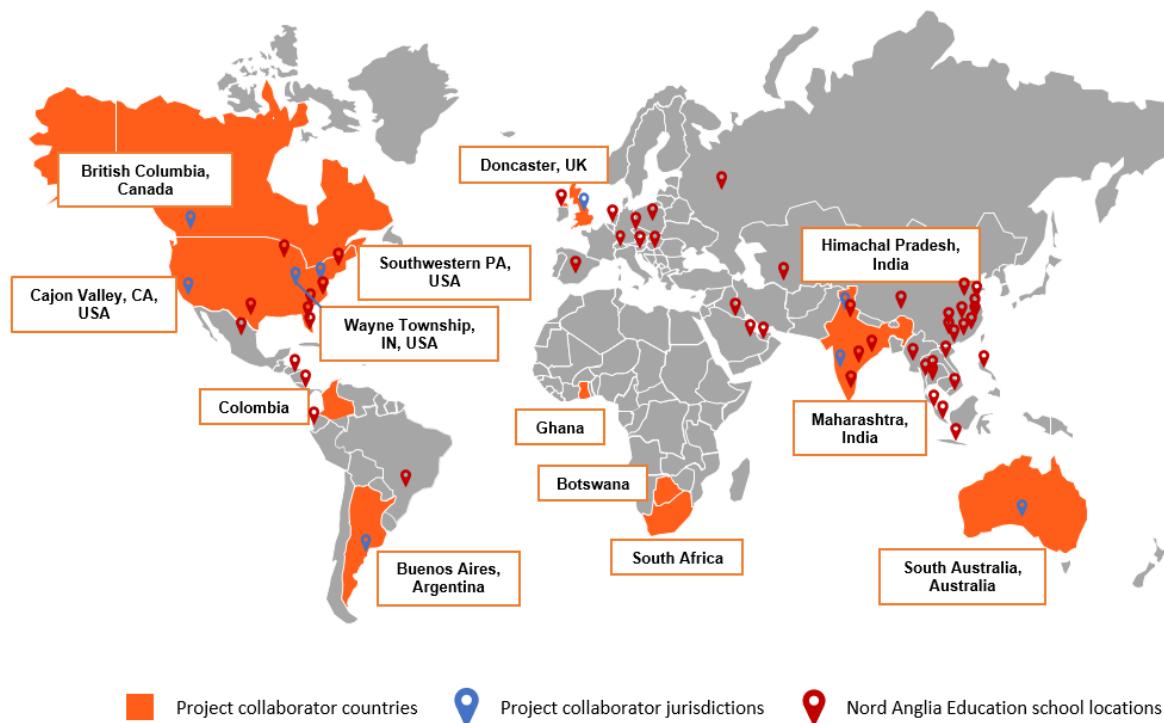


PERSPECTIVES FROM PARENTS IN NORD ANGLIA EDUCATION SCHOOLS

Rebecca Winthrop

Mahsa Ershadi



FAMILY ENGAGEMENT IN EDUCATION NETWORK

In January 2020, the Center for Universal Education (CUE) at Brookings launched a new project focused on family and parent engagement in education.¹ The project emerged out of CUE's work on harnessing [education innovations](#) to address inequality

¹ The suggested citation for this report is: Winthrop, R. & Ershadi, M. (2021, March). *Family engagement in education network technical report: Perspectives from parents in Nord Anglia Education schools*. Center for Universal Education at Brookings.

and help all young people, regardless of the community in which they are born, develop the full breadth of competencies and skills they will need to thrive in work, life, and citizenship in the 21st century. In 2019, CUE conducted consultations across 15 countries with 41 project collaborators—from ministers of education to school leaders—that were focused on advancing teaching and learning strategies that supported whole child development, or as some call it, the development of academic plus 21st century skills. A recurring theme from the consultations was a desire of decisionmakers to have more and better strategies for engaging parents and families. Together with 34 project collaborators across 10 countries, members of CUE’s [Family Engagement in Education Network](#), CUE has been exploring what it takes to build strong family-school partnerships, especially in contexts striving to address inequality and deliver a broad suite of skills and competencies for their children.

EDUCATION WORLDWIDE

The COVID-19 pandemic caused mandatory shutdowns and mass disruption of schooling worldwide. Globally, over 1.4 billion students enrolled in grades equivalent to pre-kindergarten to grade 12 were affected (UNESCO, n.d.). Nord Anglia educators responded to the crisis by shifting their in-class lessons to a blended online model, so that students could continue to learn remotely. As a result, parents² and families have been given a front row seat to how and what their children learn “in school”, and academic outcomes and student success hinge on parent involvement now more than ever before. Nord Anglia’s virtual school experience has included online classes with teachers; a “Global Campus” where students can connect and collaborate (Nord Anglia Education, 2020); a YouTube channel with educational challenges; and a podcast by and for parents, developed to assist caretakers in their new, more hands-on role in their students’ education (“Virtual School: Support and resources for parents”, n.d.).

² We use the term parent throughout to denote a child’s parent, guardian, or caregiver.

NORD ANGLIA EDUCATION

Nord Anglia Education Vision

Nord Anglia Education' teaching extends beyond traditional education, embracing innovative approaches to help children thrive as students and as global citizens. Nord Anglia day and boarding schools recognize the value of each student as an individual and personalize the curriculum to each child's strengths. Additionally, students are given the chance to explore unique global opportunities through academics, service, and extra-curricular activities ("Academic Excellence and Beyond", n.d.).

Schools

Nord Anglia Education is a network of 69 international private schools, serving over 67,000 students between 2 to 18 years old. Nord Anglia Education schools are located in the following 29 countries worldwide: Brazil, Cambodia, China, Costa Rica, Czech Republic, Ecuador, Hungary, India, Indonesia, Ireland, Kuwait, Malaysia, Mexico, Myanmar, The Netherlands, Panama, Philippines, Poland, Qatar, Russia, Singapore, Slovakia, Spain, Switzerland, Thailand, United Arab Emirates, Vietnam, USA, and Uzbekistan. ("About Nord Anglia Education?", n.d.).

The network of schools offers internationally recognized curricula and qualifications, depending on the location of the school, including the English National Curriculum, International Baccalaureate, Swiss Maturité, and French Baccalaureate. As reported on the Nord Anglia Education website, one in three Nord Anglia graduates in the 2018/2019 academic year attended one of the world's top 100 universities. For those taking the I/GCSE, 90% of Nord Anglia students' grades were A* to C, compared to the UK average of 67%. Additionally, 93% of International Baccalaureate Diploma students passed the program, compared to the global average of 78%, with an average IB score of 33 points, 10% higher than the global average. ("Internationally Respected Curricula", n.d.).

SURVEY OF PARENTS

From June 7, 2020 to June 26, 2020, CUE distributed a 31-item online survey to parents and caregivers of students enrolled Nord Anglia Education schools. A total of 4136 primary caregivers responded to our survey. To collect data representative of Nord Anglia Education caregivers, we determined our sample sizes before commencing data collection by assuming that the student population in this network of schools was equal to the parent population, thus using a conservative approach, which dismissed the possibility of siblings. We set our confidence level at 95% and margin of error at 5% according to guidelines for research activities (Krejcie & Morgan, 1970). Based on our prior calculations, we aimed to collect 382 responses from primary caregivers in Nord Anglia Education schools. All survey items were optional such that respondents could choose to provide a response to a subsequent question without having responded to a previous question. As a result, the response proportions per survey item options do not always sum to 100%.

SURVEY AVAILABLE UPON REQUEST

A selection of survey responses is presented below. The order in which the results are presented here does not reflect the order in which the respondents completed the questions on the survey. However, CUE will share the survey instrument upon request. Please send inquiries to: leapfrogging@brookings.edu.

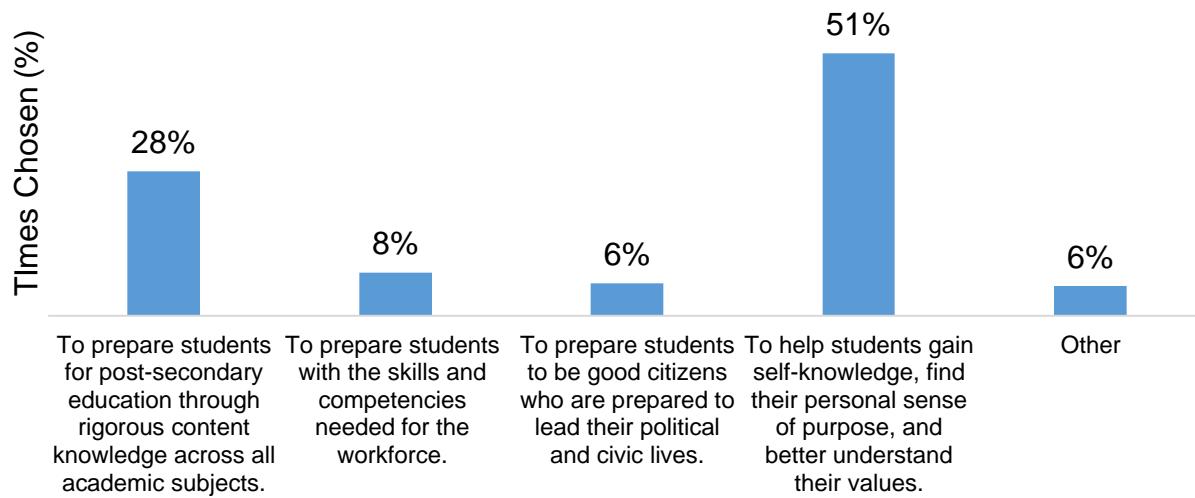
ACKNOWLEDGEMENTS

We would like to thank our project collaborators at Nord Anglia Education, without whom we would not have been able to conduct this survey.

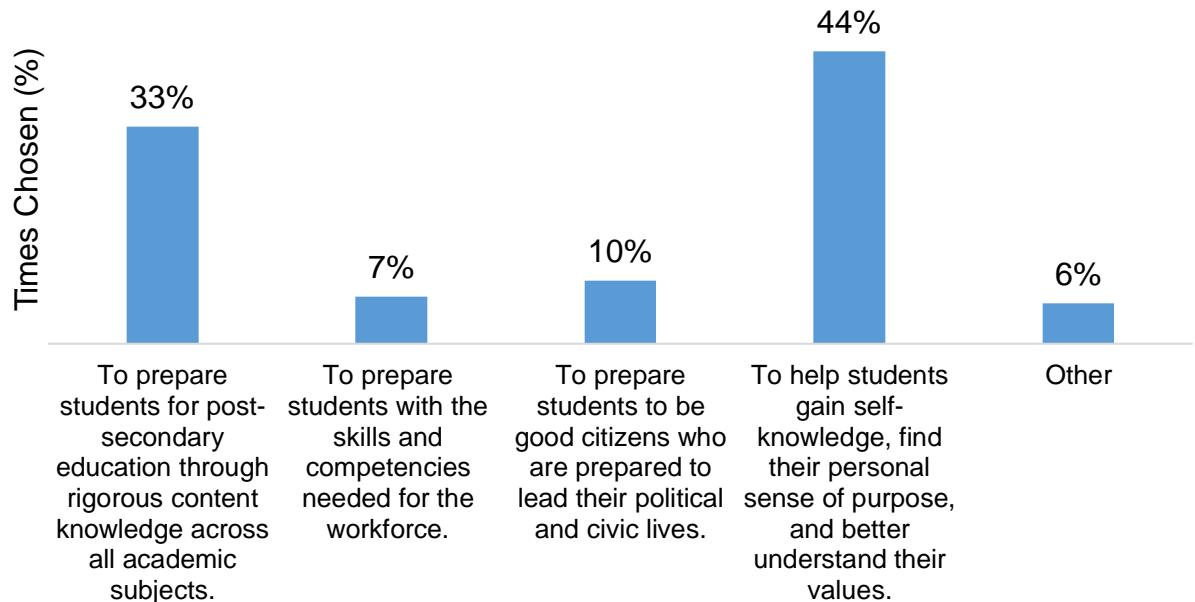
SURVEY FINDINGS

Parents' beliefs on the purpose of school and perceived alignment with teachers

I believe that the most important purpose of school is:
(sample size=3084)

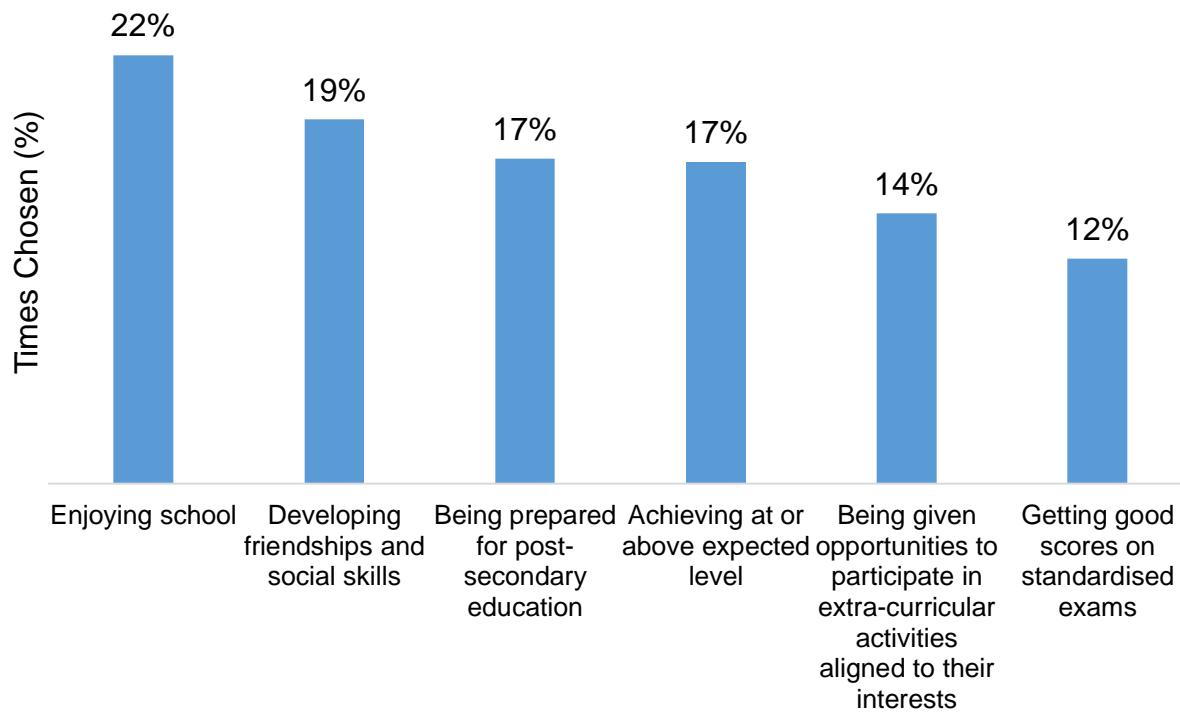


I believe that my child's educators believe that the most important purpose of school is:
(sample size=2934)



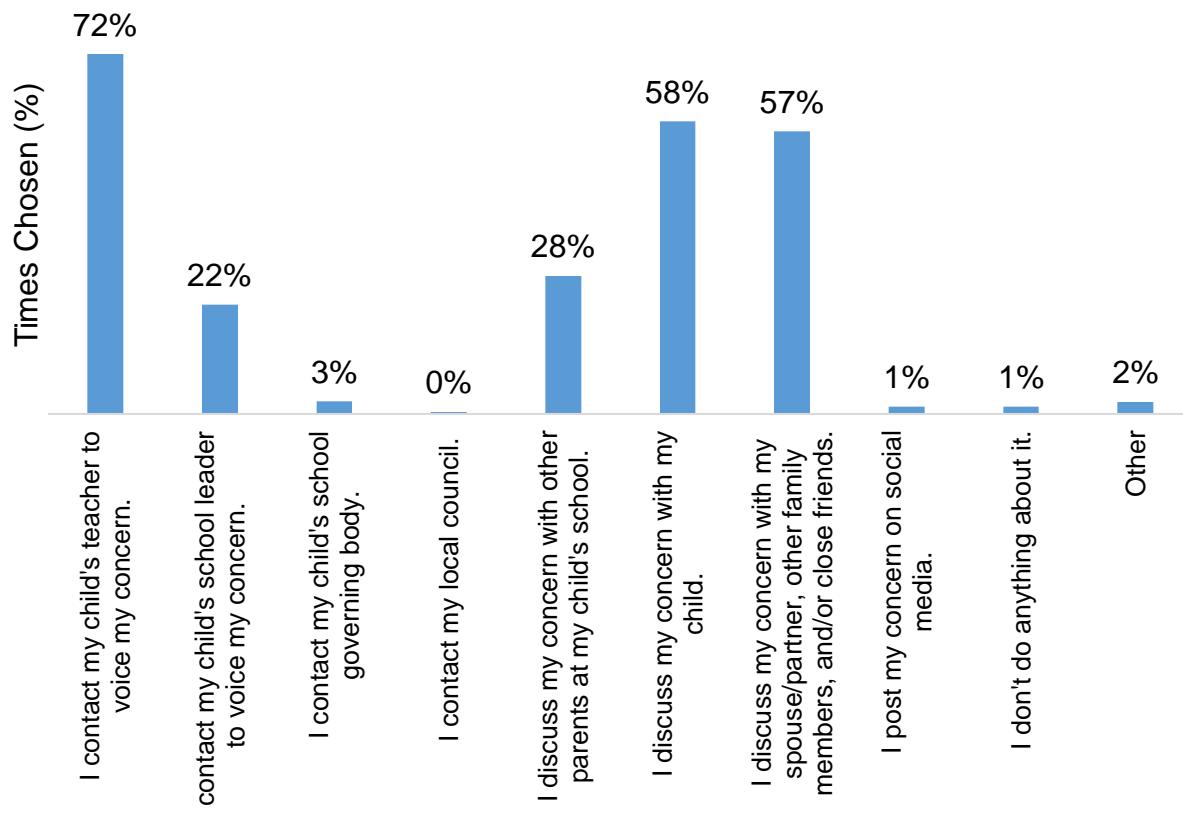
Parents' indicators of quality and perceived alignment with educators

**I am satisfied with my child's education when my child
is:
(sample size=2986)**

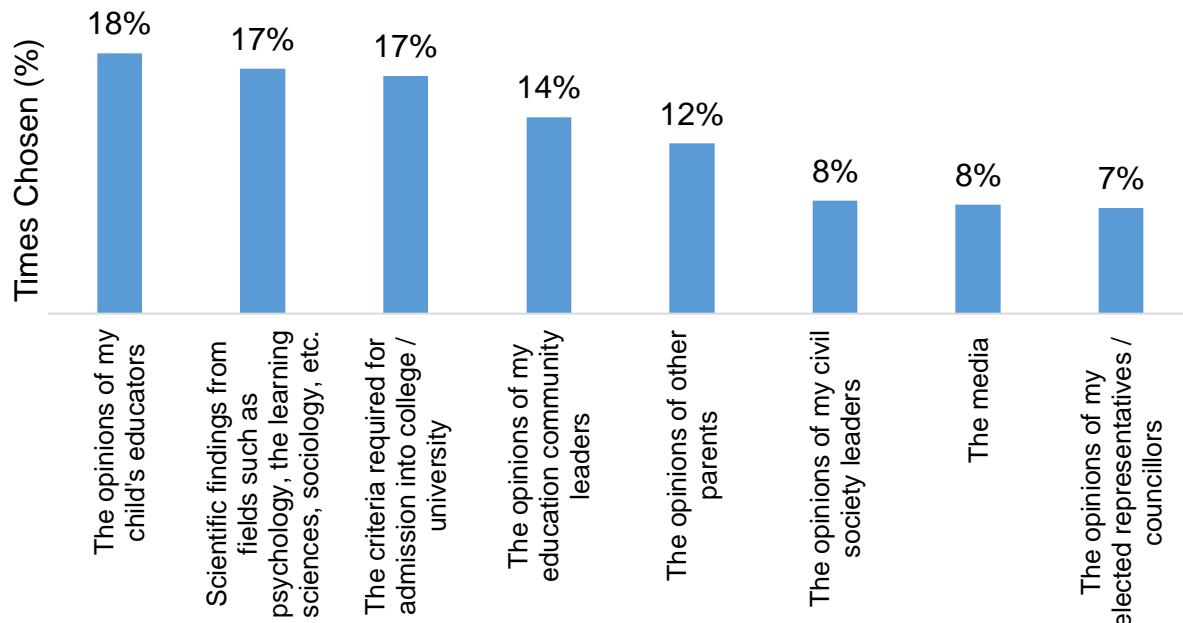


Parents' sources of information

**How do you react when something about your child's education bothers or upsets you?
(sample size=2781)**

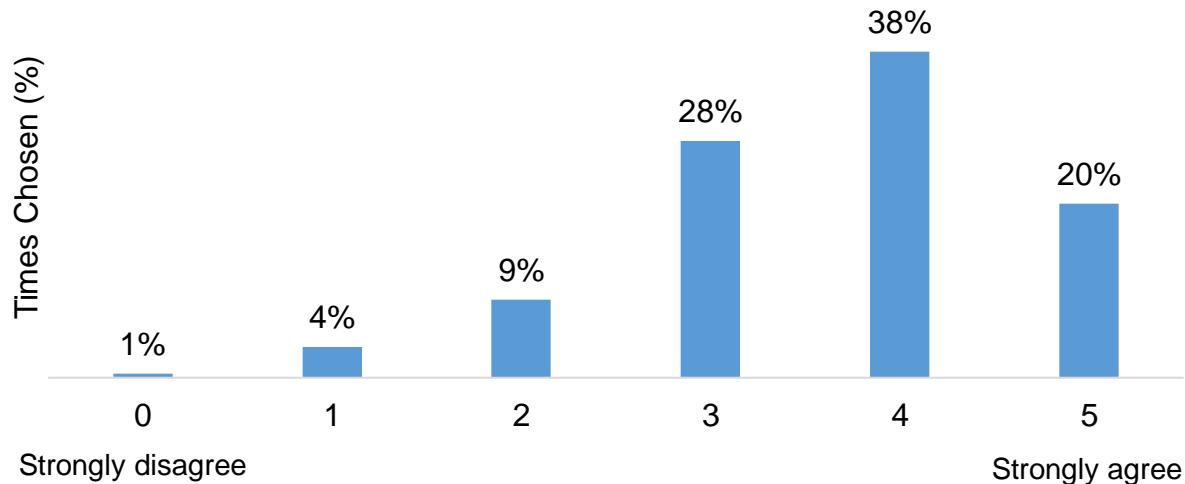


**What influences your perspective about what makes
for a good quality education for your child?
(sample size=2612)**

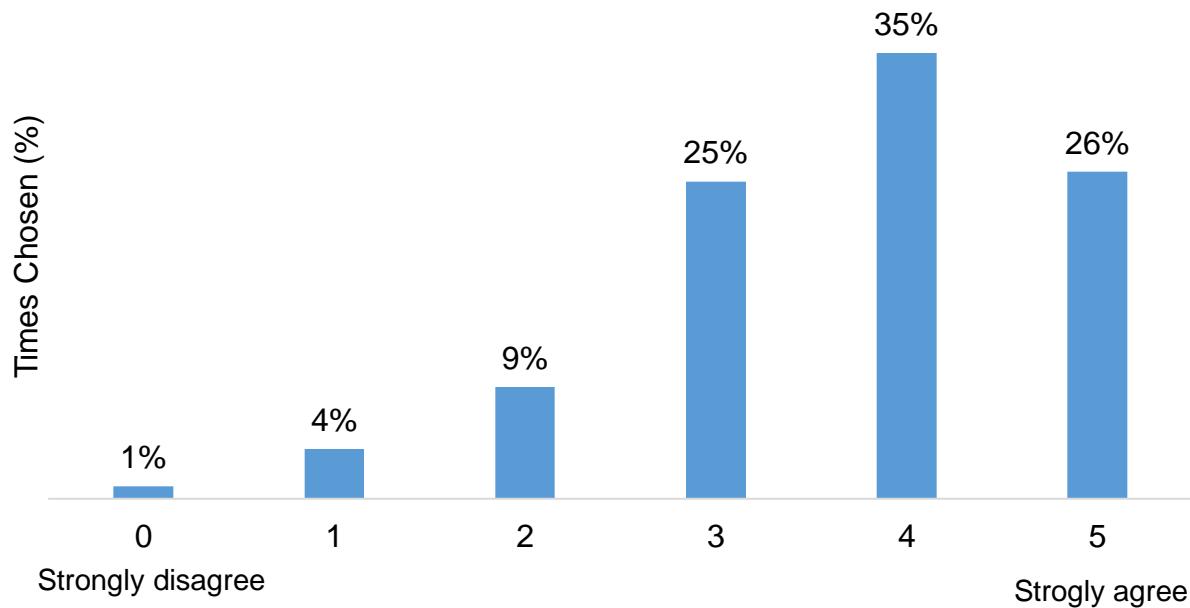


Parents' trust of and perceived alignment with teachers

My child's teachers share my beliefs about what makes a good education.
(sample size=2785)

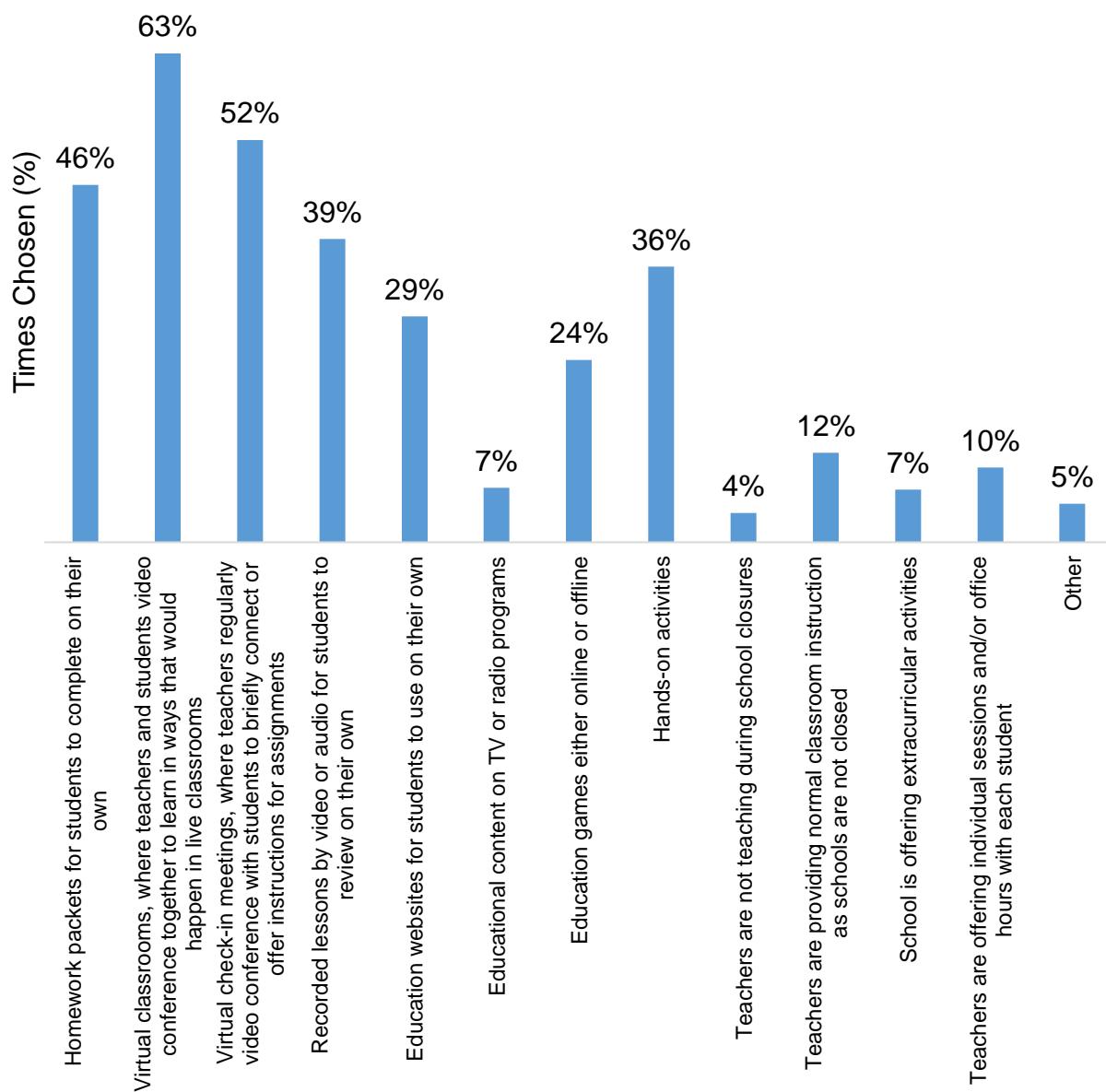


My child's teachers are receptive to my input and suggestions.
(sample size=2796)

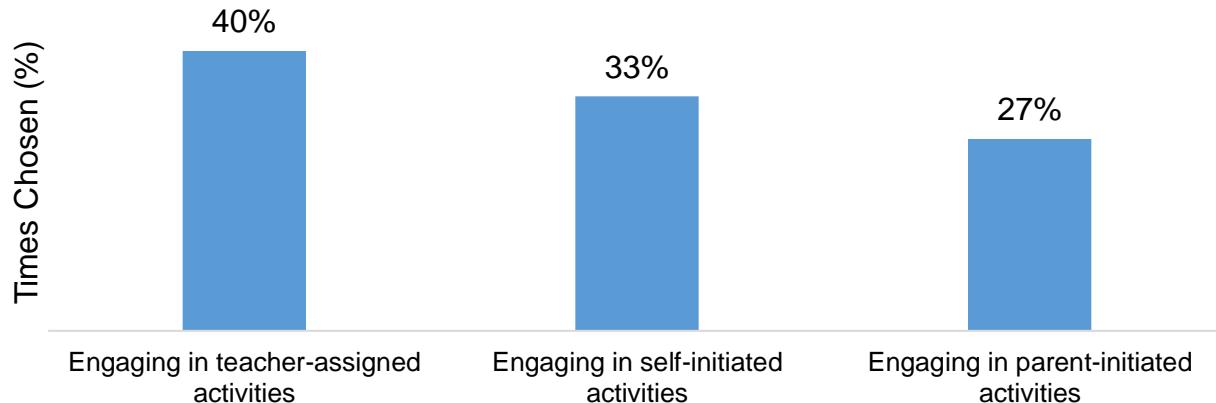


Parents' opinions on pedagogy

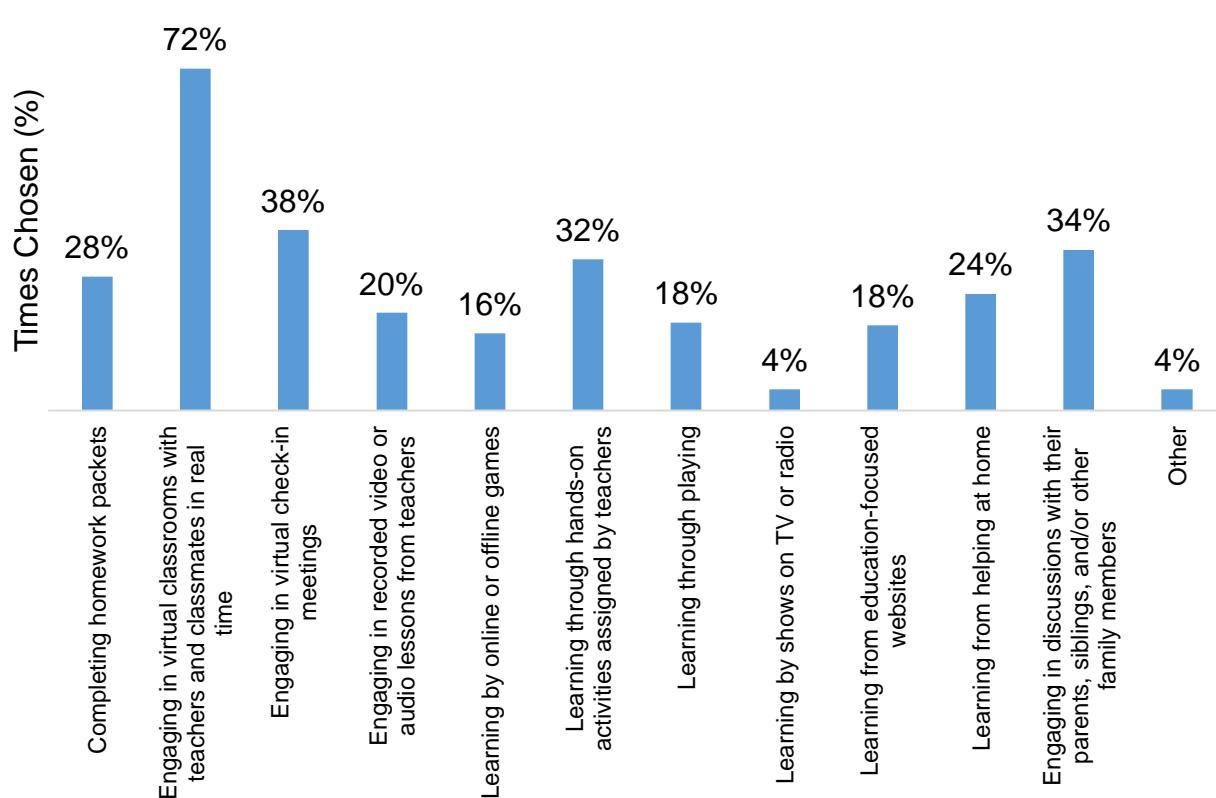
**In the last two weeks, how are your child's teachers continuing to teach?
(sample size=3421)**



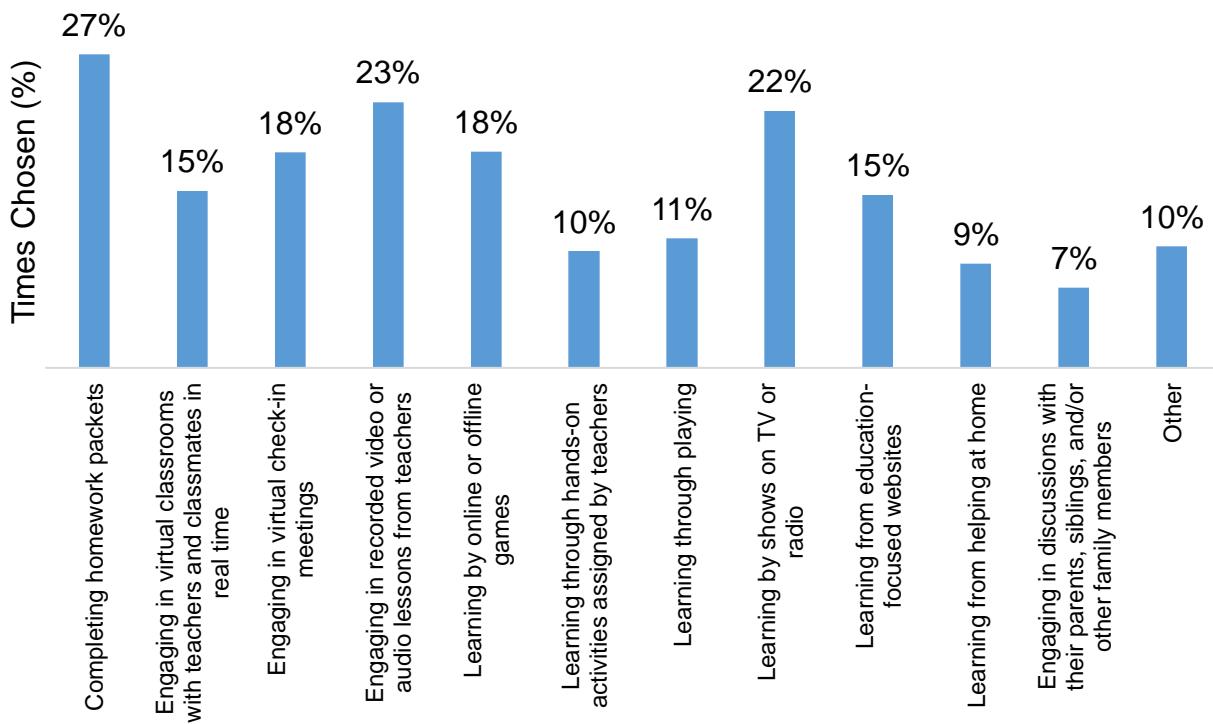
**How is your child spending the majority of their time right now?
(sample size=3290)**



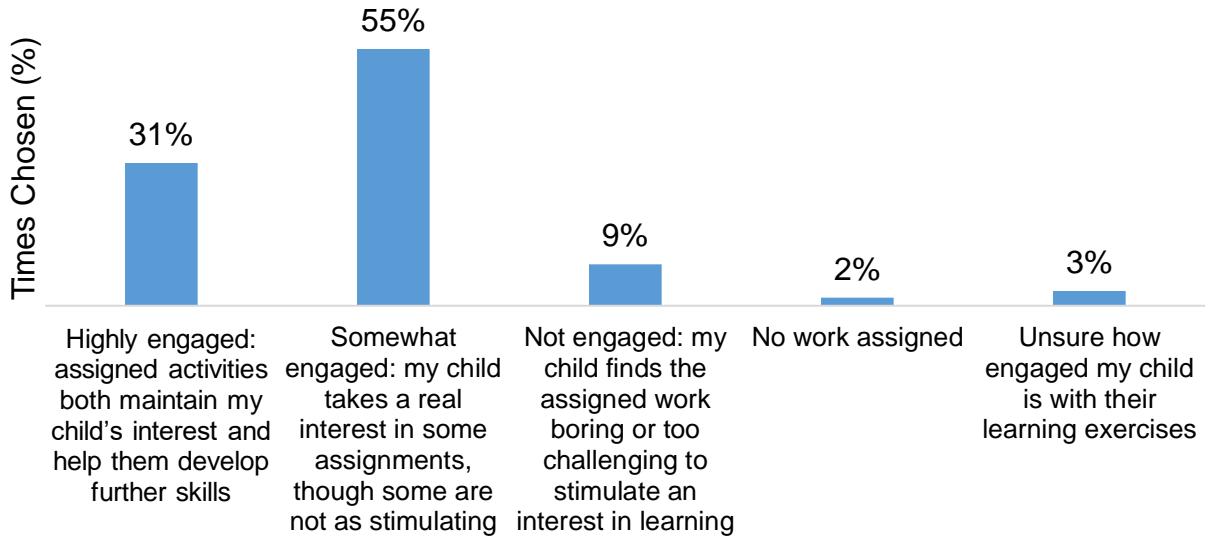
**When you think about the different ways in which your child is or was learning during their school closure, which are you the MOST satisfied with?
(sample size=3182)**



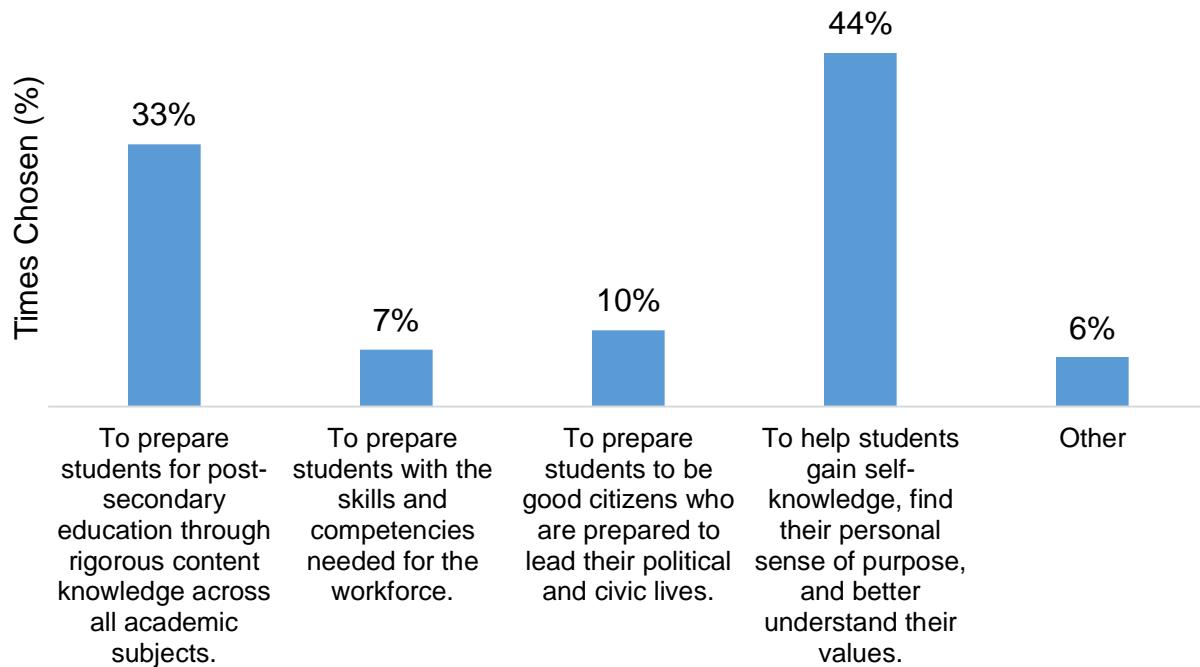
When you think about the different ways in which your child is or was learning during their school closure, which are you the LEAST satisfied with?
 (sample size=2845)



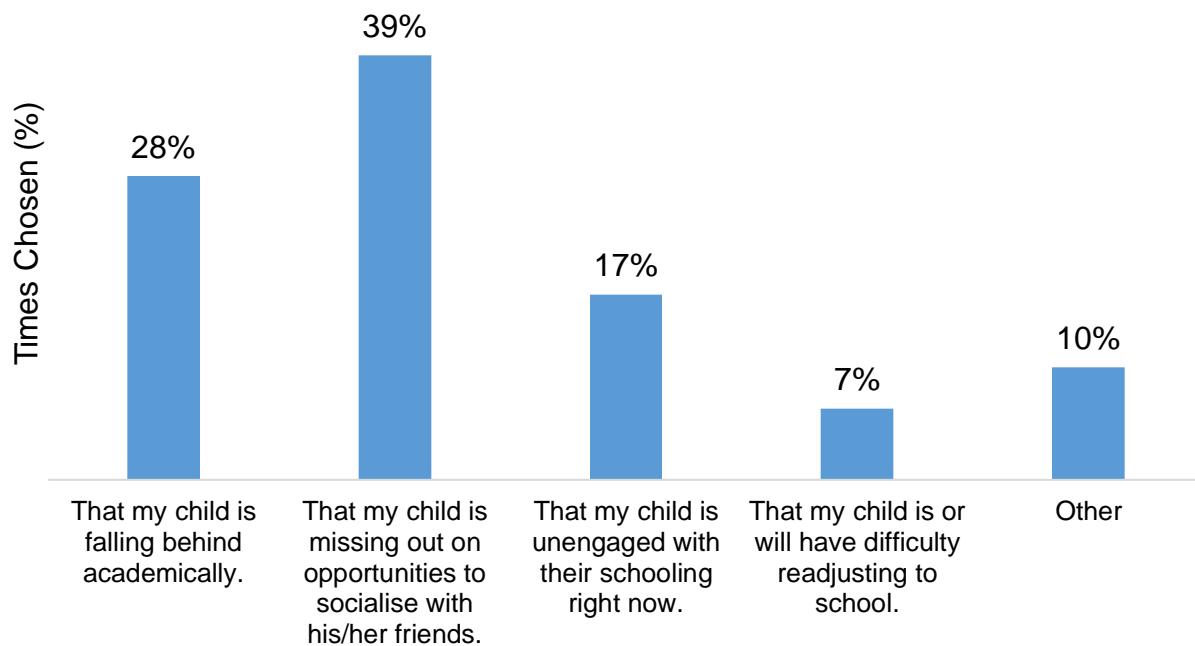
How engaged is your child with the activities their teacher has assigned?
 (sample size=2788)



**I believe that my child's educators believe that the most important purpose of school is:
(sample size=2934)**

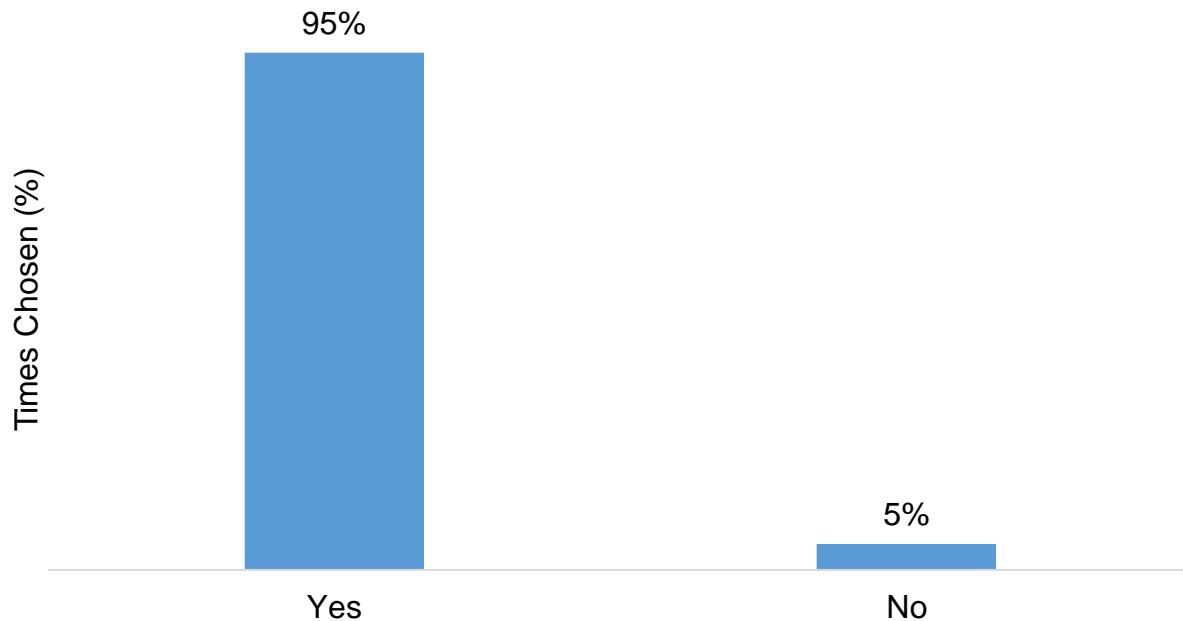


**With regards to your child's education right now, what worries you the MOST?
(sample size=2782)**

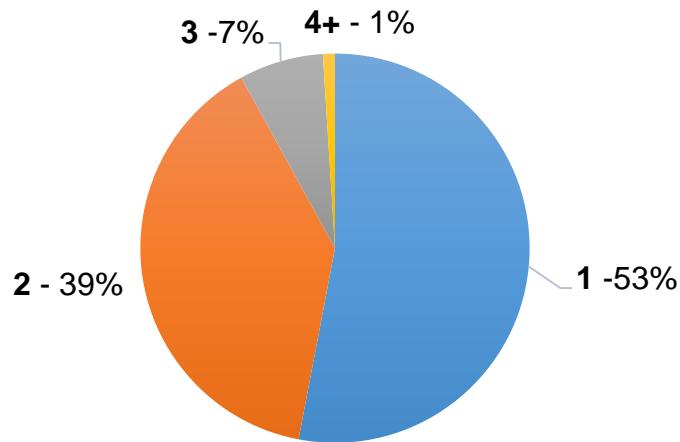


Demographics of survey respondents from Nord Anglia Education

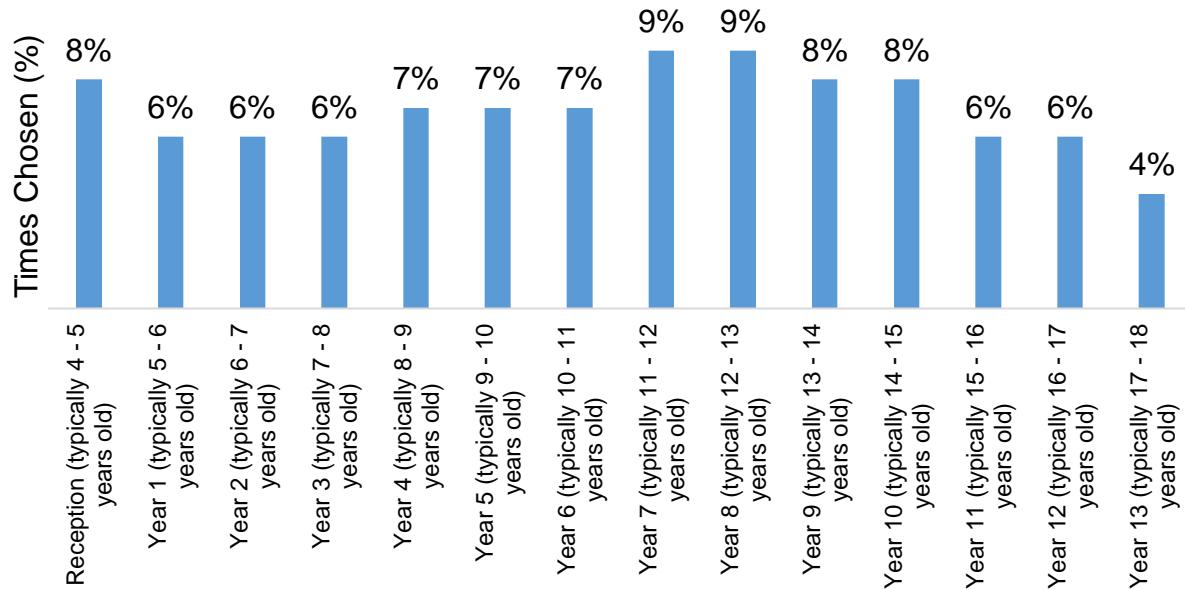
**Are you your child's primary caregiver?
(sample size=2617)**



**How many children do you have who are currently in reception through year 13 in school and live at home with you?
(sample size=4055)**

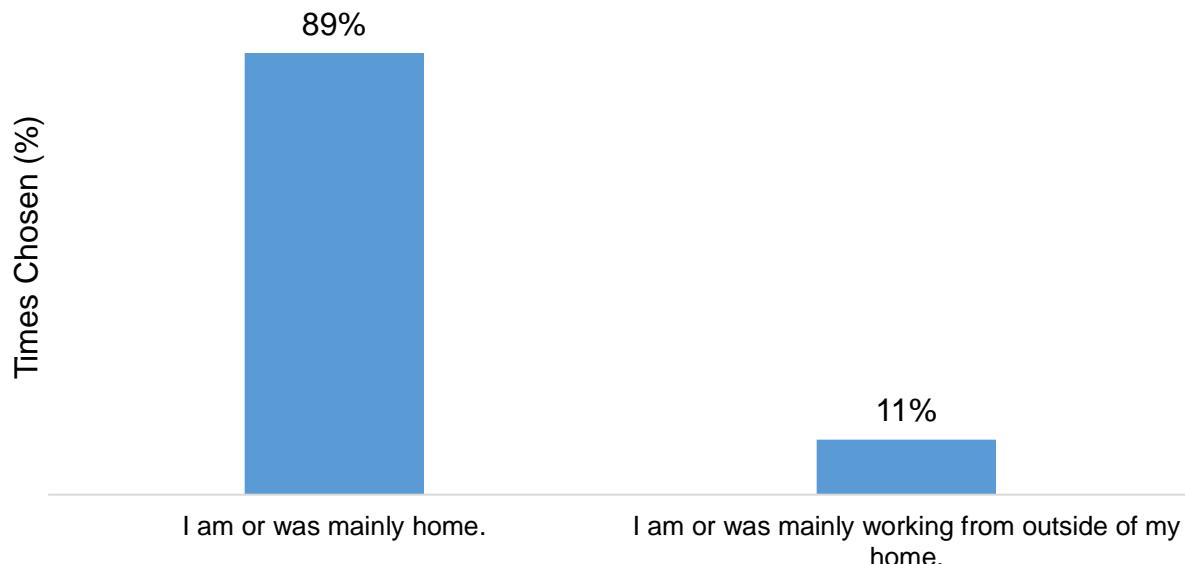


**In which year is your oldest child who is enrolled in school (reception to year 13)?
(sample size=3931)**

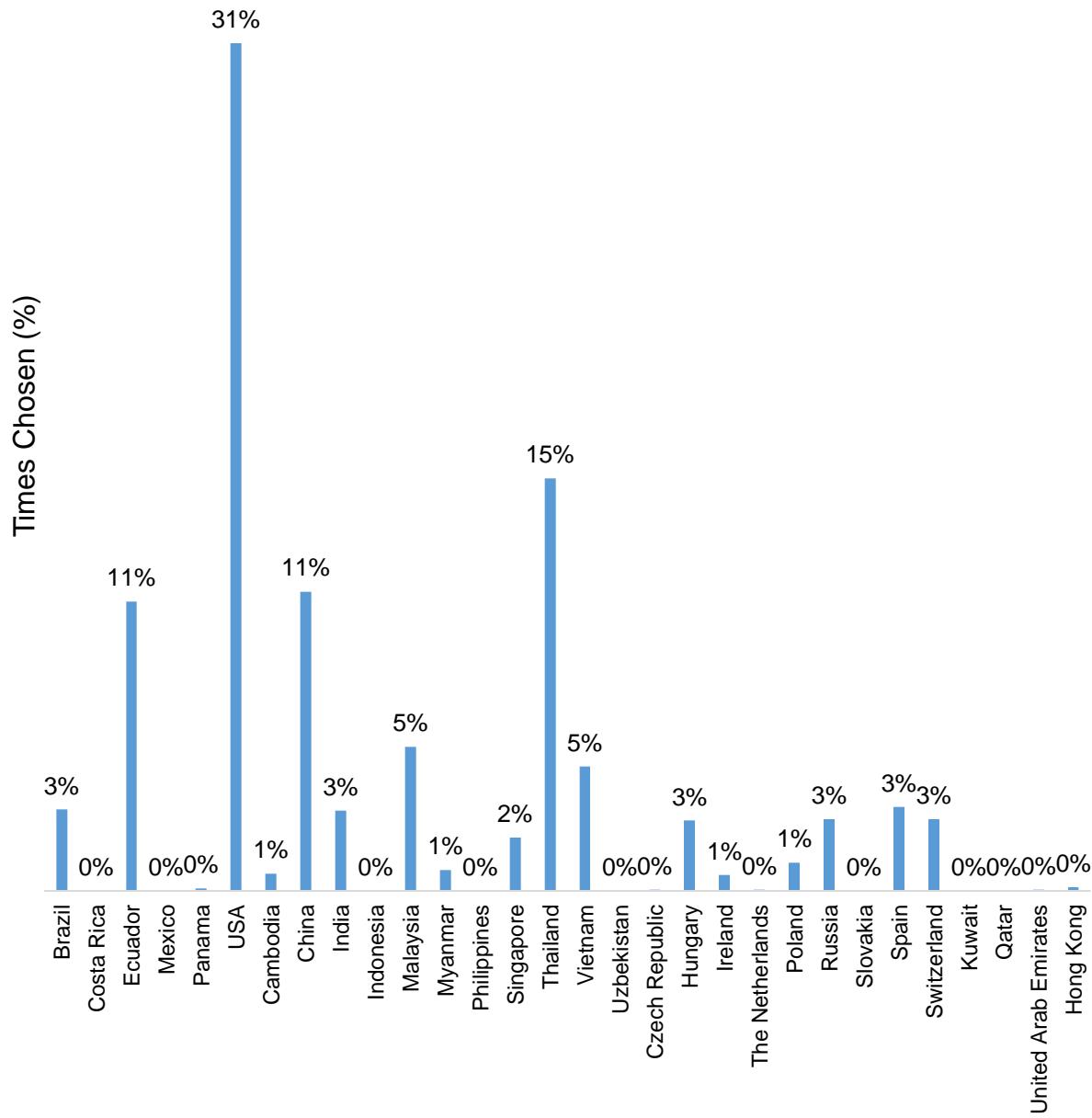


During your child's school closure, are or were you mainly home (whether employed or unemployed) or are or were you mainly working from outside your home?

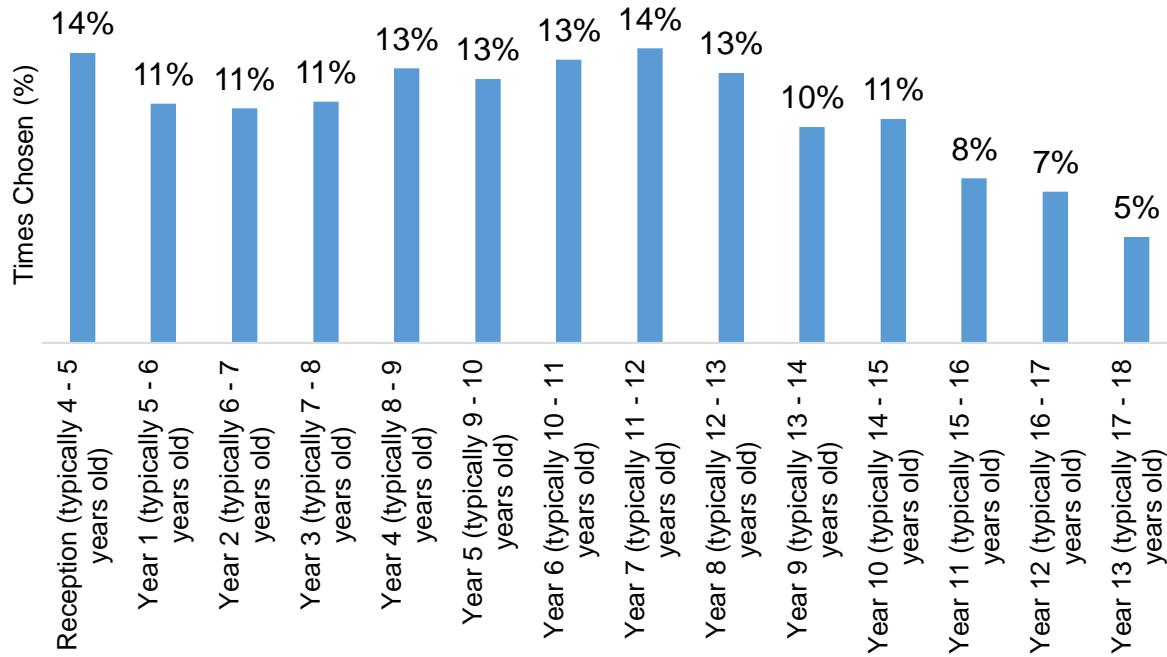
(sample size=2646)



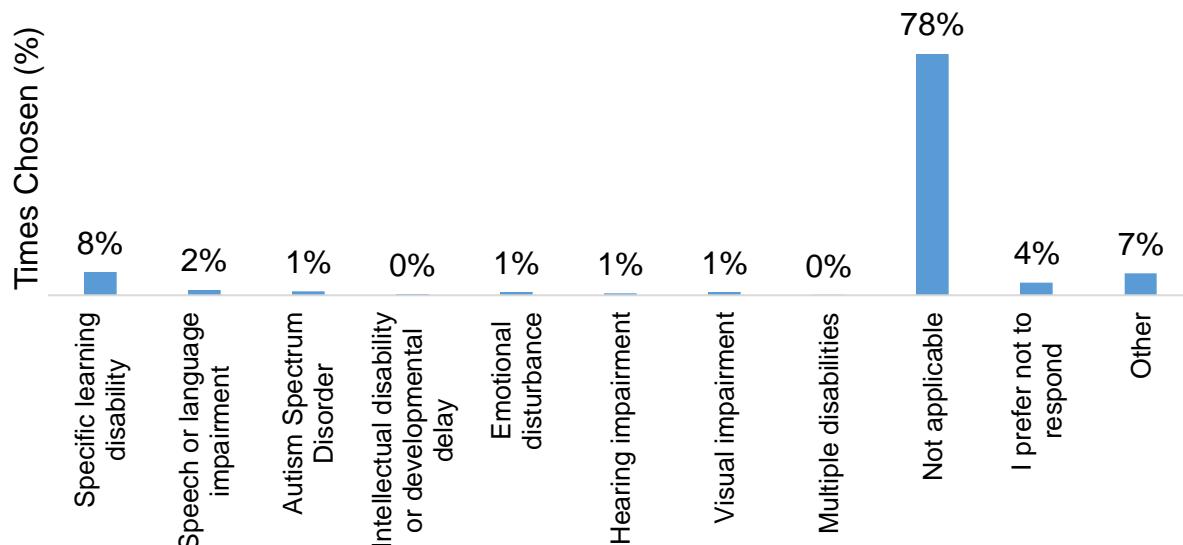
**Please select the country in which your oldest child's school is located.
(sample size=2209)**



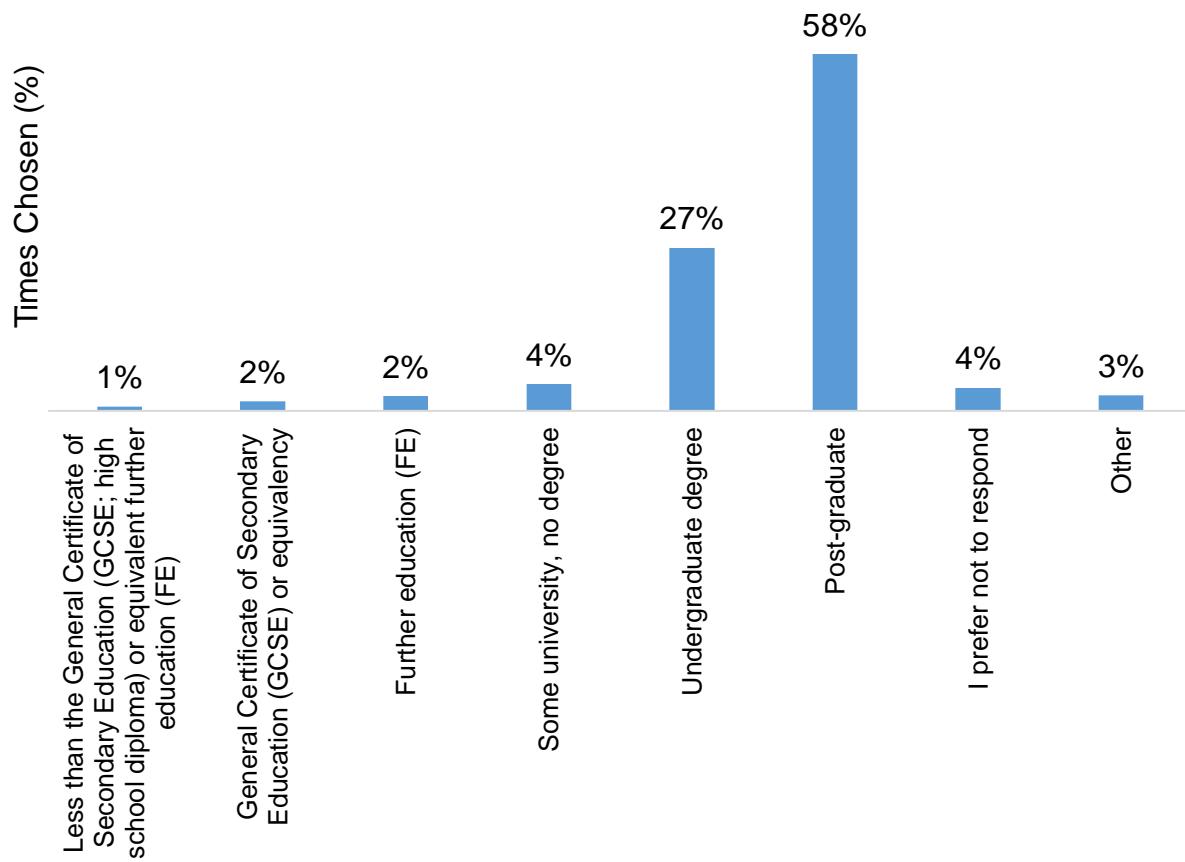
**In what grade(s) is/are all your school aged children?
For this question, please consider all your children.
(sample size=2622)**



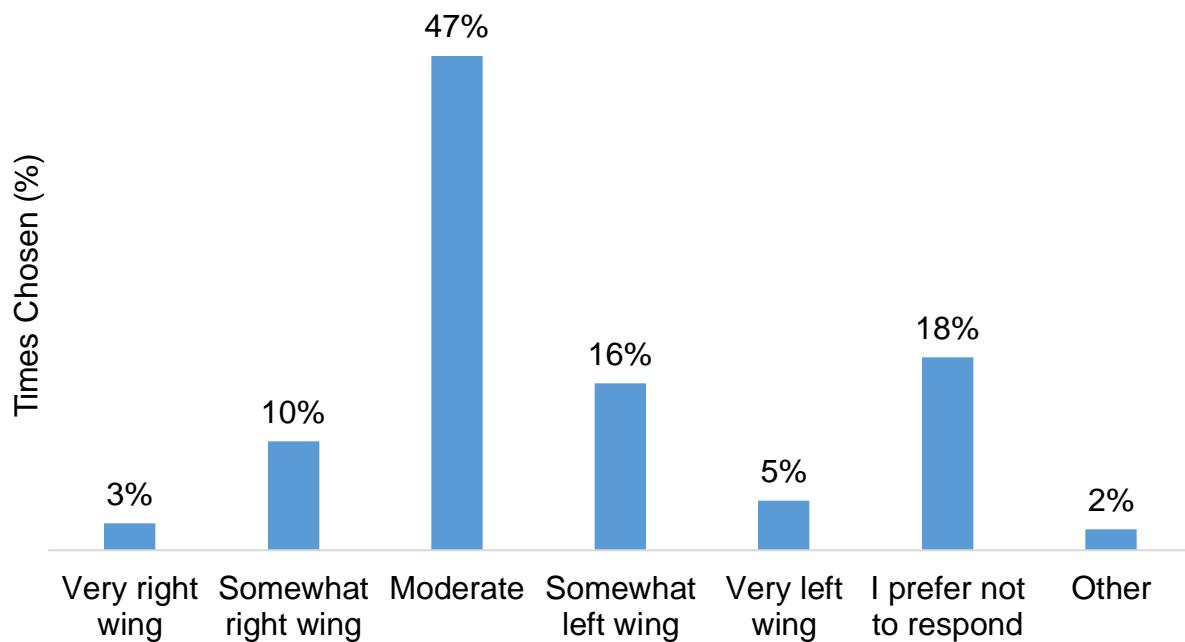
**Has your child been diagnosed with any of the following?
(sample size=2072)**



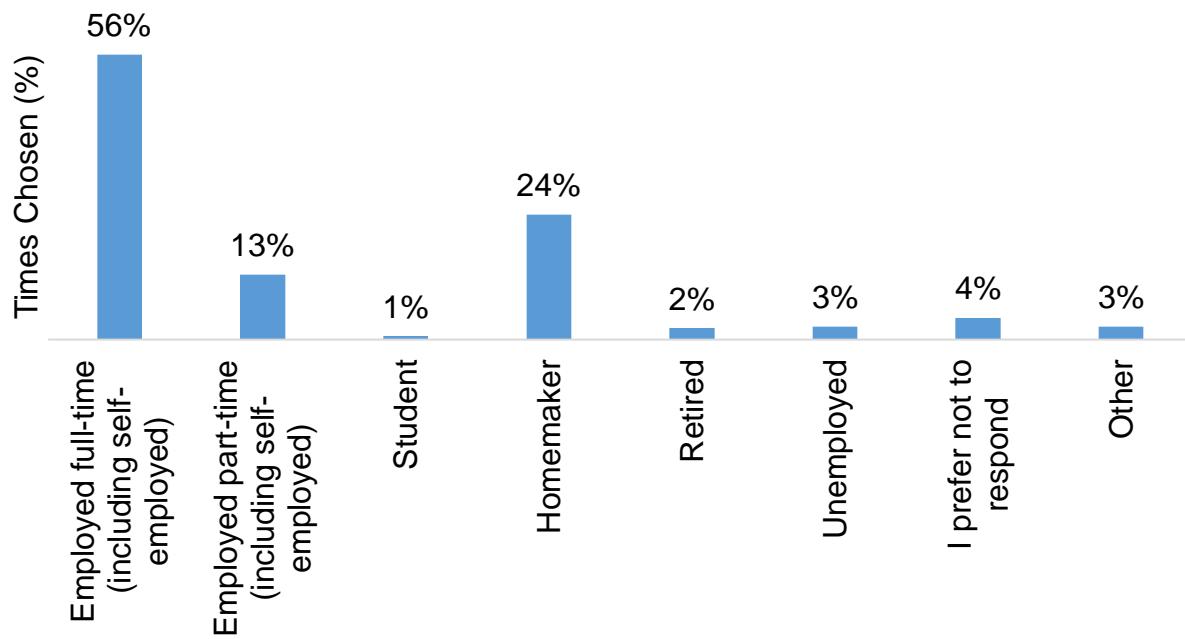
**What is your highest level of education attained?
(sample size=2620)**



**When thinking about social issues, do you consider yourself to be:
(sample size=2620)**

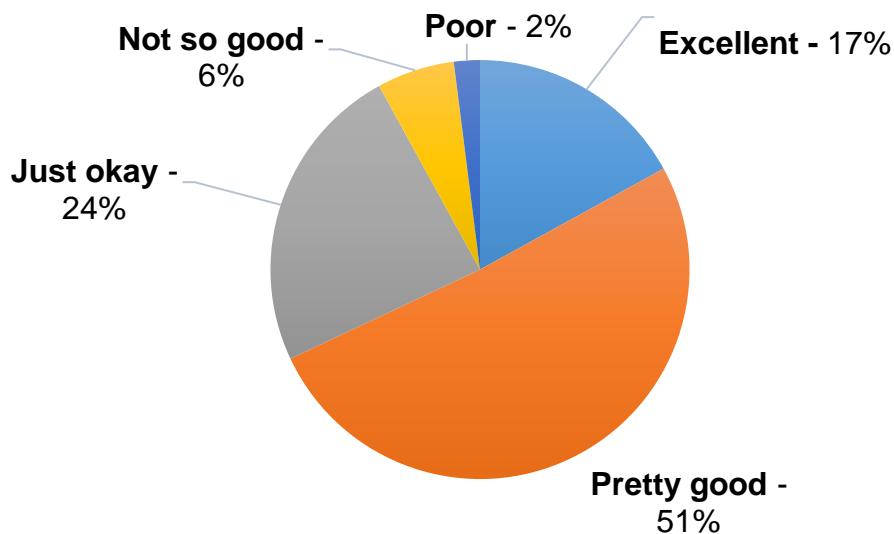


**What is your current employment status?
(sample size=2641)**

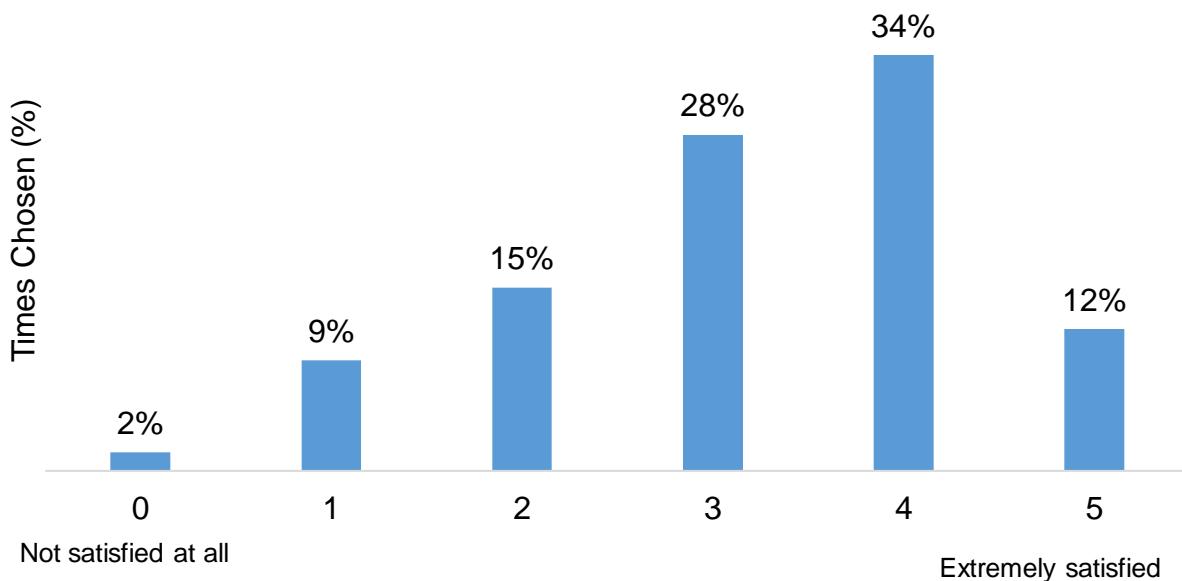


Parents' satisfaction with their children's education

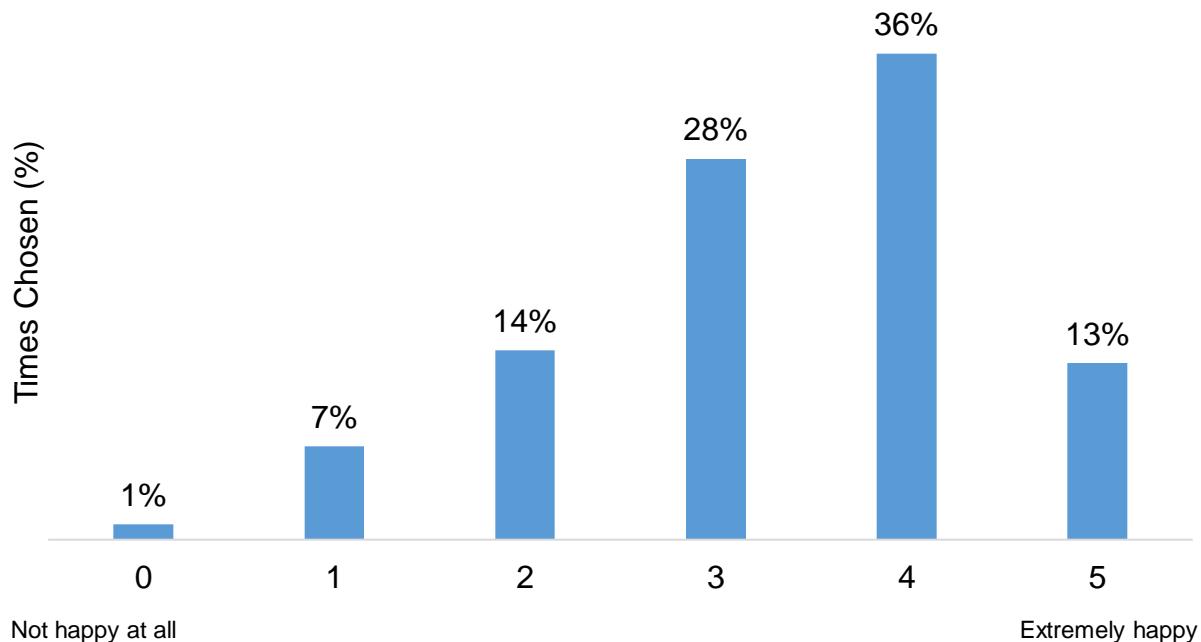
**How would you rate the education that your child is getting from their school right now?
(sample size=3805)**



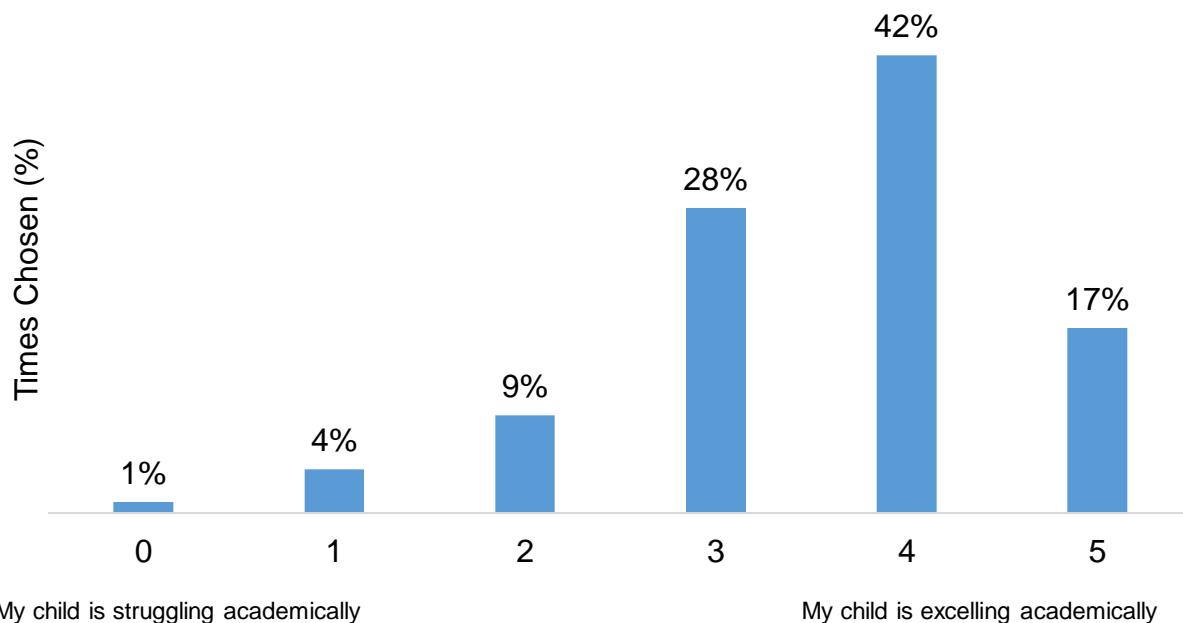
**At the time of this survey, how satisfied are you with your child's education?
(sample size=3211)**



**At the time of this survey, how happy is your child with their education?
(sample size=3270)**



**How well do you believe your child is doing academically right now?
(sample size=3814)**



References

- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
- Nord Anglia Education. (2020). *A guide to your child's Nord Anglia Virtual School Experience*. Retrieved March 1, 2021 from https://img.nordangliaeducation.com/resources/asia/_filecache/2ea/625/217796-200320-guide-to-nord-anglia-virtual-school-experience--for-website--final.pdf
- Nord Anglia Education (n.d.). *About Nord Anglia Education?* Retrieved March 1, 2021 from <https://www.nordangliaeducation.com/about-us/about-nord-anglia-education>
- Nord Anglia Education (n.d.). *Virtual School: Support and resources for parents.* Retrieved March 1, 2021 from <https://www.nordangliaeducation.com/virtual-school-experience>
- Nord Anglia Education (n.d.). *Academic Excellence and Beyond.* Retrieved March 1, 2021 from <https://www.nordangliaeducation.com/teaching-and-learning/academic-excellence-and-beyond>
- Nord Anglia Education (n.d.). *Internationally Respected Curricula.* Retrieved March 1, 2021 from <https://www.nordangliaeducation.com/teaching-and-learning/internationally-respected-curricula>
- UNESCO (n.d.). *Education: From disruption to recovery, COVID-19 Impact on Education.* Retrieved March 1, 2021 from <https://en.unesco.org/covid19/educationresponse>
- Winthrop, R. (2020, October 30). Parents, education, and cross-border sharing: Introducing our Family Engagement in Education project collaborators. Brookings Institution. <https://www.brookings.edu/blog/education-plus-development/2020/10/30/parents-education-and-cross-border-sharing-introducing-our-family-engagement-in-education-project-collaborators/>

Winthrop, R., Barton A., & McGivney, E. (2018, June 5). Leapfrogging inequality: Remaking education to help young people thrive. Brookings Institution Press.