argued that the debate about accountability was not whether to have it or not, but how to move education systems towards intelligent forms of accountability. O'Neill's answer to the issues of test-based accountability is to move towards more intelligent accountability that recognises that education professionals and education leaders are the "*informed and independent*" actors best placed to create better systems of accountability.

This constitutes a key principle of intelligent professionalism, that teachers, principals, and their elected association/union representatives should always be 'insiders' in the various processes and mechanisms that systems argue are improving education. Too often, education systems have equated professionalisation with a form of autonomy that strips schools and school leaders of the central support needed to effectively use autonomy in meeting teaching and learning needs in their contexts. Instead, principals act more as business managers or chief executive officers (CEOs) rather than instructional leaders as they are forced to assume responsibility for school processes and domains that central authorities once saw as their function. This is an example of responsibilisation, which names the devolution of responsibility from the state or central bureaucracy to individual professionals for aspects of social services such as education (Shamir, 2008). Responsibilisation contributes to the intensification of teachers and school leaders' tasks in that it adds work and responsibility on top of the contributions individuals are already making. Further, responsibilisation often asks individuals to demonstrate skills and knowledge that a career in education has not specifically prepared them for.

Intelligent professionalism must be a collective, rather than a responsibilising, endeavour. It recognises that the professional standards agenda that has become a feature in many jurisdictions provides an opportunity to forge this collective approach to professionalism because it provides a common language and common values for the profession.

This idea of intelligent professionalisation is echoed in work by Hardy and Rönnerman (2019). Their study on the 'First Teacher' reform in Sweden analysed the teacher competence and professional standards approaches evident in many countries. They argue that, in many cases, these attempts to professionalise teaching remain problematic because they are often imposed upon teachers by external authorities. These external approaches "*are characterised by a shift away from more professional*

to more technical-rationalist relations, and increased focus on delineating specific standards and measures of performance, and the redevelopment of accountability relations on the basis of standardized, often quantified, means-end approaches" (2019, p.806). The work that unions and Education International have done in setting agendas for professional standards, particularly when arguing that standards must be a collaborative partnership between the profession and education, authorities should be seen as foundational moves towards this intelligent professionalism. The joint development of the Global Framework of Professional Teaching Standards by Education International and UNESCO is exemplary in this regard.

And, given the mounting evidence that teachers' work has intensified (Lawrence, Loi & Gudex, 2019; de Sena Brito & Nunes, 2020), the responsibilising of teachers to address systemic shortfalls adds a massive burden to those teachers. For example, in the report that follows, there is evidence that teachers have had to respond to systemic failures around funding information technology (IT) and IT infrastructure and purchase hardware and software to continue teaching during lockdown. This is also true in research that examines the relative failure of school autonomy movements because they often leave schools and school leaders largely unsupported. A recent paper on experiences of autonomy in New Zealand, Australia, Canada, and England argued that one of the effects of the autonomy movement in schools has been to shift systemic responsibilities onto individuals, effectively "*making work private*" (Thompson, Mockler, & Hogan, 2021).

Of course, professionalisation does not have to founder on making public problems personal issues, and if the following report had a sub-title it might be: "*Advancing Intelligent Professionalisation of Teaching*".

Attrition

Teacher attrition remains a concern for policymakers. Too many teachers leave the profession (Wolfenden et al., 2018), too many schools in disadvantaged contexts find it difficult to employ and retain staff (Brasche & Harrington, 2012; See et al., 2020), and too many young people do not see teaching as an attractive career (Foster, 2018; Hilton, 2017). For example, the national attrition rate in the US is eight per cent (compared to three to four per cent in Singapore and Finland), and only one-third of attrition is accounted for by retirement (Carver-Thomas & Darling-Hammond, 2019; Sutcher, Darling-Hammond, & Carver-Thomas, 2019). High teacher-turnover is a concern to school communities that may suffer organisational and financial consequences as well as the negative impact this can have on student learning. Several characteristics of teaching are thought to deter people from entering, including low expected earnings relative to earning potential in other jobs (particularly in maths and science disciplines) (Bland, Church, & Luo, 2014). In urban areas, the cost of living and increased job opportunities mean that teaching may be less desirable, and rural areas struggle to attract teachers because of location and lack of resources (Bland, Church, & Luo, 2014).

Governments worldwide have implemented a range of policies and programmes aimed at encouraging people to choose a career in teaching. Alongside traditional teacher education programmes, alternative programmes such as Teach for All (TFA) have

emerged (Teach For All, 2021). Invariably these models promote teaching as a stepping stone to other high flying jobs outside teaching (Blumenreich & Gupta, 2015; Crawford-Garrett, Rauschenberger, & Thomas, 2021), which has concerning implications for the issue of retention.

Even when governments can attract teachers to the workforce, the issue of retention emerges. A significant number of new teachers leave the profession in the first five years (Carver-Thomas & Darling-Hammond, 2019; Gallant & Riley, 2017; Geiger & Pivovarova, 2018; Liu & Onwuegbuzie, 2012; Lindqvist, Nordänger, & Carlsson, 2014). Teacher attrition is a challenge for jurisdictions globally. For example, in the US, a study of teachers from Utah, a state with one of the highest attrition rates in the country, found that teachers left the profession because of an overwhelming workload, a lack of trust and autonomy, misalignment between expected practice and personal beliefs, limited positive and collegial relationships, and the intensely emotional nature of teaching (Newberry & Allsop, 2017). Similar findings are widely reflected in Western literature. In many sub-Saharan African countries, poor working conditions and a low public status of teaching reportedly contribute to a dissatisfied and de-motivated workforce (Mkumbo, 2012).

In a study of teachers' job intentions in 32 countries based on the OECD's 2013 Teaching and Learning International Survey (TALIS), Qin (2021) found that teacher turnover is a complex phenomenon that varies from country to country, and that perceived teacher status among the profession was a good predictor of teacher turnover intention. In other words, in countries where teachers perceived their occupation as having a low status, they were more likely to say they were thinking about quitting teaching or transferring from their role in the near future. Given the impact that teacher turnover has on student achievement, particularly in disadvantaged communities, this emphasises the importance of improving teacher status. Further, Qin (2021, p.96) modelled the effects of pay and working conditions on teacher intention to leave and found "*teachers in countries that invested more in teacher salaries reported lower levels of quit intention*". Working conditions were important as "t*eachers with higher levels of satisfaction in their working conditions tended to stay*" (p.98).

Workload

While workload has long been a concern in teaching and school leadership, recent scholarship has begun to focus on how the work of the teacher, school leader, and education support personnel has intensified in a variety of ways. This concern is evident in how much work there is to do (workload) and how difficult, complex, and demanding that work is (intensification). Workload has become one of the critical factors facing teacher unions. There has also been ongoing global concern regarding the intensification of teachers' work (Lawrence, Loi, & Gudex, 2019; Braun, 2017; Pyhältö et al., 2011). Work intensification is a significant concern because it is seen to impact an individual's wellbeing, work-life balance, health outcomes, and job satisfaction and has follow-on effects for wider social cohesion and flourishing (Glaser et al., 2015). A survey commissioned by the New South Wales Teachers Federation (NSWTF) in 2017 found that work intensification is a common experience for many teachers and principals, impacting job satisfaction and, potentially, effectiveness (McGrath-Champ et al., 2018). Furthermore, there is concern that technological advances and policy changes are

contributing to increased teacher and principal workloads (Green et al., 2017; Pollock & Hausemann, 2019). This report has a unique insight into work intensification and increased teacher workload because of who is being surveyed (unions) and the three-yearly cycle of this report. The focus of the questions concerned teachers' work over the last three years. In 2019, a survey of 5,500 teachers in England found that 85 per cent of participants cited 'excessive' workload as a key concern, and 67 per cent were considering leaving the profession (NASUWT, 2019).

Stress

Teachers' work is widely recognised as stressful (Newberry & Allsop, 2017). The causes of stress differ according to the specifics of national context and school and teacher characteristics. For example, in China, a study of 510 teachers found that they were stressed by their work, owing to factors such as hefty expectations of teachers from students, parents and broader society, intense teacher evaluation programmes, and heavy workload (Liu & Onwuegbuzie, 2012). An overemphasis on students' test scores was argued to be the catalyst for the other forms of stress. Teachers working in locations affected by crisis, conflict, and under-resourcing also experience acute stress (Falk et al., 2019). Beginning teachers are also recognised as an especially vulnerable group (Saloviita & Pakarinen, 2021) in need of specific support to develop their skills and confidence in teaching (den Brok, Wubbels, & van Tartwijk, 2017; Harmsen et al., 2018; OECD, 2016). The strain of "*cumulative hardships*", particularly in low-income countries (Wolf et al., 2015, p.736), has concerning implications for teachers' wellbeing, and contributes to teachers' burnout and attrition. Stress, then, is heavily influenced by the environmental factors that constitute the conditions in which teachers work.

Wellbeing

The wellbeing of teachers is linked to both stress and decisions to leave the profession (attrition). Viac and Fraser (2020) define teacher wellbeing as "*teachers' responses to the cognitive, emotional, health and social conditions pertaining to their work and their profession*" (p.18). Poor teacher wellbeing may have adverse effects on the effectiveness of their practice and students' outcomes (Viac & Fraser, 2020). A plethora of organisational interventions targeted at supporting teacher wellbeing have emerged in recent years, often in the form of positive psychology and resilience programmes (Waters & Loton, 2019). While such approaches may go some way to helping teachers attend to their own physical and mental wellbeing, they also responsibilise individual teachers for systemic conditions over which they have little or no control. There is an urgent need to bring broader systemic issues, such as status and workload, into conversations about teachers' wellbeing. Addressing these core issues will contribute to systemic conditions that support rather than respond to teacher wellbeing (De Nobile, 2017). A recent analysis of the TALIS 2018 data suggests that it is the nature and extent of tasks a teacher undertakes, combined with the amount of work they have to do, that relates to work stress and wellbeing (Jerrim & Sims, 2021).

Precariousness of Labour

Similarly, economic precarity is a factor that undermines the status of teachers as professionals. The status of teaching as a secure career choice has been destabilised by a shift to casual and short-term contracts. More governments are demonstrating a preference for a casualised teaching workforce in response to economic concerns and teacher shortages (Viac & Fraser, 2020). In some settings, including sub-Saharan Africa and South-West Asia, where the appointment of contract teachers was an effective response to widespread teacher shortages, many teachers described a dissatisfaction with receiving less pay than permanent teachers, inadequate professional support, and poor working conditions (UNESCO, 2015). Similar concerns have been documented elsewhere, where precarious employment affects teachers' lives. For example, in a study of casual teachers throughout Australasia, Mercieca (2017) found that their employment status produced a range of adverse effects, such as psychological stress from uncertainty about ongoing employment, limited support and professional learning opportunities, and difficulties fulfilling mandatory teacher registration requirements. Participants in the same study also reported feeling under acute pressure to continually be well-regarded by the school administration, in the hope of re-employment. Similarly, Charteris et al. (2017) suggest that under precarious conditions, contract teachers undergo practices of self-surveillance and conformity in the pursuit of future employment. Stacey et al. (2021) report that many temporary teachers feel that they "*must work harder than permanent teachers in order to 'prove themselves' to school executive*" (p.1). Other implications including difficulty securing bank loans and rental tenancies and less control over time affects teachers' capacity to organise childcare and attend to family responsibilities. Contract teachers are also typically afforded fewer benefits, including leave entitlements (Stromquist, 2018). In the international education setting, teachers are reportedly lured to teach in international schools under the premise of opportunities for care-free adventure; however, the precarity of their employment acts as a constraint on those opportunities (Rey, Bolay, & Gez, 2020).

Privatisation

Privatisation is a global and ubiquitous feature of contemporary education. It is seen as "*a formula to expand choice, improve quality, boost efficiency, or increase equity (or all of these things simultaneously) in the educational system*" (Zancajo, Verger, & Fontdevila, 2016, p.3). Dimensions of schooling provision - control, access, funding, and teaching - are reconfigured under privatised conditions (Mockler et al., 2021). In practice, privatisation policies have produced private provision of education through mechanisms such as school choice, private and charter schools, and vouchers. Other parts of education have also been privatised, such as infrastructure, facilities, and maintenance (Gerrard & Barron, 2020). In sub-Saharan Africa, the introduction of privatised education has transferred the costs associated with schooling to the individual; in developing contexts where economic conditions are poor, private school fees act as a barrier to participation and disproportionately affect girls' opportunities for education (Gender Education and Enterprise Development for Africa, 2014). Further, teachers are often under-resourced to address the complex needs of their communities (Saphina, 2017). Teachers' work has been significantly affected by the extension of private and commercial activities into education. Williamson and Hogan

(2020) flag the potential for such private involvement to reach far beyond the end of the peak of the COVID pandemic; they argue that many private and commercial businesses have used the space opened for them to carve out a longer-term position in the provision of schooling.

Summary

The short summary of the literature outlined above reinforces the conceptual framework adopted in the 2015 iteration of this report. Understanding teacher status requires multiple contextual layers from the social/governmental to individual, professional identity. Professionalism, stress, workload, pay, conditions, and so on are just some of the forces at work. What must be underlined is how critical valuing teachers is for the sustainability of quality education in all contexts.

The 2015 and 2018 Reports

This report is indebted to the first two reports commissioned by Education International. The main findings of the first report, the 2015 Global Status of Teachers and the Teaching Profession Report, were that teacher status was related to aspects of quality education, that pay and conditions are important determinants, and that CPD is critical in advancing the status of teachers (Symeonidis, 2015). Significantly, the 2015 Report provided a conceptual model that has informed subsequent investigations, namely that status is multi-layered, made up of multiple contextual layers from social/government to individual, and is always dynamic. Table 1 below, taken from work by Hargreaves and Flutter (2013), animated the 2015 Report and captures the multiple vectors and contexts that feed into status and render it an evolving, dynamic composite of structures, material effects and intangible beliefs.

Table 1. Conceptual framework to show proximal contexts (school, local/regional) and more distal contexts (teaching force, education system and national government), and issues at each level

CONTEXTUAL LAYER	ISSUES RELEVANT TO STATUS
Society/Government	- History, economic and political stability - Demand, supply and source of teachers - Control and regulation of profession, curriculum, assessment - Pay and conditions - Accountability/inspections/monitoring - Media – national press
Education system	- Longevity - Stability - Complexity (phases, public/private)
Teaching force	- Recruitment (entry qualifications) - Retention - Initial training - Continuing Professional Development - Voice
Regional/Local arrangements	- Cooperation or competition - Links with local schools - Relationship with community
Own school	- Internal relations – with colleagues, assistants, and leadership - Leadership style – democratic, hierarchical, autocratic - Sense of trust and responsibility - Relations with parents - Resources and facilities
Individual teacher	- Own qualifications, motivation and self-efficacy: teacher identity - Relationship with pupils, parents, colleagues - Sense of autonomy, ownership, belonging - Feeling trusted and valued - Personal responsibilities

Source: Hargreaves and Flutter (2013, p. 39)

A key part of this diagram is that status and identity are related, that the idea of having, or holding, a positive professional identity, is always influenced by the contextual

vectors of status. MacBeath (2012, pp.8-9), for example, outlines that professional identity is always dynamic, and responsive to external conditions and events.

> *Professional identity is not a static once-and-for-all concept but is an on-going and dynamic process which evolves from 'provisional professional identities' through rehearsal and experience. There is a continuous strand, which runs through teachers' professional identity, maintained through explicit ways of talking about the job, through routinized personal behaviour and influenced by cultural and historical factors, but it is also reshaped by the context in which a teacher functions at specific times and in response to particular events.*

These two conceptual approaches framed how the status of teachers was operationalised in this survey. Questions were asked about issues regarding identity, pay, conditions, and wider social markers of esteem and prestige.

The second Global Status of Teachers and the Teaching Profession Report, undertaken by Professor Nelly Stromquist (referred to throughout as the 2018 Report), was conducted in 2018. It conducted a survey of 114 Education International member unions that were asked their perceptions on a range of issues associated with teachers' status. These ranged from issues regarding teachers' working conditions, the attractiveness of teaching as a career, professionalism and access to CPD, and the impact of accountability and privatisation. The 2018 Report also probed the issues of media representation of teachers' work and government support for public education.

The policy implications of the 2018 Report were the following:

1. Concern regarding the increasing numbers of unqualified teachers hired to teach in public education systems and, conversely, the decreasing numbers of teachers graduating from teacher education institutions, which is linked to the low appeal of teaching as a profession and the subsequent shortage of teachers in specific disciplines.

2. Concern regarding the changing legal status of teachers evident in a reduction in permanent employment status and the proliferation of temporary and part-time employment.

3. The negative impact of teacher shortages in education systems that further compound the difficulty of serving diverse student populations.

4. Governments should be held responsible for the provision of fully funded CPD for teachers and higher education teaching personnel, and unions should continue to press ministries of education for their support in developing higher levels of professionalism.

5. The growth of the private sector, including the expansion of low-fee private schools (a trend evident in developing countries), charter schools (a trend noticeable in countries such as US, UK, and Sweden), private tutoring, for-profit schools and universities, and the relatively recent phenomenon of virtual schools is of concern for a multitude of reasons.

These findings informed the design of the 2021 survey. For example, at a number of points, participants were asked to report what, if any, had changed since 2018. The 2021 Report extends many of the issues found in the 2018 Report and, as a result, should be seen as being in dialogue with these findings and conclusions above.

The 2018 Report was clear that there were ongoing concerns with pay and conditions. Furthermore, there was evidence that some education systems were adopting strategies to make employment more precarious, potentially removing numerous workplace rights that unions had campaigned for over many decades. As the analysis in the 2021 Report shows, there has generally been little positive change to the issues raised across the levels of education. The status of teachers remains a problem within systems. Teacher unions largely report that pay has not improved, conditions remain an issue, and there continues to be a widespread alarm about the intensification of teachers' work. These concerns stretch into the future with worry about how teaching will appeal to young people as a worthwhile career.

COVID-19 as a Focus of the 2021 Report

Since 2018, the obvious impact of the COVID-19 pandemic cannot be underestimated. On the one hand, as schools and teachers executed an almost overnight shift in the delivery of teaching and learning, often using online technologies, the public and media support for the profession was obvious, perhaps partly because parents tasked with assisting their children's learning at home came to recognise the skill and expertise in a range of domains each teacher possesses (Heffernan et al., 2021). On the other hand, where governments demanded that schools stayed open, or failed to provide adequate protections for teachers, or made seemingly arbitrary decisions about the safety of the teaching workforce (such as deciding it was unsafe for politicians to assemble but eminently safe for teachers to work with classrooms full of students without needing any protective equipment), teachers and their unions were represented in a very negative light.

There are also more intangible effects of the pandemic, as teachers experienced significant stress in a number of areas. A recent UNESCO report found that the decision to close schools has a significant impact for communities, particularly for students and teachers (UNESCO, 2021). In England, from a longitudinal study of 8,000 teachers, very high levels of stress were reported when it was announced that schools would close in March 2020, and again when they re-opened in May (Allen, Jerrim, & Sims, 2020).

As governments proceed with economic responses to the fallout of the pandemic, concerns are being raised about the impact on education funding. A report from the World Bank Group suggests that education budgets have declined by 65 per cent in low- and middle-income countries, and 33 per cent in upper-middle- and high-income countries (Al-Samarrai et al., 2021). In light of the issues raised in this report about the impact of under-resourcing on teachers' work, the ongoing impact of the pandemic requires urgent monitoring.

School closures carry high social and economic costs for people across communities. Their impact however is particularly severe for the most vulnerable and marginalised boys and girls and their families. The resulting disruptions exacerbate already existing disparities within the education system but also in other aspects of their lives.
These include:

- **Interrupted learning**: Schooling provides essential learning and when schools close, children and youth are deprived of opportunities for growth and development. The disadvantages are disproportionate for under-privileged learners who tend to have fewer educational opportunities beyond school.

- **Poor nutrition**: Many children and youth rely on free or discounted meals provided at schools for food and healthy nutrition. When schools close, nutrition is compromised.

- **Confusion and stress for teachers**: When schools close, especially unexpectedly and for unknown durations, teachers are often unsure of their obligations and how to maintain connections with students to support learning. Transitions to distance learning platforms tend to be messy and frustrating, even in the best circumstances. In many contexts, school closures lead to furloughs or separations for teachers.

- **Parents unprepared for distance and home schooling**: When schools close, parents are often asked to facilitate the learning of children at home and can struggle to perform this task. This is especially true for parents with limited education and resources.

- **Challenges creating, maintaining, and improving distance learning**: Demand for distance learning skyrockets when schools close and often overwhelms existing portals to remote education. Moving learning from classrooms to homes at scale and in a hurry presents enormous challenges, both human and technical.

- **Gaps in childcare**: In the absence of alternative options, working parents often leave children alone when schools close and this can lead to risky behaviours, including increased influence of peer pressure and substance abuse.

- **High economic costs**: Working parents are more likely to miss work when schools close in order to take care of their children. This results in wage loss and tends to negatively impact productivity.

- **Unintended strain on healthcare systems**: Healthcare workers with children cannot easily attend work because of childcare obligations that result from school closures. This means that many medical professionals are not at the facilities where they are most needed during a health crisis.

- **Increased pressure on schools and school systems that remain open**: Localised school closures place burdens on schools as governments and parents alike redirect children to schools that remain open.

- **Rise in dropout rates**: It is a challenge to ensure children and youth return and stay in school when schools reopen after closures. This is especially true of protracted closures and when economic shocks place pressure on children to work and generate income for financially distressed families.

- **Increased exposure to violence and exploitation:** When schools shut down, early marriages increase, more children are recruited into militias, sexual exploitation of girls and young women rises, teenage pregnancies become more common, and the use of child labour increases.

- **Social isolation:** Schools are hubs of social activity and human interaction. When schools close, many children and youth miss out on social contact that is essential to learning and development.

- **Challenges measuring and validating learning:** Calendared assessments, notably high-stakes examinations that determine admission or advancement to new education levels and institutions, are thrown into disarray when schools close. Strategies to postpone, skip, or administer examinations at a distance raise serious concerns about fairness, especially when access to learning becomes variable. Disruptions to assessments results in stress for students and their families and can trigger disengagement.

Source: UNESCO: https://en.unesco.org/covid19/educationresponse/consequences/

Similarly, the OECD's report, *The Impact of COVID-19 on Education: Insights from Education at a Glance 2020* (Schleicher, 2020), stressed the impact that school shutdowns would have on student learning, while failing to consider the impact that COVID-19 could have on teachers' (as well as students') stress and wellbeing. Schleicher (2020, p.4) argued that COVID-19 "*has exposed the many inadequacies and inequities in our education systems – from access to the broadband and computers needed for online education, and the supportive environments needed to focus on learning, up to the misalignment between resources and needs*".

Broadly speaking, this survey of unions has found similar concerns regarding the impact of COVID-19 on education systems. There is concern that students, particularly those from least advantaged backgrounds, were significantly disadvantaged. There is ongoing concern around teacher health and wellbeing, partly related to the increase in workload, and partly related to the nature of the pandemic itself (Dabrowski, 2020). There is also a sense of frustration that the issues of underfunding, lack of resourcing, and failure to invest in education facilities, digital infrastructure, CPD, and support for students that governments had been warned about for some time contributed to this state of affairs.

What is the Status of Teachers in 2021?

The Report shows that the tensions identified in the previous Report (Stromquist, 2018) remain, as the interplay between material factors such as pay and conditions meet the perceived intangibles of respect, recognition of expertise, and the power of messaging from governments and mass media. To put it bluntly, some jurisdictions report that teachers and other education professionals are held in high regard by their societies and, where this is the case, the follow-on effects for the profession are tangible. On the other hand, too many unions report that the status of teachers is constantly undermined by the interaction of the factors outlined below:

- Pay is too low, conditions are deteriorating, infrastructure to support teaching and learning is not a priority for government investment.

- There is a lack of respect evident in the ways teachers and teaching are represented by governments and elements of the mass media.

- Work has intensified, and many unions report concerns for their members' wellbeing due to the stress of a more complex job compounded by more and more being expected of teachers.

- Many teachers now face a future of precarious employment as permanent jobs are replaced with casual and short-term contracts.

- Meaningful CPD that is easy to access and provided free of charge remains a priority for many unions.

There are many concerns associated with this. First, there is a concern that current teachers may leave the profession due to stress and the impact on their wellbeing. Second, concern is evident regarding the attractiveness of teaching as a career for future generations. Finally, in some jurisdictions, there is ongoing concern regarding the commitment of governments to fund a quality education system for all.

Of course, this story is nuanced by various factors. First, the level of education impacts the perceived level of respect accorded - with university educators perceived to have the highest level of respect and early childhood educators perceived to have the lowest. Some of the participants posited that this was influenced by the gender composition of the workforce, with perceived authority and status lowest where the percentage of female employees was the highest. However, this is a complex phenomenon to unpack. There is also a relationship between the minimum qualification needed to work in each level of education (for example, ECE, on average, has the lowest minimum qualification required to work as a teacher) that also impacts the perceived expertise and status of the teachers.

The COVID-19 pandemic must be seen as an explosion in the already tense realities of education systems. This Report canvasses the views of unions regarding the impact that the COVID-19 pandemic has had on pay, conditions, workload, and relationships between governments, policymakers, and unions. The overall conclusion is that the pandemic has generally exacerbated already evident tensions and pre-existing inequalities in educational systems. While there may have been a 'bounce' in public

opinion due to the work of teachers during the pandemic, this has failed to trigger structural improvements such as investment, support, and better conditions for professional educators across levels of education.

A Note on this Survey

The mandate for this Report, as indeed for the other two, was to consider the status of the teaching profession in the three years since the last Report. Rather than simply covering the same ground as the previous Report, the survey was encouraged to maintain its strong focus on status, pay, and conditions which are central to the work of teacher organisations while also responding to pressing contemporary issues. In the midst of the global COVID-19 pandemic, with concern around the impact that this was having on school communities in general, and the teacher workforce in particular, a focus of this survey concerns the perspectives of unions across the world regarding the impact of COVID-19. Questions were asked regarding the impact of COVID-19 on aspects such as teacher workload, teacher decision-making, and the protections available for teaching staff to keep them COVID-safe.

To summarise, the third Report on The Global Status of Teachers and the Teaching Profession conducted by Education International should be read in conjunction with the first two as building a nuanced and insightful understanding of the status of teachers across the globe. That said, the report acknowledges that a strength (the reporting of perceptions of unions/organisations) is also a weakness in that it excludes other perspectives within those national and sub-national jurisdictions. This Report is in agreement with Stromquist (2018) that the inferences drawn are tentative given limitations to the methodology, the complexity of teacher unions, and the inherent weakness in asking unions to represent the valued choices of their (sometimes) hundreds of thousands of members. However, it is extremely useful in canvassing issues, because of the unique insights of union leaders and officials as 'boundary spanners', with insight into governance, policy, labour, and classroom struggles. Like Stromquist, this Report is "presented with a certain degree of modesty" due to those limitations.

The survey consisted of 69 questions which included a mix of open-ended, short answer, and Likert scale responses. The survey was hosted on SurveyMonkey. The average time it took to complete the survey was approximately 90 minutes, perhaps a result of the team-based approach the survey asked the unions to adopt when answering the questions. Preliminary analysis suggests that the questions were, in general, well understood and elicited the desired information. Questions asking respondents about the education budget spent on education by sector was the least well answered, as some respondents answered in percentages, some answered in raw numbers and many skipped it, possibly because they did not have access to that information. As a result, the decision has been made to exclude that question from the analysis as the data is not robust enough to be useful.

The sections of the survey were:

1. Background Information
2. National Education Demographic Context
3. Evaluation of the General Perception of Teachers' Occupational Status

4. Representation of Teachers in the Context of COVID-19

5. Organisation of the Education System in your Country

6. Professional Consultation on Key Educational Issues

7. Social/Policy Dialogue in the Context of COVID-19

8. Pay, Benefits, and Working Conditions

9. Professional Autonomy, Academic Freedom, Freedom of Association, and Collective Bargaining

For ease of reporting and reading, these nine sections have been collapsed into five sections.

The survey was made available via a web link to the 384 members of Education International in 2020. Overall, there were 184 responses to the survey, although six of these responses contained no information, so that left 178 usable responses. Investigation revealed that of these 178 responses, 50 only entered limited data such as the name of their union and country of origin but did not attempt any questions. These were also omitted. There was minor concern about some of the respondents who may be impersonating unions and including spurious data; cross referencing with membership data from Education International eliminated these organisations as well. This left 128 participants or 33.3 per cent of the union membership that made substantive attempts to answer the questions.

All data was downloaded into an Excel spreadsheet and prepared for the Statistical Package for Social Sciences. Mainly this involved reverse coding items so that they appear similarly oriented with lowest numbers being (presumably) more desirable from a union perspective than high numbers. This was true for all questions except for Question 61 regarding changed employment conditions as a result of COVID-19 (Tables 146-150/Figures 124-127) because increase/decrease is question dependent. That is, while it might be desirable for salaries to increase, it is less desirable for working hours to increase.

It is important to note that the data collected in this survey relays the perceptions and insights of union/association leaders and, as such, should not be seen as emanating from teachers themselves. However, there is much value in gathering the insights of those most intimately connected with issues such as teachers' pay, conditions, and work at the national level in gaining insight into the status of teachers in given societies. Union leaders are elected by their members to represent their views and advocate for the profession in a given jurisdiction. Their insights remain extremely valuable and informative.

Note on the graphs: Where frequency is used it appears on the y axis, where valid percentages are used it appears as percentage on the y axis.

About the Participants

The purpose of the background information section was to provide some basic information about each union/association that completed the survey. As noted in the Introduction, teacher unions are complex and diverse institutions.

These questions included the name of the union/association, their country and Education International region. The 128 unions responding come from across the globe. Respondents came from over 94 different countries across the five Education International regions. This ensures a range of national contexts and their vernacular issues are covered.

Table 2. Union/association participants by Education International region

		Frequency	Per cent
Valid	Africa	32	25.2
	Asia-Pacific	29	22.8
	Europe	27	21.3
	Latin America	17	13.4
	North America and the Caribbean	16	12.6
	Total	**121**	**95.3**
Missing	System	6	4.7
	Total	**127**	**100.0**

- Africa
- Asia-Pacific
- Europe
- Latin America
- North America and the Caribbean
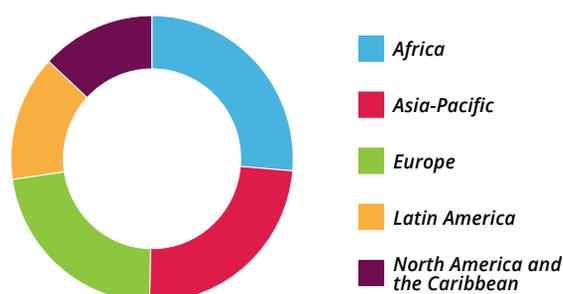
Figure 1. Union/association participants by Education International region

The unions were diverse in many ways. While they reported that the majority of their membership came from public institutions, many of the unions also represented teachers and education employees working in private contexts. This most likely reflects changes that have occurred over recent decades in many countries as elements of public systems have been privatised and/or outsourced to private providers in various ways. This reflects ongoing tensions around what constitutes publicness in education systems in many jurisdictions as putatively public systems become essentially hybridised through outsourcing, public/private partnerships, and alternative modes of public schooling such as charter schools and academies. In many of these hybrid modes, employees still feel connected to the aims and objectives of public institutions even as political decisions are made to privatise education (see for example Thompson, Lingard, & Ball, 2020).
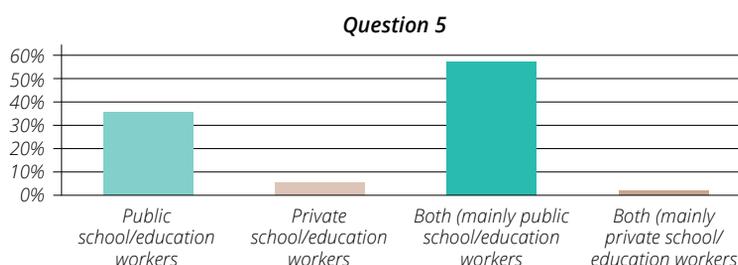
Figure 2. Sector represented by unions/professional organisations

Table 3. Total membership of union/association

Statistics

N	Valid	116
	Missing	11
Median		19750.00
Minimum		8
Maximum		2950000
Percentiles	25	4625.00
	50	19750.00
	75	76813.00

The membership of the unions highlights their diversity. Of the 116 unions that provided membership data, the range shows the differences in membership (from eight members up to almost three million). The median membership for the unions was 19,500 members, with one-quarter of the unions having more than 76,000 members and the bottom quarter having less than 4,625 members. Union size is an important characteristic because, to some extent, it influences the leverage that a union can have in its advocacy work. This, of course, is a double-edged sword as governments of some persuasions can seek to undermine or 'break' unions that they see as wielding too much power.

The make-up of unions also varies based on who they represent. The education sector is vast and covers many different levels of education, ranging from those working in early childhood, primary, secondary, vocational and tertiary institutions. Furthermore, there are a range of support personnel that work in and between these institutions ranging from teaching assistants, psychologists and counsellors, occupational therapists, and administrative staff. The unions comprising this study were most likely to represent primary and secondary educators, with education support personnel the least represented sector based on the unions participating.

Summary

The survey's respondent unions come from diverse countries, represent different levels of education, and were of varying sizes. This diversity is both a strength and a weakness. It is a strength because a variety of opinions, experiences, and perspectives are gathered. The weakness is methodological in that comparison between unions becomes problematic because the characteristics reported above mean that

comparing like with like is always difficult. For that reason, this report will restrict comparative analysis to the regional level to improve the inferences drawn and, where necessary, to protect those unions that are subject to threats and intimidation by authorities.

Characteristics of National Education Systems

Introduction

The national and sub-national contexts in which teacher unions work are critical in understanding the opportunities, threats, and limitations each organisation has to face. There is a tendency in much 'global' work on education to assume homogeneity within and between education systems. This remains problematic. Systems evolve as they do because of complex historical, social, economic, and cultural reasons, and this necessarily impacts the urgency of the work that must be done. Participants were asked to report on changes that union/association membership had experienced over the three years since the last Report was published. Questions were asked regarding the status of teachers as essential workers, the interaction between gender and leadership, the labour rights of teachers, how teachers were employed and in what mode and so on.

Table 4. Legislated working hours (per week) of full-time teachers in participants' countries

	N	Mean
Q9a ECE	79	31.48
Q9b Primary	90	34.94
Q9c Secondary	89	35.15
Q9d Vocational education and training (VET)	63	32.41
Q9e Higher education	62	36.68

Table 5. Contact teaching hours (per week) of full-time teachers in participants' countries

	N	Mean
Q10a ECE	68	26.60
Q10b Primary	78	28.63
Q10c Secondary	79	26.77
Q10d VET	58	25.19
Q10e Higher education	51	22.24

Question 9
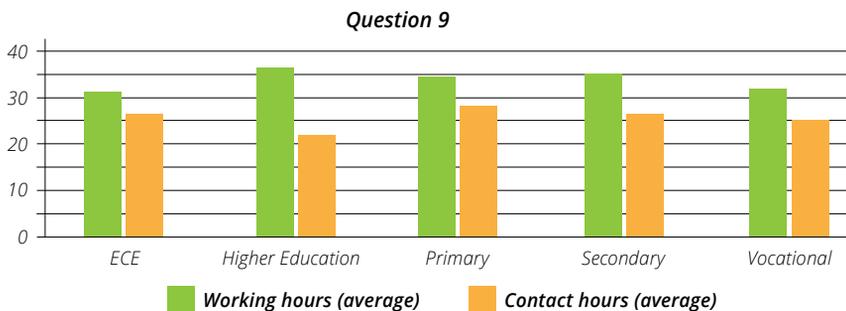
Figure 3. Average working hours vs. average contact hours by level

This data reports on expectations embedded in workplace agreements regarding how much time a teacher was expected to be at work and how many contact teaching hours they were expected to deliver within those agreements. The proportions (paid time vs. contact teaching time) suggest that those working in higher education had the most non-teaching time allocated in their roles with a proportion of 60.1 per cent of their job allocated to contact teaching. ECE (84.5 per cent), primary (81.9 per cent) and secondary (76.2 per cent) school teachers expected to spend a greater proportion of their time in face-to-face contact with students.

Proportion of female staff vs. proportion of female leaders by level

Another feature of education systems has been a concern regarding the relationship between gender and promotional opportunities within schools (Brion & Ampah-Mensah, 2021; Bailes & Guthery, 2020; Martínez, Molina-López, & de Cabo, 2020). Unions were asked to report on the percentage of women employed and the percentage of women in leadership positions. While the data is reported here, and some tentative conclusions are drawn, it must be noted that a large number of unions did not, or could not, answer these questions. As such, and because it is such an important issue, this issue requires further investigation.
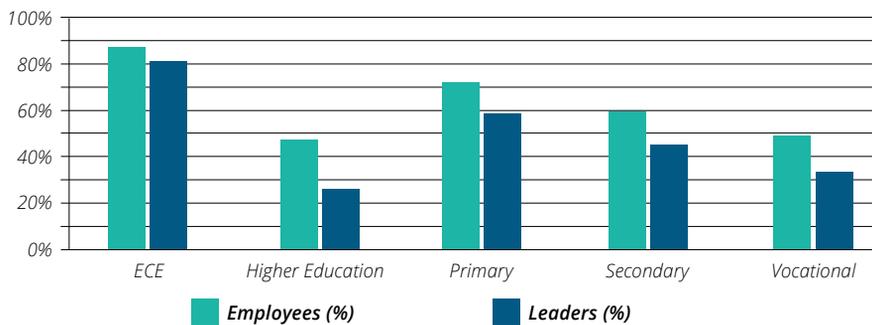
Figure 4. Female employees vs. female leaders by level

An ongoing issue in education systems concerns the presence of a glass ceiling when it comes to promotion for female education workers. As the graph above shows, there are still significant differences at all educational levels showing that men are more likely to be promoted into leadership positions.

Further analysis of the results showed regional differences, with African systems having fewer female education employees at all levels compared to any other region. In terms of leadership, this pattern was further reinforced, with differences existing between Africa and the other regions for all levels of education except for higher education. A series of post hoc analyses was undertaken that showed that there were statistically significant differences between the percentage of female employees and the percentage of female leaders in every jurisdiction, but that these did not extend to regional differences. In other words, all regions performed similarly poorly in every level of education except for ECE on promoting females to institutional leadership given the percentage of female employees there were in each system.

However, it must be noted that many of the non-responders to this question were from the African membership, so one issue may be the availability of the data needed to answer these questions. Caution is advised for this reason.

Is the provision of education recognised legally as a responsibility of the State in your country?

Table 6. Descriptive statistics: Is the provision of education recognised as a responsibility of the State in your country?

N	Valid	104
	Missing	23
Mean		1.06
Standard deviation		.234

Table 7. Is the provision of education recognised as a responsibility of the State in your country?

		Frequency	Per cent
Valid	Yes	98	77.2
	No	6	4.7
	Total	104	81.9
Missing	System	23	18.1
	Total	127	100.0

Question 22

- *Yes*
- *No*
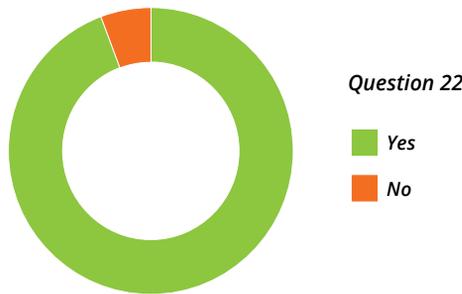
Figure 5. Is the provision of education recognised as a responsibility of the State in your country?

The vast majority of respondents noted that education was considered a legal responsibility of the State.

Responsibility for employing the public sector teachers

Table 8. Descriptive statistics: Authority responsible for employing public sector teachers

Statistics

		ECE	Primary	Secondary	VET	HE	ESP
N	Valid	83	90	99	91	88	86
	Missing	44	37	28	36	39	41

Table 9. Authority responsible for employing early childhood teachers in public sector

		Frequency	Per cent
Valid	Central government	45	35.4
	Regional authorities	8	6.3
	Local authorities	16	12.6
	Educational institutions themselves	14	11.0
	Total	**83**	**65.4**
Missing	System	44	34.6
	Total	**127**	**100.0**

Question 23a
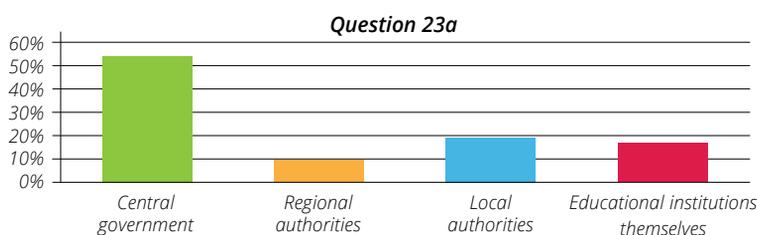
Figure 6. Authority responsible for employing early childhood teachers in public sector

Table 10. Authority reponsible for employing primary teachers in public sector

		Frequency	Per cent
Valid	Central government	56	44.1
	Regional authorities	13	10.2
	Local authorities	13	10.2
	Educational institutions themselves	8	6.3
	Total	**90**	**70.9**
Missing	System	37	29.1
	Total	**127**	**100.0**

Question 23b
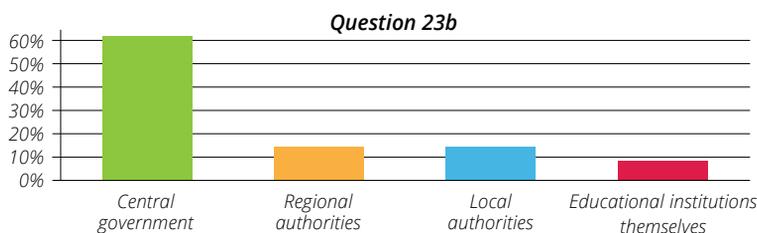
Figure 7. Authority reponsible for employing primary teachers in public sector

Table 11. Authority reponsible for employing secondary teachers in public sector

		Frequency	Per cent
Valid	Central government	60	47.2
	Regional authorities	18	14.2
	Local authorities	11	8.7
	Educational institutions themselves	10	7.9
	Total	**99**	**78.0**
Missing	System	28	22.0
	Total	**127**	**100.0**

Question 23c
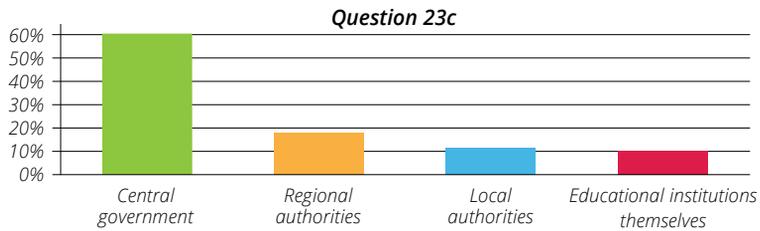
Figure 8. Authority reponsible for employing secondary teachers in public sector

Table 12. Authority reponsible for employing vocational education teachers in public sector

		Frequency	Per cent
Valid	Central government	48	37.8
	Regional authorities	17	13.4
	Local authorities	10	7.9
	Educational institutions themselves	16	12.6
	Total	**91**	**71.7**
Missing	System	36	28.3
	Total	**127**	**100.0**

Question 23d
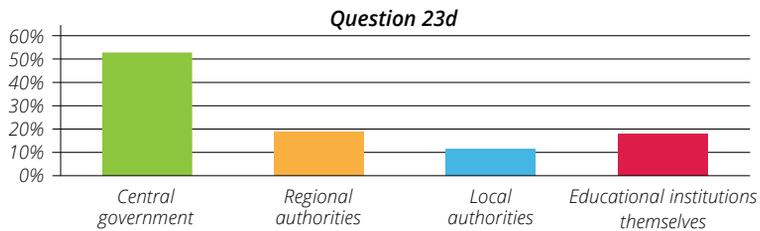
Figure 9. Authority reponsible for employing vocational education teachers in public sector

Table 13. Authority reponsible for employing higher education teachers in public sector

		Frequency	Per cent
Valid	Central government	38	29.9
	Regional authorities	10	7.9
	Local authorities	5	3.9
	Educational institutions themselves	35	27.6
	Total	**88**	**69.3**
Missing	System	39	30.7
	Total	**127**	**100.0**

Question 23e
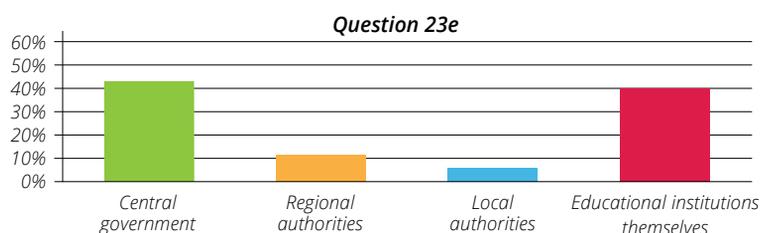
Figure 10. Authority reponsible for employing higher education teachers in public sector

Table 14. Authority reponsible for employing education support personnel in public sector

		Frequency	Per cent
Valid	Central government	39	30.7
	Regional authorities	15	11.8
	Local authorities	15	11.8
	Educational institutions themselves	17	13.4
	Total	**86**	**67.7**
Missing	System	41	32.3
	Total	**127**	**100.0**

Question 23f
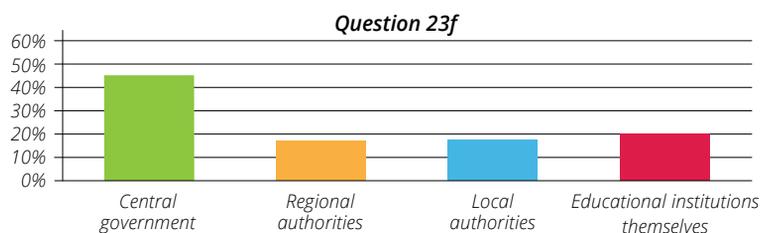
Figure 11. Authority reponsible for employing education support personnel in public sector

Across the surveyed participants, similar patterns of employment emerged in ECE, primary, secondary, and vocational education where the most likely employee was a central government authority. Higher education and education support personnel tended to have more varied centres of appointment, with institutions themselves particularly prominent in higher education.

Mode of Employment

An emerging concern in many countries is the way that teaching is being casualised or made precarious through the use of short-term contracts.

Table 15. Mode of employment by education level

Descriptive Statistics

	N	Minimum	Maximum	Mean
ECEPERM	57	5	100	70.86
ECESHORT	46	1	80	23.37
ECECAS	46	0	80	12.74
PRIMPERM	65	5	100	78.26
PRIMSHORT	50	0	80	18.84
PRIMCAS	47	0	80	10.02
SECPERM	68	5	100	77.32
SECSHORT	57	0	70	18.16
SECCAS	49	0	80	10.35
SECPERM	48	3	100	73.79
SECSHORT	38	0	90	23.03
SECCAS	36	0	40	10.64
VETPERM	49	17	100	66.65
VETSHORT	41	0	80	26.29
VETCAS	42	0	60	13.24
HEPERM	46	0	100	70.22
HESHORT	38	0	90	20.71
HECAS	34	0	100	17.15
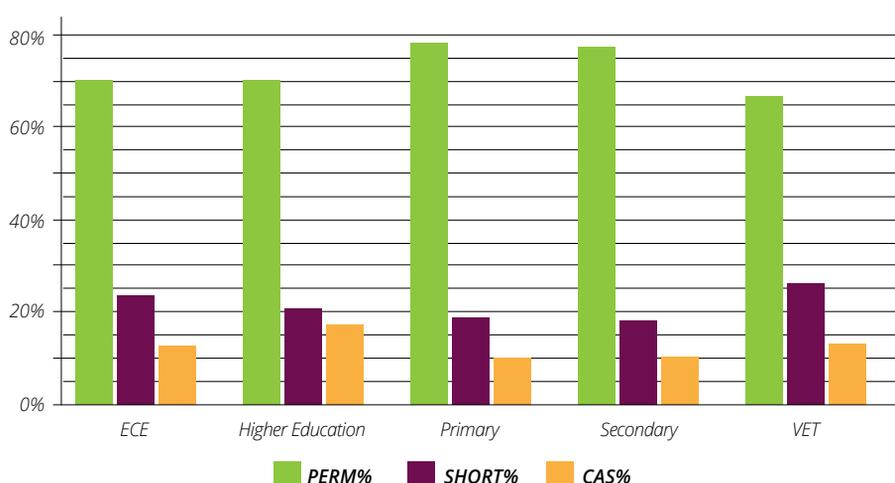
Figure 12. Mode of employment by education level

Across the responses, a large number of teachers and educational professionals are employed on a casual or short-term contract basis across all levels of education. Casualisation is highest in ECE (12.8 per cent) and higher education (17.2 per cent), while short-term contracts are highest in VET (26.3 per cent) and ECE (23.4 per cent). Overall, VET had the lowest percentage of permanent employees (66.75 per cent) while primary (77.3 per cent) and secondary (73.8 per cent) schools reported the

highest percentages of permanent employment. The 2018 Report noted this shift to more precarious form of employment as an effect of creeping privatisation. It would appear that this has remained an ongoing problem for the sector, which has important implications for the status of teaching and its desirability as a career, given that job security is important in considering the appeal of teaching as a career for future generations.

Changes in the proportion of Tenured/Short-term contract/ Casual contract modes of employment over the last 10 years

The responses to this question indicate different patterns within different jurisdictions and in the different levels of education. First, it emerged that, in some countries, governments had shifted non-qualified or under-qualified teachers to contract positions in order to incentivise or coerce individuals to complete qualifications. This was often seen as necessary to meet UNESCO's Sustainable Development Goals (SDGs) for education. In those systems, as teachers have gained the necessary qualification, there has been a decrease in precarious work as permanent employment has been returned to some teachers. However, creeping precarity is a significant problem particularly in the vocational and higher education sectors. Unions recognise this as a key concern and have been directing their advocacy work towards reversing this, with mixed results. In some jurisdictions, there have been policy shifts that impact all education professionals through making more and more positions casual or contract. This seems related to the privatisation of some levels of education in specific countries.

Minimum qualification/education

Table 16. Descriptive statistics: Minimum qualification/education required to enter the profession

Statisctics

		ECE	Primary	Secondary	VET	HE
N	Valid	85	93	91	79	81
	Missing	42	34	36	48	46

Table 17. Minimum qualification/education required to teach ECE

		Frequency	Per cent
Valid	No qualifications	1	.8
	Primary education	4	3.1
	Upper secondary education	15	11.8
	Teacher education certificate/diploma	37	29.1
	Bachelor degree	24	18.9
	Master's degree	4	3.1
	Total	**85**	**66.9**
Missing	System	42	33.1
	Total	**127**	**100.0**

Question 35a
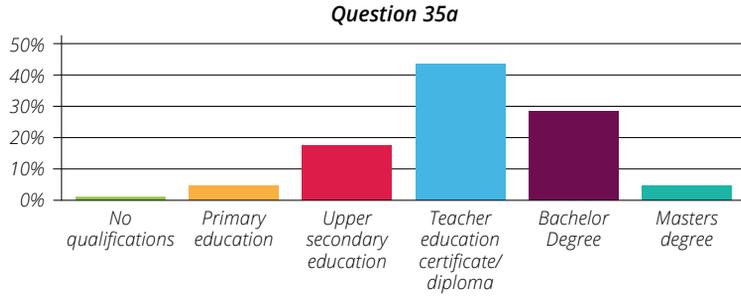
Figure 13. Minimum qualification/education required to teach ECE

Table 18. Minimum qualification/education required to teach primary education

		Frequency	Per cent
Valid	Primary education	1	.8
	Upper secondary education	10	7.9
	Teacher education certificate/diploma	37	29.1
	Bachelor degree	36	28.3
	Master's degree	9	7.1
	Total	**93**	**73.2**
Missing	System	34	26.8
	Total	**127**	**100.0**

Question 35b
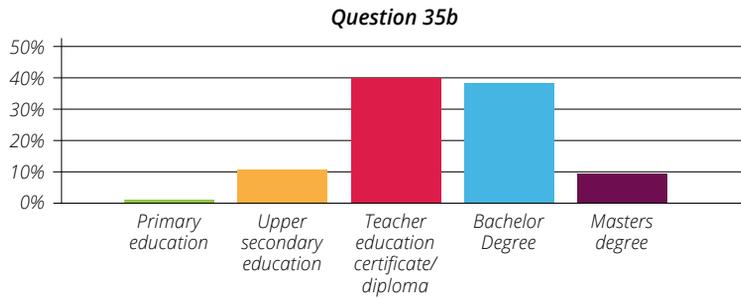
Figure 14. Minimum qualification/education required to teach primary education

Table 19. Minimum qualification/education required to teach secondary education

		Frequency	Per cent
Valid	Upper secondary education	11	8.7
	Teacher education certificate/diploma	20	15.7
	Bachelor degree	43	33.9
	Master's degree	17	13.4
	Total	**91**	**71.7**
Missing	System	36	28.3
	Total	**127**	**100.0**

Question 35c
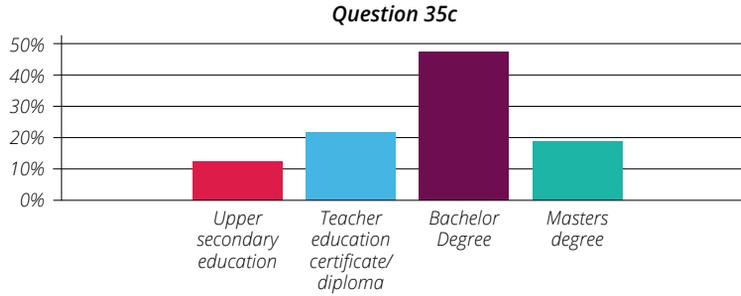
Figure 15. Minimum qualification/education required to teach secondary education

Table 20. Minimum qualification/education required to teach VET

		Frequency	Per cent
Valid	Upper secondary education	8	6.3
	Teacher education certificate/diploma	22	17.3
	Bachelor degree	31	24.4
	Master's degree	17	13.4
	Doctoral degree	1	.8
	Total	**79**	**62.2**
Missing	System	48	37.8
	Total	**127**	**100.0**

Question 35d
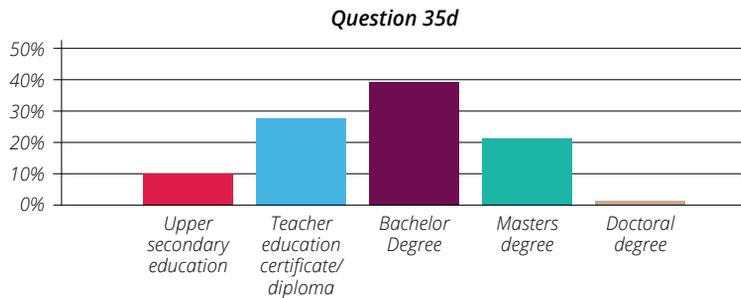
Figure 16. Minimum qualification/education required to teach VET

Table 21. Minimum qualification/education required to teach higher education

		Frequency	Per cent
Valid	Upper secondary education	3	2.4
	Teacher education certificate/diploma	4	3.1
	Bachelor degree	19	15.0
	Master's degree	34	26.8
	Doctoral degree	21	16.5
	Total	**81**	**63.8**
Missing	System	46	36.2
	Total	**127**	**100.0**
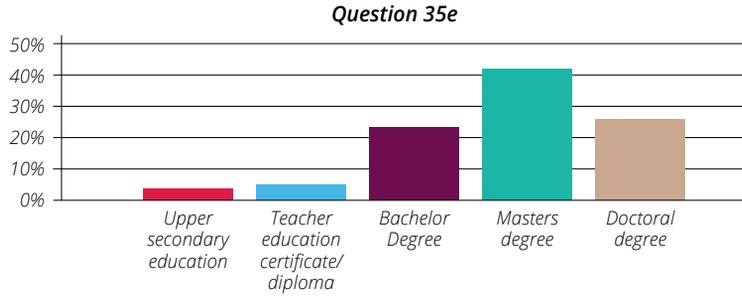
Question 35e

Figure 17. Minimum qualification/education required to teach higher education

This question shows that there are different expectations with regard to minimum qualification across the levels of education. ECE had, on average, the lowest minimum qualification while higher education reported the highest expected qualifications. Unsurprisingly, these results were mediated by the economic status of the Education International regions.

Issues impacting the recruitment of teachers

Table 22. Descriptive statistics: Issues bearing on recruitment of teachers

Statisctics

		Applicants	Attractive	Probation Period	Ongoing Support
N	Valid	101	102	102	103
	Missing	26	25	25	24
Mean		1.76	2.23	1.57	1.88

Table 23. Are there more applicants willing to become teachers than the available positions in the teaching profession?

			Frequency	Per cent
	Yes		60	47.2
	Don't know		5	3.9
	No		36	28.3
		Total	**101**	**79.5**
Missing	System		26	20.5
		Total	**127**	**100.0**

Question 36a
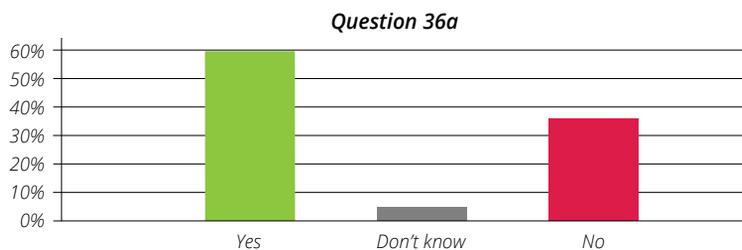
Figure 18. Are there more applicants willing to become teachers than the available positions in the teaching profession?

Table 24. Is the teaching profession an attractive profession for young people?

		Frequency	Per cent
Valid	Yes	38	29.9
	Don't know	3	2.4
	No	61	48.0
	Total	**102**	**80.3**
Missing	System	25	19.7
	Total	**127**	**100.0**

Question 36b
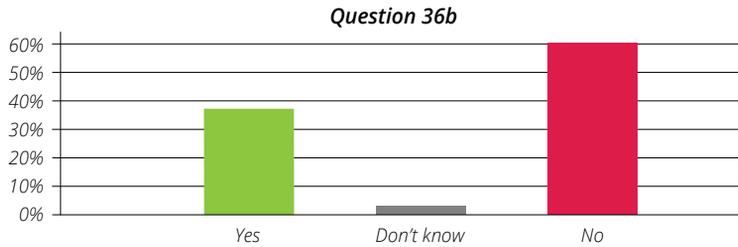
Figure 19. Is the teaching profession an attractive profession for young people?

Table 25. Is there a probationary period for newly qualified teachers?

		Frequency	Per cent
Valid	Yes	72	56.7
	Don't know	2	1.6
	No	28	22.0
	Total	**102**	**80.3**
Missing	System	25	19.7
	Total	**127**	**100.0**

Question 36c
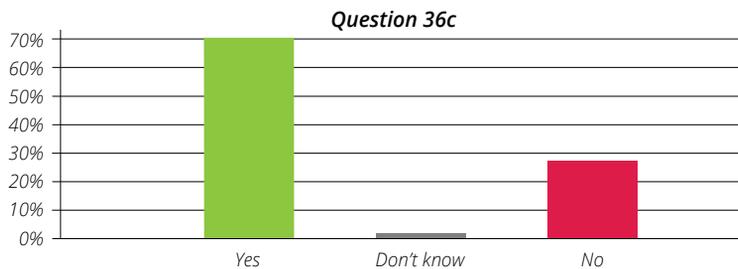
Figure 20. Is there a probationary period for newly qualified teachers?

Table 26. Is there ongoing support for newly qualified teachers?

		Frequency	Per cent
Valid	Yes	56	44.1
	Don't know	3	2.4
	No	44	34.6
	Total	**103**	**81.1**
Missing	System	24	18.9
	Total	**127**	**100.0**

Question 36c
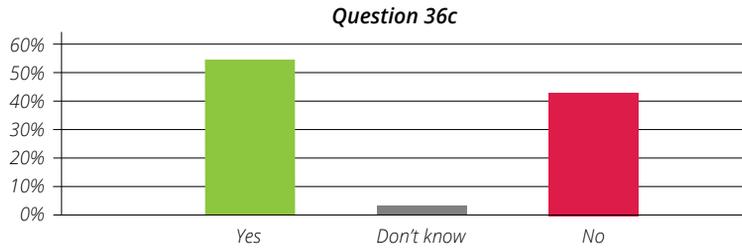
Figure 21. **Is there ongoing support for newly qualified teachers?**

Across the jurisdictions, there were generally more teachers than positions, indicating that training of initial teachers remained fairly acceptable. However, this did not mean that teaching was considered a promising career path, with 48 per cent reporting that it was not a desirable career for young people. This was exacerbated by the relative lack of support versus the expectations for young teachers – 56 per cent of systems had a probationary requirement while nearly 35 per cent of jurisdictions indicated a lack of support during that period.

Teacher attrition by education level

Table 27. **Descriptive statistics: Is teacher attrition high in your country, by education level?**

Statisctics

		ECE	Primary	Secondary	VET	HE
N	Valid	83	91	88	79	76
	Missing	44	36	39	48	51
Mean		2.04	2.04	2.02	2.00	2.22

Table 28. **Is early childhood teacher attrition high in your country?**

		Frequency	Per cent
Valid	Yes	37	29.1
	Don't know	6	4.7
	No	40	31.5
	Total	**83**	**65.4**
Missing	System	44	34.6
	Total	**127**	**100.0**

Question 37a
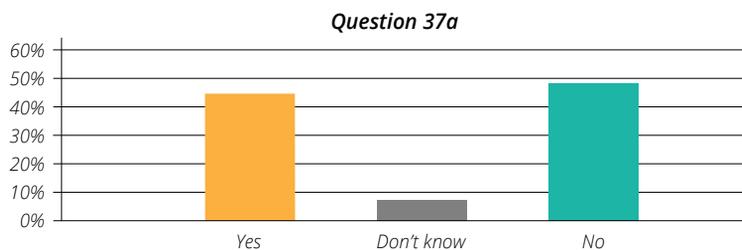
Figure 22. **Is early childhood teacher attrition high in your country?**

Table 29. Is primary teacher attrition high in your country?

		Frequency	Per cent
Valid	Yes	42	33.1
	Don't know	3	2.4
	No	46	36.2
	Total	**91**	**71.7**
Missing	System	36	28.3
	Total	**127**	**100.0**

Question 37b
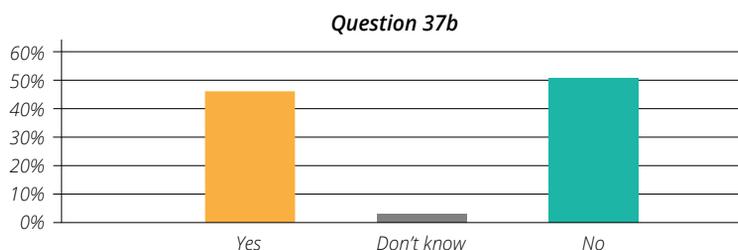
Figure 23. Is primary teacher attrition high in your country?

Table 30. Is secondary teacher attrition high in your country?

		Frequency	Per cent
Valid	Yes	41	32.3
	Don't know	4	3.1
	No	43	33.9
	Total	**88**	**69.3**
Missing	System	39	30.7
	Total	**127**	**100.0**

Question 37c
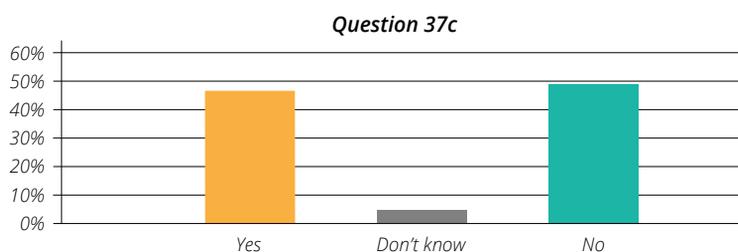
Figure 24. Is secondary teacher attrition high in your country?

Table 31. Is VET teacher attrition high in your country?

		Frequency	Per cent
Valid	Yes	34	26.8
	Don't know	11	8.7
	No	34	26.8
	Total	**79**	**62.2**
Missing	System	48	37.8
	Total	**127**	**100.0**

Question 37d
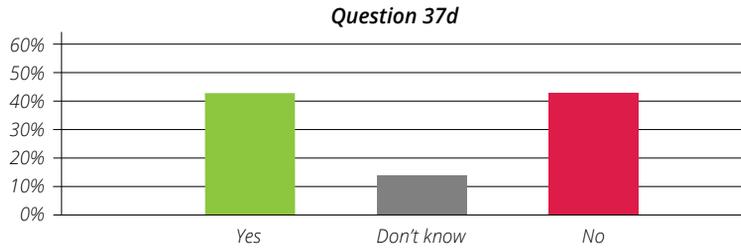
Figure 25. Is VET teacher attrition high in your country

Table 32. Is higher education teacher attrition high in your country?

		Frequency	Per cent
Valid	Yes	22	17.3
	Don't know	15	11.8
	No	39	30.7
	Total	**76**	**59.8**
Missing	System	51	40.2
	Total	**127**	**100.0**

Question 37e
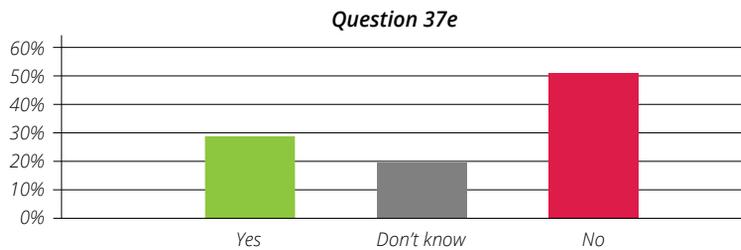
Figure 26. Is higher education teacher attrition high in your country?

Attrition remains an urgent concern, particularly when read with other data in this report, and it is impacted by pay, conditions and workload. All levels of education reported issues with attrition, with primary education (33.1 per cent) the highest and higher education (17.3 per cent) the lowest. However, these results are influenced by the non-responses because not all unions represent all levels of education. When recalibrated to account for this, the results are ECE (45 per cent), primary (46 per cent), secondary (47 per cent), vocational (43 per cent) and higher education (29 per cent).

Desirability of teaching in rural or urban areas

Table 33. Desirability of teaching in urban and rural areas

		Frequency	Per cent
Valid	Urban areas	82	64.6
	Rural areas	15	11.8
	Total	**97**	**76.4**
Missing	System	30	23.6
	Total	**127**	**100.0**

Question 38
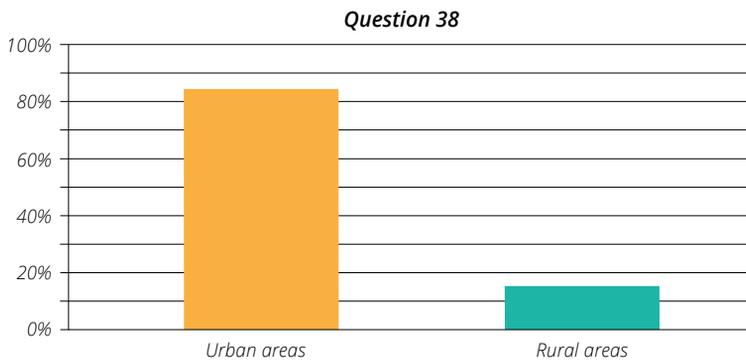
Figure 27. Desirability of teaching in urban and rural areas

Subject areas and/or levels of education most affected by teacher shortages

Generally, the shortage of teachers was in secondary and vocational education within the specific areas of Mathematics and technical/engineering education. There was a belief that a career in teaching in those areas was unattractive to those qualified because of the low status of teaching compared with other careers that could be pursued. There were many jurisdictions where these shortages resulted in the hiring of unqualified teachers.

Table 34. Hiring of unqualified personnel to address teacher shortage

		Frequency	Per cent
Valid	Very common	19	15.0
	Somewhat common	20	15.7
	Somewhat uncommon	2	1.6
	Very uncommon	31	24.4
	Don't know	17	13.4
	Total	**89**	**70.1**
Missing	System	38	29.9
	Total	**127**	**100.0**
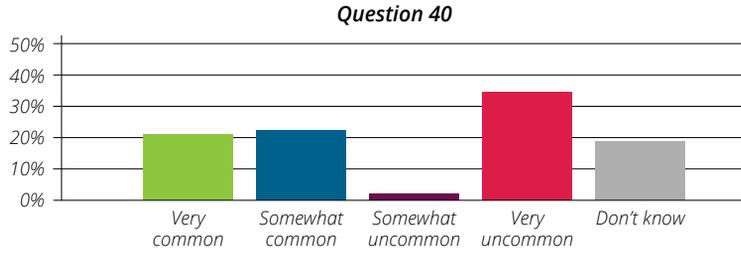
Figure 28. Hiring of unqualified personnel to address teacher shortage

The modal response to this question was that it was very uncommon to employ unqualified teachers. However, across the cohort, 43.2 per cent of the responses indicated that employing unqualified teachers was very or somewhat common in their jurisdiction. This is a concerning statistic, particularly as it communicates a lack of value by education systems in preparing and nurturing qualified education professionals. It is likely that there is a strong relationship between employing unqualified teachers and the low status of the teaching profession in a given jurisdiction.

Union access to education workers

Table 35. Descriptive statistics: Does the union have free access to education workers in their places of work?

Statisctics

N	Valid	102
	Missing	25

Table 36. Does the union have free access to education workers in their places of work?

		Frequency	Per cent
Valid	Yes	82	64.6
	Don't know	4	3.1
	No	16	12.6
	Total	**102**	**80.3**
Missing	System	25	19.7
	Total	**127**	**100.0**

While the majority of unions reported having access to their workers, there remains a significant number that did not have a right of access. Four unions reporting that they did not know was a concern.
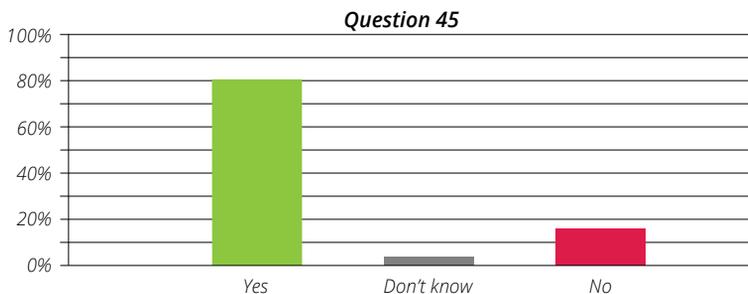
Figure 29. Does the union have free access to education workers in their places of work?

Teachers as essential workers

Table 37. Are teachers considered essential workers in your country?

		Frequency	Per cent
Valid	Yes	62	48.8
	Don't know	5	3.9
	No	36	28.3
	Total	**103**	**81.1**
Missing	System	24	18.9
	Total	**127**	**100.0**

Question 58
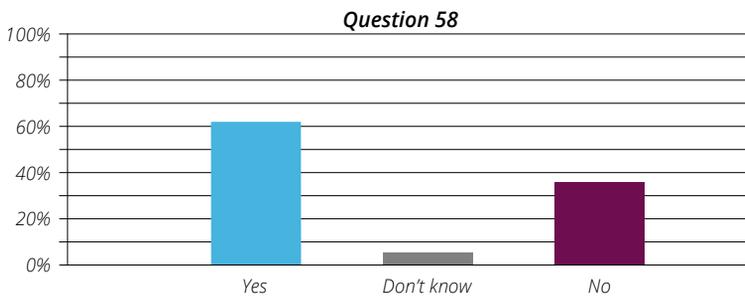
Figure 30. Are teachers considered essential workers in your country?

The majority of unions that responded had members designated as 'essential', meaning that they were required to work during the pandemic. This designation, whether official or unofficial, shows the importance of teachers and education professionals and needs to be read against the ongoing concern about status.

Right to strike

Table 38. Descriptive statistics: Do teachers have the right to strike in your country?

		Frequency	Per cent
Valid	Yes	80	63.0
	Don't know	2	1.6
	No	20	15.7
	Total	**102**	**80.3**
Missing	System	25	19.7
	Total	**127**	**100.0**

Question 59
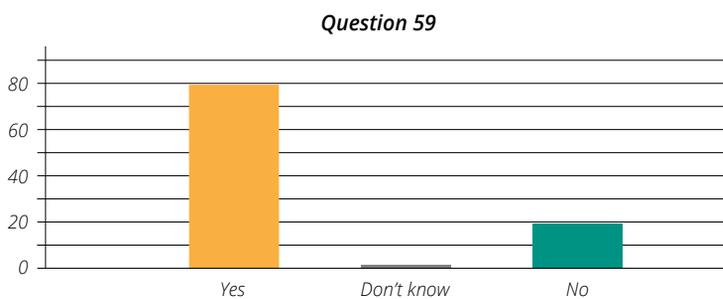
Figure 31. Do teachers have the right to strike in your country?

The majority of respondents (63 per cent) had the right to strike, while almost 16 per cent did not. Two of the unions did not know, while almost one-fifth (20 per cent) of the participants did not answer this question, possibly indicating either a lack of concern or not having the required knowledge.

Union representation in collective bargaining

Table 39. Descriptive statistics: Government permission for union representation in collective bargaining

Statistics

		Salary	Conditions	Employment conditions	Equity and non-discrimination
N	Valid	103	102	103	101
	Missing	24	25	24	26
Mean		1.55	1.49	1.62	1.62
Standard deviation		.883	.853	.919	.870

Table 40. Does the government allow for union representation in salary bargaining?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	73	57.5	70.9	70.9
	Don't know	3	2.4	2.9	73.8
	No	27	21.3	26.2	100
	Total	**103**	**81.1**	**100**	
Missing	System	24	18.9		
	Total	**127**	**100.0**		

Question 60a
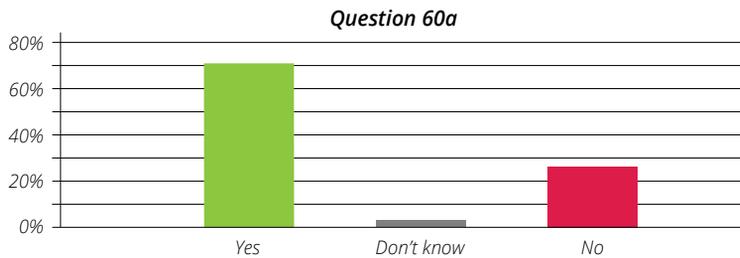
Figure 32. Does the government allow for union representation in salary bargaining?

Table 41. Does the government allow for union representation in collective bargaining about working conditions?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	76	59.8	74.5	74.5
	Don't know	2	1.6	2	76.5
	No	24	18.9	23.5	100
	Total	**102**	**80.3**	**100**	
Missing	System	25	19.7		
	Total	**127**	**100.0**		

Question 60b
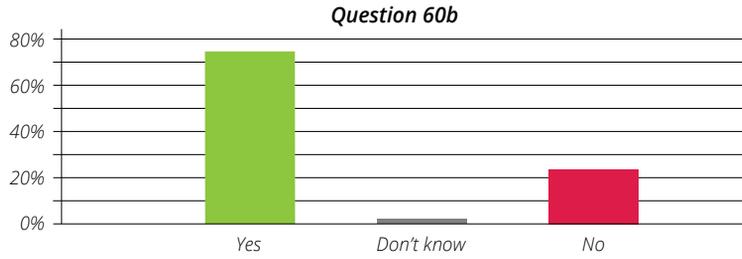
Figure 33. Does the government allow for union representation in collective bargaining about working conditions?

Table 42. Does the government allow for union representation in collective bargaining about employment conditions?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	70	55.1	68	68
	Don't know	2	1.6	1.9	69.9
	No	31	24.4	30.1	100
	Total	**103**	**81.1**	**100**	
Missing	System	24	18.9		
	Total	**127**	**100.0**		

Question 60c
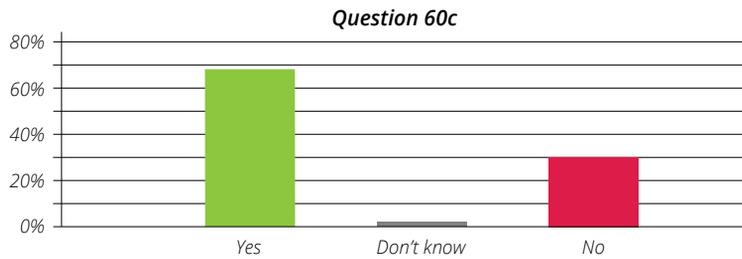
Figure 34. Does the government allow for union representation in collective bargaining about employment conditions?

Table 43. Does the government allow for union representation in collective bargaining about equity and non-discrimination?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	64	50.4	63.4	63.4
	Don't know	11	8.7	10.9	74.3
	No	26	20.5	25.7	100
	Total	**101**	**79.5**	**100**	
Missing	System	26	20.5		
	Total	**127**	**100.0**		

Question 60d
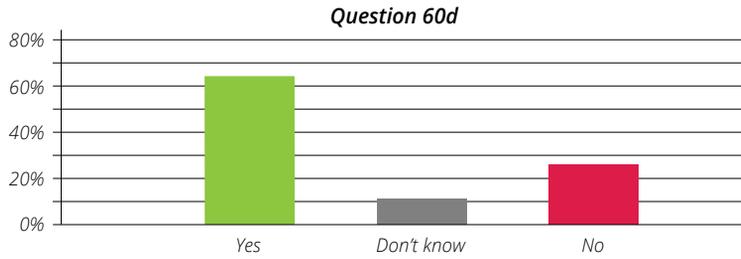
Figure 35. Does the government allow for union representation in collective bargaining about equity and non-discrimination?

These results show that advocacy for pay, working conditions, employment conditions, and fairness in employment remain a key aspect of the vast majority of union work. Unions were most likely to be involved in negotiating conditions of work and pay, whilst least likely to be involved in negotiating equity and non-discrimination policies. At any given time, approximately one-quarter of unions were not representing their workers in collective bargaining, which remains a significant concern.

Changes to collective agreements

Table 44. Have collective agreements been unilaterally altered or cancelled in the last three years?

		Frequency	Per cent
Valid	Yes	67	52.8
	Don't know	16	12.6
	No	21	16.5
	Total	**104**	**81.9**
Missing	System	23	18.1
	Total	**127**	**100.0**

Question 42
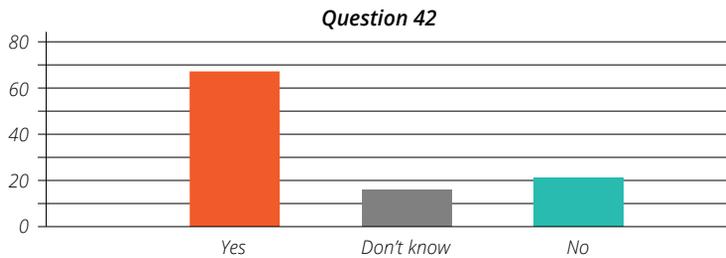
Figure 36. Have collective agreements been unilaterally altered or cancelled in the last three years?

Sixty-seven (64.4 per cent) of the 104 responses reported that negotiated, collective agreements had been unilaterally changed over the last three years. These agreements outline and protect pay and conditions and are critical in establishing the occupational environment in which education professionals work.

Employment and career opportunities for teachers

Table 45. Descriptive statistics: Influences on teachers' employment and career opportunities

		Political Views	Religious Views	Ethnicity	Gender	Sexual Orientation	Union Member	Union Activism
N	Valid	101	102	100	102	97	101	101
	Missing	26	25	27	25	30	26	26
Mean		2.24	1.72	1.88	1.71	1.70	1.66	1.93

Table 46. To what extent do teachers' political views influence their employment and career opportunities?

		Frequency	Per cent
Valid	Not at all influenced	39	30.7
	Slightly influenced	25	19.7
	Moderately influenced	18	14.2
	Very influenced	12	9.4
	Extremely influenced	7	5.5
	Total	**101**	**79.5**
Missing	System	26	20.5
	Total	**127**	**100.0**
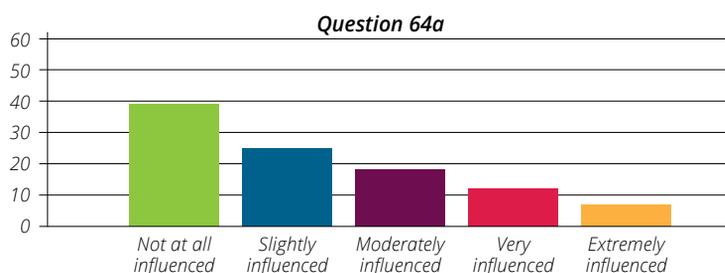
Figure 37. To what extent do teachers' political views influence their employment and career opportunities?

Table 47. To what extent do teachers' religious views influence their employment and career opportunities?

		Frequency	Per cent
Valid	Not at all influenced	60	47.2
	Slightly influenced	24	18.9
	Moderately influenced	8	6.3
	Very influenced	7	5.5
	Extremely influenced	3	2.4
	Total	**102**	**80.3**
Missing	System	25	19.7
	Total	**127**	**100.0**
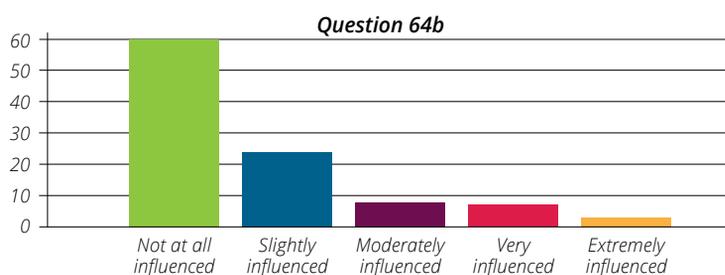
Figure 38. **To what extent do teachers' religious views influence their employment and career opportunities?**

Table 48. **To what extent does teachers' ethnicity influence their employment and career opportunities?**

		Frequency	Per cent
Valid	Not at all influenced	52	40.9
	Slightly influenced	23	18.1
	Moderately influenced	13	10.2
	Very influenced	9	7.1
	Extremely influenced	3	2.4
	Total	**100**	**78.7**
Missing	System	27	21.3
	Total	**127**	**100.0**
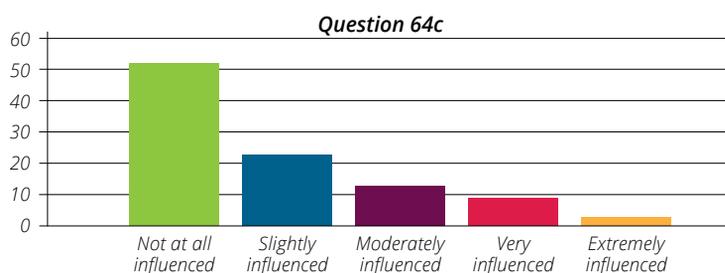
Figure 39. **To what extent does teachers' ethnicity influence their employment and career opportunities?**

Table 49. **To what extent does teachers' gender influence their employment and career opportunities?**

		Frequency	Per cent
Valid	Not at all influenced	58	45.7
	Slightly influenced	23	18.1
	Moderately influenced	15	11.8
	Very influenced	5	3.9
	Extremely influenced	1	.8
	Total	**102**	**80.3**
Missing	System	25	19.7
	Total	**127**	**100.0**

Question 64d
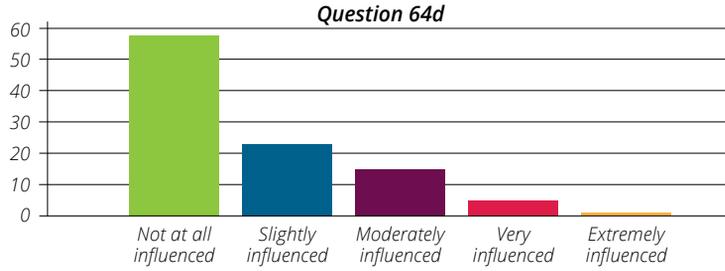
Figure 40. To what extent does teachers' gender influence their employment and career opportunities?

Table 50. To what extent does teachers' sexual orientation influence their employment and career opportunities?

		Frequency	Per cent
Valid	Not at all influenced	56	44.1
	Slightly influenced	24	18.9
	Moderately influenced	9	7.1
	Very influenced	6	4.7
	Extremely influenced	2	1.6
	Total	**97**	**76.4**
Missing	System	30	23.6
	Total	**127**	**100.0**

Question 64e
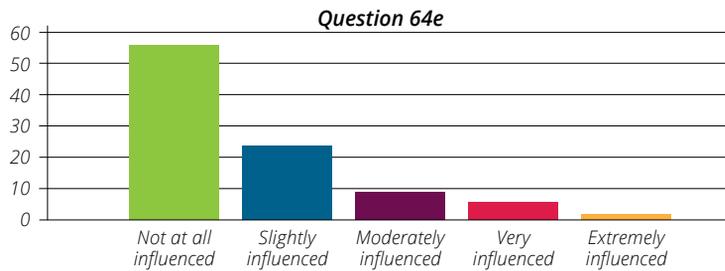
Figure 41. To what extent does teachers' sexual orientation influence their employment and career opportunities?

Table 51. To what extent does teachers' union membership influence their employment and career opportunities?

		Frequency	Per cent
Valid	Not at all influenced	63	49.6
	Slightly influenced	19	15.0
	Moderately influenced	12	9.4
	Very influenced	4	3.1
	Extremely influenced	3	2.4
	Total	**101**	**79.5**
Missing	System	26	20.5
	Total	**127**	**100.0**
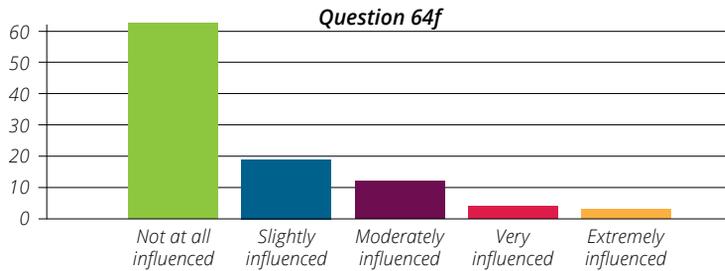
Figure 42. To what extent does teachers' union membership influence their employment and career opportunities?

Table 52. To what extent does teachers' union activism influence their employment and career opportunities?

		Frequency	Per cent
Valid	Not at all influenced	53	41.7
	Slightly influenced	21	16.5
	Moderately influenced	14	11.0
	Very influenced	7	5.5
	Extremely influenced	6	4.7
	Total	**101**	**79.5**
Missing	System	26	20.5
	Total	**127**	**100.0**
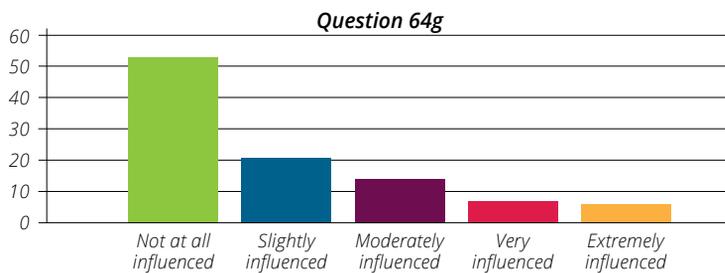
Figure 43. To what extent does teachers' union activism influence their employment and career opportunities?

While the majority of unions reported that teachers were not discriminated against in the areas of political or religious views, ethnicity, gender, sexual orientation, union membership or activism, it is important to stress that any discrimination, particularly systemic, is a cause for concern. This remained a factor in each of the questions, it is concerning that a number of education systems reported that employment decisions regarding teachers were very or extremely influenced by these aspects.

Threats to academic freedom

Table 53. Descriptive statistics: Threats to academic freedom

Statistics

		Govt Censorship	Inst Censorship	Govt Steering	Inst/Corp Steering
N	Valid	103	103	100	99
	Missing	24	24	27	28
Mean		2.33	2.25	2.22	2.30

Table 54. Is academic freedom threatened by government censorship/repression of teaching and/or research?

		Frequency	Per cent
Valid	Yes	29	22.8
	Don't know	11	8.7
	No	63	49.6
	Total	**103**	**81.1**
Missing	System	24	18.9
	Total	**127**	**100.0**

Question 65a
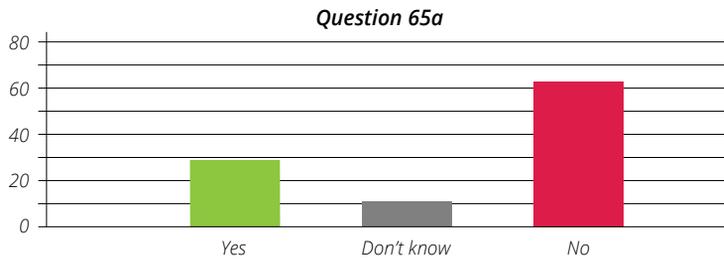
Figure 44. Is academic freedom threatened by government censorship/repression of teaching and/or research?

Table 55. Is academic freedom threatened by institutional/internal censorship of teaching and/or research?

		Frequency	Per cent
Valid	Yes	32	25.2
	Don't know	13	10.2
	No	58	45.7
	Total	**103**	**81.1**
Missing	System	24	18.9
	Total	**127**	**100.0**

Question 65b
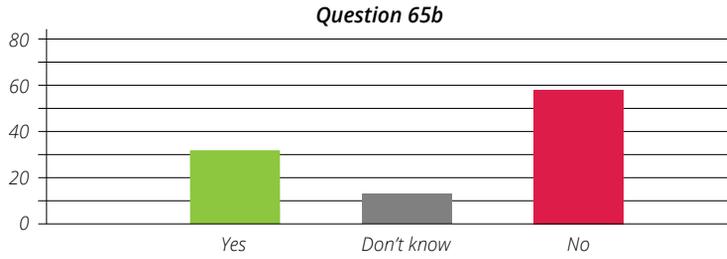
Figure 45. Is academic freedom threatened by institutional/internal censorship of teaching and/or research?

Table 56. Is academic freedom threatened by government steering of teaching and/or research?

		Frequency	Per cent
Valid	Yes	33	26.0
	Don't know	12	9.4
	No	55	43.3
	Total	**100**	**78.7**
Missing	System	27	21.3
	Total	**127**	**100.0**

Question 65c
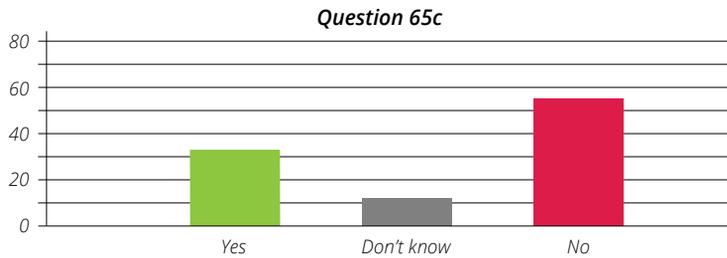
Figure 46. Is academic freedom threatened by government steering of teaching and/or research?

Table 57. Is academic freedom threatened by industrial/corporate influences over teaching and/or research?

		Frequency	Per cent
Valid	Yes	28	22.0
	Don't know	13	10.2
	No	58	45.7
	Total	**99**	**78.0**
Missing	System	28	22.0
	Total	**127**	**100.0**

Question 65d
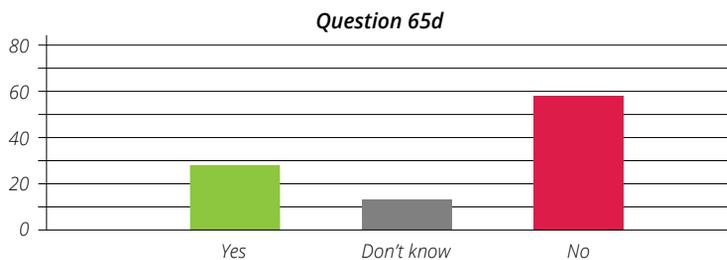
Figure 47. Is academic freedom threatened by industrial/corporate influences over teaching and/or research?

Table 58. Descriptive statistics: Violations of academic freedom

Statistics - Question 66

N	Valid	103
	Missing	24
Mean		2.43

Table 59. Are violations of academic freedom common in your country?

		Frequency	Per cent
Valid	Very rare	30	23.6
	Rare	24	18.9
	Uncommon	29	22.8
	Common	15	11.8
	Very common	5	3.9
	Total	**103**	**81.1**
Missing	System	24	18.9
	Total	**127**	**100.0**
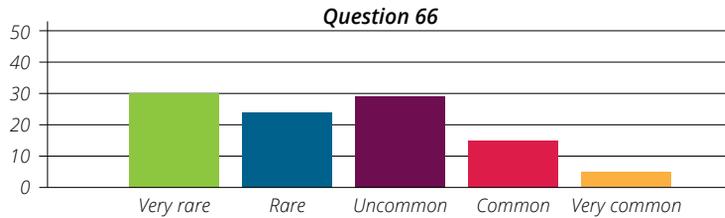
Figure 48. Are violations of academic freedom common in your country?

Summary

Overall, the majority of respondents operated in jurisdictions that saw an important role for unions in negotiating collective agreements and for respecting various labour rights. The majority of respondents (94 per cent) operated in countries where States had a legal responsibility to provide education. There were varied structures regarding who was responsible for employing teachers, with the central government the most likely to be the employer of education workers at all levels. However, in the higher education field, almost as many higher education institutions (28 per cent) employed education workers as central governments (30 per cent).

One relatively stable factor is the way in which working hours versus contact teaching hours play out across the levels of education. Education professionals working with younger students tended to have the highest proportion of face-to-face teaching time. However, given the concerns regarding teacher workload, it is apparent that, across all levels of education, there is significant work being done outside of work hours, an ongoing concern regarding expectations of teachers in light of their pay and conditions. This issue has been raised as a pressing concern in the research literature as it contributes to teacher stress and burnout (Toropova, Myrberg, & Johansson, 2021; Walker, Worth, & Van den Brande, 2019). There was a systemic under-appreciation of

the time it takes to prepare for teaching and undertake other tasks associated with teaching and learning (Department for Education, 2018). This may go some way to explaining concerns about attrition and the attractiveness of teaching as a career.

This section does outline some key concerns, however. While the majority of jurisdictions supported the rights of teachers to unionise, to be free from discrimination, and for unions to advocate for their members, the story in this section is of the large minorities that:

- Were not free from discrimination in their ability to be employed or promoted
- Did not have unions advocating for collective agreements around pay, conditions, and employment
- Could not expect job security
- Reported government interference in their research or advocacy work

Pay, Conditions and Policy Issues

As outlined in the Introduction, the intangible concept of teacher status is always mediated by material factors. Chief among these are pay, conditions, and the policy settings in specific countries that affect job security, job satisfaction, and work-life balance. As the 2018 Report noted, and other research supports, teachers do work hard, they do want to do a good job, and often go above and beyond what is expected in order to best meet student needs. However, there is always a tension within many societies regarding teaching, with elements diminishing the care, expertise, and status of teachers. In the section that follows, results are reported on perceptions regarding the pay and conditions of teachers and levels of concern regarding the impact of policy settings on teachers' status.

Teachers' salaries over the past three years

Table 60. Descriptive statistics: Teachers' salaries over the past three years

Statistics

N	Valid	104
	Missing	23
Mean		2.61

Table 61. What has happened to teachers' salaries over the past three years in your country?

		Frequency	Per cent
Valid	Significant increase	10	7.9
	Some increase	47	37.0
	Neither an increase nor decrease	31	24.4
	Some decrease	6	4.7
	Significant decrease	10	7.9
	Total	**104**	**81.9**
Missing	System	23	18.1
	Total	**127**	**100.0**
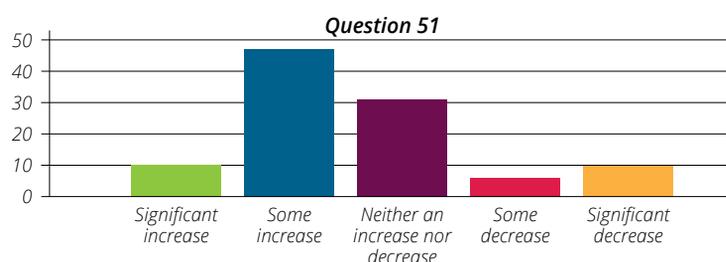
Figure 49. What has happened to teachers' salaries over the past three years in your country?

Since the 2018 Report, the majority of unions report that, in general, salary has either increased or stayed the same. However, 15.4 per cent of the responses reported that salaries have decreased over the last three years. This would support the case that the alteration of collective agreements was more likely to change conditions rather than pay.

Teachers' working conditions over the past three years

Table 62. Descriptive statistics: Teachers' work conditions over the past three years

Statistics

N	Valid	104
	Missing	23
Mean		3.41

Table 63. What has happened to teachers' working conditions over the past three years in your country?

		Frequency	Per cent
Valid	Significant increase	1	.8
	Some increase	22	17.3
	Neither an increase nor decrease	27	21.3
	Some decrease	41	32.3
	Significant decrease	13	10.2
	Total	**104**	**81.9**
Missing	System	23	18.1
	Total	**127**	**100.0**
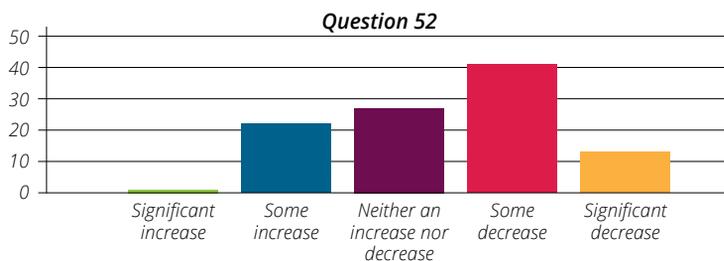
Figure 50. What has happened to teachers' working conditions over the past three years in your country?

The difference between salary and conditions was stark. While the most common response was that salaries had slightly increased, conditions were perceived to have worsened. In particular, as subsequent questions find, this is most likely due to ongoing concerns about workload.

Teacher workloads over the last three years

Table 64. Descriptive statistics: Teacher workloads over the past three years

Statistics

		Overall	Lesson Planning	Marking	Admin	Work/Life Balance
N	Valid	110	110	110	109	110
	Missing	17	17	17	18	17
Mean		3.51	3.45	3.41	2.08	3.59
Standard deviation		1.115	1.186	1.103	1.064	1.119

Table 65. Overall, teachers' workloads are manageable

		Frequency	Per cent
Valid	Strongly agree	4	3.1
	Agree	24	18.9
	Neither agree nor disagree	12	9.4
	Disagree	52	40.9
	Strongly disagree	18	14.2
	Total	**110**	**86.6**
Missing	System	17	13.4
	Total	**127**	**100.0**
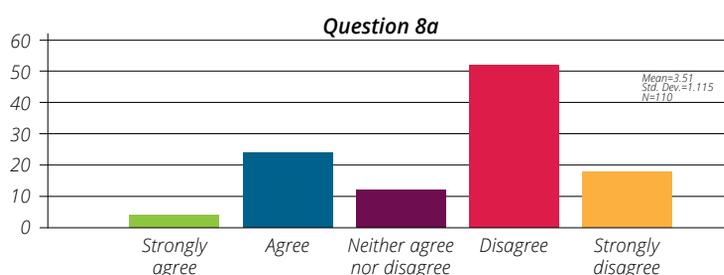
Figure 51. Overall, teachers' workloads are manageable

Table 66. The time taken for teachers to plan lessons is manageable

		Frequency	Per cent
Valid	Strongly agree	2	1.6
	Agree	33	26.0
	Neither agree nor disagree	12	9.4
	Disagree	39	30.7
	Strongly disagree	24	18.9
	Total	**110**	**86.6**
Missing	System	17	13.4
	Total	**127**	**100.0**
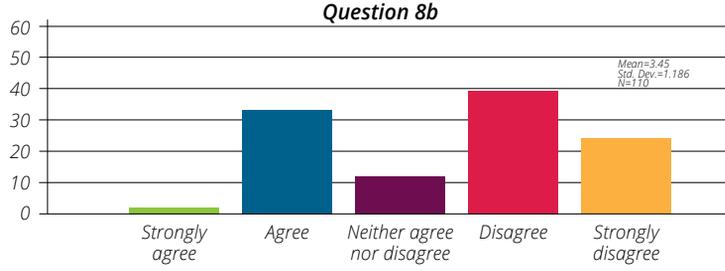
Figure 52. The time taken for teachers to plan lessons is manageable

Table 67. The time taken for teachers to mark student work is manageable

		Frequency	Per cent
Valid	Strongly agree	3	2.4
	Agree	26	20.5
	Neither agree nor disagree	22	17.3
	Disagree	41	32.3
	Strongly disagree	18	14.2
	Total	**110**	**86.6**
Missing	System	17	13.4
	Total	**127**	**100.0**
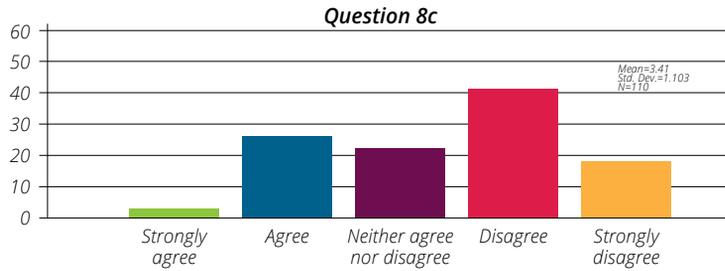
Figure 53. The time taken for teachers to mark student work is manageable

Table 68. Teacher workload has increased because of administrative tasks associated with accountability measures

		Frequency	Per cent
Valid	Strongly agree	35	27.6
	Agree	49	38.6
	Neither agree nor disagree	9	7.1
	Disagree	13	10.2
	Strongly disagree	3	2.4
	Total	**109**	**85.8**
Missing	System	18	14.2
	Total	**127**	**100.0**

Question 8d

Mean=2.08
Std. Dev.=1.064
N=109
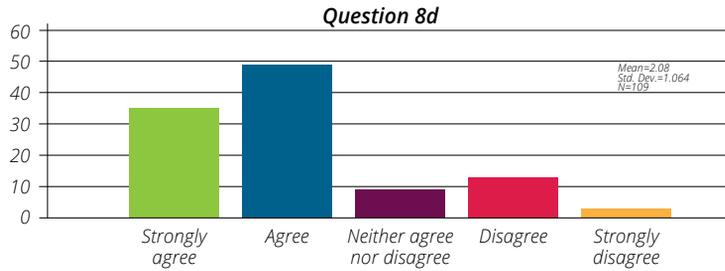
Figure 54. Teacher workload has increased because of administrative tasks associated with accountability measures

Table 69. Teachers are able to maintain a healthy work-life balance

		Frequency	Per cent
Valid	Strongly agree	4	3.1
	Agree	18	14.2
	Neither agree nor disagree	22	17.3
	Disagree	41	32.3
	Strongly disagree	25	19.7
	Total	**110**	**86.6**
Missing	System	17	13.4
	Total	**127**	**100.0**

Question 8e

Mean=3.59
Std. Dev.=1.119
N=110
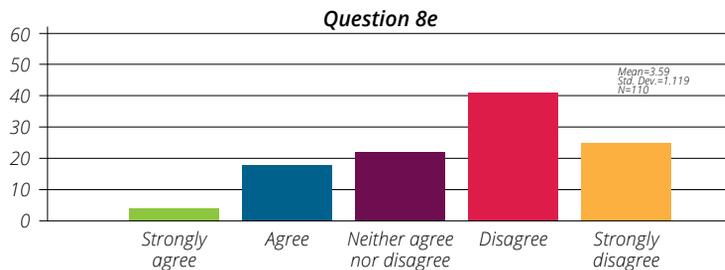
Figure 55. Teachers are able to maintain a healthy work-life balance

Table 64 shows participants' perceptions of the manageability of workloads over the last three years. Fifty-five per cent of the respondents disagreed that teacher workloads were manageable, indicating a pressing concern. This was highlighted by 49.6 per cent of responses concerned at the impact of excessive lesson planning requirements and 45.5 per cent of respondents concerned with the impact that assessment/marking expectations were having on teacher workloads.

When asked about the impact that policies designed to 'hold teachers to account' were having on workload, over 66 per cent of respondents felt that these were contributing to workload pressures for education professionals. Worryingly, 52 per cent of respondents could not agree that teachers were able to maintain a healthy work-life balance. Further analysis indicates no statistically significant relationships between either regions or levels of education, seemingly indicating that concern about workload and work-life balance are common across the globe.

This is largely in line with contemporary literature that reports teachers and school leaders feeling significant time pressure as their jobs become more complex, often due to the twin pressures of policy settings that lead to onerous accountabilities and the ways that education is now being asked to ameliorate many social, or structural, problems.

Common education issues

Participants were asked a series of questions around common education issues identified in the literature. These included privatising public education, the intensification of teachers' work, access to support services, whether accountability was a problem, and so on. As the results show, unions exhibited concern around many of the issues. The most common concern was expressed for work intensification (M = 2.53), overcrowded classrooms (M = 2.35), and test-based accountability (M = 2.24). Participants remained concerned, but comparatively less so, regarding issues of competition for funding between schools (M = 1.91), system support for teaching (M = 1.95), and abuse of staff (M = 1.99).

Table 70. Descriptive statistics: Issues affecting teaching

Statistics

		Priv Inst	Work Intens.	Commercial	Accountability	Inspections	Contracts	Tutoring	School ESP	Central Support	HE ESP	Special Needs	Funding	Enrolment	Crowding	Abuse
N	Valid	104	104	100	105	105	102	103	99	94	81	98	99	100	103	104
	Missing	23	23	27	22	22	25	24	28	33	46	29	28	27	24	23
Mean		2.19	2.53	2.13	2.24	2.08	1.99	2.25	2.15	1.95	1.99	2.04	1.91	2.10	2.35	1.99

Table 71. Increase in the number of private educational institutions

		Frequency	Per cent
Valid	Not at all	15	11.8
	To some extent	54	42.5
	To a great extent	35	27.6
	Total	**104**	**81.9**
Missing	System	23	18.1
	Total	**127**	**100.0**

Question 31a

Figure 56. Increase in the number of private educational institutions

Table 72. The intensification of teachers' and academics' work

		Frequency	Per cent
Valid	Not at all	2	1.6
	To some extent	45	35.4
	To a great extent	57	44.9
	Total	**104**	**81.9**
Missing	System	23	18.1
	Total	**127**	**100.0**
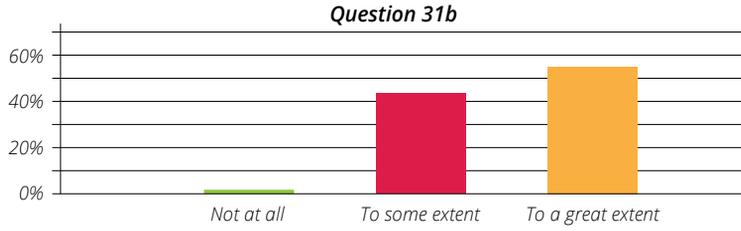
Figure 57. The intensification of teachers' and academics' work

Table 73. The commercial outsourcing of goods, supports, and services previously supplied by government education authorities

		Frequency	Per cent
Valid	Not at all	12	9.4
	To some extent	63	49.6
	To a great extent	25	19.7
	Total	**100**	**78.7**
Missing	System	27	21.3
	Total	**127**	**100.0**
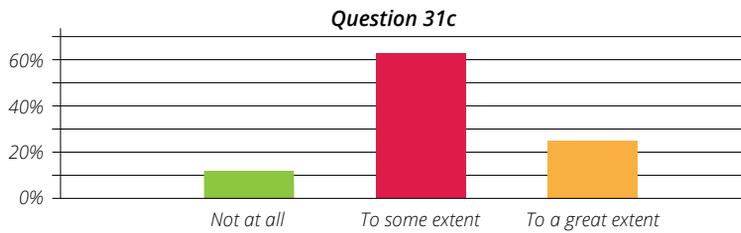
Figure 58. The commercial outsourcing of goods, supports, and services previously supplied by government education authorities

Table 74. Teachers being held accountable for student test results

		Frequency	Per cent
Valid	Not at all	13	10.2
	To some extent	54	42.5
	To a great extent	38	29.9
	Total	**105**	**82.7**
Missing	System	22	17.3
	Total	**127**	**100.0**
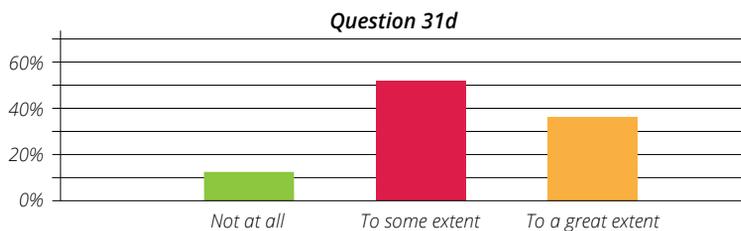
Figure 59. Teachers being held accountable for student test results

Table 75. Teachers being held accountable through inspections

		Frequency	Per cent
Valid	Not at all	23	18.1
	To some extent	51	40.2
	To a great extent	31	24.4
	Total	**105**	**82.7**
Missing	System	22	17.3
	Total	**127**	**100.0**

Question 31e
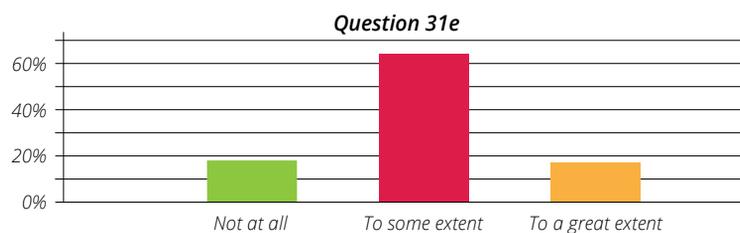
Figure 60. Teachers being held accountable through inspections

Table 76. The use of casual and short-term contracts to employ teachers and academics

		Frequency	Per cent
Valid	Not at all	27	21.3
	To some extent	49	38.6
	To a great extent	26	20.5
	Total	**102**	**80.3**
Missing	System	25	19.7
	Total	**127**	**100.0**

Question 31f
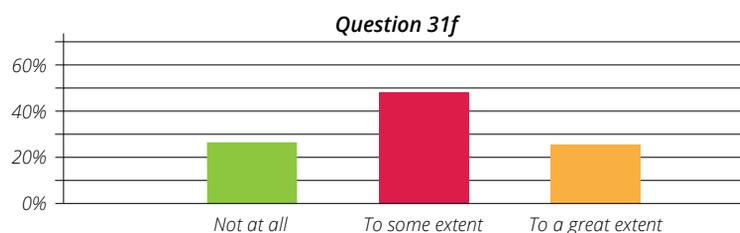
Figure 61. The use of casual and short-term contracts to employ teachers and academics

Table 77. The proliferation of private tutoring

		Frequency	Per cent
Valid	Not at all	13	10.2
	To some extent	51	40.2
	To a great extent	39	30.7
	Total	**103**	**81.1**
Missing	System	24	18.9
	Total	**127**	**100.0**
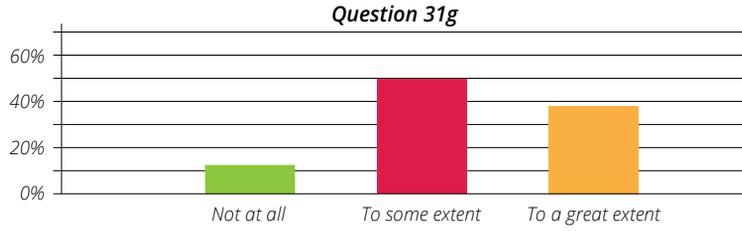
Figure 62. The proliferation of private tutoring

Table 78. Fewer education support personnel at the school level

		Frequency	Per cent
Valid	Not at all	20	15.7
	To some extent	44	34.6
	To a great extent	35	27.6
	Total	**99**	**78.0**
Missing	System	28	22.0
	Total	**127**	**100.0**
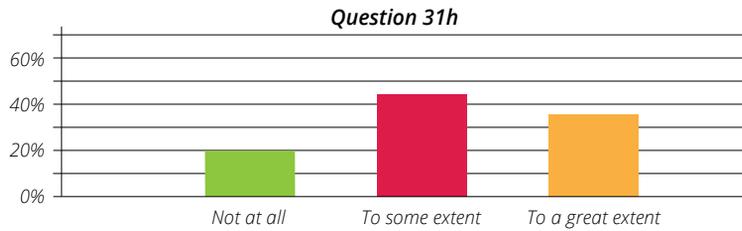
Figure 63. Fewer education support personnel at the school level

Table 79. Less access to support services at the jurisdictional level

		Frequency	Per cent
Valid	Not at all	28	22.0
	To some extent	43	33.9
	To a great extent	23	18.1
	Total	**94**	**74.0**
Missing	System	33	26.0
	Total	**127**	**100.0**
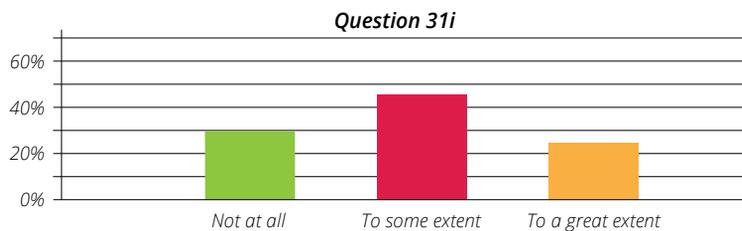
Figure 64. Less access to support at the jurisdictional level

Table 80. Fewer education support personnel at the university level

		Frequency	Per cent
Valid	Not at all	17	13.4
	To some extent	48	37.8
	To a great extent	16	12.6
	Total	**81**	**63.8**
Missing	System	46	36.2
	Total	**127**	**100.0**

Question 31j
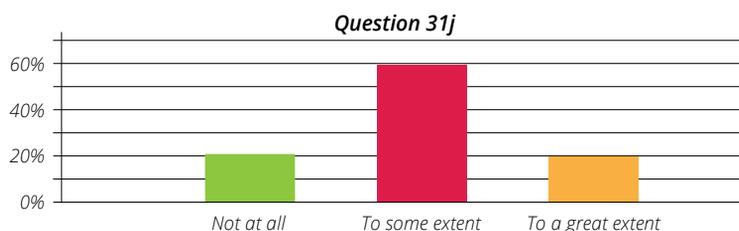
Figure 65. Fewer education support personnel at the university level

Table 81. The decline in support for students with special needs

		Frequency	Per cent
Valid	Not at all	25	19.7
	To some extent	44	34.6
	To a great extent	29	22.8
	Total	**98**	**77.2**
Missing	System	29	22.8
	Total	**127**	**100.0**

Question 31k
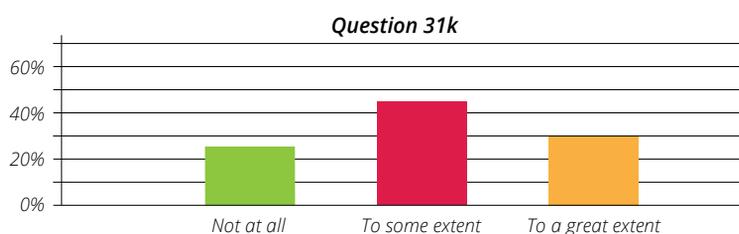
Figure 66. The decline in support for students with special needs

Table 82. Competition for funding between educational institutions

		Frequency	Per cent
Valid	Not at all	32	25.2
	To some extent	44	34.6
	To a great extent	23	18.1
	Total	**99**	**78.0**
Missing	System	28	22.0
	Total	**127**	**100.0**

Question 31l
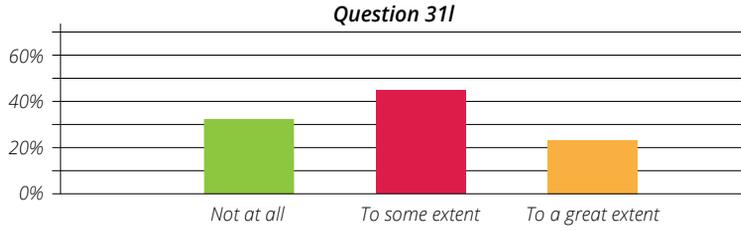
Figure 67. Competition for funding between educational institutions

Table 83. Competition for enrolments between schools

		Frequency	Per cent
Valid	Not at all	24	18.9
	To some extent	42	33.1
	To a great extent	34	26.8
	Total	**100**	**78.7**
Missing	System	27	21.3
	Total	**127**	**100.0**

Question 31m
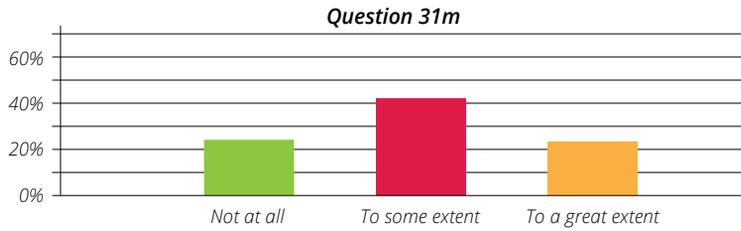
Figure 68. Competition for enrolments between schools

Table 84. Overcrowded classrooms

		Frequency	Per cent
Valid	Not at all	11	8.7
	To some extent	45	35.4
	To a great extent	47	37.0
	Total	**103**	**81.1**
Missing	System	24	18.9
	Total	**127**	**100.0**

Question 31n
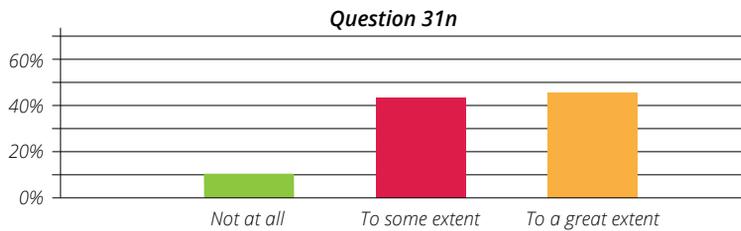
Figure 69. Overcrowded classrooms

Table 85. Educational staff experiencing verbal and physical abuse

		Frequency	Per cent
Valid	Not at all	19	15.0
	To some extent	67	52.8
	To a great extent	18	14.2
	Total	**104**	**81.9**
Missing	System	23	18.1
	Total	**127**	**100.0**

Question 31o
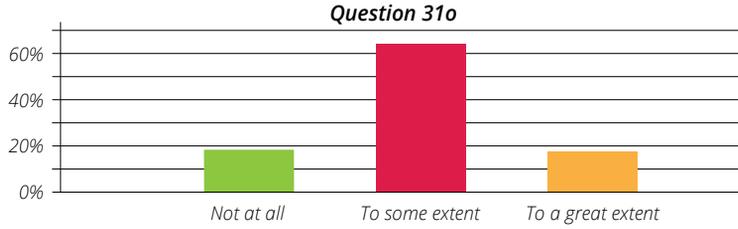
Figure 70. Educational staff experiencing verbal and physical abuse

Issues regarding educational facilities

There is an old adage that teachers' working conditions are students' learning conditions. After wages, physical infrastructure is the first aspect of education funding that displays a lack of investment. Participants were asked about physical infrastructure in their jurisdictions. The lack of a staff room at school (M = 2.2), the inadequacy of learning spaces (M = 2.03), and the availability of essential materials (M = 1.81) were of most concern to the participants.

Table 86. Descriptive statistics: Issues regarding educational facilities

		Q32a	Q32b	Q32c	Q32d	Q32e
N	Valid	102	99	102	101	100
	Missing	25	28	25	26	27
Mean		2.03	1.75	1.73	2.20	1.81

Statistics

Table 87. Are the facilities in educational institutions appropriate for teaching and learning?

		Frequency	Per cent
Valid	Not at all	15	11.8
	To some extent	69	54.3
	To a great extent	18	14.2
	Total	**102**	**80.3**
Missing	System	25	19.7
	Total	**127**	**100.0**
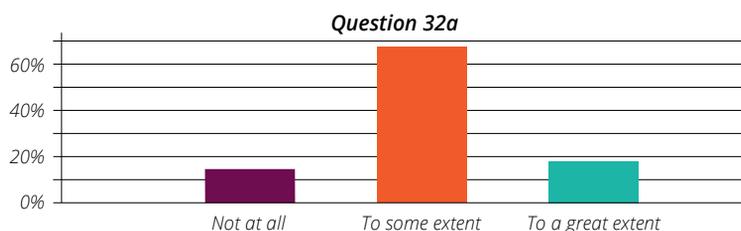
Figure 71. Are the facilities in educational institutions appropriate for teaching and learning?

Table 88. Are building and school grounds maintained to a high standard?

		Frequency	Per cent
Valid	Not at all	34	26.8
	To some extent	56	44.1
	To a great extent	9	7.1
	Total	**99**	**78.0**
Missing	System	28	22.0
	Total	**127**	**100.0**
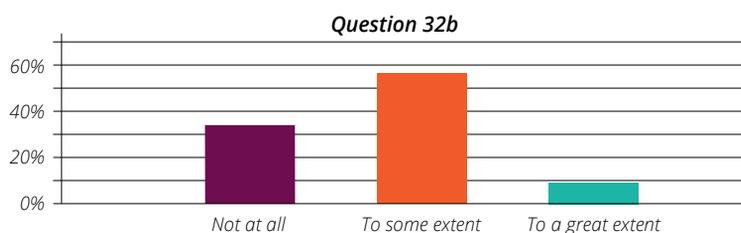
Figure 72. Are building and school grounds maintained to a high standard?

Table 89. Is there sufficient teaching equipment?

		Frequency	Per cent
Valid	Not at all	37	29.1
	To some extent	56	44.1
	To a great extent	9	7.1
	Total	**102**	**80.3**
Missing	System	25	19.7
	Total	**127**	**100.0**
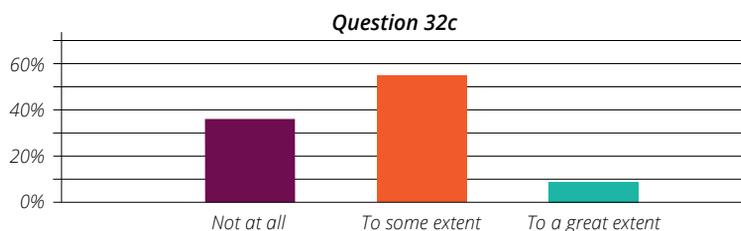
Figure 73. Is there sufficient teaching equipment?

Table 90. Do teachers have a staff room at school?

		Frequency	Per cent
Valid	Not at all	11	8.7
	To some extent	59	46.5
	To a great extent	31	24.4
	Total	**101**	**79.5**
Missing	System	26	20.5
	Total	**127**	**100.0**

Question 32d
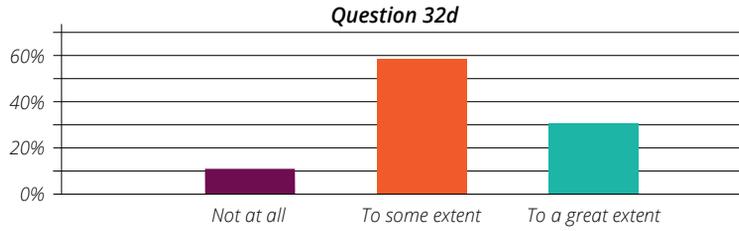
Figure 74. Do teachers have a staff room at school?

Table 91. Are the essential student materials available to all students for free?

		Frequency	Per cent
Valid	Not at all	30	23.6
	To some extent	59	46.5
	To a great extent	11	8.7
	Total	**100**	**78.7**
Missing	System	27	21.3
	Total	**127**	**100.0**

Question 32e
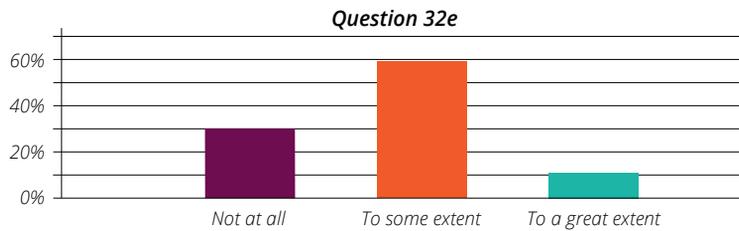
Figure 75. Are the essential student materials available to all students for free?

Educational technology

Table 92. Descriptive statistics: Educational technology

		Q33a	Q33b	Q33c	Q33d	Q33e	*Q33f*	*Q33g*
Statistics								
N	Valid	105	104	104	105	104	102	103
	Missing	22	23	23	22	23	25	24
Mean		1.90	1.94	1.84	1.89	1.70	1.76	1.58

Table 93. Teachers have access to digital technology in their classrooms

		Frequency	Per cent
Valid	Not at all	28	22.0
	To some extent	59	46.5
	To a great extent	18	14.2
	Total	**105**	**82.7**
Missing	System	22	17.3
	Total	**127**	**100.0**

Question 33a
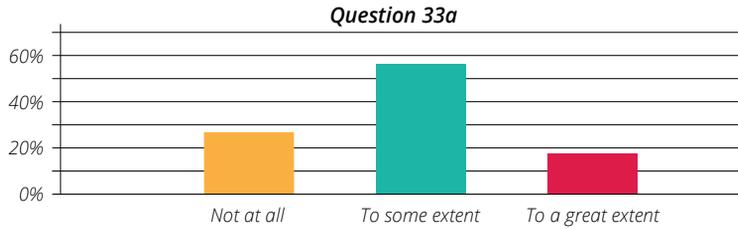
Figure 76. Teachers have access to digital technology in their classrooms

Table 94. Teachers are trusted to make pedagogical decisions with technology in their classrooms

		Frequency	Per cent
Valid	Not at all	25	19.7
	To some extent	60	47.2
	To a great extent	19	15.0
	Total	**104**	**81.9**
Missing	System	23	18.1
	Total	**127**	**100.0**

Question 33b
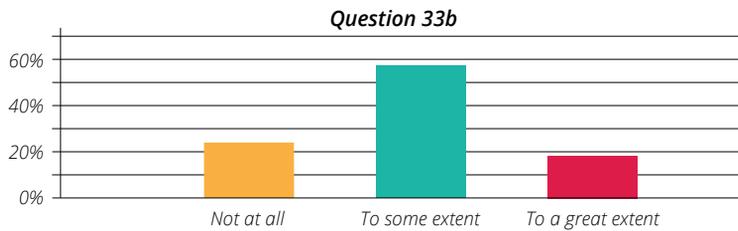
Figure 77. Teachers are trusted to make pedagogical decisions with technology in their classrooms

Table 95. Systems offer adequate support to upskill teachers in using digital technology in their classrooms

		Frequency	Per cent
Valid	Not at all	28	22.0
	To some extent	65	51.2
	To a great extent	11	8.7
	Total	**104**	**81.9**
Missing	System	23	18.1
	Total	**127**	**100.0**

Question 33c
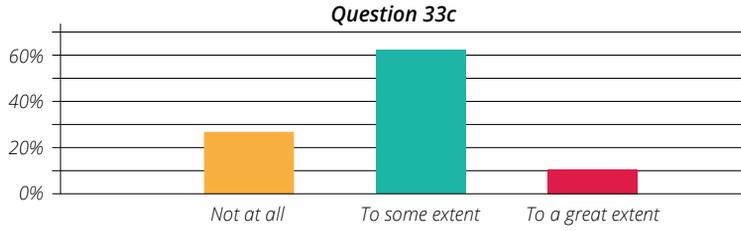
Figure 78. Systems offer adequate support to upskill teachers in using digital technology in their classrooms

Table 96. Teachers are given the autonomy to make decisions about the incorporation of technology in their schools

		Frequency	Per cent
Valid	Not at all	30	23.6
	To some extent	57	44.9
	To a great extent	18	14.2
	Total	**105**	**82.7**
Missing	System	22	17.3
	Total	**127**	**100.0**

Question 33d
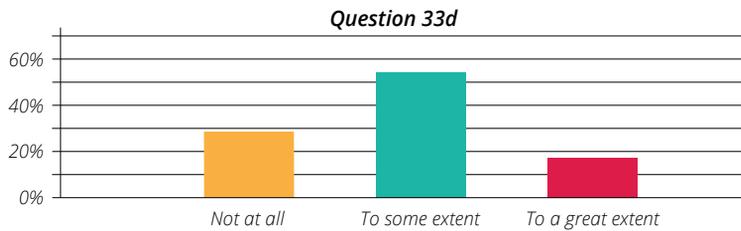
Figure 79. Teachers are given the autonomy to make decisions about the incorporation of technology in their schools

Table 97. Teachers have the time needed to make decisions about what technology to use for which purpose

		Frequency	Per cent
Valid	Not at all	42	33.1
	To some extent	51	40.2
	To a great extent	11	8.7
	Total	**104**	**81.9**
Missing	System	23	18.1
	Total	**127**	**100.0**

Question 33e
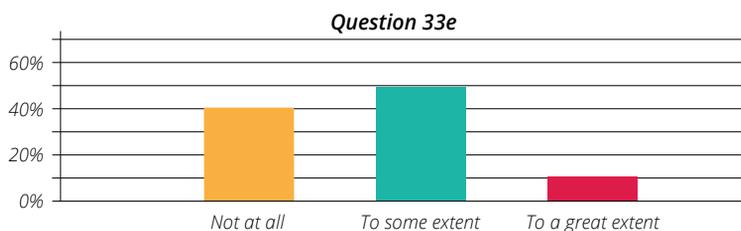
Figure 80. Teachers have the time needed to make decisions about what technology to use for which purpose

Table 98. Students are able to access appropriate digital technology at school provided free by the government

		Frequency	Per cent
Valid	Not at all	36	28.3
	To some extent	54	42.5
	To a great extent	12	9.4
	Total	**102**	**80.3**
Missing	System	25	19.7
	Total	**127**	**100.0**

Question 33f
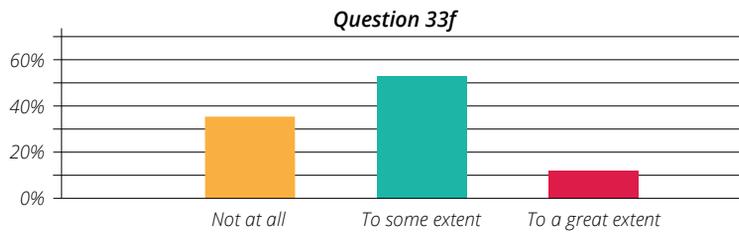
Figure 81. Students are able to access appropriate digital technology at school provided free by the government

Table 99. There is appropriate funding to purchase, maintain, and replace technology infrastructure

		Frequency	Per cent
Valid	Not at all	52	40.9
	To some extent	42	33.1
	To a great extent	9	7.1
	Total	**103**	**81.1**
Missing	System	24	18.9
	Total	**127**	**100.0**

Question 33g
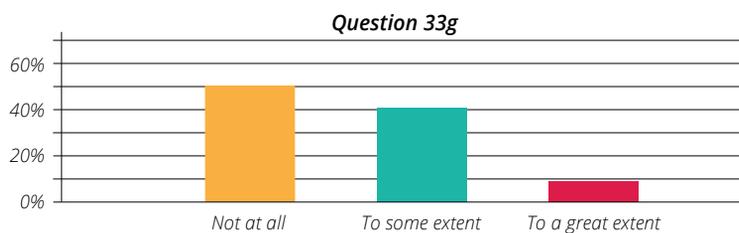
Figure 82. There is appropriate funding to purchase, maintain, and replace technology infrastructure

Table 100. Descriptive statistics: Issues arising since the start of the pandemic

Statistics

		Outsourcing	Edtech	Tutoring
N	Valid	100	102	98
	Missing	27	25	29
Mean		1.73	1.83	2.02

Table 101. Commercial outsourcing

		Frequency	Per cent
Valid	Not at all	38	29.9
	To some extent	51	40.2
	To a great extent	11	8.7
	Total	**100**	**78.7**
Missing	System	27	21.3
	Total	**127**	**100.0**

Question 34a
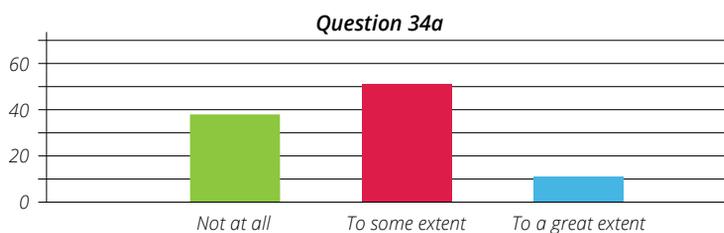
Figure 83. Commercial outsourcing

Table 102. Edtech companies

		Frequency	Per cent
Valid	Not at all	33	26.0
	To some extent	53	41.7
	To a great extent	16	12.6
	Total	**102**	**80.3**
Missing	System	25	19.7
	Total	**127**	**100.0**

Question 34b
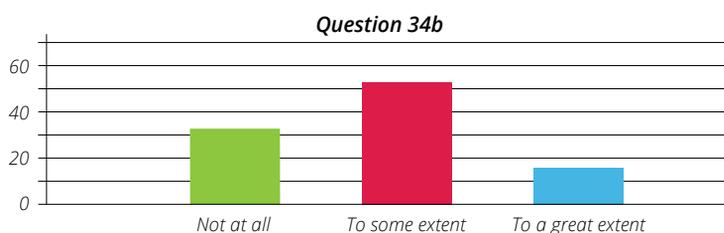
Figure 84. Edtech companies

Table 103. Private tutoring

		Frequency	Per cent
Valid	Not at all	26	20.5
	To some extent	44	34.6
	To a great extent	28	22.0
	Total	**98**	**77.2**
Missing	System	29	22.8
	Total	**127**	**100.0**
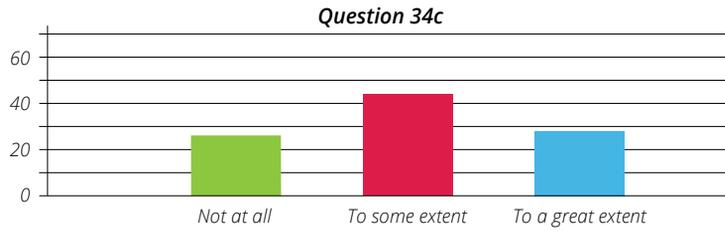
Figure 85. Private tutoring

Across the participants, there was relatively moderate concern on these issues. This would seem to indicate that the pandemic had not yet significantly changed concerns or that education systems had not significantly altered their policies and practices regarding commercialisation and privatisation during the pandemic.

Issues regarding CPD

CPD was identified in both the 2015 Report and the 2018 Report as a critical issue for teacher status. These questions cover the extent to which CPD was available, how it was provided, how education professionals were able to access it and the quality of that CPD.

Table 104. Professional development of teachers

Statistics

		Free ITE	CPD Offered	Free CPD	CPD Choice	CPD Working Hours	CPD Career	CPD Quality	CPD COVID-19
N	Valid	102	102	99	100	100	100	99	98
	Missing	25	25	28	27	27	27	28	29
Mean		1.94	2.13	2.04	1.82	1.85	1.87	1.99	1.83
Std. deviation		.806	.640	.669	.672	.687	.677	.484	.610

Table 105. Is initial teacher education provided free of charge?

		Frequency	Per cent
Valid	Not at all	36	28.3
	To some extent	36	28.3
	To a great extent	30	23.6
	Total	**102**	**80.3**
Missing	System	25	19.7
	Total	**127**	**100.0**

Question 41a
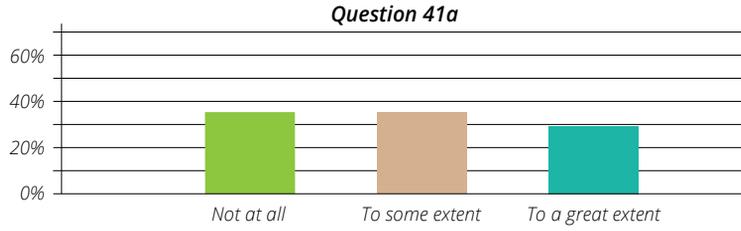
Figure 86. Is initial teacher education provided free of charge?

Table 106. Is CPD provided in your country?

		Frequency	Per cent
Valid	Not at all	15	11.8
	To some extent	59	46.5
	To a great extent	28	22.0
	Total	**102**	**80.3**
Missing	System	25	19.7
	Total	**127**	**100.0**

Question 41b
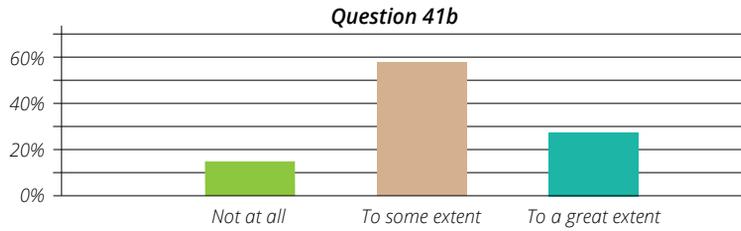
Figure 87. Is CPD provided in your country?

Table 107. Do teachers have the opportunity to access CPD free of charge?

		Frequency	Per cent
Valid	Not at all	20	15.7
	To some extent	55	43.3
	To a great extent	24	18.9
	Total	**99**	**78.0**
Missing	System	28	22.0
	Total	**127**	**100.0**

Question 41c
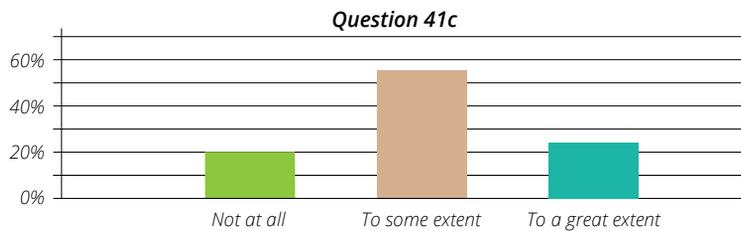
Figure 88. Do teachers have the opportunity to access CPD free of charge?

Table 108. Can teachers decide what form of CPD they receive?

		Frequency	Per cent
Valid	Not at all	33	26.0
	To some extent	52	40.9
	To a great extent	15	11.8
	Total	**100**	**78.7**
Missing	System	27	21.3
	Total	**127**	**100.0**

Question 41d
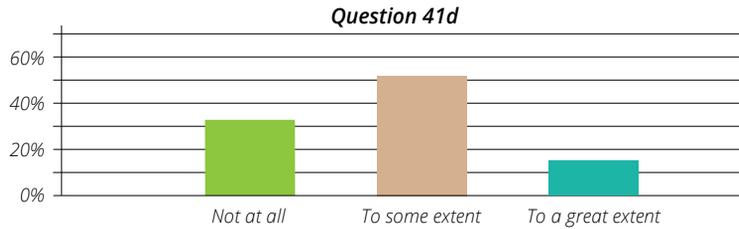
Figure 89. Can teachers decide what form of CPD they receive?

Table 109. Is there working time allocated for teachers to participate in CPD per year?

		Frequency	Per cent
Valid	Not at all	32	25.2
	To some extent	51	40.2
	To a great extent	17	13.4
	Total	**100**	**78.7**
Missing	System	27	21.3
	Total	**127**	**100.0**

Question 41e
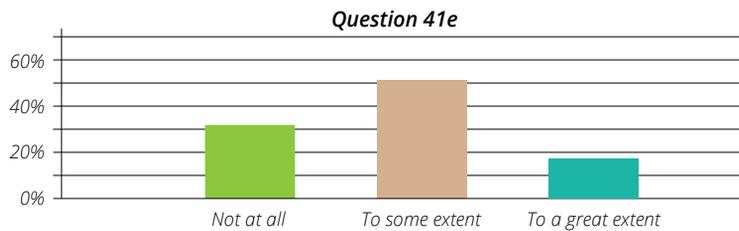
Figure 90. Is there working time allocated for teachers to participate in CPD per year?

Table 110. Does CPD lead to career progression and recognition of advanced skills?

		Frequency	Per cent
Valid	Not at all	30	23.6
	To some extent	53	41.7
	To a great extent	17	13.4
	Total	**100**	**78.7**
Missing	System	27	21.3
	Total	**127**	**100.0**

Question 41f
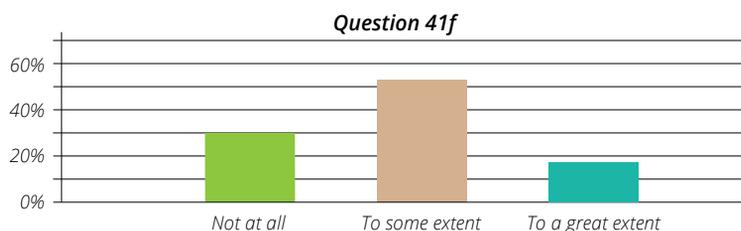
Figure 91. Does CPD lead to career progression and recognition of advanced skills?

Table 111. Is the CPD offered of sufficient quality and relevance for teaching?

		Frequency	Per cent
Valid	Not at all	12	9.4
	To some extent	76	59.8
	To a great extent	11	8.7
	Total	**99**	**78.0**
Missing	System	28	22.0
	Total	**127**	**100.0**

Question 41g
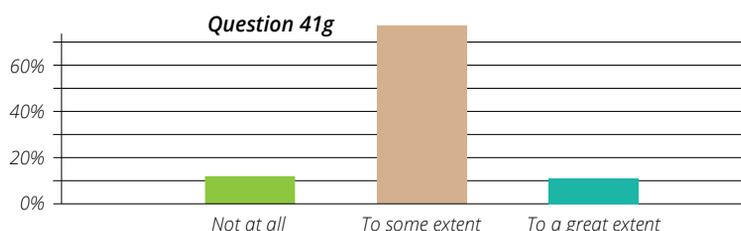
Figure 92. Is the CPD offered of sufficient quality and relevance for teaching?

Table 112. Has CPD been offered since the onset of the COVID-19 pandemic to support teachers in adapting to remote teaching and learning arrangements?

		Frequency	Per cent
Valid	Not at all	28	22.0
	To some extent	59	46.5
	To a great extent	11	8.7
	Total	**98**	**77.2**
Missing	System	29	22.8
	Total	**127**	**100.0**

Question 41h
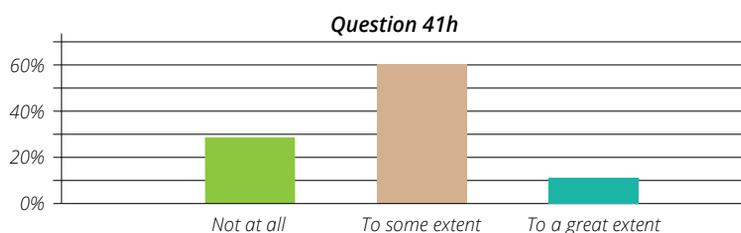
Figure 93. Has CPD been offered since the onset of the COVID-19 pandemic to support teachers in adapting to remote teaching and learning arrangements?

CPD is a critical aspect of the professionalisation of teaching. When delivered prudently, in response to the needs of the teaching workforce, when it is accessible, free for educators at point of delivery, and where decisions are made in consultation with unions and education authorities, it can be a powerful force for improving the working lives of educators. By extension, it also improves the status of educators within society. The data outlined in Tables 104–112 and Figures 86–93 indicate that there is still some way to go, particularly with regard to the autonomy of teachers to make decisions about the CPD they pursue. Generally, however, there appears to be moderate support for the standard and content of the CPD offered in most jurisdictions. However, 14.7 per cent of responses reported that no CPD was being offered for teachers, 12.1 per cent felt that CPD was not of the required quality, 20.1 per cent reported that there was no free CPD, 33.1 per cent felt that teachers had no way to decide the CPD that would be of benefit to them, and 32 per cent reported that CPD was not available during working hours. Finally, 30 per cent reported that any CPD undertaken was of no benefit to career progression.

Professional Autonomy

Table 113. Extent of professional autonomy

Statistics

		Assessment	Teaching	Lessons	Behaviour
N	Valid	103	102	103	103
	Missing	24	25	24	24
Mean		2.45	2.28	2.96	2.48

Table 114. Autonomy over how they assess students

		Frequency	Per cent
Valid	Strongly agree	18	14.2
	Agree	51	40.2
	Neither agree nor disagree	13	10.2
	Disagree	12	9.4
	Strongly disagree	9	7.1
	Total	**103**	**81.1**
Missing	System	24	18.9
	Total	**127**	**100.0**

Question 56a
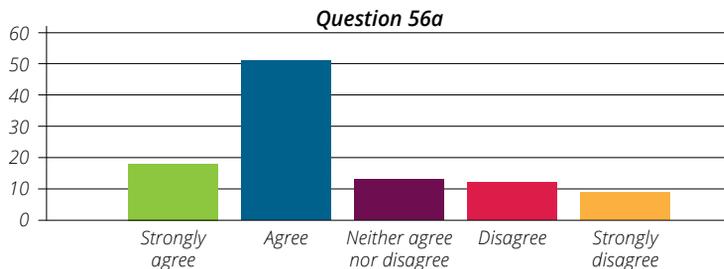
Figure 94. Autonomy over how they assess students

Table 115. Autonomy over how they teach students

		Frequency	Per cent
Valid	Strongly agree	21	16.5
	Agree	53	41.7
	Neither agree nor disagree	11	8.7
	Disagree	12	9.4
	Strongly disagree	5	3.9
	Total	**102**	**80.3**
Missing	System	25	19.7
	Total	**127**	**100.0**

Question 56b
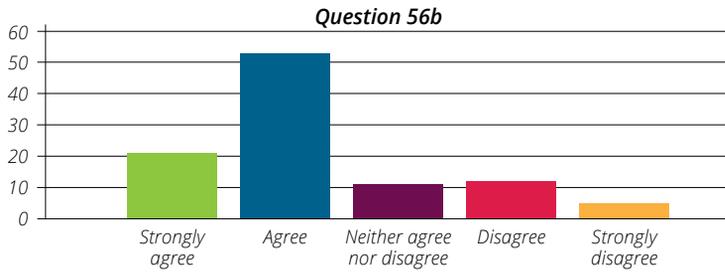
Figure 95. Autonomy over how they teach students

Table 116. Autonomy over what they choose to teach students

		Frequency	Per cent
Valid	Strongly agree	7	5.5
	Agree	41	32.3
	Neither agree nor disagree	18	14.2
	Disagree	23	18.1
	Strongly disagree	14	11.0
	Total	**103**	**81.1**
Missing	System	24	18.9
	Total	**127**	**100.0**

Question 56c
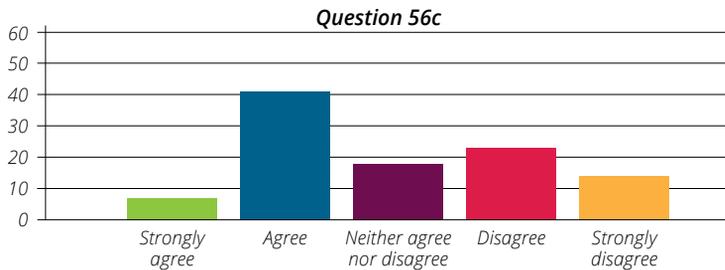
Figure 96. Autonomy over what they choose to teach students

Table 117. Autonomy over how they manage student behaviour

		Frequency	Per cent
Valid	Strongly agree	10	7.9
	Agree	54	42.5
	Neither agree nor disagree	23	18.1
	Disagree	12	9.4
	Strongly disagree	4	3.1
	Total	**103**	**81.1**
Missing	System	24	18.9
	Total	**127**	**100.0**
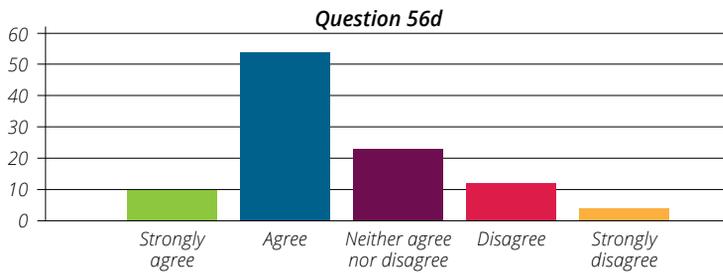
Figure 97. Autonomy over how they manage student behaviour

Generally, the data on autonomy shows that teachers are perceived to be able to exercise reasonable levels of professional judgement in classroom activities. The modal response on all questions was 'Agree'.

Guarantee of freedom of association

Table 118. Extent of teachers' right to freedom of association

Statistics

N	Valid	104
	Missing	23
Mean		2.17

Table 119. To what extent do you agree that the right to freedom of association is guaranteed for teachers in your country?

		Frequency	Per cent
Valid	Strongly agree	40	31.5
	Agree	34	26.8
	Neither agree nor disagree	10	7.9
	Disagree	12	9.4
	Strongly disagree	8	6.3
	Total	**104**	**81.9**
Missing	System	23	18.1
	Total	**127**	**100.0**
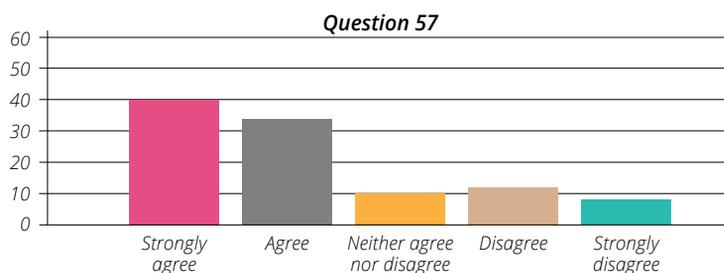
Figure 98. To what extent do you agree that the right to freedom of association is guaranteed for teachers in your country?

Summary

There are a number of important takeaways from the data provided. First, there is widespread concern regarding teacher workloads, and the manageability of those workloads. Overall workload (Table 68/Figure 63) and work-life balance (Table 72/ Figure 67) had the most negative responses (M = 3.51, SD = 1.10) and (M = 3.58, SD = 1.1) respectively. A significant factor seems to be the increase in administrative tasks associated with policies that try to hold teachers 'to account' for student performance. This is supported by other research which suggests that 'administrivia' is an important factor in understanding how teachers' work has changed, particularly as teachers report wanting to spend their time on meaningful work that they see as responding to the core business of teaching (Brady & Wilson, 2021).

Second, the influence of policy settings and decisions needs to be placed in context. One of the key attributes of status, particularly status as a professional occupation, concerns trust and recognition of expertise. In many countries, policy settings have been designed to make teachers and schools accountable for a range of measures whilst, at the same time, promoting competition between schools for funding and student enrolments. Generally speaking, accountability can become a stalking horse for austerity and budget cuts that diminish the investment in public education. Comparing the concerns outlined above to the investment in infrastructure, learning resources, and IT seems to support the argument that what motivates policy is saving money, or redirecting money from schools and classrooms, rather than a serious investment in teaching and learning.

Finally, it is worth noting that autonomy and decision-making are important factors in occupational status. Respondents seemed satisfied that there were reasonable levels of professional judgement regarding classroom decisions available for teachers. Further, CPD must be a central focus for education systems in supporting teachers in their complex work. Education International has long advocated for unions to have a role in setting CPD agendas in collaboration with education authorities and in creating opportunities for education professionals to access meaningful CPD that is fit for their purposes. This should not be confused with advocating for a laissez-faire, choose-your-own-adventure approach to pedagogy, but rather a concern with rigorous CPD that continues to advance the professional capacity of teachers and leaders, is fit for purpose, and designed to respond to specific issues and challenges. The profession must have a role to play in deciding the most beneficial CPD. While many responses indicate that this occurs to some extent, a significant minority of the participants do not have access to CPD at all.

The Impact of COVID-19

Introduction

This report on the status of teachers understands that the COVID-19 pandemic has impacted education systems, teachers, and teaching. UNESCO's report, Adverse Consequences of School Closures (2020), found that there were 13 potential impacts in education sectors including interrupted student learning particularly for those from disadvantaged backgrounds, consequences for student health and wellbeing, and wider material and financial impacts on the family unit. For teachers, in particular, UNESCO found that COVID-19 could cause confusion and stress, particularly as teachers feel responsible for maintaining student learning even as the move to online modes of instruction are disorganised, time-consuming, and frustrating. This is exacerbated by infrastructure problems associated with moving learning online.

Another challenge concerns the decision to keep schools open, even for children of 'essential workers', and the health and wellbeing cost to teachers who were very much in the frontline.

The questions below were asked to understand how teachers were being presented in light of COVID-19, both before and after school closures, how unions were involved (or not) in planning how to respond to the pandemic and protect their members, and how the media and government were representing the work of education professionals both during and after any school closures.

Changes in teachers' status since the start of the COVID-19 pandemic

Table 120. Descriptive statistics: Change in teachers' status since the start of the COVID-19 pandemic

Statistics

N	Valid	113
	Missing	14
Mean		2.96
Standard deviation		1.060

Table 121. Has there been any change in teachers' status since the start of the COVID-19 pandemic?

		Frequency	Valid percent
Valid	Significantly improved	7	6.2
	Slightly improved	33	29.2
	Not changed	41	36.3
	Slightly declined	21	18.6
	Significantly declined	11	9.7
	Total	**113**	**100.0**
Missing	System	14	
	Total	**127**	
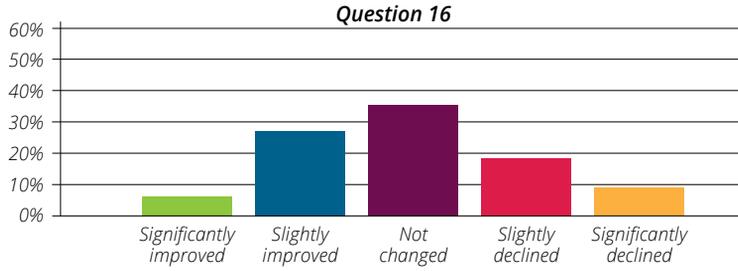
Figure 99. Has there been any change in teachers' status since the start of the COVID-19 pandemic?

Overall, the majority of respondents reported that the status of teachers had largely stayed the same or slightly improved during the pandemic. There are a number of reasons for this. Firstly, those education systems that went into lockdown and asked parents to direct schooling from home would have highlighted how challenging it is to lead children through a curriculum and provide learning opportunities and the expertise required to facilitate this on a daily basis. Second, in some jurisdictions, governments that wanted to keep schools open praised teachers as heroes and essential workers in fighting the pandemic. However, it is very concerning that 32 out of the 113 (28.3 per cent) responses reported a decline in status.

Media reporting on the teaching profession and/ or educators during the pandemic

Questions regarding the portrayal of teachers in the media are important in understanding how public opinion is formed. The same is true of government messaging, often communicated by those media outlets. The four questions that followed asked participants their perceptions of media reporting, and government messaging, during the pandemic.

Table 122. Descriptive statistics: Media portrayal of teaching profession and educators during school/education institutions' closures

Statistics

N	Valid	112
	Missing	15
Mean		2.50
Standard deviation		.910

Table 123. In general, how has the media reported on the teaching profession and/or educators during school/education institutions' closures?

		Frequency	Per cent
Valid	Very positively	9	7.1
	Positively	59	46.5
	Remained neutral	25	19.7
	Negatively	17	13.4
	Very negatively	2	1.6
	Total	**112**	**88.2**
Missing	System	15	11.8
	Total	**127**	**100.0**

Question 19a
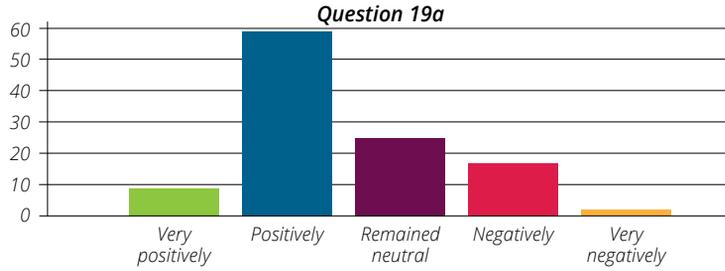
Figure 100. In general, how has the media reported on the teaching profession and/or educators during school/education institutions' closures?

Table 124. Descriptive statistics: Media portrayal of teaching profession and educators after schools/education institutions re-opened

N	Valid	101
	Missing	26
Mean		2.43
Standard deviation		.853

Table 125. How has the media reported on the teaching profession and educators after schools/ education institutions re-opened?

		Frequency	Per cent
Valid	Very positively	11	8.7
	Positively	49	38.6
	Remained neutral	28	22.0
	Negatively	13	10.2
	Total	**101**	**79.5**
Missing	System	26	20.5
	Total	**127**	**100.0**

Question 19b
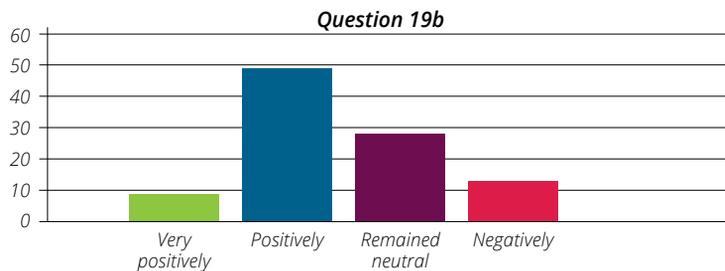
Figure 101. How has the media reported on the teaching profession and educators after schools/ education institutions re-opened?

Government representation of the teaching profession and/or educators during the pandemic

Table 126. Descriptive statistics: Government portrayal of the teaching profession and/or educators during school/education institutions' closures

N	Valid	111
	Missing	16
	Mean	2.56
	Standard deviation	1.101

Table 127. How has the government represented the teaching profession and/or educators during school/education institutions' closures?

		Frequency	Per cent
Valid	Very positively	17	13.4
	Positively	46	36.2
	Remained neutral	22	17.3
	Negatively	21	16.5
	Very negatively	5	3.9
	Total	**111**	**87.4**
Missing	System	16	12.6
	Total	**127**	**100.0**

Question 20a
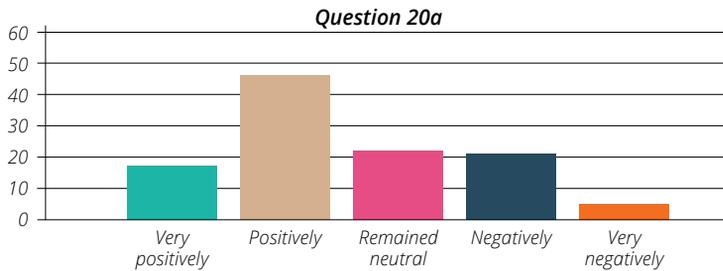
Figure 102. How has the government represented the teaching profession and/or educators during school/education institutions' closures?

Table 128. Descriptive statistics: Government portrayal of the teaching profession and/or educators after schools/education institutions re-opened

N	Valid	98
	Missing	29
	Mean	2.52
	Standard deviation	1.077

Table 129. How has the government represented the teaching profession and/or educators after schools/education institutions re-opened?

		Frequency	Per cent
Valid	Very positively	15	11.8
	Positively	41	32.3
	Remained neutral	23	18.1
	Negatively	14	11.0
	Very negatively	5	3.9
	Total	**98**	**77.2**
Missing	System	29	22.8
	Total	**127**	**100.0**

Question 20b
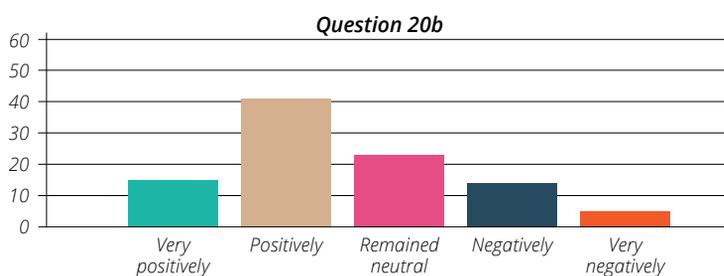
Figure 103. How has the government represented the teaching profession and/or educators after schools/education institutions re-opened?

Generally speaking, during the pandemic, the government and media portrayed teachers positively. This was not significantly influenced by whether schools were closed or reopened.

Union contribution to media stories about impact of teachers and teaching

Table 130. Descriptive statistics: Media invitations to unions for educator perspectives during school/education institutions' closures

N	Valid	112
	Missing	15
Mean		1.62
Standard deviation		.489

Table 131. Media invitations to unions for educator perspectives during school/education institutions' closures

		Frequency	Per cent
Valid	More often than before the pandemic	43	33.9
	As often as before the pandemic	69	54.3
	Less often than before the pandemic	0	0
	Total	**112**	**88.2**
Missing	System	15	11.8
	Total	**127**	**100.0**

Question 21a
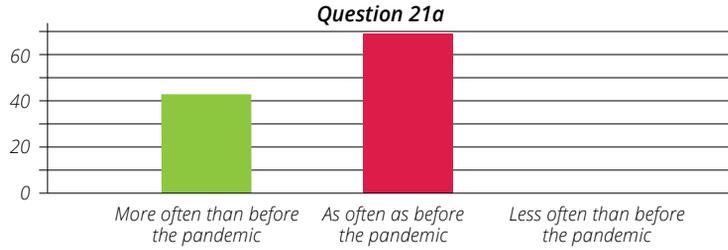
Figure 104. Media invitations to unions for educator perspectives during school/education institutions' closures

Table 132. Media invitations to unions for educator perspectives after schools/education institutions re-opened

N	Valid	99
	Missing	28
Mean		1.63
Standard deviation		.486

Table 133. Media invitations to unions for educator perspectives after schools/education institutions re-opened

		Frequency	Per cent
Valid	More often than before the pandemic	37	29.1
	As often as before the pandemic	62	48.8
	Less often than before the pandemic	0	0
	Total	**99**	**78.0**
Missing	System	28	22.0
	Total	**127**	**100.0**

Question 21b
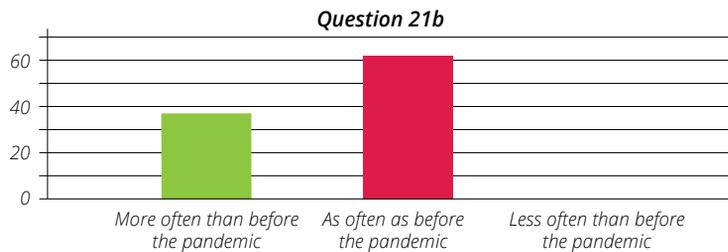
Figure 105. Media invitations to unions for educator perspectives after schools/education institutions re-opened

The most obvious point was that both government and media messaging tended to be positive about the work of education professionals during the COVID-19 pandemic. This did not change significantly after schools were re-opened. However, post hoc analyses show that there were regional differences, with unions in the Latin American and the North American regions reporting the least positive media and government messaging. Those unions in the European region reported the most positive messaging from both the media and governments. No doubt this has largely been due to the various policies regarding school closure and re-opening, the measures designed to protect teacher and student health during the pandemic, and the attitudes of various governments to dealing with the pandemic.

It is also a striking feature of these responses that the messaging from the media and government was perceived to be largely the same, even at the regional level. Where

governments were perceived to have more negative messages about teachers, there was a correspondence with the messaging perceived in the media. Which comes first is a point of conjecture. There is no doubt that governments can be influenced by media as much as media take their talking points from government. These "cross-field effects" (Lingard & Rawolle, 2004; Yu, 2018) are particularly important when considering the composite nature of status in regards to teaching.

Impact of COVID-19 pandemic on workload

While media and government messaging are one element impacting status, material factors are perhaps more important. To put it succinctly, saying positive things is much easier than ensuring that there are structures and education systems in place that ensure the wellbeing of staff and students. In the following question, participants were asked their perceptions of how COVID-19 had impacted the material workload of teachers both during and after lockdown. The results showed that workloads had increased significantly during lockdown, most likely due to redesigning curricula and learning to fit online realities but, importantly, this did not change once schools re-opened. The danger is that over-work becomes the new normal, accelerating burnout and attrition.

Table 134. Descriptive statistics: Impact of COVID-19 on teacher workload

		Q53a	Q53b
N	Valid	103	93
	Missing	24	34
Mean		3.80	4.32

Table 135. Impact of COVID-19 on teacher workload during school/education institution closures

		Frequency	Per cent
Valid	Significantly reduced	12	9.4
	Slightly reduced	14	11.0
	Not changed	9	7.1
	Slightly increased	16	12.6
	Significantly increased	52	40.9
	Total	**103**	**81.1**
Missing	System	24	18.9
	Total	**127**	**100.0**
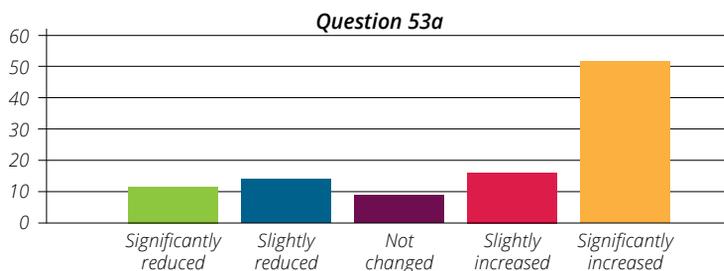
Figure 106. Impact of COVID-19 on teacher workload during school/education institution closures

Table 136. Impact of COVID-19 on teacher workload since schools/education institutions re-opened

		Frequency	Per cent
Valid	Slightly reduced	7	5.5
	Not changed	10	7.9
	Slightly increased	22	17.3
	Significantly increased	54	42.5
	Total	**93**	**73.2**
Missing	System	34	26.8
	Total	**127**	**100.0**

Question 53b
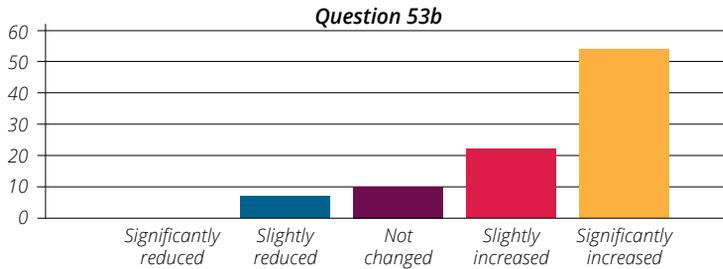
Figure 107. Impact of COVID-19 on teacher workload since schools/education institutions re-opened

The COVID-19 pandemic had an extreme impact on the working conditions of education professionals. Respondents report concerns regarding its impact on workload before and after school closures. While schools were closed, teachers reported increased workload (M = 3.80, SD = 1.47), most likely as a result of moving lessons and learning materials online. However, since schools have re-opened, education professionals continue to report a dramatic increase in workload (M = 4.32, SD = 0.95), perhaps as a result of budget cuts, staff layoffs, or the need to try to catch up on missed learning time and missed assessments. This is a stark demonstration of how the working conditions of teachers have been impacted by this pandemic.

The right to stay at home as a result of COVID-19

Table 137. Right for education staff to stay at home if affected by COVID-19

		Individual	Family	Academics
N	Valid	102	93	84
	Missing	25	34	43
Mean		1.12	1.16	1.12

Table 138. Teachers have the right to stay at home if they or someone they live with has COVID-19 symptoms or they have reason to believe they might be infected

		Frequency	Per cent
Valid	Yes	95	74.8
	Yes - unpaid	2	1.6
	No	5	3.9
	Total	**102**	**80.3**
Missing	System	25	19.7
	Total	**127**	**100.0**

Question 54a
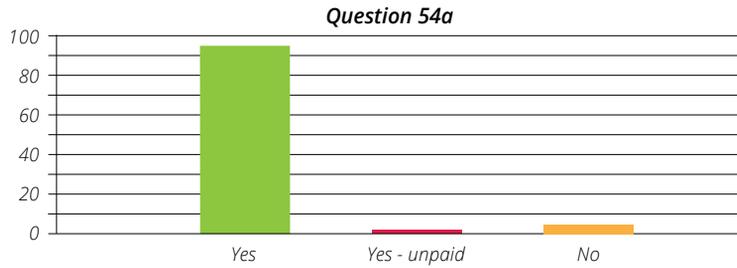
Figure 108. Teachers have the right to stay at home if they or someone they live with has COVID-19 symptoms or they have reason to believe they might be infected

Table 139. Education support personnel have the right to stay at home if they or someone they live with has COVID-19 symptoms or they have reason to believe they might be infected

		Frequency	Per cent
Valid	Yes	84	66.1
	Yes - unpaid	3	2.4
	No	6	4.7
	Total	**93**	**73.2**
Missing	System	34	26.8
	Total	**127**	**100.0**

Question 54b
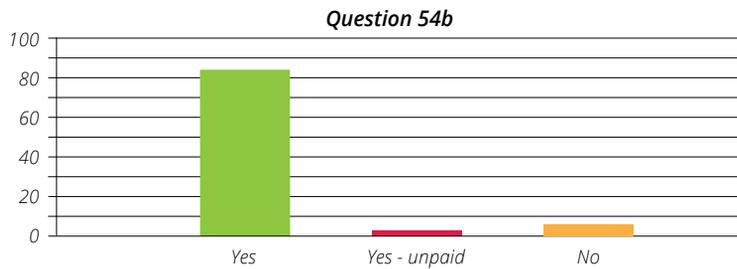
Figure 109. Education support personnel have the right to stay at home if they or someone they live with has COVID-19 symptoms or they have reason to believe they might be infected

Table 140. Academics have the right to stay at home if they or someone they live with has COVID-19 symptoms or they have reason to believe they might be infected

		Frequency	Per cent
Valid	Yes	78	61.4
	Yes - unpaid	2	1.6
	No	4	3.1
	Total	**84**	**66.1**
Missing	System	43	33.9
	Total	**127**	**100.0**
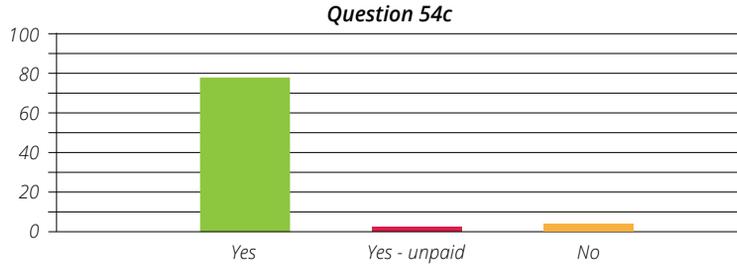
Figure 110. Academics have the right to stay at home if they or someone they live with has COVID-19 symptoms or they have reason to believe they might be infected

Support for teachers/education workers as a result of the pandemic

Table 141. Descriptive statistics: Availability of support for teachers who have suffered emotional trauma during the pandemic

Statistics

N	Valid	99
	Missing	28
Mean		3.73

Table 142. Is support available for teachers/education workers who have suffered emotional trauma in light of the pandemic?

		Frequency	Per cent
Valid	Yes, in all institutions	10	7.9
	Yes, in most institutions	15	11.8
	Yes, in some institutions	16	12.6
	Yes, in a few institutions	9	7.1
	No	49	38.6
	Total	**99**	**78.0**
Missing	System	28	22.0
	Total	**127**	**100.0**
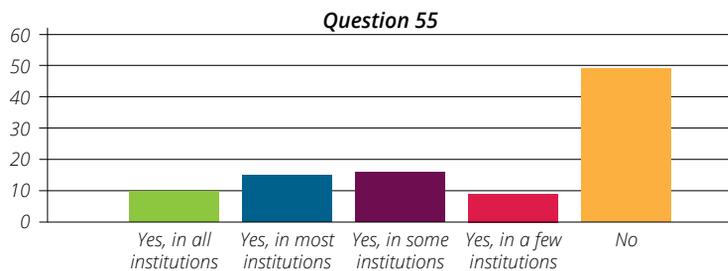
Figure 111. Is support available for teachers/education workers who have suffered emotional trauma in light of the pandemic?

Changes to employment conditions as a result of COVID-19 pandemic

Table 143. Descriptive statistics: Employment conditions changed by COVID-19

Statistics

		Hours	Salary	Class size	Dismissals
N	Valid	103	101	100	96
	Missing	24	26	27	31
Mean		1.41	2.04	2.10	1.90

Table 144. Changes to working hours as a result of COVID-19

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	Increased	71	55.9	68.9	68.9
	Decreased	22	17.3	21.4	90.3
	Not changed	10	7.9	9.7	100.0
	Total	**103**	**81.1**	**100.0**	
Missing	System	24	18.9		
	Total	**127**	**100.0**		

Question 61a
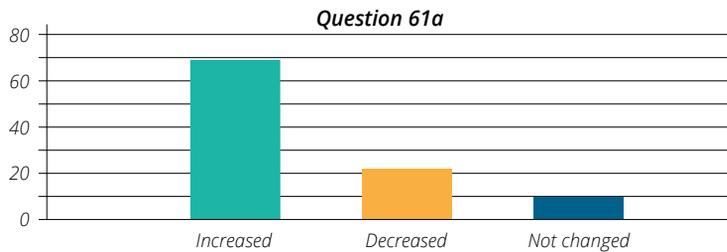
Figure 112. Changes to working hours as a result of COVID-19

Table 145. Changes to salary as a result of COVID-19

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	Increased	6	4.7	5.9	5.9
	Decreased	85	66.9	84.2	90.1
	Not changed	10	7.9	9.9	100.0
	Total	**101**	**79.5**	**100.0**	
Missing	System	26	20.5		
	Total	**127**	**100.0**		

Question 61b
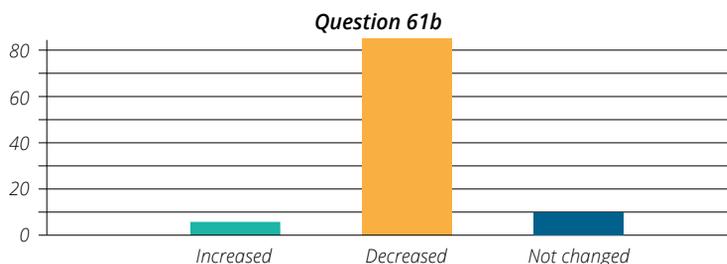
Figure 113. Changes to salary as a result of COVID-19

Table 146. Changes to class sizes as a result of COVID-19

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	Increased	18	14.2	18.0	18.0
	Decreased	54	42.5	54.0	72.0
	Not changed	28	22.0	28.0	100.0
	Total	**100**	**78.7**	**100.0**	
Missing	System	27	21.3		
	Total	**127**	**100.0**		

Question 61c
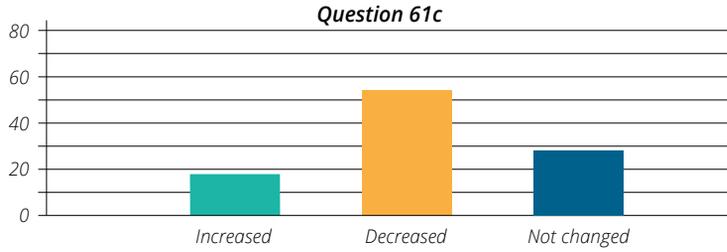
Figure 114. Changes to class sizes as a result of COVID-19

Table 147. Changes to dismissals as a result of COVID-19

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	Increased	17	13.4	17.7	17.7
	Decreased	72	56.7	75.0	92.7
	Not changed	7	5.5	7.3	100.0
	Total	**96**	**75.6**	**100.0**	
Missing	System	31	24.4		
	Total	**127**	**100.0**		

Question 61d
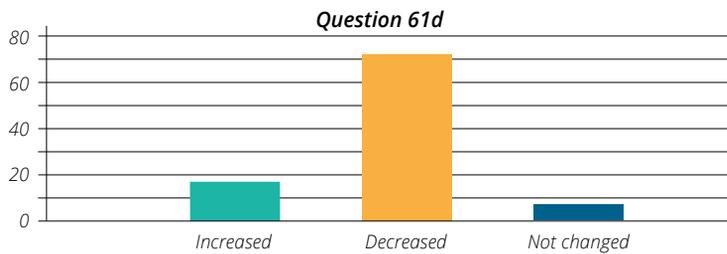
Figure 115. Changes to dismissals as a result of COVID-19

How the status of teachers has been affected by COVID-19

When asked about how the pandemic had impacted the status of teachers in their jurisdictions, respondents were fairly uniform that it had worsened the conditions under which teachers worked. Respondents expressed concern about the workload of teachers who had to offer online lessons to students, sometimes without being provided with basic tools such as computers and software to conduct these online lessons. The following quotes below demonstrate the range of responses to this question.

Providing emergency remote teaching has created much higher workloads for teaching staff and, to a fair extent, for support staff – and, after an initial stimulus, these workloads have continued to become more onerous as it comes to assessment and demands for longer term - or additions really - to modes of delivery. (New Zealand Tertiary Education Union, New Zealand)

Teachers have been charged to bear the brunt of an already faulty system. Poor infrastructure for remote learning. (American Federation of Teachers)

Their situation is dire considering the major economic downturn and the lack of quality distance learning for students. Teachers have rapidly mobilised to facilitate online learning with tools [and] they have received little or no support. Despite all these efforts, teachers did not receive quality professional training or financial compensation. (PPSTLL, Lebanon)

The situation of teachers in my country is very bad because salaries are delayed, sometimes for more than 60 days. Salaries have been reduced with varying proportions. Teachers have been greatly affected in terms of salaries and psychological well-being.

(Iraq- Kurdistan Teachers' Union [KTU])

Higher awareness by society, parents start to understand what a teacher does. But no corresponding reappraisal in terms of salaries and working conditions. (Algemene Onderwijsbond, Netherlands)

The reopening of candidates' classes in November has seen a high number of deaths of teachers due to the failure of the government to meet the COVID-19 health protocols in schools. Social distancing is not observed as additional classrooms were not built. Teachers are not provided PPEs (personal protective equipment). Teachers with prevailing health condition and old age were not exempted from reopening. (Kenya National Union of Teachers, Kenya)

Teachers in the Early Childhood sector have been very badly affected with loss of income due to closures of centres, as more than 80 per cent of these centres are privately run mostly as self-employment ventures, which depend for their income on fees collected from the parents. In government schools, the primary and secondary school teachers have been paid their salaries in full even though the schools have been closed. (All Ceylon Union of Teachers, Sri Lanka)

Massive retrenchment in the private sector, no health programs for teachers and support personnel. If one got sick, the government will not take care of the expenses. Equipment needed by teachers such as laptop computers and internet connection are being paid personally by the teachers. (Alliance of Concerned Teachers, Philippines)

The COVID-19 pandemic has, for the most part, served to reiterate and reinforce the high quality of our teachers and enhanced the status of teachers. In general, the media portrayed a very positive image of teachers and school leaders with stories of the hard work, commitment, and dedication of teaching staff featuring in national and local news. The increased pressure on teachers and school staff associated with school closures shone a light on the workload of teachers. The increase in paperwork and the plethora of initiatives that schools are expected to engage in have exacerbated an existing sense of unsustainable workload, and this is something that has come to the fore in recent months. In particular, there

are stories of school principals from all counties of Ireland who report having no break since March 12th as they struggled to provide for teaching staff, ancillary staff, pupils, and their families as well as juggling their own personal life. Schools were acutely aware of the fact that certain cohorts of pupils were more affected by school closures and extra efforts were made by class teachers, special education teachers, and school leaders to minimise the adverse effect on these children (i.e., vulnerable children/pupils already at risk of educational disadvantage, children with special educational needs, children with English as an additional language). (Irish National Teachers' Organisation, Ireland)

The status of teachers has improved, due to a positive representation of teachers in mass media (probably because pre-schools and primary schools have not closed during the pandemic). (Lärarförbundet Teachers' Association, Sweden)

Teachers and their students are called upon to live with COVID-19. Unfortunately, the government does not pay much attention to their health. They teach without the school authorities being interested in their health, especially since they are on temporary basis. Together, with two other unions' members of the EI, we have - with the help of the union's friends of the North - set up a union guide allowing them to protect themselves and to protect the students with the COVID-19. (Congo Teachers' Syndicate [SYECO], Democratic Republic of Congo)

The impact of COVID-19 on the condition of teaching staff is enormous: many teachers have lost their lives, others are stigmatized, the protective devices in schools are inadequate and they risk their lives. (Chad Teachers' Union [SET, Syndicat des Enseignants du Tchad], Chad)

There has been a drastic shift in school and work schedules due to the suspension of in-person lessons in a classroom setting, along with the decision to ensure the continuity of learning through the introduction of various educational programmes provided through various technological means of communication. This shift is reflected in both structural aspects and the different stages and/or dimensions of the teacher's work process. The National Survey conducted by CTERA on "Teachers' Health and Working Conditions During the COVID-19 Health Emergency" (in which 15,000 teachers from all over the country participated) shows that 80% of those surveyed reported a significant increase in both the number of working hours and the increase in the number of teaching and educational methods compared to the situation prior to the pandemic. One of the biggest impacts relates to gender, because in the context of the pandemic, women —who make up 84% of all teachers— are responsible for continuing to teach while simultaneously shouldering the bulk of the responsibility for caring for children, young people, and the elderly in the home, in addition to domestic chores; this underscores the profound differences and inequalities that already existed with regards to unequal distribution of workloads. (Confederación de Trabajadores de la Educación de la República [CTERA], Argentina)

Three aspects of teachers' situation during COVID-19 are worth highlighting: 1) insufficient and unequal material conditions to cope with digital technology and connectivity; 2) the token conditions of training and support for the implementation of public policies designed by the ministries; 3) structural inequalities created during the neoliberal reform of the 1990s with regard to federalism (national centrality and jurisdictional autonomy). (Confederación de Educadores Argentinos [CEA], Argentina)

There is concern among teachers and the union about inequality of access, with some 30% of Mexican students lacking the connectivity or access to electronic media needed to receive pedagogical support during this health emergency through the "Aprende en Casa" programmes 1 and 2. Due to the pandemic and subsequent lockdown, teachers faced several challenges, including: lack of technological equipment (both teachers and students): computers, laptops, mobile phones with internet; lack of connectivity; costs arising from the use of technology and connectivity; stress due to uncertainty and longer working hours; shortages that are worse in marginalised and rural areas; situations of poverty and extreme poverty; lower education levels of parents; little attention paid to students by working parents, and closer proximity to their own families. The health of education workers is a priority for our union, and we have made it clear to the government that face-to-face classes can only be resumed when it is safe to return to the classroom, and that vulnerable staff should be kept out of the classroom and provided with plenty of care and support. (Sindicato Nacional de Trabajadores de la Educación, Mexico)

Teachers on temporary contracts suffered more during the pandemic than actual staff, with many redundancies occurring in this segment during the pandemic. Teachers' workload has greatly increased with the introduction of distance learning, facilitated by digital platforms. In Brazil, the law has established that one-third of teachers' regular working hours are reserved for time outside the classroom to prepare classes and mark assignments. During the pandemic, this right has been systematically circumvented as a result of the lack of clear control over working hours. (Confederação Nacional dos Trabalhadores em Educação [CNTE], Brazil)

Summary

When understanding the impact of the COVID-19 pandemic on the status of teaching, no clear story emerges. This is partly because, in each jurisdiction, different realities regarding the pandemic itself confronted governments and educational authorities and different jurisdictions had different levels of preparedness for responding to the pandemic. Status, of course, is always a complex concept, made up of multiple intangible beliefs and dispositions and material factors. In this case, it is useful to separate the messaging about teachers and the material realities of teaching during a pandemic. This suggests a number of tentative inferences.

- COVID-19 led to school closures and a move to online learning in many education systems.

- Generally, these systems were unprepared for this shift. Teachers were expected to devote significant time to this development, even as they had to maintain their day-to-day classes or were given no time to prepare.

- One common perception was that public opinion about teachers had changed somewhat due to a greater awareness of the complexity of the job, the expertise required to facilitate learning, and the successful transition of teaching and learning to online modes of delivery.

- Generally, media and government messages regarding teaching at this time were positive when compared to what had been experienced over the previous

three years. This explains the difference between these questions and Table 7/Figure 16. The generous view is that the media and governments rightly recognised the sacrifices and achievements of teachers during this time. A more cynical response could be to see that this was aimed at deflecting from the failures of policymaking over previous years that left schools, teachers, and students exposed in a variety of ways during the pandemic.

- The biggest issue was workload. Unions reported that teachers' workload significantly increased during lockdown. This increase continued after schools re-opened, signalling a worrying trend in an occupation already known for the impact of workload on stress, burnout, and attrition.

- In some jurisdictions, teachers were placed in compromised positions due to the COVID-19 pandemic, decisions to leave schools open, and the lack of protective equipment or training. This cost teachers their lives. It seemed particularly prevalent in jurisdictions such as sub-Saharan Africa where privatisation and precarity worked hand-in-hand to ensure that teachers had few labour protections.

Finally, it appears that education systems experienced COVID-19 unevenly. Some of this is no doubt epidemiological – where the disease had the greatest effect, education institutions and teachers were impacted the most. However, in all jurisdictions, the impact of COVID-19 was underwritten by a lack of investment in education, and the adoption of policy settings that shifted responsibility for systemic inequalities unfairly onto individual schools and teachers. Inequitable systems and policies made the pandemic worse – in this sense, the 2018 Report was somewhat prescient.

Unions, Governments, and the Status of Teachers

Introduction

There is copious evidence that there is a relationship between societal attitudes towards teaching and such things as the desirability of the profession for young people, job satisfaction for existing staff, and long-term career aspirations. There is also evidence that these are mediated by culture and context – some nations seem to have a more positive view of their education professionals and support personnel than others. This section reports on the relationship that unions have with governments regarding policy settings, the nature and range of that consultation and the ability of unions to represent their membership to influence governments on a range of issues.

Union Relationships with Governments

Relationships with governments are a critical aspect of work. Unions should play an important part in representing the profession in policy dialogue in order to best protect the working conditions of their members while continuing to provide a quality education for all. The seismic impact of COVID-19 is a litmus test for considering how unions and governments worked together to respond to the crisis. The participants were asked about consultation on issues such as school closures and re-opening, on facilitating teaching and learning during those closures, and adjustments to curricula and assessment as well as considering safety in education institutions.

Education unions consultation by governments

Table 148. Descriptive statistics: Education unions consulted by government

		Consultation Policy	Consultation Reform	Consultation Pedagogy	Consultation Curricula	Consultation Materials
N	Valid	90	99	100	100	100
	Missing	37	28	27	27	27
Mean		2.97	3.28	3.32	3.22	3.70
Standard deviation		1.136	1.294	1.162	1.299	1.106

Statistics

Table 149. How frequently are education unions consulted by the government about education policy?

		Frequency	Per cent
Valid	Always	7	5.5
	Often	27	21.3
	Sometimes	29	22.8
	Rarely	16	12.6
	Never	11	8.7
	Total	**90**	**70.9**
Missing	System	37	29.1
	Total	**127**	**100.0**

Question 42a
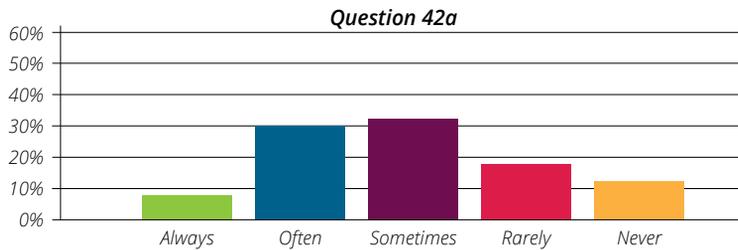
Figure 116. How frequently are education unions consulted by the government about education policy?

Table 150. How frequently are education unions consulted by the government about the reorganisation/reform of education provision?

		Frequency	Per cent
Valid	Always	11	8.7
	Often	16	12.6
	Sometimes	29	22.8
	Rarely	20	15.7
	Never	23	18.1
	Total	**99**	**78.0**
Missing	System	28	22.0
	Total	**127**	**100.0**

Question 42a
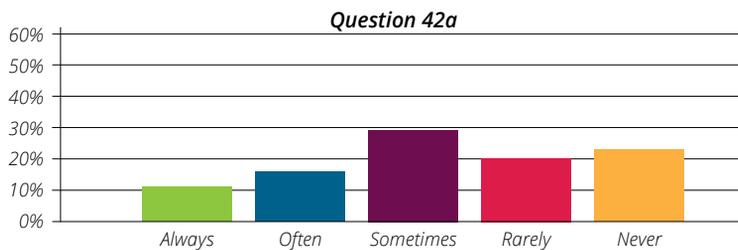
Figure 117. How frequently are education unions consulted by the government about the reorganisation/reform of education provision?

Table 151. How frequently are education unions consulted by the government about pedagogical practice?

		Frequency	Per cent
Valid	Always	4	3.1
	Often	22	17.3
	Sometimes	34	26.8
	Rarely	18	14.2
	Never	22	17.3
	Total	**100**	**78.7**
Missing	System	27	21.3
	Total	**127**	**100.0**

Question 42c
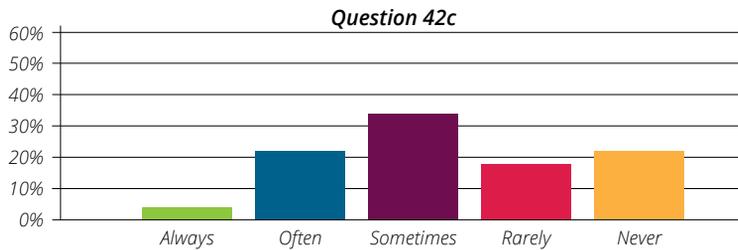
Figure 118. How frequently are education unions consulted by the government about pedagogical practice?

Table 152. How frequently are education unions consulted by the government about curriculum development?

		Frequency	Per cent
Valid	Always	10	7.9
	Often	24	18.9
	Sometimes	21	16.5
	Rarely	24	18.9
	Never	21	16.5
	Total	**100**	**78.7**
Missing	System	27	21.3
	Total	**127**	**100.0**

Question 42d
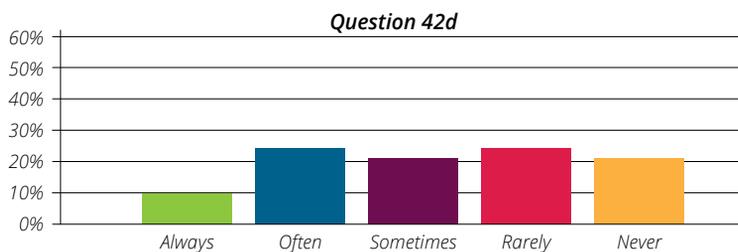
Figure 119. How frequently are education unions consulted by the government about curriculum development?

Table 153. How frequently are education unions consulted by the government about the development and selection of teaching materials?

		Frequency	Per cent
Valid	Always	4	3.1
	Often	11	8.7
	Sometimes	23	18.1
	Rarely	35	27.6
	Never	27	21.3
	Total	**100**	**78.7**
Missing	System	27	21.3
	Total	**127**	**100.0**
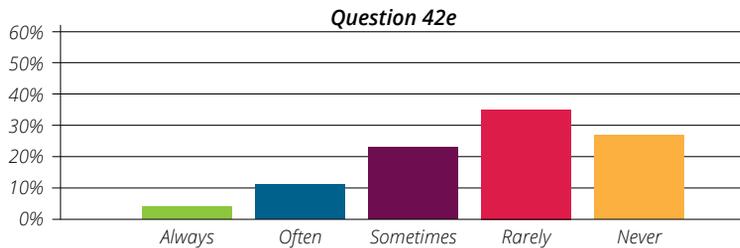
Question 42e

Figure 120. How frequently are education unions consulted by the government about the development and selection of teaching materials?

Participants were asked questions about their union's relationship to government and education authorities, and how well their union was able to influence policy (Tables 148-153 and Figures 116-120). In general, unions were most likely to be rated 'moderately influential' in influencing policy within specific jurisdictions. However, the relationships with governments were complex with only 28 out of 104 responses (27 per cent) rating the relationship as 'collaborative and supportive'.

The ability of education unions to influence policy development and education reform

Table 154. Descriptive statistics: Education unions' influence over policy development and education reform

N	Valid	104
	Missing	23
Mean		2.25
Standard deviation		.785

Table 155. How would you rate the ability of education unions to influence policy development and education reform in your country?

		Frequency	Per cent
Valid	Highly influential	19	15.0
	Moderately influential	43	33.9
	Slightly influential	39	30.7
	Not at all influential	3	2.4
	Total	**104**	**81.9**
Missing	System	23	18.1
	Total	**127**	**100.0**
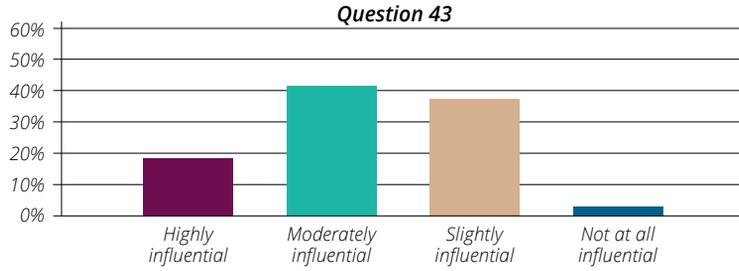
Figure 121. How would you rate the ability of education unions to influence policy development and education reform in your country?

The relationship between education unions and government over the last three years

Table 156. Descriptive statistics: Relationship between unions and government during the last three years

N	Valid	104
	Missing	23
Mean		2.09
Standard deviation		.826

Table 157. How would you describe the relationship between education unions and government in your country during the last three years?

		Frequency	Per cent
Valid	Collaborative and supportive	28	22.0
	Frequently changing	42	33.1
	Conflictual	31	24.4
	No relation	3	2.4
	Total	**104**	**81.9**
Missing	System	23	18.1
	Total	**127**	**100.0**
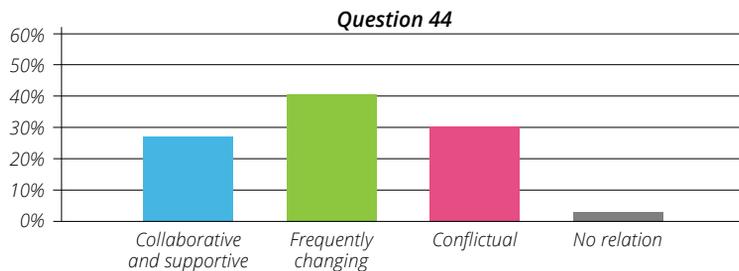
Figure 122. How would you describe the relationship between education unions and government in your country during the last three years?

Union consultation by educational authorities and/ or government during the pandemic

Table 158. Union consultation by authorities and/or government during pandemic

		Closures	T&L	Changes to conditions	Digital tools	Remote learning materials	Student access support	Learners with special needs	Health and safety	Assessment	Learning Gaps	Awards	Curricula adjustment
						Statistics							
N	Valid	102	101	102	100	100	99	99	103	103	102	102	103
	Missing	25	26	25	27	27	28	28	24	24	25	25	24
Mean		2.38	2.26	2.32	2.56	2.57	2.54	2.61	2.11	2.32	2.38	2.54	2.37
Standard deviation		.704	.716	.677	.625	.624	.628	.620	.713	.660	.690	.640	.700

Question 47a
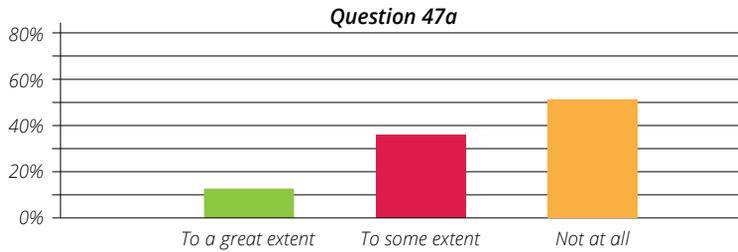
Figure 123. To what extent was your union consulted by educational authorities and/or government on the timing of school/educational institutions' closures?

Question 47b
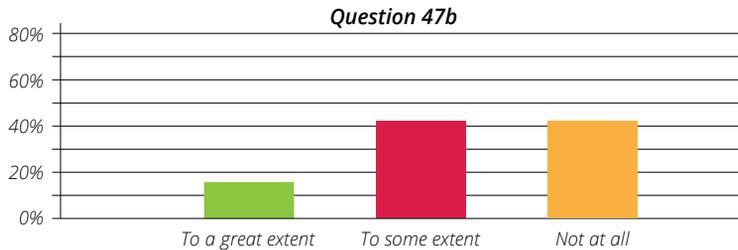
Figure 124. To what extent was your union consulted by educational authorities and/or government on arrangements for teaching and learning during the closures?

Question 47c
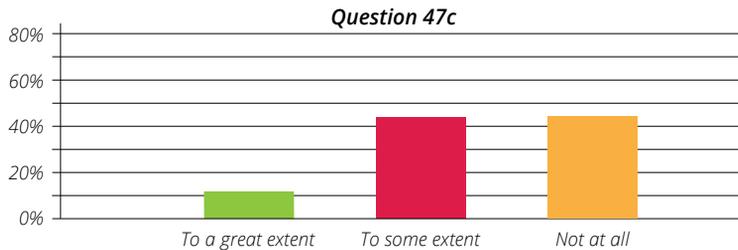
Figure 125. To what extent was your union consulted by educational authorities and/or government on changes to hours and/or work conditions?
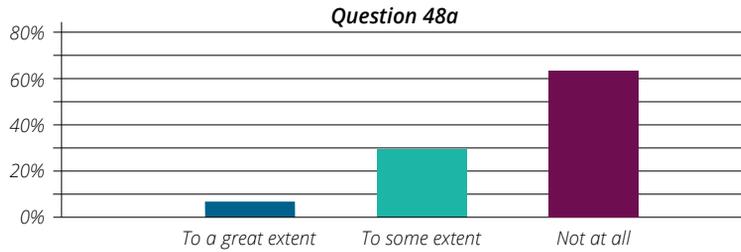
Figure 126. To what extent was your union consulted by educational authorities and/or government about digital platforms used for remote learning?
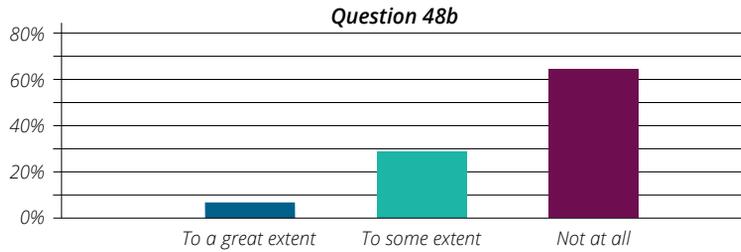
Figure 127. To what extent was your union consulted by educational authorities and/or government about materials used for remote learning?
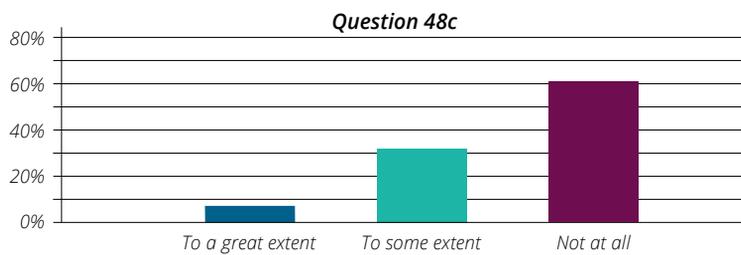
Figure 128. To what extent was your union consulted by educational authorities and/or government about arrangements for students without access to technologies for remote learning?
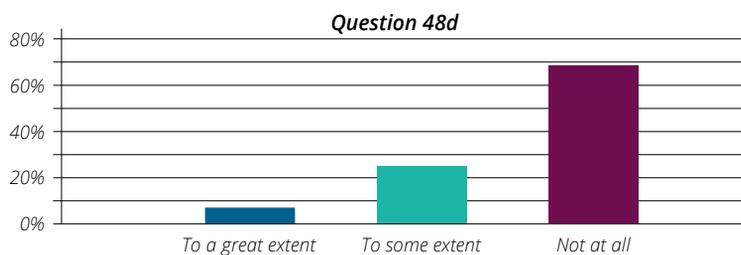
Figure 129. To what extent was your union consulted by educational authorities and/or government about arrangements for learners with special needs and students with disabilities?
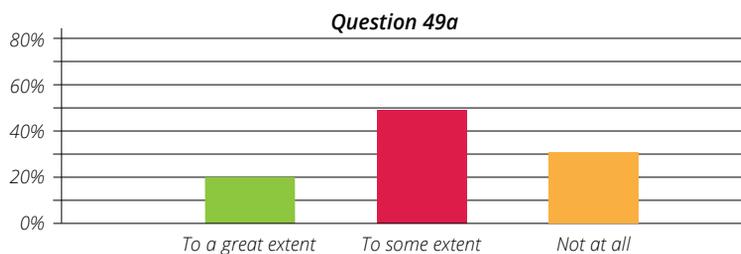
Figure 130. To what extent was your union consulted by educational authorities and/or government about health and safety procedures on schools/education institutions re-opening?

Question 49b
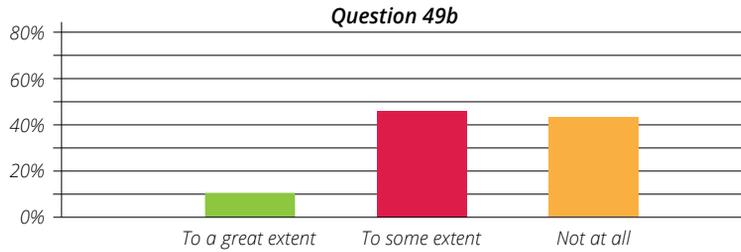
Figure 131. To what extent was your union consulted by educational authorities and/or government about student assessments on schools/education institutions re-opening?

Question 49c
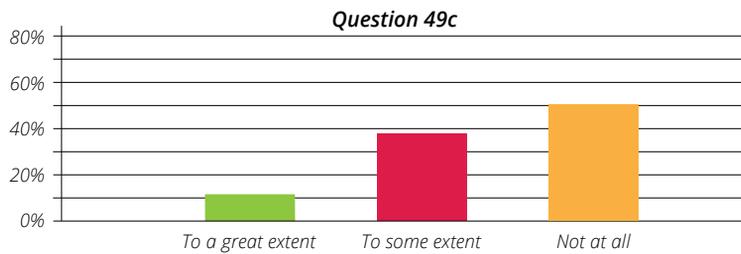
Figure 132. To what extent was your union consulted by educational authorities and/or government about strategies for addressing gaps in learning on schools/education institutions re-opening?

Question 49d
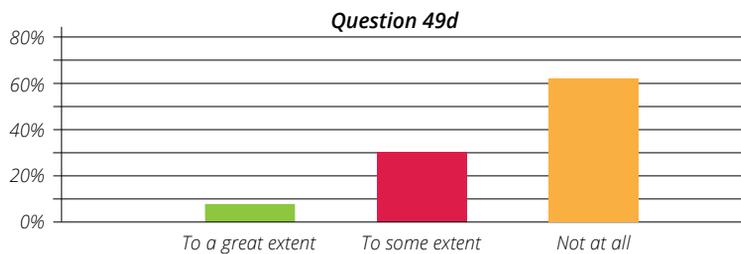
Figure 133. To what extent was your union consulted by educational authorities and/or government about awarding degrees and certificates on schools/education institutions re-opening?
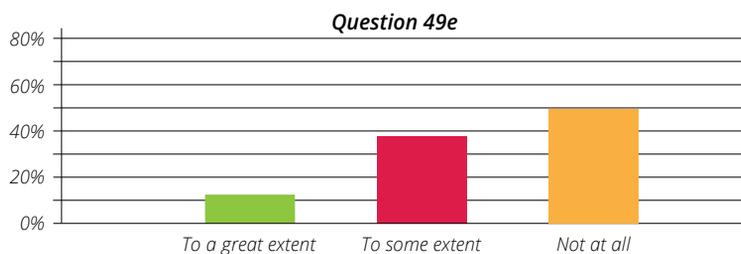
Question 49e

Figure 134. To what extent was your union consulted by educational authorities and/or government about adjustments in curricular and/or learning objectives following the closures?

Figures 123–134 report on responses to questions that effectively asked unions about their ability to contribute to decision-making at the time of the pandemic. There were a variety of issues covered with regards to how unions were consulted by government and education authorities during and after COVID-19 started to impact education institutions. Tellingly, the modal response for each of the questions, except for Figures 123, 130 and 131 was 'Not at all'.

To further probe the relationship between unions, government, and teacher status, a series of one-way ANOVAs was conducted to understand:

(a) the relationship between the perceived influence of unions (Table 159) and/or government relations (Table 160) and changes in pay and conditions (Tables 61, 63/Figures 49, 50), and

(b) workload as a result of the COVID-19 pandemic (Tables 135-136/Figures 106-107).

The hypothesis was that union influence on education decision-making in these areas could improve the outcomes in each of the areas. A truncated analysis is shown below[1]:

Table 159. ANOVA results for the relationship between the perceived influence of unions and changes in pay and conditions

ANOVA Q43 Influence

		Sum of Squares	df	Mean square	F	Sig.
Q51	Between Groups	.660	3	.220	.189	.903
	Within Groups	116.176	100	1.162		
	Total	116.837	103			
Q52	Between Groups	2.896	3	.965	.982	.405
	Within Groups	98.325	100	.983		
	Total	101.221	103			

There was no significant relationship between perceived influence and changes in pay and conditions.

Table 160. ANOVA results for the relationship between the perceived relationship between education unions and governments, and changes in pay and conditions

ANOVA Q44 Relationship

		Sum of Squares	df	Mean square	F	Sig.
Q51	Between Groups	12.253	3	4.084	3.905	.011
	Within Groups	104.583	100	1.046		
	Total	116.837	103			
Q52	Between Groups	11.866	3	3.955	4.427	.006
	Within Groups	89.355	100	.894		
	Total	101.221	103			

However, there was a statistically significant relationship between the perceived relationship between education unions and governments and changes in pay and conditions over the last three years. A test of multiple comparisons showed that this was essentially between those unions that perceived a 'Collaborative and supportive' relationship.

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1   Tests were also run on these questions using Education International regions. These did not highlight any significant relationships.

Table 161. Multiple comparisons

Tukey HSD - Multiple Comparisons

Dependant variable	(I) Q44	(J) Q44	Mean Difference (I-J)	Std. Error	Sig	95% Confidence interval	
						Lower Bound	Upper Bound
Q51	Collaborative and supportive	Frequently changing	-.512	.250	.176	-1.16	.14
		Conflictual	-.893*	.267	.006	-1.59	-.20
		No Relation	-.893	.621	.479	-2.52	.73
	Frequently changing	Collaborative and supportive	.512	.250	.176	-.14	1.16
		Conflictual	-.381	.242	.399	-1.01	.25
		No Relation	-.381	.611	.924	-1.98	1.22
	Conflictual	Collaborative and supportive	.893*	.267	.006	.20	1.59
		Frequently changing	.381	.242	.399	-.25	1.01
		No Relation	.000	.618	1.000	-1.62	1.62
	No relation	Collaborative and supportive	.893	.621	.479	-.73	2.52
		Frequently changing	.381	.611	.924	-1.22	1.98
		Conflictual	.000	.618	1.000	-1.62	1.62
Q52	Collaborative and supportive	Frequently changing	-.762*	.231	.007	-1.36	-.16
		Conflictual	-.756*	.246	.015	-1.40	-.11
		No Relation	-.810	.574	.496	-2.31	.69
	Frequently changing	Collaborative and supportive	.762*	.231	.007	.16	1.36
		Conflictual	.006	.224	1.000	-.58	.59
		No Relation	-.810	.574	1.000	-1.52	1.43
	Conflictual	Collaborative and supportive	.756*	.246	.015	.11	1.40
		Frequently changing	-.006	.224	1.000	-.59	.58
		No Relation	-.054	.572	1.000	-1.55	1.44
	No relation	Collaborative and supportive	.810	.574	.496	-.69	2.31
		Frequently changing	.048	.565	1.000	-1.43	1.52
		Conflictual	0.54	.572	1.000	-1.44	1.55

*the mean difference is significant at the 0.05 level.

Table 162. ANOVA results for the perceived relationship between education unions and governments, and workload as a result of COVID-19

ANOVA Q43 Influence

		Sum of Squares	df	Mean square	F	Sig.
Q53a	Between Groups	5.495	3	1.832	.842	.474
	Within Groups	215.224	99	2.174		
	Total	220.718	102			
Q53b	Between Groups	8.209	3	2.736	3.286	.024
	Within Groups	74.113	89	.833		
	Total	82.323	92			

The ANOVA of Table 162 showed no significant relationship between the levels of perceived influence and workload as a result of COVID-19.

Table 163. ANOVA results for the perceived influence of unions on policy and workload as a result of COVID-19

ANOVA Q44 Relationship

		Sum of Squares	df	Mean square	F	Sig.
Q53a	Between Groups	3.456	3	1.152	.525	.666
	Within Groups	217.262	99	2.195		
	Total	220.718	102			
Q53b	Between Groups	1.938	3	.646	.715	.545
	Within Groups	80.385	89	.903		
	Total	82.323	92			

Similarly, the results of the ANOVA of influence and COVID-19 workload showed no significant relation.

These results do not support the hypothesis that the perceived relationship between unions and government explains the ways that education workers were protected (or not) during the COVID-19 pandemic. No doubt this is partly due to the need to act and act quickly, leaving little room for negotiations. However, the fact that there is a relationship between satisfaction with pay and conditions and the nature of the relationship that unions report is interesting and suggests an interesting possibility for further research. There is little doubt that this relationship is strongly influenced by the attitude of the government to teachers and their unions. However, it does suggest that an avenue for action is to strategise how to help governments understand their role and responsibilities, through policy settings they advocate, media interviews they give, and ways that they interpret international assessment data and so on, in contributing to the status of teaching and the vexing problems of work stress, teacher attrition, and the attractiveness of teaching as a profession.

Role of unions in promoting the status of the teaching profession

The most common response from unions was that they saw Education International as best placed to advocate for teachers with regard to global policymaking initiatives. Specifically, this translated to engaging with policies around global metrics, accountabilities, and the ways that these were being taken up in specific jurisdictions. There was also a belief that there were general challenges for teachers regarding the quality of the Initial Teacher Education (ITE), the casualisation of the workforce, and the quality of ongoing professional development. However, Education International was also seen as having a role in bringing governments and unions together in order to best approach ongoing challenges for education. Furthermore, given the importance that media played in shaping public perceptions about teachers and teaching, unions wanted Education International to strategise how to contribute a more positive image of teachers in various media.

To continue to campaign for increased public investment in education and the teaching profession. To continue to fight for improvements in working conditions, especially a reduction in fixed-term and casualised contracts. Campaign for high-quality initial teacher education and CPD. (University and College Union, UK)

Teachers need more flexible forms of professional development and unions should engage more in decision-making processes. Unions, as autonomous and independent labor organization, should take the lead to determine and shape the teachers' professional development. (National Teachers' Association, Taiwan)

Lobbying for better and inclusive work-related policies. Enhancing a cordial relationship with the government that will warrant a 100 per cent involvement in teacher and education policy development and implementation. (Kenya National Union of Teachers, Kenya)

There is a need for continued advocacy regarding the profession, including with allies outside the profession, AND continued research into the importance of quality publicly funded public education for healthy societies and democracies (schooling as a public good). (Canadian Teachers' Federation, Canada)

Inform public about good examples from practice and the importance and difficulties of teaching profession. (Trade Union of Workers in Education and Science of Slovakia, Slovakia)

This is a question that cannot be answered in a simple way, because the struggle has to be fought in several areas—general (e.g., for more social equality) and specific, not only in relation to the teaching profession (salaries, working conditions, career, etc.). (Proifes-Federação, Brazil)

Facilitate agreements between the union and the Universidad Publica and the Ministry of Education to professionalise the teaching profession and improve teachers' salaries. Within the trade union sphere, strengthen the union so that it can serve the teaching profession in an organisational and professional capacity. The union must have the power to propose public policies and make demands on behalf of the education sector. (National Association of Salvadoran Educators, El Salvador)

Basically, what the respondents wanted was support for (a) the political aspects of their work, and (b) assistance in cultivating a more positive media presence. The ongoing advocacy for teachers that is the core work of a teachers' union

was proudly referenced. From the responses, the need for ongoing research into teachers' work in specific contexts and the idea that unions should play a more proactive role in CPD are possible sites to influence the conversation around teacher status.

Status of Teachers

As the crescendo to this Report, it is timely to reflect on the status of teachers. As argued in the Introduction, the status of teachers is a multifaceted concept that can be pieced together. In the following questions, respondents were asked to consider the status of teachers by levels of education.

Status of teachers by level

Table 164. Descriptive statistics: Status society accords to teachers by level

Statistics

		ECE	Primary	Secondary	VET	HE	ESP
N	Valid	96	103	96	85	84	77
	Missing	31	24	31	42	43	50
Mean		2.75	2.44	2.27	2.54	1.89	2.83
Standard deviation		.725	.737	.732	.716	.776	.894

Table 165. Status society accords ECE teachers

		Frequency	Per cent
Valid	Very high	3	2.4
	High	31	24.4
	Low	49	38.6
	Very low	13	10.2
	Total	**96**	**75.6**
Missing	System	31	24.4
	Total	**127**	**100.0**

Question 15a

Mean=2.75
Std. Dev.=.725
N=96
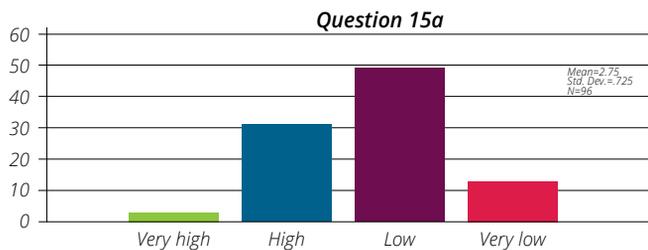
Figure 135. Status society accords ECE teachers

Table 166. Status society accords to primary education teachers

		Frequency	Per cent
Valid	Very high	9	7.1
	High	46	36.2
	Low	42	33.1
	Very low	6	4.7
	Total	**103**	**81.1**
Missing	System	24	18.9
	Total	**127**	**100.0**

Question 15b

Mean=2.44
Std. Dev.=.737
N=103
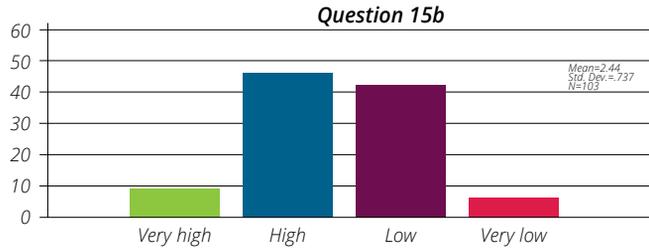
Figure 136. Status society accords to primary education teachers

Table 167. Status society accords secondary teachers

		Frequency	Per cent
Valid	Very high	12	9.4
	High	50	39.4
	Low	30	23.6
	Very low	4	3.1
	Total	**96**	**75.6**
Missing	System	31	24.4
	Total	**127**	**100.0**

Question 15c

Mean=2.27
Std. Dev.=.732
N=98
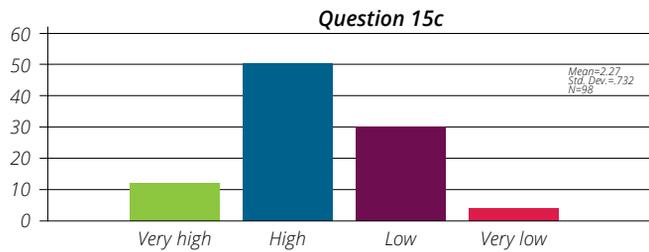
Figure 137. Status society accords secondary teachers

Table 168. Status society accords vocational education teachers

		Frequency	Per cent
Valid	Very high	4	3.1
	High	38	29.9
	Low	36	28.3
	Very low	7	5.5
	Total	**85**	**66.9**
Missing	System	42	33.1
	Total	**127**	**100.0**

Question 15d

Mean=2.54
Std. Dev.=.716
N=85
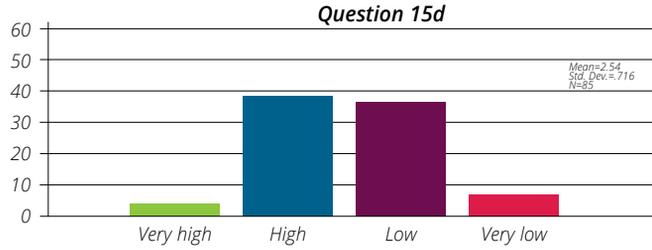
Figure 138. Status society accords vocational education teachers

Table 169. Status society accords higher education teachers

		Frequency	Per cent
Valid	Very high	26	20.5
	High	45	35.4
	Low	9	7.1
	Very low	4	3.1
	Total	**84**	**66.1**
Missing	System	43	33.9
	Total	**127**	**100.0**

Question 15e

Mean=1.89
Std. Dev.=.776
N=84
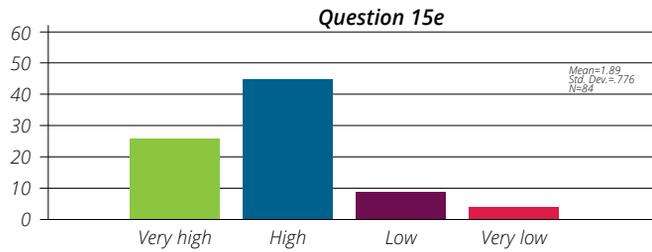
Figure 139. Status society accords higher education teachers

Table 170. Status society accords to education support personnel

		Frequency	Per cent
Valid	Very high	4	3.1
	High	26	20.5
	Low	26	20.5
	Very low	21	16.5
	Total	**77**	**60.6**
Missing	System	50	39.4
	Total	**127**	**100.0**

Question 15f

Mean=2.83
Std. Dev.=.894
N=77
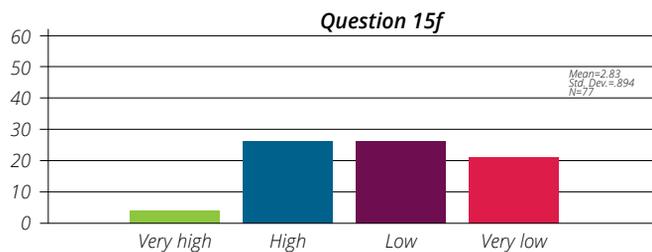
Figure 140. Status society accords to education support personnel

Table 171. The image of and attitude to teachers promoted by the mass media in your country is generally

		Frequency	Valid Percent
Valid	Very positive	4	3.5
	Positive	35	31.0
	Neutral	36	31.9
	Negative	36	31.9
	Very negative	2	1.8
	Total	**113**	**100.0**
Missing	System	14	
	Total	**127**	

Question 17
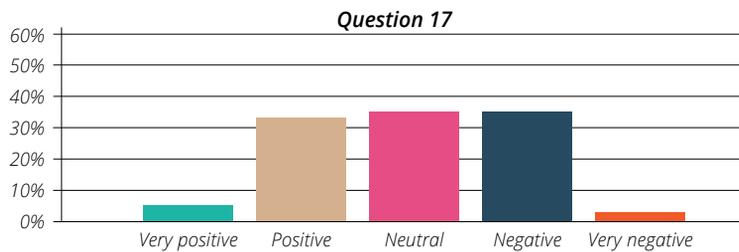
Figure 141. The image of and attitude to teachers promoted by the mass media in your country is generally

There was a diverse response to how the media tended to represent teachers and and teaching in specific jurisdictions. As the data shows, roughly a third reported a positive or very positive portrayal, another third reported an ambivalent portrayal and a third reported a negative portrayal. As the media is highly influential in preparing public opinion, these results should be a cause for concern for those advocating for teachers. Those jurisdictions that report an ambivalent or negative portrayal will find it all the more difficult to improve the status of their teachers.

Media were seen as being a significant contributor in shaping how the teaching profession is viewed. International research suggests that the media contributes to public perceptions of the value, and quality, of the teaching workforce, which can have downstream effects on such issues future recruitment and the desire to stay in the profession (Goldstein, 2011; Berkovich & Benoliel, 2019; Mockler, 2020).

Overall, those working in higher education were perceived to enjoy the highest status, while those employed in the early childhood sector and education support personnel were perceived to have the lowest status. This correlates strongly with data from Figure 4 regarding the percentage of women employed at each level. The higher the percentage of female workers, the less status they were perceived to have. However, the caveats associated with the incomplete data in Figure 4 remain, there may be other reasons for this correlation. It is also important to stress, as outlined in the Introduction, that the status of teachers can never be seen as caused by a single factor. However, the relationship with gender seems an important element in understanding status.

The stark reality is that perceived status remains lower than it should, particularly given the importance governments now place on education. There remains something curious about the belief that the way to improve education systems and student achievement comes through diminishing the regard that teachers have in a given society.

The status of teachers and/or education support personnel in relation to other professions

The following section collates responses from unions regarding how the status of education professionals and support personnel compared to other professions who held similar qualifications. Responses focused on pay, conditions and recognition in society. The narratives in jurisdictions differed as regard to the comparison. These comments show the work that has been done, and the work still to be done, to ensure that education professionals hold the appropriate status given their importance, their qualifications and the impact that they have on social flourishing.

The status expressed in words is getting better. Teachers are not losers anymore. They even get applause and praise for their creativity and adaptability. But it remains difficult to find people who want to be a teacher, because the status is not met by reasonable workload or a decent salary. (Algemene Onderwijsbond, Netherlands)

Teachers are generally compensated at a lower rate than their counterparts with equivalent qualifications. It is generally seen as a job for women and not necessarily a "career". (National Education Association, US)

Considering the importance of their work, teachers still do not have the same status in society as the other professions with similar qualifications. (Trade Union of Workers in Education and Science of Slovakia, Slovakia)

Teachers experience difficult living and working conditions with regard to work overload, excessive numbers, low remuneration, unsuitable infrastructure, late appointment of new teachers (often eight months of waiting), and management of careers that leave much to be desired, given the long delays that advancements and reclassifications take before being effective. (National Union of Secondary and Higher Teachers, Burkina Faso)

Very poor wages and working conditions - very poor union status – social perception on the wane - increase in professional burdens/charges – acute shortage of teachers in the public sector - lack of social and education policy dialogue with the Government. No collective bargaining rights. (ISTT, Egypt)

Teachers are undervalued. They do not have the opportunity to advance their careers. Poor working conditions. Teachers have not had time to spend with their families. Because they spend a lot of time on their preparation for the lesson and on students' assessment. (Federation of Mongolian Education and Science Unions, Mongolia)

Subjectively, teachers enjoy reasonable regard (compulsory sector and vocational education) and some prestige (higher education). Objectively, they are not sufficiently valued (compulsory sector) and seriously undervalued (vocational and higher education). (New Zealand Tertiary Education Union, New Zealand)

As teachers in Finland are almost always required to have a master's degree, the teaching profession is valued and desired. Teacher education is of a high standard and research based. Not all teachers, especially in early childhood and primary education, are satisfied with their salaries, especially if they live in the metropolitan area due to expensive housing costs, etc. Many other professions with a master's degree have higher salaries, such as lawyers and doctors. (The Trade Union of Education in Finland, Finland)

Teachers are paid less than graduates in comparable professions. NASUWT-commissioned research confirms that this is a significant issue. (NASUWT - The Teachers' Union, England)

Status of teachers varies. However, we're lucky as education unions to be recognised as key 'partners in education' by government. Collective agreements are valued by both sides. (Teachers' Union of Ireland, Ireland)

Education personnel are not given due recognition. Working conditions and wages are lower compared to other professions requiring the same qualifications. (Central Syndicate of Quebec [CSQ], Canada)

Teaching as a profession is not respected by the population because the media, who are paid by the employers, make us look bad, but we are fighting for dignity and to better serve our population. (National Association of Salvadoran Educators, El Salvador)

Improving teacher status

Finally, unions were asked what they thought could improve teacher status. A focus on pay, conditions and particularly workload were prominent themes that emerged. Similarly, the importance of central support and appropriate facilities was seen as a critical factor. Also, CPD was considered a key issue given the need to ensure teachers have access to the necessary support in order to deliver quality education.

Settlement of wage negotiations in a timely manner. Salary increases in line with their qualifications. Allocation of technology grants. Improved working conditions. Bonuses. Special provision of housing. Better medical insurance. Retirement, with full benefits, after 25 years' service. Teachers should be actively involved in curriculum reform. Payment for unused leave. Banking of leave. (Trinidad & Tobago Unified Teachers' Association, Trinidad and Tobago)

More time just to focus on teaching. There is a lot of administrative work for teachers. They should be removed. (Korean Teachers and Education Workers Union, Republic of Korea)

CTERA has been raising awareness of the need to ensure:

1. *Increased education funding. A new Education Financing Law (10% GDP) with new resource allocation targets to guarantee more schools with extended working days, to tackle issues with school infrastructure, appropriate biosecurity frameworks for school buildings, new jobs, and other topics*

2. *Guaranteed free ongoing continuing professional development for all teachers across the country*

3. *Payment of salaries in due time and form across all jurisdictions in our country*

4. *Collective bargaining with the participation of trade union organisations regarding all issues related to teaching and, in this context, especially for the return to face-to-face or blended learning classes. In this context, a space with trade union participation must be urgently convened for the discussion and monitoring of protocols that guarantee a return to face-to-face schools under adequate biosecurity conditions and care for the health of students and teachers. (Confederación de Trabajadores de la Educación de la República (CTERA), Argentina)*

Respect for the teaching profession on the part of authorities. Professional salaries, as salary adjustments do not compensate for the decline in the value of the national currency. Greater autonomy for teachers in their work. Democratisation of the education system. Timely provision of educational materials and resources in all education facilities. (Asociación Dominicana de Profesores (ADP), Dominican Republic)

This is already our action plan: reduce the workload (smaller classes, less administration, more support in general but especially for pupils and students with special needs etc.) and improve salaries, especially in primary education. Give back the professional autonomy to the workers in education and reduce management layers. (Algemene Onderwijsbond, Netherlands)

Increased public investment in further and higher education. Improvements in salaries and working conditions, especially regarding fixed-term contracts and workloads. Particular need to enhance the status of further education (i.e., VET) teachers and staff on fixed-term and precarious contracts. (University and College Union, England)

Greater involvement of teacher unions with the authorities to win the rights and benefits of teachers to enhance their professional status. Greater awareness among teachers themselves in getting themselves organised to win their rights and benefits. This is not easy in private educational institutes due to the fear of being penalised by the management. (All Ceylon Union of Teachers, Sri Lanka)

Salaries should be increased. Teacher autonomy should be strengthened. (Union of Education Norway, Norway)

There should be an increase in salary, working conditions, and training. (Solomon Islands National Teachers Association, Solomon Islands)

Higher salaries and improve the working conditions, including the staff/child-ratio. (Union of Pedagogues in Denmark [BUPL], Denmark)

Government agreeing to collective bargaining; increasing salaries; Governments meet with teachers and union on a regular basis; governments need to protect teachers and file criminal charges against persons who use social media platforms to threaten teachers and defame teachers' characters; the community can celebrate teachers, speak well of teachers on different platforms. (Nevis Teachers' Union, Saint Kitts and Nevis)

Improve salary and reduce workload. (New Zealand Post Primary Teachers' Association, New Zealand)

We must improve salary treatment, reduce the overcrowded class by recruiting more teachers and building more infrastructure, reduce teachers' working time, make school spaces more secure, because we are under the permanent threat of terrorism. (National Union of Secondary and Higher Teachers, Burkina Faso)

Build classrooms to reduce the number of students, renew work equipment, involve unions in educational decisions, etc. (SYNESCI, Cote d'Ivoire)

Organize training sessions in union culture - strengthen the capacities of members on pedagogical approaches - encourage professionalization of the profession through retraining among others. (Federation of National Education Syndicates [FESEN], Togo)

Findings

1. The status of teachers remains a concern in many jurisdictions. The factors that influence status may remain the same, but the experience of these varies across Education International's membership. Pay, conditions, policy settings, and how teachers are represented in the media and by governments are critical factors in public perceptions of status. Worryingly:

   a. The majority of unions perceive that the media portrayal of teachers is not positive (table 171/figure 141).

   b. There is ongoing concern regarding a move towards precarious employment for teaching as a profession (table 76/figure 61).

   c. The majority of unions worry about the generational renewal of teachers, as they do not feel that teaching is viewed as an attractive career by young people (table 24/figure19), that attrition remains too high because of work-related issues (tables 27-36/figures 22-26), and this impacts the hiring of unqualified teachers (table 34/figure 28).

   d. A concern is that negotiated, collective agreements are reported to have been unilaterally modified or cancelled over the last three years (table 44/figure 36).

   e. The majority of unions report that teachers' salaries have either stayed the same or declined over the last three years (tablea 61/figure 49).

   f. The majority of unions report that teachers' work conditions have declined over the last three years (table 63/figure 50).

   g. The data suggests that increased workload has a particular impact on the decline in conditions (tables 64-69/figures 51-55).

2. Discrimination against individuals is in the minority, but still exists and requires attention, particularly with regard to gender and leadership.

3. The status of teachers remains a site of struggle for unions as they must work to protect hard-won concessions whilst also responding to new challenges as governments remain committed to narrow reform agendas.

4. Relatedly, the data does not tell a single story. This is perhaps best illustrated by questions regarding the union's relationship with governments/policymakers, and their ability to influence policy on behalf of their members. While the majority of unions expressed disappointment that their advocacy was not recognised, there remains a significant minority of unions that report collaborative relations with decision-makers and believe that they contributed to the national response to COVID-19. Understanding teacher status is partly understanding these two sets of unions and the reasons why some have more purchase than others.

5. COVID-19 has had an extreme impact on many jurisdictions. While it is important to acknowledge the tragic effects of the pandemic on many families and communities, this survey, concerned as it is with the status of teachers, necessarily takes a narrow view. The impact on teacher status is perhaps best described as 'mixed':

a. Many unions reported a more positive representation of teaching by media and governments during the COVID-19 pandemic, often because of the success in moving teaching and learning online when schools closed or the status of teachers as essential workers if schools remained open.

b. In some instances, managing online learning at home may have impressed upon parents the skill, expertise, and energy necessary to provide learning opportunities.

c. Workload and work stress were perceived to have increased for teachers during this period. Even after school lockdowns ended, their workload did not appear to have lessened, increasing concerns regarding teacher stress and wellbeing.

6. There was concern that, as a result of the COVID-19 pandemic, teachers on casual and short-term contracts were not paid over the lockdown. This was particularly true for those teachers working in privatised schools, particularly in the Education International region of Africa.

7. Concern about workload, work intensification, teacher stress, and teacher wellbeing are universal, regardless of the size of the union, its relationship with government, or the level(s) of education it represents. A tentative hypothesis here is that the nature of teaching is changing/has changed. This needs urgent research to find out what, specifically, is changing in teacher practice.

8. The privatisation of various aspects of education systems remains a concern for unions.

9. CPD remains a key symbol of the status of teachers. In the most positive instances, programmes of CPD represented positive relations between teachers and education authorities in managing teachers' professional responsibilities through shared, collegial, and reciprocal formulating of CPD agendas. In too many cases, however, CPD was perceived to be of poor quality, not directly relevant to the issues that teachers were facing, and came at personal financial cost without clear career benefits.

10. Relatedly, the relationships between governments and unions tentatively indicate that there is an impact on the status of teachers. As noted in the Report, it is unclear whether this is because of government attitudes, union prestige and influence, historical approaches to unionism in a given context, or a combination of the above. It appears that more positive relationships with governments are related to a perceived higher status of teachers. It must be underlined, however, that this cannot be construed as a causal relationship, but it does remain a topic for further study.

11. The cautions reported in the 2018 Report, regarding pay, conditions, accountability pressures, and the representations of teachers in the media, largely remain concerns for unions in 2021.

A Concluding Note on Intelligent Professionalism

Overall, the status of teachers remains in flux. The cautions reported in the 2018 Report, regarding pay, conditions, accountability pressures, and the representations of teachers in the media, largely remain concerns for unions in 2021. What emerged strongly in the data is a missed opportunity: the perception of unions is that the disastrous impact of COVID-19 can be partly explained as exacerbating inequalities already evident in education systems, caused by lack of funding, the pernicious effects of poorly thought-through policy settings and the lack of meaningful engagement with intelligent professionalism.

The challenge remains to rethink the problem of the status of teachers so that, in three years' time, the same concerns, broadly speaking, are not being expressed with little or no improvement. The 2021 Report has found the same challenges for the status of teachers as the 2018 Report. Broadly, 'Kicking the status can down the road' is effectively a lesson in rhetoric, but it is a lesson that governments and global policy actors play very well. With that in mind, it might be useful to leave with some suggestions for Education International and its members rather than policy recommendations. Unions will always advocate for their members regarding pay, conditions, and wellbeing, and they must be encouraged to continue to do so. However, recommendations are difficult to make because the specific needs and structural realities of education systems are different.

In response to the problem of status, one possibility is for unions and their membership to decide on, and advocate for, a professionalism that recognises the unique skills and expertise that educational professionals have that can be brought to bear within education systems. This has to be a shift away from 'responsibilisation' to more meaningful forms of educational autonomy. This requires time, and for education systems to invest in time for their workforce. Professionalism that delivers forms of autonomy that (a) requires educators to devote their time to non-educational endeavours (such as those associated with running a business), and/or (b) is associated with greater workload, increased stress, and the withdrawal of central resources and support will diminish the quality of education that can be delivered.

Intelligent professionalism posits that teachers, principals, and their elected association/union representatives should always be 'insiders' in the various processes and mechanisms that systems argue are improving education. Education (at all levels) will always be a state-mediated profession, but there are opportunities for more meaningful incorporation of the profession. And this, if taken as the aim of professionalisation, could improve status across all systems.

Intelligent professionalism must be a collective, rather than a responsibilising, endeavour. It recognises that the professional standards agenda that has become a feature in many jurisdictions provides an opportunity to forge this collective approach to professionalism because it provides a common language and common values for the profession. Of course, each jurisdiction/system is different, so a key principle for intelligent professionalism must be an ongoing dialogue between politicians, system leaders, and unions regarding policy agendas and educational goals. That unions reporting collaborative relationships with governments tend to be more positive about the pay and conditions of their members is an important start to that dialogue.

Bringing governments to the table can be easier said than done, captured as they can be by anti-union and anti-teacher ideology. With that in mind, the following are some suggested areas for a dialogue that could occur:

- Intelligent professionalism extends to the roles that teachers, principals, and their elected unions/associations must play in the work of statutory authorities in the areas of curricula, assessment, and teacher accreditation. Leaving these important functions to political whim, or hostage to powerful lobby/interest groups, will always diminish the profession.

- Systems should prioritise returning more autonomy over pedagogical decisions to educational professionals through the provision of time and CPD to make best use of that autonomy.

- In a system that prioritises intelligent professionalism, CPD will be a central focus that responds to the needs identified by the profession. This CPD will be centrally resourced and available to support workers, teachers, and principals as part of their workload, not in addition it.

- A key aspect must be a continued emphasis on the time needed to meet the goals and aspirations of the system/jurisdiction. As it stands, this report suggests that workload, and work intensification, remain significant barriers to this professionalisation. How is it that teachers' work has become unsustainable for many requires ongoing investigation in order to better understand how the system should respond. This requires a commitment to research and evaluation to better understand these phenomena and suggest what might be done.

- Intelligent professionalism requires the careful and strategic investment in managing the expectations of the media and government through better understanding the complexity of educational endeavours and the expertise of the education professional.

While these are just some examples, and the expectation is that different systems need to devise their own agendas, an intelligent professional agenda is a collective, negotiated plan. One goal of this plan must be the refusal to accept what C. Wright Mills (1959/2000) saw as systems turning public or structural issues into personal troubles for the individual education professional or school community.

To finish on a hopeful note, a recent meeting of the International Labour Organization on the future of work in the education sector in the context of lifelong learning for all, skills and the Decent Work Agenda adopted a series of conclusions to ensure that education met the ongoing challenges of access and opportunity for all (ILO, 2021). Alongside this set of conclusions is a strong moral position that governments and unions are responsible for ensuring that education professionals at all levels are able to flourish in their work through ongoing support, training, professional development, and appropriate resourcing. Conclusion 20 places the onus of workload, work intensification, and wellbeing on education systems.

Policies and practices to address the intensification of educator workload and issues of well-being could include hiring adequate numbers of teachers, trainers, and education support personnel. Education systems should be well-resourced to ensure high-quality education, taking into account the evolving role and tasks of teachers and trainers, as well as to ensure a work-life balance. (ILO, 2021, p.3)

This is symbolic of a promising change in how systems are being encouraged to think of teachers and teaching. There is a common adage in thinking about education promoted by the OECD that the quality of an education system cannot exceed the quality of its teachers. It is time to recalculate this equation: the quality of an education system cannot exceed the extent to which it supports, sustains, and invests in the status of its teachers. In the 2024 iteration of Education International's Global Report on the Status of Teachers, it is hoped that this promise is evident in how unions talk about education in their jurisdictions.

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