

# WHAT WE HAVE LEARNED FROM PARENTS: A REVIEW OF CUE'S PARENT SURVEY FINDINGS BY JURISDICTION

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**A**s discussed in *Know your parents: A global study of family beliefs, motivations, and sources of information on schooling*, in January 2020, the Center for Universal Education (CUE) at Brookings launched a new project focused on family engagement in education. The project emerged out of CUE’s work to harness education innovations capable of helping all young people, regardless of the community in which they were born, develop the full breadth of competencies and skills they need to thrive in work, life, and citizenship in the 21st century. In 2019, CUE conducted consultations across 15 countries with 50 education decisionmakers—from ministers of education to school leaders—who 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 decisionmakers’ desire to find more and better strategies for engaging parents and families. Together with 49 project collaborators across 12 countries, members of CUE’s Family Engagement in Education Network (FEEN) have been exploring exactly that. In particular, FEEN has been examining 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 children. In this review, we use the term “parent” throughout to denote a child’s parent, guardian, or caregiver.

Between May 2020 and January 2021, CUE worked closely with its FEEN project collaborators to survey close to 25,000 parents across 10 countries on a range of topics including parents’ beliefs, motivations, and sources of information about schooling. What is presented here is an analysis of a subset of the data from that survey by jurisdiction. The survey involved 32 government jurisdictions, 14 non-profit and funder organizations, and 3 private school networks. For coordination and data analysis purposes, project collaborators were categorized into 14

jurisdiction clusters (e.g., all 15 school districts located in Southwestern Pennsylvania were analyzed as a single dataset). These jurisdiction clusters are Botswana; British Columbia, Canada; Buenos Aires, Argentina; Cajon Valley, California, U.S.; Colombia; Doncaster, U.K.; Ghana; Himachal Pradesh, India; Maharashtra, India; Nord Anglia Education; South Africa; Southwestern Pennsylvania, U.S.; South Australia, Australia; and Wayne Township, Indiana, U.S. Each jurisdiction represents a unique community with its own demographics. Detailed descriptions of each jurisdiction's survey responses may be found below and in this document's technical annex.

We present below the survey methods, a brief overview of the main themes emerging from the descriptive statistics, and our data analysis by jurisdiction across variables. The order in which the results are presented here does not reflect the order in which the respondents completed the questions on the survey. CUE will share the survey instrument and data upon request; please send inquiries to [leapfrogging@brookings.edu](mailto:leapfrogging@brookings.edu). The technical annex presents the details of our methods and data analysis, and while the survey data is not yet available publicly, CUE is exploring the possibility of releasing it.

## What was the survey methodology?

CUE surveyed the primary caregivers (i.e., the adults primarily responsible for caring for a child, henceforth referred to as "parents") of students enrolled in formal schooling from prekindergarten to grade 12. Parents responded to the survey while focusing on their oldest child enrolled in formal schooling. A total of 24,759 parents completed the questionnaire. To collect data representative of the population from each jurisdiction, sample sizes were determined before commencing data collection by assuming that the student population in each jurisdiction was equal to the parent population; this conservative approach, in other words, dismissed the possibility of siblings. The confidence level was set at 95% and the margin of error at 5% according to guidelines for research activities (Krejcie & Morgan, 1970). The only nationally representative samples came from Colombia, Ghana, and South Africa. In these countries, the percentage of parent responses from each region in the country was proportional to the population of each region. In Maharashtra, the survey methodology was determined by surveying parents proportionally to their region and the type of school their child was enrolled in (government, private aided, private, or other). In all other jurisdictions, the sample was a convenience sample, whereby the survey was advertised widely but responses were not necessarily proportional to the

population. However, we received responses from parents with a range of level of education attained (which is used as a proxy for socioeconomic status) and with a range of different ages of children reflecting the school systems in different jurisdictions. Additionally, in Botswana, survey respondents came from every region in the country. The survey was conducted using an online platform called SurveyHero in all jurisdictions except for in Botswana, Colombia, Ghana, Himachal Pradesh, Maharashtra, and South Africa; in these exceptions, responses were collected via Facebook and WhatsApp (in the case of Botswana) or by live phone calls because of unreliable internet access (in the other jurisdictions). All survey items were optional. 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%. The survey items were modified slightly by jurisdiction in consideration of cultural and contextual relevance. To ensure that our survey could be understood by a wide audience with varying levels of literacy skills, appropriate language was used such that the survey has a Flesch reading ease score of 68% and a Flesch-Kincaid reading level of 6.4. The online surveys consisted mainly of 35 items (21 content items and 14 demographic items). The phone surveys were shortened in length due to the practical implications of collecting responses verbally. The Annex below provides a detailed review of survey methods and data. Table 1 presents key demographic information of the parents who responded to the survey.

**Table 1. Survey respondents' demographics**

<b>Total number of respondents:</b>	24,759
<b>Primary school respondents:</b>	42%*
<b>Junior secondary school respondents:</b>	25%
<b>Senior secondary school respondents:</b>	33%
<b>Languages offered:</b>	Afrikaans, Arabic, English, Farsi, French, Haitian Creole, Hindi, Mandarin, Marathi, Setswana, Spanish, Swahili, Twi, Vietnamese, and Xhosa

*\*Note: The proportion of primary, junior, and secondary respondents is based on the total number of parents who actually reported the age of their oldest child on the survey, which was 19,724 parents. The remaining 4,854 parents did not indicate the age of their oldest child on the survey.*

## What questions did the survey ask?

Table 2 presents the most important survey items and what each item was intended to evaluate. This data has been presented before in the aforementioned Know Your Parents study. Table 2 does not present any correlations between data points; for that analysis, please see the following section summarizing the analysis for each jurisdiction.

**Table 2. Select concepts, survey items, definitions**

Concept	Definition	Survey Item
<b>Alignment</b>	The extent to which parents perceive teachers share their beliefs	<p>“My child’s teachers share my beliefs about what makes a good education.”</p> <p>Parents responded using a 6-point Likert scale from 0 for “Strongly disagree” to 5 for “Strongly agree.”</p>
<b>Trust</b>	The extent to which parents believe their child’s teachers take into consideration parents’ input and suggestions	<p>“My child’s teachers are receptive to my input and suggestions.”</p> <p>Parents responded using a 6-point Likert scale from 0 for “Strongly disagree” to 5 for “Strongly agree.”</p>
<b>Purpose</b>	<p>What parents believe is the primary reason for which their child is attending school</p> <p>(The main options reflected four main purposes: the academic purpose, in the form of academic preparation; the economic purpose, in the form of workforce preparation; the civic purpose, in the form of civic development; and the socio-emotional purpose, in the form of socio-emotional development.)</p>	<p>Two items concerned purpose of school.</p> <p>The first item addressed parents’ own beliefs: “I believe that the most important purpose of school is:”</p> <p>The second item addressed parents’ perceptions about teachers’ beliefs: “I believe that my child’s educators (e.g., school administrators and teachers) believe that the most important purpose of school is:”</p> <p>For both, parents chose one of the following five options:</p> <ul style="list-style-type: none"> <li>• To prepare students for post-secondary education (i.e., college or university) through rigorous content knowledge across all academic subjects. [academic purpose]</li> <li>• To prepare students with the skills and competencies needed for the workforce. [economic purpose]</li> <li>• To prepare students to be good citizens who are prepared to lead their political and civic lives. [civic purpose]</li> <li>• To help students gain self-knowledge, find their personal sense of purpose, and better understand their values. [socio-emotional purpose]</li> <li>• Other</li> </ul>

**Table 2. Select concepts, survey items, definitions**

Concept	Definition	Survey Item
<p><b>Pedagogy</b></p>	<p>Parents’ preference between different teaching and learning methods.</p> <p>(Traditional pedagogy focuses on direct instruction regardless of in-person or online medium and includes: Completing homework packets; Engaging in recorded video or audio lessons from teachers; Learning by shows on TV or radio; Learning from education-focused websites. Innovative pedagogy focuses on interactive instruction regardless of in-person or online medium and includes: Engaging in virtual classrooms with teachers and classmates in real time; Engaging in virtual check-in meetings; Learning by online or offline games; Learning through playing; Learning from helping at home; Engaging in discussions with their parents, siblings, and/or other family members.)</p>	<p>Parents read the statement “When you think about the different ways in which your child is learning right now, which are you the MOST satisfied with,” and were able to choose multiple options.</p> <ul style="list-style-type: none"> <li>• Completing homework packets</li> <li>• Engaging in virtual classrooms with teachers and classmates in real time (i.e., where teachers and students meet online live, not in a pre-recorded session)</li> <li>• Engaging in virtual check-in meetings (i.e., where teachers regularly video conference with students to briefly connect or offer instructions for assignments, but not regular instruction as would happen in live classrooms)</li> <li>• Engaging in recorded video or audio lessons from teachers</li> <li>• Learning by online or offline games</li> <li>• Learning through hands-on activities assigned by teachers</li> <li>• Learning through playing (e.g., online or offline)</li> <li>• Learning by shows on TV or radio</li> <li>• Learning from education-focused websites</li> <li>• Learning from helping at home (e.g., with chores, cooking, taking care of siblings)</li> <li>• Engaging in discussions with their parents, siblings, and/or other family members</li> <li>• Other (please specify)</li> </ul>
<p><b>Pedagogy (vignette question)</b></p>	<p>Parents’ preference between direct instruction versus interactive teaching and learning methods</p>	<p>“You are helping a friend choose a school for her 10-year-old child. She can send her child to one of two schools, and you go with her to visit both schools. In one school you see: a) children are sitting in a classroom in rows of desks facing the front of the class and taking notes while</p>

**Table 2. Select concepts, survey items, definitions**

Concept	Definition	Survey Item
	<p>(Traditional pedagogy: School A reflects direct instruction. Innovative pedagogy: School B reflects interactive pedagogy.)</p>	<p>listening to the teacher, who is standing at the front of the room reviewing course material. In the other school you see: b) children are in a classroom sitting in small groups facing each other and working together on a class project. The teacher is walking around the room answering questions the children have. Which school would you suggest that your friend chooses to send her child to?"</p> <p>Parents chose from the following 3 options:</p> <ul style="list-style-type: none"> <li>• School A</li> <li>• School B</li> <li>• Don't know</li> </ul>
<p><b>Quality indicators</b></p>	<p>The factors that parents rely on most to evaluate the education that a child is receiving at school</p> <p>(Academic indicators include: tests, grade-level achievement, prepared for post-secondary. Well-being indicators include: friendships and social skills, extracurricular, and enjoying school.)</p>	<p>Two items concerned quality indicators.</p> <p>The first item addressed parents' own beliefs: "I am satisfied with my child's education when my child is:"</p> <p>The second item addressed parents' perceptions about teachers' beliefs: "I believe that my child's educators (e.g., school administrators and teachers) are satisfied with their students' education when their students are:"</p> <p>For both, parents ranked the following options from 1, for most satisfying, to 6, for least satisfying:</p> <ul style="list-style-type: none"> <li>• Getting good scores on provincial/national standardized tests. [academic]</li> <li>• Achieving at or above grade level. [academic]</li> <li>• Being prepared for post-secondary education (i.e., college or university). [academic]</li> <li>• Developing friendships and social skills. [well-being]</li> <li>• Being given opportunities to participate in extra-curricular activities aligned to their interests. [well-being]</li> <li>• Enjoying school. [well-being]</li> </ul>

**Table 2. Select concepts, survey items, definitions**

Concept	Definition	Survey Item
<p><b>Sources of information</b></p>	<p>The types of actors parents rely on most to inform their opinions about what is a good education for their child</p> <p>(Sources may be close proximity or far proximity, e.g., sources with proximity to parents that are part of daily life versus sources without a direct physical connection to parents that are not necessarily a part of daily life. Sources may also be education related or non-education related, e.g., sources in or directly connected to schools versus sources not connected to the school directly.)</p>	<p>“What influences your perspective about what makes for a good-quality education for your child?”</p> <p>Parents ranked the following options from 1 for most influential to 6 for least influential:</p> <ul style="list-style-type: none"> <li>• The criteria required for admission into college / university. [education-related; far-proximity]</li> <li>• The opinions of other parents. [education-related; close-proximity]</li> <li>• The media. [non-education-related; far-proximity]</li> <li>• Scientific findings from fields such as psychology, the learning sciences, sociology, etc. [education-related; far-proximity]</li> <li>• The opinions of my elected officials. [non-education-related; close-proximity]</li> <li>• The opinions of my education community leaders (e.g., school administrators, district directors, policymakers). [non-education-related; close-proximity]</li> <li>• The opinions of my child's educators (e.g., teachers and paraprofessional educators). [education-related; close-proximity].</li> <li>• The opinions of my civil society leaders (e.g., faith-based community leaders, nongovernmental organizations, grass-roots community . [non-education- related; close -proximity]</li> </ul>

## What main themes emerged from the survey's descriptive statistics?

### Parents' beliefs about the most important purpose of school

To glean what parents believe is the most important purpose of school, we asked them to respond to the statement “I believe that the most important purpose of school is” (Starr, 2016) by choosing one of five options. The four main options represented the academic, economic, civic, and socio-emotional purposes of education: academic preparation, workforce preparation, civic development, and socio-emotional development, respectively. The options were to prepare students for post-secondary education (i.e., college or university) through rigorous content knowledge across all academic subjects; to prepare students with the skills and competencies needed for the workforce; to prepare students to be good citizens who are prepared to lead their political and civic lives; and to help students gain self-knowledge, find their personal sense of purpose, and better understand their values. The fifth option allowed parents to write out what they considered the most important purpose of school if it was not listed.

Survey respondents from Colombia, Ghana, and South Africa did not respond to the survey item exactly as stated in Table 2, but rather to an analogous version presented as a fictional vignette: “Research has shown that teacher training has a powerful impact on changes in the instruction that students receive. Which one of the following teacher training options should a principal of a school choose for teachers to attend?” The academic, economic, civic, and socio-emotional options were respectively as follows: how to prepare students for college or university through rigorous content knowledge across all academic subjects; how to prepare students with the skills and competencies needed for the workforce; how to prepare students to be good citizens who are prepared to lead their political and civic lives; and how to help students gain self-knowledge / find their personal sense of purpose / and better understand their values. The options “I don't know” and “I decline to answer” were also offered.

By asking parents to reflect on what they consider to be the most important purpose of school, we aimed to gain insight into parents' primary motivations and desires for their children's education. We were also interested in examining the degree of variability in responses to see how similar or dis-similar parents' views were across different jurisdictions. We found that while parents' beliefs about the most important purpose of school did differ by jurisdiction, the majority of parents across all our global research sites chose two purposes as the most important: academic preparation and socio-emotional development. The area least often selected as the most important purpose of school was workforce preparation. Specifically, we found that in Nord Anglia Education; South Australia; Doncaster, U.K.; Botswana; Buenos Aires, Argentina; British Columbia, Canada; Ghana; and Southwestern Pennsylvania, U.S., parents prioritized socio-emotional development over workforce preparation, civic development, and academic preparation. Parents in Colombia also trended in the direction of prioritizing socio-emotional development, with a more even distribution in their responses across the four options than in the other aforementioned jurisdictions. In contrast, parents from Cajon Valley in California, U.S.; Wayne Township in Indianapolis, U.S.; and South Africa, prioritized academic preparation. In both Indian samples of parents, i.e., from Himachal Pradesh and Maharashtra, parents prioritized civic development.

Child's age was a determining factor in how parents responded about purpose. Namely, parents of younger children prioritized socio-emotional development while parents of older children preferred a focus on academic preparation.

Our findings make clear that parents' beliefs about the most important purpose of school are dynamic, differing by community and child's age. Therefore, schools must engage directly and continuously with their students' families and not make assumptions about the beliefs and desires of parents based on what is learned in another jurisdiction or even through relevant existing literature.

## Parents' perceived alignment with teachers' beliefs

To understand parents' general perceptions of alignment of their own beliefs with teachers' beliefs, we asked parents to indicate the extent to which they agree with the statement "My child's teachers share my beliefs about what makes a good education" using a Likert scale from 0 for "Strongly disagree" to 5 for "Strongly agree." Across all jurisdictions, findings showed that parents generally agree that their children's teachers share their own beliefs about education as evidenced by almost all average scores being above 3, as shown in Table 1.

However, when delving more deeply, we found this perception of alignment did not always hold. Responses varied across jurisdictions. For example, the survey also asked parents to indicate their perceptions of what teachers believe is the most important purpose of school; this survey item offered the same options offered with regards to parents' own beliefs about the purpose of school. In Botswana, Doncaster, and Southwestern Pennsylvania, parents expressed misalignment between their beliefs and their perceptions of teachers' beliefs about the purpose of school. An even greater number of parents did not perceive they shared teachers' beliefs regarding quality indicators (see *Families and schools: Working together to improve and transform systems*).

**Table 3. Alignment between parents' beliefs and parents' perceptions of teachers' beliefs about education**

Jurisdiction	"My child's teachers share my beliefs about what makes a good education."		"I believe that the most important purpose of school is:"	"I believe that my child's educators (e.g., school administrators and teachers) believe that the most important purpose of school is:"	Alignment (yes/no)
	Mean	Standard deviation			
Colombia	4.20	1.11	Socio-emotional	N/A	N/A
Ghana	3.88	1.30	Socio-emotional	N/A	N/A
South Africa	4.11	1.27	Academic	N/A	N/A
Botswana	N/A	N/A	Socio-emotional	Academic	No
Doncaster, U.K.	2.94	1.31	Socio-emotional	Academic	No
Southwestern Pennsylvania, U.S.	3.50	1.14	Socio-emotional	Academic	No
British Columbia, Canada	3.21	1.12	Socio-emotional	Socio-emotional	Yes
Buenos Aires, Argentina	3.36	1.33	Socio-emotional	Socio-emotional	Yes
Cajon Valley, California, U.S.	3.72	1.20	Academic	Academic	Yes
Himachal Pradesh, India	4.27	1.00	Civic	Civic	Yes
Maharashtra, India	4.13	1.21	Civic	Civic	Yes
Nord Anglia Education	3.61	1.05	Socio-emotional	Socio-emotional	Yes
South Australia, Australia	3.77	1.03	Socio-emotional	Socio-emotional	Yes
Wayne Township, Indiana, U.S.	3.57	1.14	Academic	Academic	Yes

*\*Parents from Ghana, South Africa and Columbia were not asked to indicate their perceptions about what their child's teachers believe is the most important purpose of school.*

## Parents' pedagogical preference

In most schools, teachers use a variety of teaching and learning methods. For analysis purposes, we have broadly classified these pedagogical approaches into two distinct groups: traditional versus innovative. We have termed traditional those approaches that rely more heavily on passing information and direct instruction and termed innovative those approaches that that rely more heavily on interactivity and social interaction. We asked parents in all jurisdictions to rank the teach and learning approaches they were most satisfied their children's schools used. We classified approaches as traditional or innovative regardless if they occurred through in-person or online mediums. We classified traditional pedagogy as: completing homework packets; engaging in recorded video or audio lessons from teachers; learning by shows on TV or radio; learning from education-focused websites. We classified innovative pedagogy as: engaging in virtual classrooms with teachers and classmates in real time; engaging in virtual check-in meetings; learning by online or offline games; learning through hands-on activities assigned by teachers; learning through playing; learning from helping at home; engaging in discussions with their parents, siblings, and/or other family members. We found that across the majority of jurisdictions, parents reported preferring innovative pedagogical approaches, which could be influenced by their children's educational experience during COVID-19 school closures.

Additionally, we explored a vignette-based approach to understanding parents' preferences for traditional or innovative pedagogical approaches. Research has shown that forcing survey respondents to make choices based on first-person statements can result in experimental demand and, as a result, in findings that do not accurately represent the respondents' actual behavior or feelings, but rather how the respondents wish to present themselves given their perceptions of what the researchers expect of them. To test a novel approach to surveying parents about their beliefs, we employed vignettes in three of our jurisdictions: Colombia, Ghana, and South Africa.

To assess parents' perceptions of good-quality pedagogy, the survey presented parents with the following vignette:

You are helping a friend choose a school for her 10-year-old child. She can send her child to one of two schools, and you go with her to visit both schools. In one school you see: a) children are sitting in a classroom in rows of desks facing the front of the class and taking notes while listening to the teacher, who is standing

at the front of the room reviewing course material. In the other school you see: b) children are in a classroom sitting in small groups facing each other and working together on a class project. The teacher is walking around the room answering questions the children have. Which school would you suggest that your friend chooses to send her child to?

Parents could choose School A, School B, or respond that they did not know which option they preferred. Across all three countries, most parents reported that they preferred School B, the innovative pedagogy scenario, over School A, which exhibited traditional pedagogy.

## Parents' quality indicators

To better understand how parents form their beliefs about education, we asked parents what indicators they rely on. Specifically, the survey asked parents to respond to the statement "I am satisfied with my child's education when my child is:" by ranking six options. These six options represented academic and well-being indicators. The academic indicators were getting good scores on state/national standardized tests; achieving at or above grade level; and being prepared for post-secondary education (i.e., college or university). The well-being indicators were developing friendships and social skills; being given opportunities to participate in extracurricular activities aligned to their interests; and enjoying school.

Across the majority of the jurisdictions we surveyed, parents' ranking of the listed options did not align with what parents had previously identified as their most important purpose of school. For example, in Botswana, despite reporting that they prioritized socio-emotional development, parents ranked the academic indicator "getting good scores on state/national standardized tests" as their top quality indicator. This widespread misalignment may indicate that parents lack access to the indicators necessary to gauge whether their children are receiving an education that aligns with what they consider as the most important purpose of school. Therefore, schools and teachers should assess the kinds of indicators parents have access to for forming judgments.

## Parents' sources of information about education

To better understand what sources of information parents can access and use to shape their beliefs about education, the survey asked “What influences your perspective about what makes for a good-quality education for your child?”

Parents were asked to rank the options given (see Table 2), which represented close- and far-proximity sources as well as education- and non-education-related sources.

Parents reported relying predominantly on the opinions of their child’s teachers (a close-proximity, education-related source) as well as on their own children when gauging their beliefs about the quality of education. Although research has recognized the significant impact of parents as levers of change for education transformation, our survey results indicated that parents do not rely on each other as important sources of information. This finding suggests that parents may not perceive themselves as a collective force or as an important lever of change in the education system.

Notably, when constructing the survey, we initially overlooked a very important source of information shaping parents’ beliefs about school, namely their own children. The option “the opinion of my child” was only included for four jurisdictions due to this oversight. Interestingly, though, the survey was reviewed by approximately 200 education experts and leaders across multiple jurisdictions, as well as by parents in the pilot study, before it was deployed. This oversight by so many actors is an interesting reflection on the place of young people in education reform discussions. It was not until we embarked on focus groups with parents that we noticed our error and included the option in further surveys.

## How do the dynamics of equity, child's age, trust and alignment influence parents' beliefs about education and experiences of their children's school?

Parents' survey responses are presented and analyzed below by jurisdiction. In particular, we were interested in learning which parents held different types of beliefs. For each jurisdiction we examine the following:

- **Equity dynamic:** We consider equity in terms of parents' education level. Examining the influence of parents' education level can help shed light on the socioeconomic status dimensions of family, and hence student, schooling experience.
- **Child's age dynamic:** Examining the influence of child's age can help explain how parents' beliefs change as their children age and the different strategies needed from preschool to primary to secondary school.
- **Trust dynamic:** Examining the influence of parents' trust in teachers provides an important foundation for developing a shared vision and alignment between families and educators.
- **Alignment dynamic:** Examining the influence of parents' perceived alignment with teachers can help explain how feeling that they are "on the same page" with teachers (or not) shapes parents' opinions about school and education.

For each of these dynamics, we were also interested in several dimensions. First, we are interested in how parents' beliefs about the most important purpose of school and parents' perceptions of their child's teachers' beliefs affect parents' trust in and perceived alignment with teachers. We are interested in this analysis in particular because it will help us understand whether parents' values concerning the primary goal of school are shaped by parents' perceptions of their child's teachers' values about the primary goal of school. Misalignments in terms of parents' beliefs and perceptions of teachers' beliefs about the most important purpose of school could indicate to schools and teachers' dissatisfaction among parents; specifically, such misalignments could indicate discrepancies between

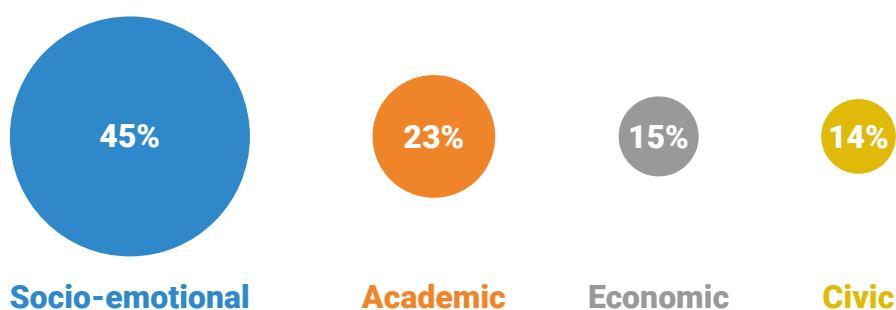
what parents feel comprises a high-quality education for their child and what they believe is actually being offered at school. Second, we are interested in how parents' preferred indicators and their perceptions of their child's teachers' preferred indicators affect parents' trust in and perceived alignment with teachers. We are specifically interested in this analysis because it will help us understand which indicators parents rely on and/or have access to when they evaluate the quality of education their child is receiving. Third, we are interested in how parents' preferred sources of information about education affect their beliefs and perceptions about trust in and perceived alignment with teachers. We are specifically interested in this analysis because it will help us understand the types of information and actors parents rely on and have access to for shaping their beliefs about education.

## Botswana

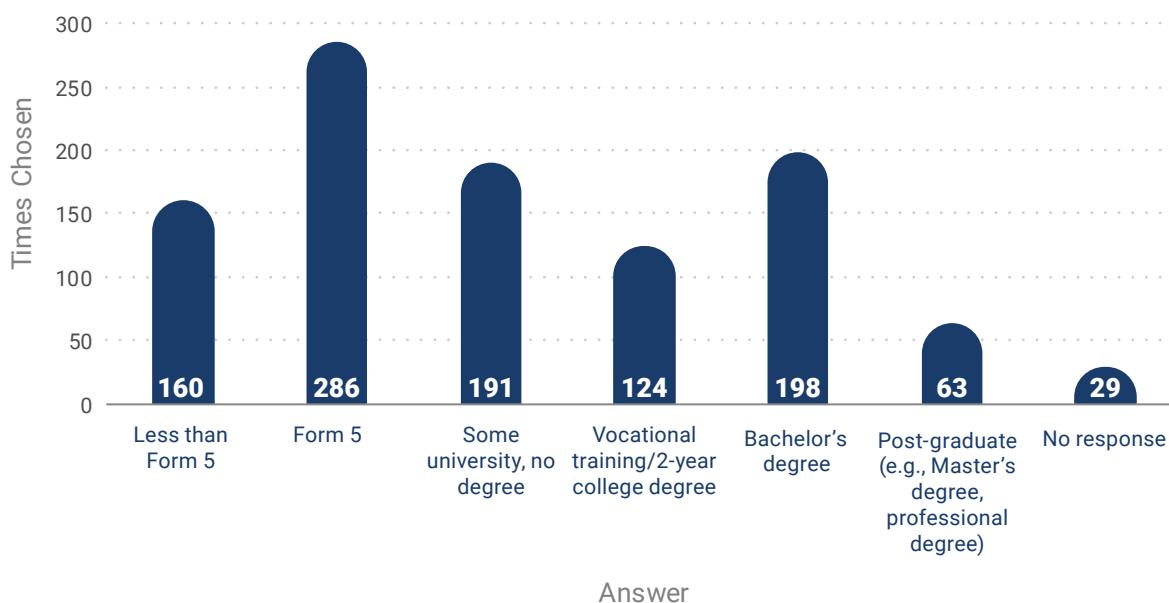
The survey conducted in Botswana excluded several questions. Accordingly, no data on alignment, trust, and pedagogy is available. In the following results, the relevant dynamic and dimension sections are therefore excluded.

### Parents' characteristics

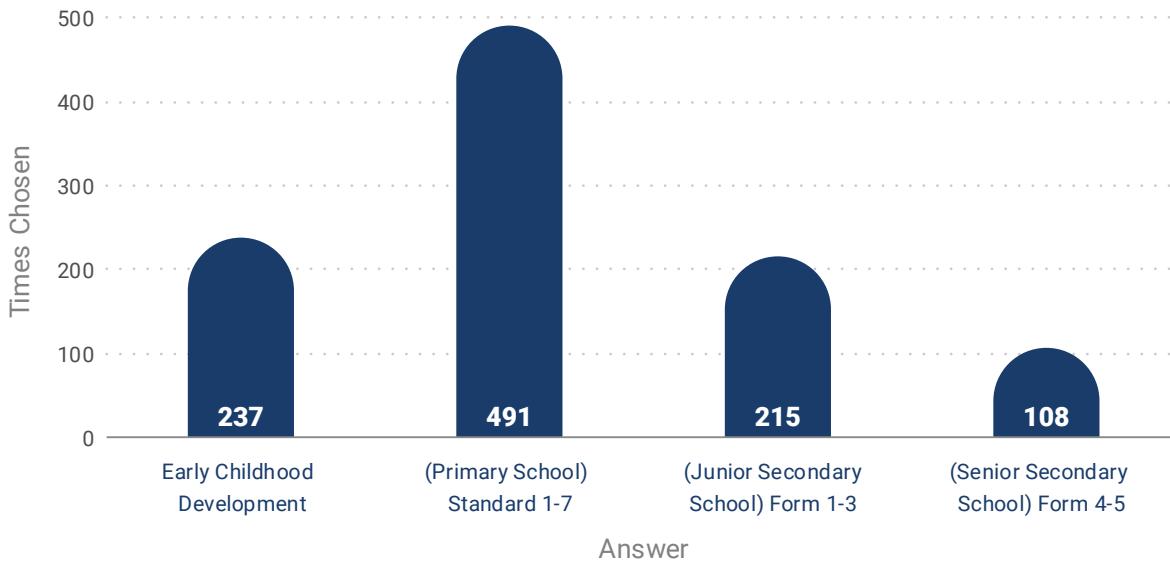
Parents are heavily oriented toward the socio-emotional purpose of school.



Parents' education level is relatively evenly distributed, but more parents have completed Form 5 (the equivalent of a secondary school degree), and fewer parents have completed a post-graduate degree.



Parents' children are relatively younger, with most in Standard 1-7, which is equivalent to primary school.



### **Equity dynamic: Does parents' education level influence their beliefs about and experiences of their child's school?**

For parents living in Botswana, parents' education level is not related to parents' beliefs about teachers' preferred indicators or the sources of information parents rely on. It is related to parents' beliefs about the most important purpose of school, parents' perceptions of teachers' beliefs about the most important purpose of school, and parents' preferred indicators. Parents with more education tend to prefer well-being indicators, whereas parents with less education tend to prefer academic indicators.



**Parent purpose.** Parents' education level is related to parents' beliefs about the most important purpose of school. However, the direction of this relationship is unclear from our analysis, and further testing is needed.



**Teacher purpose.** Parents' education level is related to parents' perceptions of teachers' beliefs about the most important purpose of school. However, the direction of this relationship is unclear from our analysis, and further testing is needed.



**Parent quality indicators.** Parents with more education are more likely to prefer well-being indicators. Conversely, parents with less education are more likely to prefer academic indicators.



**Teacher quality indicators.** Not related to parents' education level.



**Sources of information:** Not related to parents' education level.

## Age dynamic

For parents living in Botswana, child's age is related only to parents' preferred indicators. Parents of younger children tend to prefer well-being indicators, whereas parents of older children tend to prefer academic indicators.



**Parent purpose.** Not related to child's age.



**Teacher purpose.** Not related to child's age.



**Parent quality indicators.** Parents of younger children are more likely to prefer well-being indicators. Conversely, parents of older children are more likely to prefer academic indicators.



**Teacher quality indicators.** Not related to child's age.

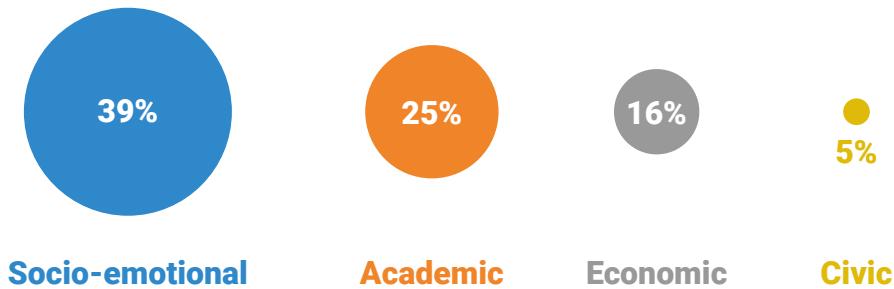


**Sources of information:** Not related to child's age.

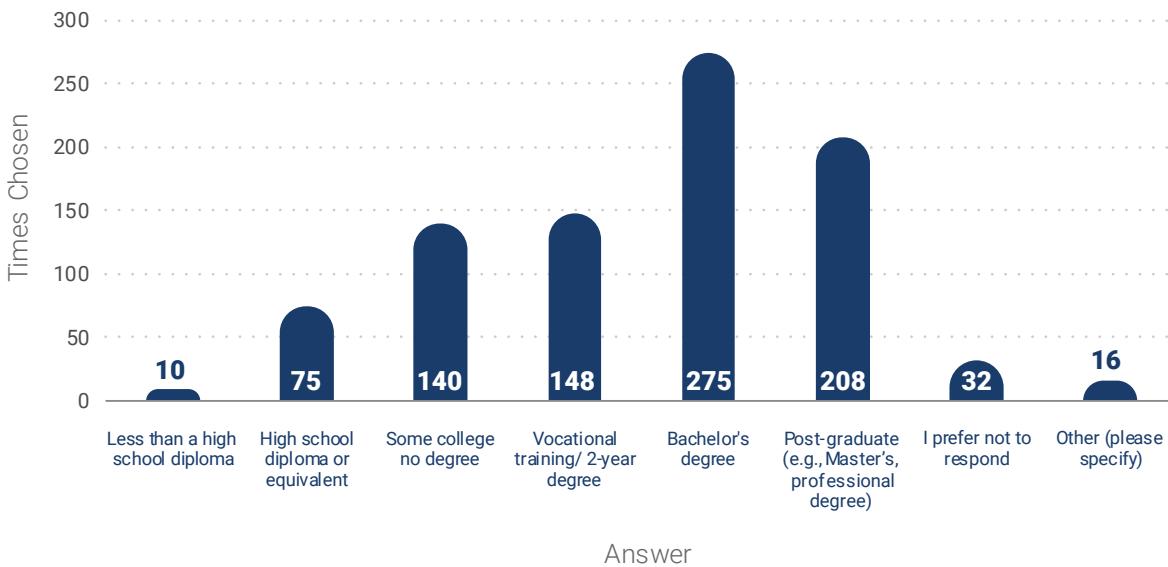
# British Columbia, Canada

## Parents' characteristics

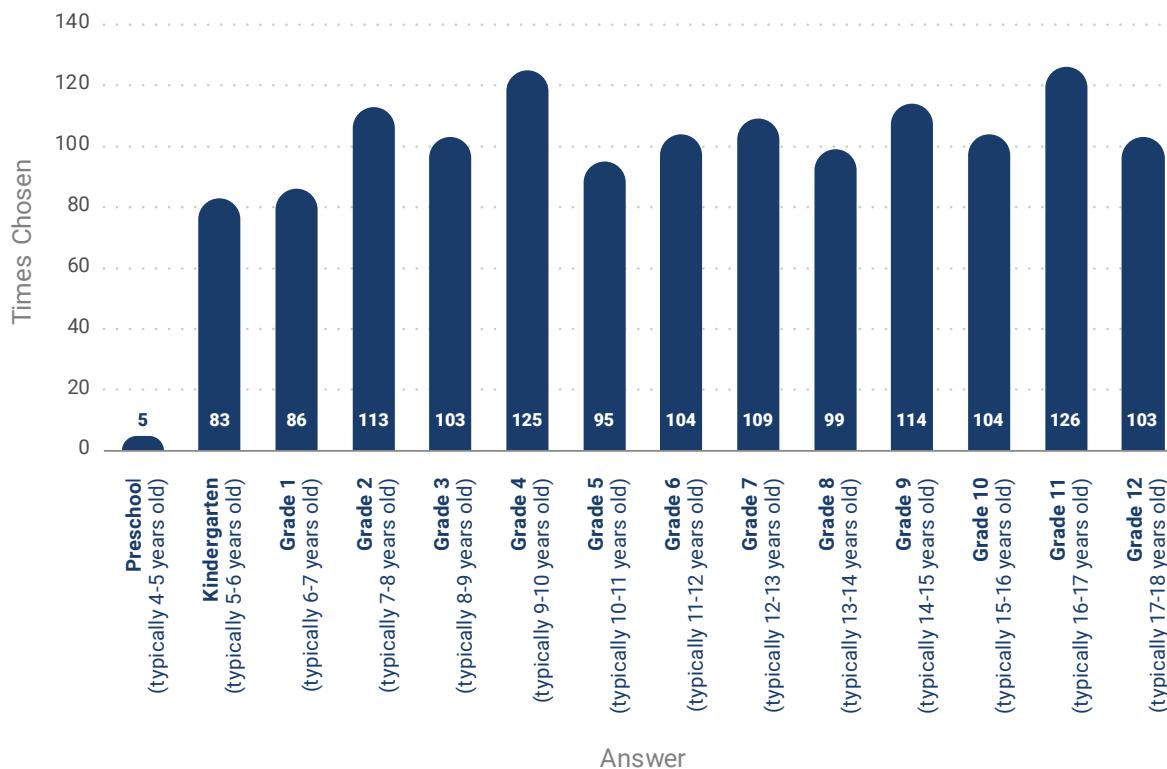
Parents are heavily oriented toward the socio-emotional purpose of school.



Parents' education level varies, but many parents hold a bachelor's or post-graduate degree.



Child's age is relatively evenly distributed across all grade levels, though few children are in preschool.



## Equity dynamic: Does parents' education level influence their beliefs about and experiences of their child's school?

For parents living in British Columbia, parents' education level is not related to their perceived level of alignment with and level of trust in teachers, their pedagogical preference, or their preferred quality indicators. This indicates a high degree of equity in these particular dimensions, as the academic literature has found that parents with less education and a lower socio-economic status tend to have less favorable experiences of their child's schools than their more educated and wealthier peers (e.g., less educated parents often feel less welcome in school and have less trust in teachers).

Parents' education level is related to parents' beliefs about the most important purpose of school and the sources of information parents rely on. It is also related to parents' perceptions of teachers regarding both teachers' beliefs about the most important purpose of school and teachers' preferred indicators. Parents with more education are more likely to believe the civic purpose of school is the most important. They are also more likely to believe teachers prefer well-being indicators. Parents with less education are more likely to believe that teachers prioritize the academic purpose of school and that teachers prefer academic

indicators. While parents with more education tend to rely on far-proximity sources, parents with less education tend to rely on close-proximity sources.



**Alignment.** Not related to parents' education level.



**Trust.** Not related to parents' education level.



**Parent purpose.** Parents with more education are more likely to believe that the civic purpose of school is the most important. Parents' education level is not related to whether parents prioritize the socio-emotional, economic, or academic purposes of school.



**Teacher purpose.** Parents with less education are more likely to believe that teachers believe that academic preparation is the most important purpose of school. Parents' education level is not related to parents' perceptions of whether teachers prioritize the economic, socio-emotional, or civic purposes of school.



**Pedagogy.** Not related to parents' education level.



**Parent quality indicators.** Not related to parents' education level.



**Teacher quality indicators.** Parents with more education are more likely to believe that teachers prefer well-being indicators. Conversely, parents with less education are more likely to believe that teachers prefer academic indicators.



**Sources of information.** Parents with more education are more likely to rely on far-proximity sources. Conversely, parents with less education are more likely to rely on close-proximity sources. Parents' education level is not related to parents' reliance on education-related or non-education-related sources.

## **Age dynamic: Does the child's age influence parents' beliefs about and experiences of their child's school?**

For parents living in British Columbia, child's age is not related to parents' preference for innovative or traditional pedagogy. This is surprising, as one would expect that as children age and enter secondary school, parents' pedagogical preference for innovative pedagogy that is more interactive and experiential would decrease in favor of more didactic methods that prioritize preparing for exams. That this did not happen indicates parents may in fact have a sophisticated understanding of different pedagogical approaches.

Child's age is related to parents' perceived level of alignment with and level of trust in teachers, their beliefs about the most important purpose of school, their preferred indicators, and their perceptions of teachers' preferred indicators. Parents of younger children perceive more alignment with and have more trust in teachers. They are more likely to believe the socio-emotional and civic purposes of school are the most important and to prefer well-being indicators. They tend to believe that teachers prefer well-being indicators. Parents of younger children also tend to rely on close-proximity sources of information.

Parents of older children, in contrast, perceive less alignment with and have less trust in teachers. They are more likely to believe that the academic and economic purposes of school are most important and to prefer academic indicators. Regarding teachers, parents of older children believe teachers both prioritize the academic and economic purposes of school and prefer academic indicators. Parents of older children tend to rely on far-proximity sources.



**Alignment.** Parents of younger children are more likely to perceive more alignment with teachers. Conversely, parents of older children are more likely to perceive less alignment with teachers.



**Trust.** Parents of younger children are more likely to have more trust in teachers. Parents of older children are more likely to have less trust in teachers.



**Parent purpose.** Parents of older children are more likely to prioritize academic preparation and workforce preparation over civic development and socio-emotional development.



**Teacher purpose.** Parents of older children are more likely to believe that teachers prioritize academic preparation and workforce preparation over civic development and socio-emotional development.



**Pedagogy.** Not related to child's age.



**Parent quality indicators.** Parents of younger children are more likely to prefer well-being indicators. Conversely, parents of older children are more likely to prefer academic indicators.



**Teacher quality indicators.** Parents of younger children are more likely to believe that teachers prefer well-being indicators. Parents of older children are more likely to believe that teachers prefer academic indicators.



**Sources of information.** Parents of younger children are more likely to rely on close-proximity sources. Conversely, parents of older children are more likely to rely on far-proximity sources. Child's age is not related to parents' reliance on education-related or non-education-related sources.

### **Trust dynamic: Does parents' level of trust in teachers influence parents' beliefs about and experiences of their child's school?**

For parents living in British Columbia, parents' level of trust in teachers is not related to parents' pedagogical preference. It is related to the other dimensions.

Not surprisingly, parents with more trust in teachers are more likely to perceive more alignment with them. Parents with more trust are also more likely to prioritize socio-emotional development over academic preparation and to believe that teachers also prioritize socio-emotional development, though in teachers' case over both academic preparation and civic development. Parents with more trust prefer well-being indicators and believe that teachers prefer well-being indicators as well. They tend to rely on close-proximity sources.

Parents with less trust are likely to perceive less alignment with teachers. They are more likely to prefer academic indicators and to believe that teachers prefer academic indicators as well. They tend to rely on far-proximity sources.



**Alignment.** Parents with more trust in teachers are more likely to perceive more alignment. Parents with less trust in teachers are more likely to perceive less alignment.



**Parent purpose.** Parents with more trust in teachers are more likely to prioritize the socio-emotional purpose of school over the academic purpose. Parents' level of trust is not related to whether parents prioritize the civic or economic purposes of school.



**Teacher purpose.** Parents with more trust in teachers are more likely to believe that teachers prioritize the socio-emotional purpose of school over the academic and civic purposes. Parents' trust is not related to parents' perceptions of whether teachers prioritize the economic purpose.



**Pedagogy.** Not related to parents' level of trust.



**Parent quality indicators.** Parents with more trust in teachers are more likely to prefer well-being indicators. Conversely, parents with less trust are more likely to prefer academic indicators.



**Teacher quality indicators.** Parents with more trust in teachers are more likely to believe that teachers prefer well-being indicators. Parents with less trust are more likely to believe that teachers prefer academic indicators.



**Sources of information.** Parents with more trust in teachers are more likely to rely on close-proximity sources. Conversely, parents with less trust are more likely to rely on far-proximity sources. Parents' level of trust is not related to parents' reliance on education-related or non-education-related sources.

**Alignment dynamic: Does parents' perceived level of alignment with teachers influence parents' beliefs about and experiences of their child's school?**

For parents living in British Columbia, parents' perceived level of alignment with teachers is not related to parents' pedagogical preference. It is related to the other dimensions. Regarding teachers, parents who perceive more alignment are more likely to believe that teachers prioritize socio-emotional development over academic preparation. Parents who perceive more alignment are also more likely to prefer well-being indicators and to believe that teachers prefer well-being indicators as well. Parents who perceive more alignment tend to rely on close-proximity sources. Parents who perceive less alignment tend to prioritize academic preparation over civic development and socio-emotional development as the most important purpose of school. They tend to prefer academic indicators and to believe that teachers prefer academic indicators as well. Parents who perceive less alignment tend to rely on far-proximity sources.



**Parent purpose.** Parents who perceive less alignment with teachers are more likely to prioritize the academic purpose of school over the civic or socio-emotional purposes. Parents' perceived level of alignment is not related to whether parents prioritize the economic purpose of school.



**Teacher purpose.** Parents who perceive more alignment are more likely to believe that teachers prioritize the socio-emotional purpose of school over the academic purpose. Parents' perceived level of alignment is not related to parents' perceptions of whether teachers prioritize the economic or civic purposes of school.



**Pedagogy.** Not related to perceived alignment.



**Parent quality indicators.** Parents who perceive more alignment with teachers are more likely to prefer well-being indicators. Conversely, parents who perceive less alignment are more likely to prefer academic indicators.



**Teacher quality indicators.** Parents who perceive more alignment with teachers are more likely to believe that teachers prefer well-being indicators. Parents who perceive less alignment are more likely to believe that teachers prefer academic indicators.

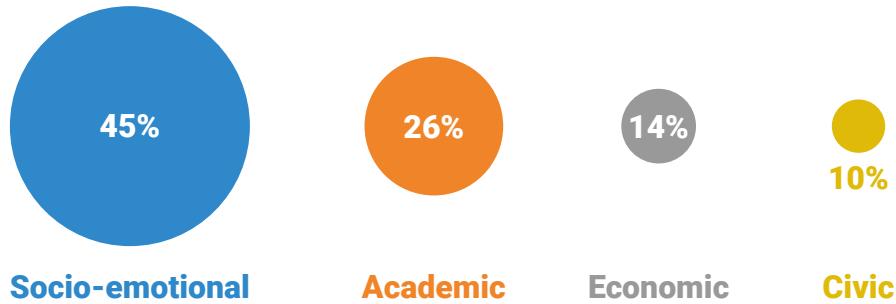


**Sources of information.** Parents who perceive more alignment with teachers are more likely to rely on close-proximity sources. Conversely, parents who perceive less alignment are more likely to rely on far-proximity sources. Parents' perceived level of alignment is not related to parents' reliance on education-related or non-education-related sources of information.

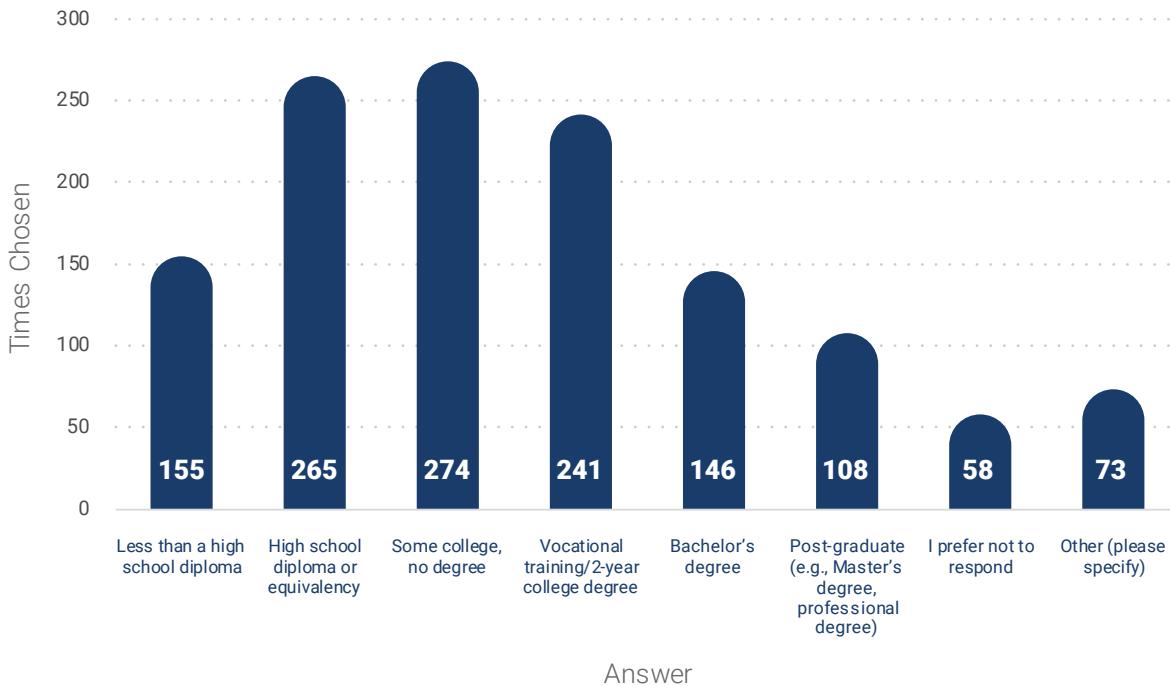
# Buenos Aires, Argentina

## Parents' characteristics

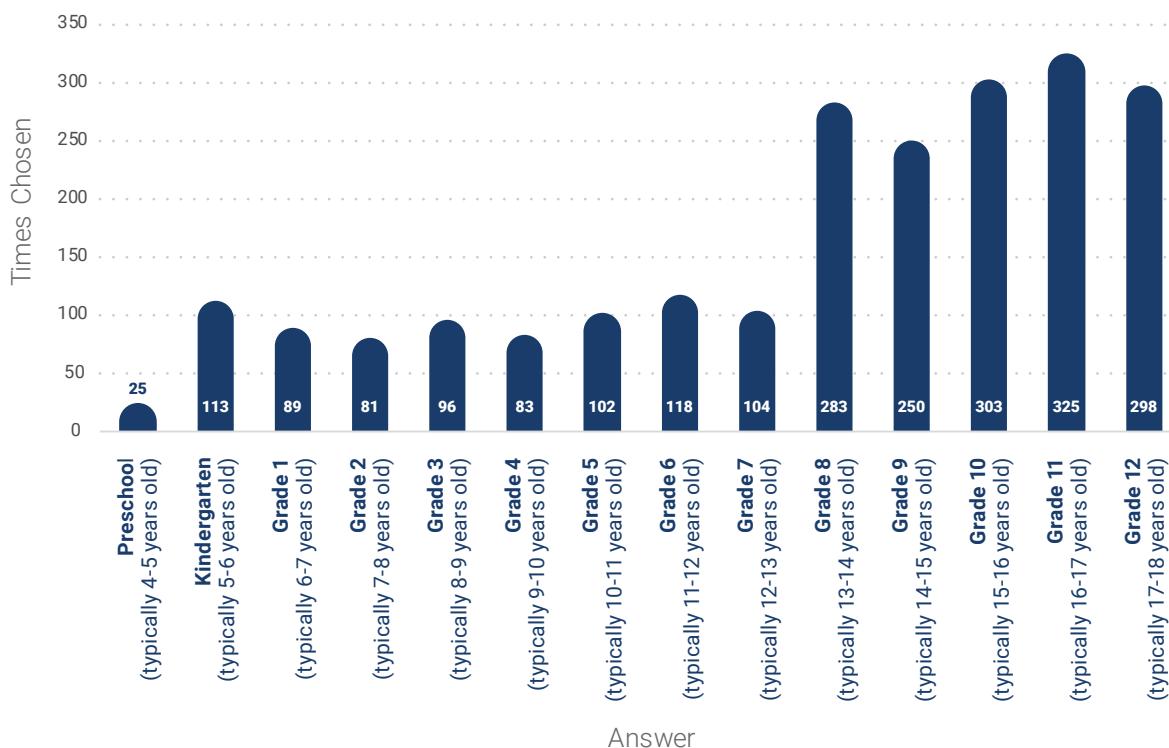
Parents are heavily oriented toward the socio-emotional purpose of school.



Parents' education level is relatively evenly distributed, with many parents having completed some college but not obtaining a degree.



Child's age is relatively evenly distributed, though few children are in preschool.



### Equity dynamic: Does parents' education level influence their beliefs about and experiences of their child's school?

For parents living in Buenos Aires, parents' education level is not related to parents' perceived level of alignment with and level of trust in teachers, their most important purpose of school, or their perceptions of teachers' beliefs about the most important purpose of school. This is surprising given that the academic literature has found that parents with less education and a lower socio-economic status tend to have less favorable experiences of their child's schools than their more educated and wealthier peers (e.g., less educated parents feel less welcome in school and have less trust in teachers).

Parents' education level is related to parents' pedagogical preference, their preferred quality indicators, and the sources of information they rely on. Specifically, parents with more education are more likely to prefer innovative pedagogy and well-being indicators and to rely on education-related and far-proximity sources. Parents with less education are more likely to prefer traditional pedagogy and academic indicators and to rely on non-education-related sources and close-proximity sources.

-  **Alignment.** Not related to parents' education level.
-  **Trust.** Not related to parents' education level.
-  **Parent purpose.** Not related to parents' education level.
-  **Teacher purpose.** Not related to parents' education level.
-  **Pedagogy.** Parents with more education are more likely to prefer innovative pedagogy. Conversely, parents with less education are more likely to prefer traditional pedagogy.
-  **Parent quality indicators.** Parents with more education are more likely to prefer well-being indicators. Conversely, parents with less education are more likely to prefer academic indicators.
-  **Teacher quality indicators.** Not related to parents' education level.
-  **Sources of information.** Parents with more education are more likely to rely on education-related and far-proximity sources. Conversely, parents with less education are more likely to rely on non-education-related and close-proximity sources.

### Age dynamic: Does the child's age influence parents' beliefs about and experiences of their child's school?

For parents living in Buenos Aires, child's age is not related to the sources of information that parents rely on. Child's age is, however, related to parents' perceived level of alignment with and level of trust in teachers, their beliefs about the most important purpose of school, their perceptions of teachers' beliefs about the most important purpose of school, their pedagogical preference, their preferred indicators, and their beliefs about teachers' preferred indicators.

Parents of younger children are more likely to perceive more alignment with and have more trust in their child's teachers. Parents of younger children also believe that civic development and socio-emotional development are the most important purposes of school, and they believe that teachers feel the same. They prefer innovative pedagogy. Finally, they are more likely to prefer well-being indicators and to believe that teachers prefer well-being indicators as well.

Parents of older children are more likely to perceive less alignment with and have less trust in teachers. Parents of older children are also more likely to prioritize academic preparation and workforce preparation over civic development and socio-emotional development as the most important purpose of school, and they believe that teachers feel the same. They prefer traditional pedagogy. Finally, they prefer academic indicators and tend to believe that teachers prefer academic indicators as well.



**Alignment.** Parents of younger children are more likely to perceive alignment with teachers. Conversely, parents of older children are less likely to perceive alignment.



**Trust.** Parents of younger children are more likely to have more trust in teachers. Parents of older children are more likely to have less trust in teachers.



**Parent purpose.** Parents of older children are more likely to prioritize the academic and economic purposes of school over the civic and socio-emotional purposes. Parents of younger children are more likely to prioritize the civic and socio-emotional purposes of school.



**Teacher purpose.** Parents of older children are more likely to believe that teachers prioritize the academic and economic purposes of school over the civic and socio-emotional purposes. Parents of younger children are more likely to believe that teachers prioritize the civic and socio-emotional purposes of school.



**Pedagogy.** Parents of younger children are more likely to prefer innovative pedagogy. Conversely, parents of older children are more likely to prefer traditional pedagogy.



**Parent quality indicators.** Parents of younger children are more likely to prefer well-being indicators. Conversely, parents of older children are more likely to prefer academic indicators.



**Teacher quality indicators.** Parents of younger children are more likely to perceive that teachers prefer well-being indicators. Parents of older children are more likely to perceive that teachers prefer academic indicators.



**Sources of information.** Not related to child's age.

## **Trust dynamic: Does parents' level of trust in teachers influence parents' beliefs about and experiences of their child's school?**

For parents living in Buenos Aires, parents' level of trust in teachers is not related to their pedagogical preference. However, parents' level of trust is related to parents' perceived level of alignment with their child's teachers, parents' beliefs about the most important purpose of school, parents' preferred indicators, parents' perception of teachers' preferred indicators, and the sources of information parents rely on.

Not surprisingly, parents with more trust in teachers are more likely to feel more closely aligned with them. Parents with more trust in teachers tend to believe that socio-emotional development and civic development the most important purposes of school and teachers feel the same. These parents also prefer well-being indicators and believe that teachers prefer well-being indicators as well. Finally, parents with more trust in teachers tend to rely on close-proximity sources. Parents with less trust tend to prioritize workforce preparation over civic development and socio-development, and they tend to believe that teachers feel the same. They prefer academic indicators and believe that teachers prefer academic indicators as well. Finally, parents with less trust tend to rely on far-proximity sources.



**Alignment.** Parents with more trust in teachers are more likely to perceive more alignment with them. Conversely, parents with less trust are more likely to perceive less alignment.



**Parent purpose.** Parents with less trust in teachers are more likely to prioritize the economic purpose of school over the civic and socio-emotional purposes. Parents with more trust in teachers are more likely to believe that socio-emotional development and civic development are the most important purposes of school. Parents' level of trust is not related to whether parents prioritize the academic purpose of school.



**Teacher purpose.** Parents with more trust in teachers are more likely to believe that teachers believe that the socio-emotional purpose of school is the most important. Parents with less trust are more likely to believe that teachers prioritize the economic purpose of school over the civic and socio-emotional purposes.



**Pedagogy.** Not related to parents' level of trust.



**Parent quality indicators.** Parents with more trust in teachers are more likely to prefer well-being indicators. Parents with less trust are more likely to prefer academic indicators.



**Teacher quality indicators.** Parents with more trust in teachers are more likely to believe that teachers prefer well-being indicators. Parents with less trust are more likely to believe that teachers prefer academic indicators.



**Sources of information.** Parents with more trust in teachers are more likely to rely on close-proximity sources. Conversely, parents with less trust are more likely to rely on far-proximity sources. Parents' level of trust in teachers is not related to parents' preference for education-related or non-education-related sources.

### Alignment dynamic: Does parents' perceived level of alignment with teachers influence parents' beliefs about and experiences of their child's school?

For parents living in Buenos Aires, parents' perceived level of alignment with teachers is not related to their beliefs about the most important purpose of school, their perceptions of teachers' beliefs about the most important purpose

of school, their pedagogical preference, or their preferred quality indicators. However, parents' perceived level of alignment is related to parents' perceptions of teachers' preferred indicators and the sources of information parents rely on. Parents who perceive more alignment are more likely to believe that teachers prioritize socio-emotional development over academic preparation and workforce preparation as the most important of school. Parents who perceive more alignment also believe that teachers prefer well-being indicators. These parents tend to rely on close-proximity sources. Parents who perceive less alignment with teachers are more likely to believe that teachers believe that academic preparation and workforce preparation are the most important purposes of school. Parents who perceive less alignment believe that teachers prefer academic indicators. These parents also rely on far-proximity sources.



**Parent purpose.** Not related to parents' perceived level of alignment.



**Teacher purpose.** Parents who perceive more alignment with teachers are more likely to believe that teachers prioritize the socio-emotional purpose of school over the academic and economic purposes. Parents who perceive less alignment with teachers are more likely to believe that teachers prioritize the academic and economic purposes of school. Parents' perceived level of alignment is not related to parents' perceptions of whether teachers prioritize the civic purpose of school.



**Pedagogy.** Not related to parents' perceived level of alignment.



**Parent quality indicators.** Not related to parent's perceived level of alignment.



**Teacher quality indicators.** Parents who perceive more alignment with teachers are more likely to believe that teachers prefer well-being indicators. Parents who perceive less alignment with teachers are more likely to believe that teachers prefer academic indicators.

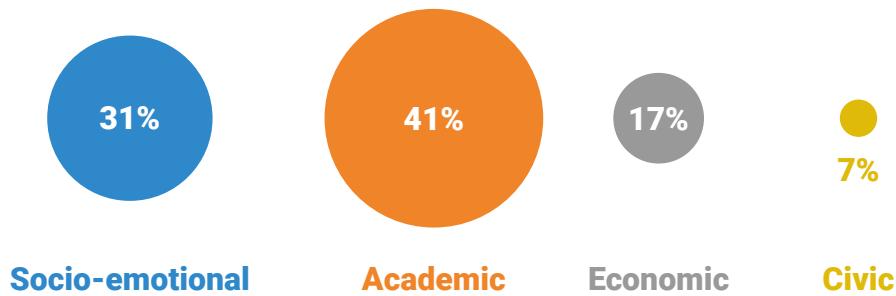


**Sources of information.** Parents who perceive more alignment with teachers are more likely to rely on close-proximity sources. Conversely, parents who perceive less alignment are more likely to rely on far-proximity sources. Parents' perceived level of alignment with teachers is not related to parents' preference for education-related or non-education-related sources.

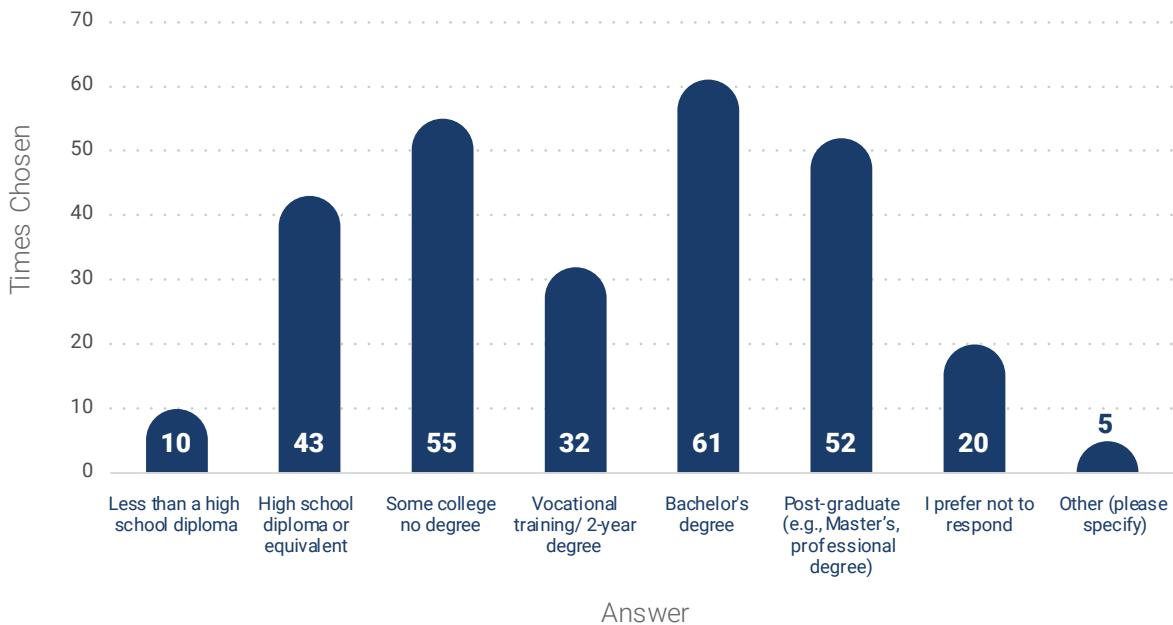
# Cajon Valley, California, U.S

## Parents' characteristics

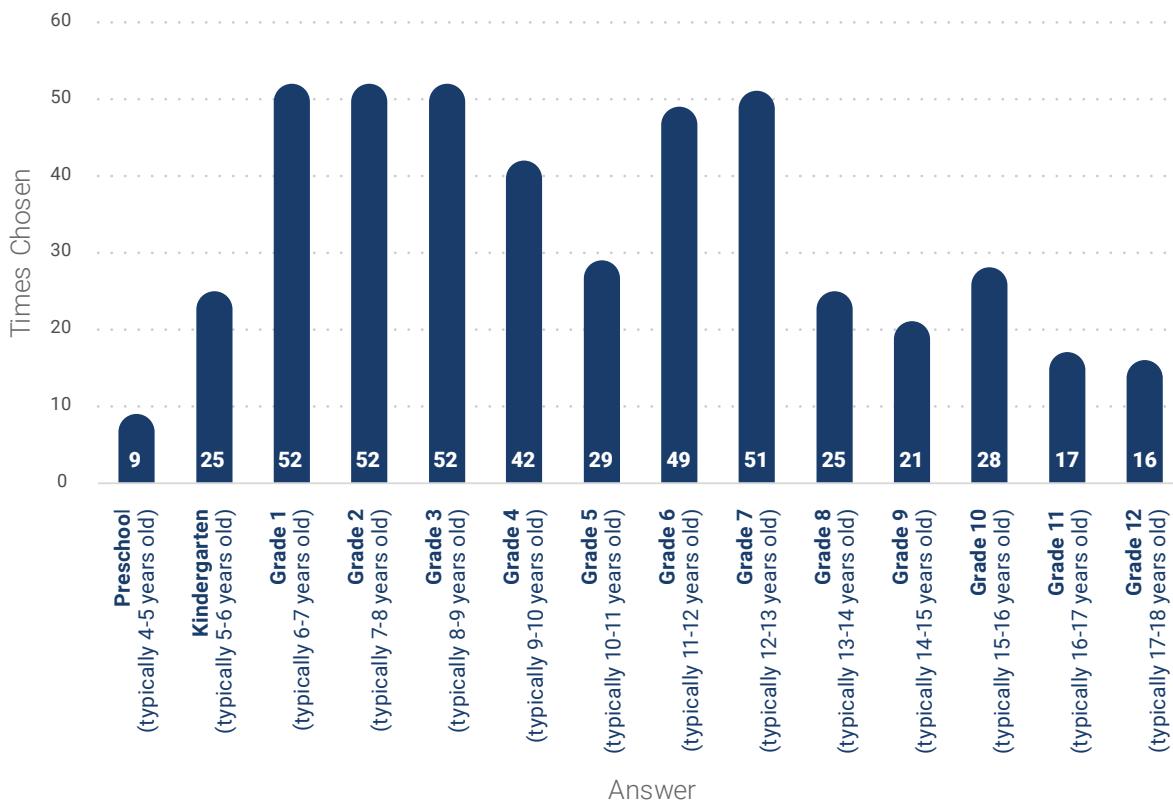
Parents are heavily oriented toward the socio-emotional and academic purposes of school.



Parents' education level varies, though more parents hold a bachelor's or post-graduate degree.



Child's age is relatively evenly distributed, with more children in Grades 1-4, which is equivalent to ages 6-10.



**Equity dynamic: Does parents’ education level influence their beliefs about and experiences of their child’s school?**

For parents living in Cajon Valley, parents’ education level is not related to parents’ perceived level of alignment with and level of trust in teachers. This is surprising given that the academic literature has found that parents with less education and a lower socio-economic status tend to have less favorable experiences of their child’s schools than their more educated and wealthier peers (e.g., less educated parents feel less welcome in school and have less trust in teachers).

Parents’ education level is only related to the sources of information that influence their perspective about what makes for a good quality education. Parents with more education are more likely to rely on education related and far-proximity sources of information, whereas parents with less education are more likely to rely on non-education related and close-proximity sources of information.

-  **Alignment.** Not related to parents' education level.
-  **Trust.** Not related to parents' education level.
-  **Parent purpose.** Not related to parents' education level.
-  **Teacher purpose.** Not related to parents' education level.
-  **Pedagogy.** Not related to parents' education level.
-  **Parent quality indicators.** Not related to parents' education level.
-  **Teacher quality indicators.** Not related to parents' education level.
-  **Sources of information.** Parents with more education are more likely to rely on education related and far-proximity sources. Parents with less education are more likely to rely on non-education related and close-proximity sources.

### Age dynamic: Does the child's age influence parents' beliefs about and experiences of their child's school?

For parents living in Cajon Valley, child's age is not related to parents' pedagogical preference. This is surprising, as one would expect that as children age and enter secondary school, parents' preference for innovative pedagogy that is more interactive and experiential would decrease in favor of more didactic methods. The fact that this did not happen indicates that parents may have a sophisticated understanding of different pedagogical approaches. In addition, child's age is not related to parents' preferred indicators, parents' perceptions of teachers' preferred indicators, or the sources of information that parents rely on.

Child's age is related to parents' perceived level of alignment with and level of trust in teachers, parents' beliefs about the most important purpose of school, and parents' perceptions of teachers' beliefs about the most important purpose of school. Parents of younger children are more likely to perceive more alignment

with and have more trust in teachers. The opposite is true for parents of older children, who tend to perceive less alignment with and have less trust in teachers. Parents of older children also tend to prioritize academic preparation over socio-emotional development as the most important purpose of school.



**Alignment.** Parents of younger children are more likely to perceive more alignment with teachers. Parents of older children are more likely to perceive less alignment.



**Trust.** Parents of younger children are more likely to have more trust in teachers. Parents of older children are more likely to have less trust in teachers.



**Parent purpose.** Parents of older children are more likely to prioritize the academic purpose of school over the socio-emotional purpose. Child's age is not related to whether parents prioritize the civic or economic purposes of school.



**Teacher purpose.** Child's age is related to parents' perceptions of teachers' beliefs about the most important purpose of school. However, the direction of this relationship is unclear, and further testing is needed.



**Pedagogy.** Not related to child's age.



**Parent quality indicators.** Not related to child's age.



**Teacher quality indicators.** Not related to child's age.



**Sources of information.** Not related to child's age.

### **Trust dynamic: Does parents' level of trust in teachers influence parents' beliefs about and experiences of their child's school?**

For parents living in Cajon Valley, parents' level of trust in teachers is not related to parents' beliefs about the most important purpose of school, parents' pedagogical preference, or parents' preferred indicators. Parents' level of trust is, however, related to parents' perceived level of alignment with teachers, parents' perceptions of teachers' beliefs about the most important purpose of school and teachers' preferred indicators, and the sources of information parents rely on.

Parents with more trust are more likely to perceive more alignment with teachers. Parents with more trust also tend to believe that teachers prioritize socio-emotional development over academic preparation and that teachers prefer well-being indicators. Finally, parents with more trust rely on close-proximity sources. Parents with less trust are more likely to perceive less alignment and to believe that teachers prefer academic indicators. They tend to rely on far-proximity sources.



**Alignment.** Parents with more trust in teachers are more likely to perceive more alignment with them. Conversely, parents with less trust are more likely to perceive less alignment.



**Parent purpose.** Not related to parents' level of trust.



**Teacher purpose.** Parents with more trust in teachers are more likely to believe that teachers prioritize the socio-emotional purpose of school over the academic purpose. Parents' level of trust is not related to parents' perceptions of whether teachers prioritize the civic or economic purposes of school.



**Pedagogy.** Not related to child's age.



**Parent quality indicators.** Not related to parents' level of trust.



**Teacher quality indicators.** Parents with more trust in teachers are more likely to believe that teachers prefer well-being indicators. Conversely, parents with less trust are more likely to believe that teachers prefer academic indicators.



**Sources of information.** Parents with more trust in teachers are more likely to rely on close-proximity sources. Conversely, parents with less trust are more likely to rely on far-proximity sources. Parents' level of trust in teachers is not related to their reliance on education-related or non-education-related sources.

## Alignment dynamic: Does parents' perceived level of alignment with teachers influence parents' beliefs about and experiences of their child's school?

For parents living in Cajon Valley, parents' perceived level of alignment with teachers is not related to parents' beliefs about the most important purpose of school, parents' perceptions about teachers' beliefs about the most important purpose of school, parents' pedagogical preference, or parents' preferred indicators. It is, however, related to parents' beliefs about teachers' preferred indicators and to the sources of information parents rely on. Parents who feel more aligned with teachers are more likely to believe that teachers prefer well-being indicators and to rely on close-proximity sources. Parents who feel less aligned are more likely to believe that teachers prefer academic indicators and to rely on far-proximity sources.



**Parent purpose.** Not related to parents' perceived level of alignment.



**Teacher purpose.** Not related to parents' perceived level of alignment.



**Pedagogy.** Not related to parents' perceived level of alignment.



**Parent quality indicators.** Not related to parents' perceived level of alignment.



**Teacher quality indicators.** Parents who perceive more alignment with teachers are more likely to believe that teachers prefer well-being indicators. Conversely, parents who perceive less alignment are more likely to believe that teachers prefer academic indicators.



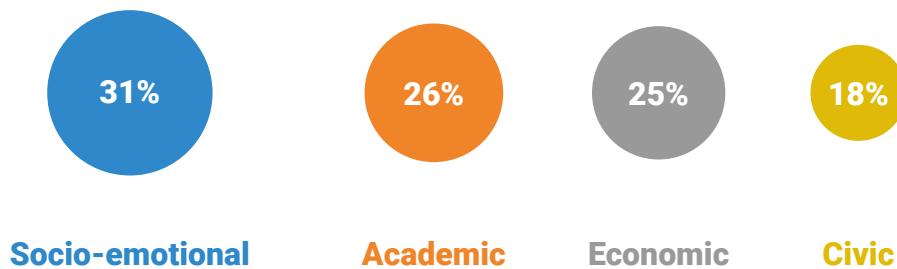
**Sources of information.** Parents who perceive more alignment with teachers are more likely to rely on close-proximity sources. Conversely, parents who perceive less alignment are more likely to rely on far-proximity sources. Parents' perceived level of alignment with teachers is not related to whether parents rely on education-related or non-education-related sources.

## Colombia

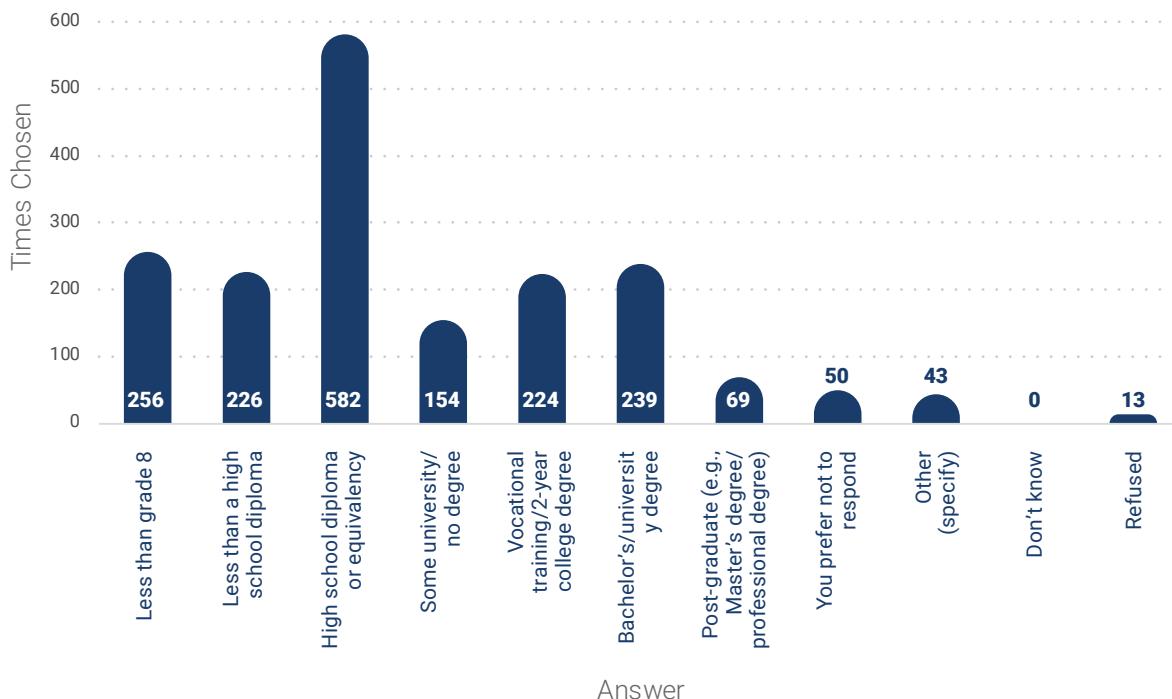
The survey conducted in Colombia excluded several questions. Accordingly, there is no data available on parents' perceptions of teachers' beliefs about the most important purpose of school or teachers' preferred quality indicators. In the following results, the relevant dimension sections are therefore excluded. In addition, note that the survey conducted in Colombia addressed parents' pedagogical preference in two ways, through a question presenting several possible pedagogical approaches as well as a vignette about two hypothetical schools.

### Parents' characteristics

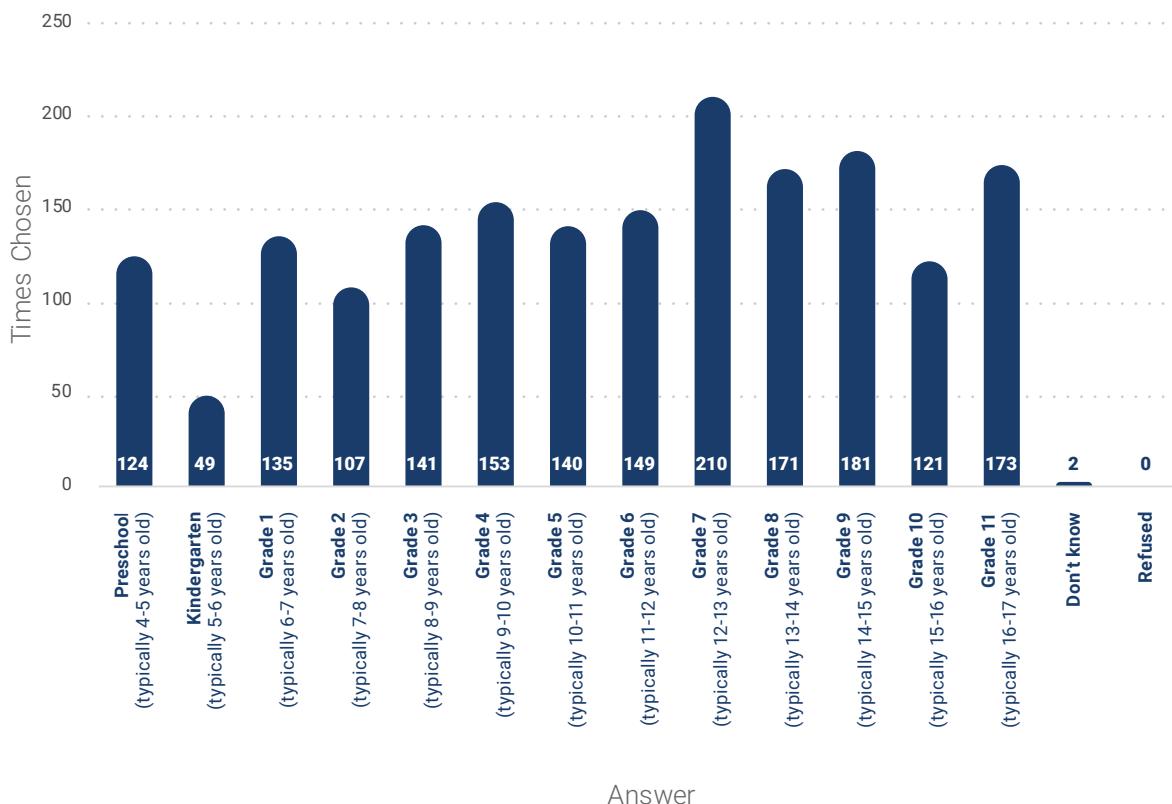
Parents are primarily oriented toward the socio-emotional purpose of school.



Parents' education level is relatively evenly distributed, but more parents have completed secondary school, and fewer parents have completed a post-graduate degree.



The age of parents' children is relatively evenly distributed across all grade levels, though few children are in kindergarten.



## **Equity dynamic: Does parents' education level influence their beliefs about and experiences of their child's school?**

For parents living in Colombia, parents' education level is related to all but one of the dimensions examined, including: parents' perceived level of alignment with teachers, their beliefs about the most important purpose of school, their preference for schools using innovative or traditional pedagogy, their preferred quality indicators, and the sources of information they rely on.

Notably, regarding perceived level of alignment, parents with more education perceive less alignment with teachers while parents with less education perceive more alignment. This result is surprising, as the academic literature has noted that parents with less education and a lower socio-economic status tend to have less favorable experiences with their child's schools compared with more educated and wealthier parents (e.g., less educated parents tend to feel less welcome in school and to have less trust in teachers). That parents' education level is not related to parents' trust in teachers indicates that socio-economic status may not be related to trust either.

Parents with more education are more likely to prioritize workforce preparation and socio-emotional development over academic preparation and civic development as the most important purpose of school. Parents with more education also tend to prefer schools using innovative pedagogy and well-being indicators and to rely on far-proximity sources. Parents with less education are more likely to prefer schools using traditional pedagogy and academic indicators. They tend to rely on close-proximity sources.



**Alignment.** Parents with more education are more likely to perceive less alignment. Conversely, parents with less education are more likely to perceive more alignment with teachers.



**Trust.** Not related to parents' education level.



**Parent purpose.** Parents with more education are more likely to prioritize the economic and socio-emotional purposes of school over the academic and civic purposes.



**Pedagogy.** Not related to parents' education level.



**Pedagogy (vignette question).** Parents with more education are more likely to prefer schools using innovative pedagogy. Conversely, parents with less education are more likely to prefer schools using traditional pedagogy.



**Parent quality indicators.** Parents with more education are more likely to prefer well-being indicators. Conversely, parents with less education are more likely to prefer academic indicators.



**Sources of information.** Parents with more education are more likely to rely on far-proximity sources. Conversely, parents with less education are more likely to rely on close-proximity sources. Parents' education level is not related to their reliance on education-related or non-education-related sources.

## Age dynamic: Does the child's age influence parents' beliefs about and experiences of their child's school?

For parents living in Colombia, child's age is not related to parents' perceived level of alignment with or level of trust in teachers, parents' pedagogical preference, or the sources of information they rely on. That child's age is not related to parents' pedagogical preference is surprising; one would expect that as children age and enter secondary school, parents' preference for innovative pedagogy that is more interactive and experiential would decrease in favor of more didactic methods associated with exam preparation. The fact that this did not happen indicates that parents may have a sophisticated understanding of different pedagogical approaches.

Child's age is related to parents' beliefs about the most important purpose of school and parents' preferred indicators. Parents of younger children tend to prefer well-being indicators. Parents of older children tend to believe that academic preparation is the most important purpose of school and to prefer academic indicators.



**Alignment.** Not related to child's age.



**Trust.** Not related to child's age.



**Parent purpose.** Parents of older children are more likely to believe that the academic purpose of school is the most important. Child's age is not related to whether parents prioritize the civic, economic, or socio-emotional purposes of school.



**Pedagogy.** Not related to child's age.



**Pedagogy (vignette question).** Not related to child's age.



**Parent quality indicators.** Parents of younger children are more likely to prefer well-being indicators. Conversely, parents of older children are more likely to prefer academic indicators.



**Sources of information.** Not related to child's age.

### Trust dynamic: Does parents' level of trust in teachers influence parents' beliefs about and experiences of their child's school?

For parents living in Colombia, child's age is not related to parents' pedagogical preference, parents' preferred quality indicators, or the sources of information parents rely on. It is related to parents' perceived level of alignment with teachers and parents' beliefs about the most important purpose of school. Parents with more trust in teachers tend to perceive more alignment with them. These parents also tend to prioritize academic preparation and civic development over socio-

emotional development as the most important purpose of school. Parents with less trust are more likely to perceive less alignment.



**Alignment.** Parents with more trust in teachers are more likely to perceive more alignment. Parents with less trust are more likely to perceive less alignment.



**Parent purpose.** Parents with more trust are more likely to prioritize the academic and civic purposes of school over the socio-emotional purpose. Parents' level of trust is not related to whether parents prioritize the economic purpose of school.



**Pedagogy.** Not related to parents' level of trust.



**Pedagogy (vignette question).** Not related to parents' level of trust.



**Parent quality indicators.** Not related to parents' level of trust.



**Sources of information.** Not related to parents' level of trust.

### Alignment dynamic: Does parents' perceived level of alignment with teachers influence parents' beliefs about and experiences of their child's school?

For parents living in Colombia, parents' perceived level of alignment is related only to parents' preference for schools using traditional or innovative pedagogy: parents who perceive more alignment with teachers are more likely to prefer schools using traditional pedagogy, whereas parents who perceive less alignment are more likely to prefer schools using innovative pedagogy. Interestingly, parents' beliefs about and experiences of their child's school are thus more strongly related to level of trust than to perceived level of alignment.



**Parent purpose.** Not related to parents' perceived level of alignment.



**Pedagogy.** Not related to parents' perceived level of alignment.



**Pedagogy (vignette question).** Parents who perceive more alignment with teachers are more likely to prefer schools using traditional pedagogy. Conversely, parents who perceive less alignment are more likely to prefer schools using innovative pedagogy.



**Parent quality indicators.** Not related to parents' perceived level of alignment.

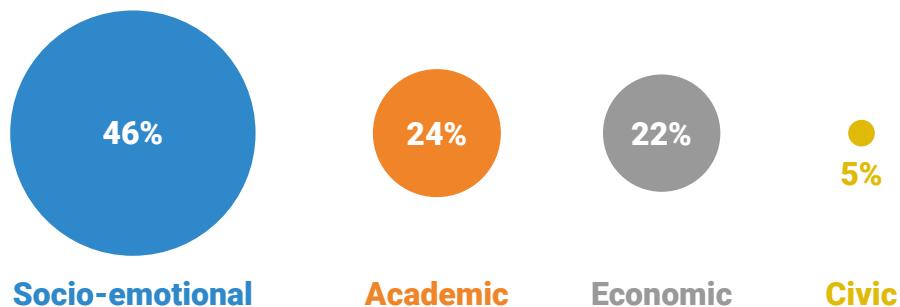


**Sources of information.** Not related to parents' perceived level of alignment.

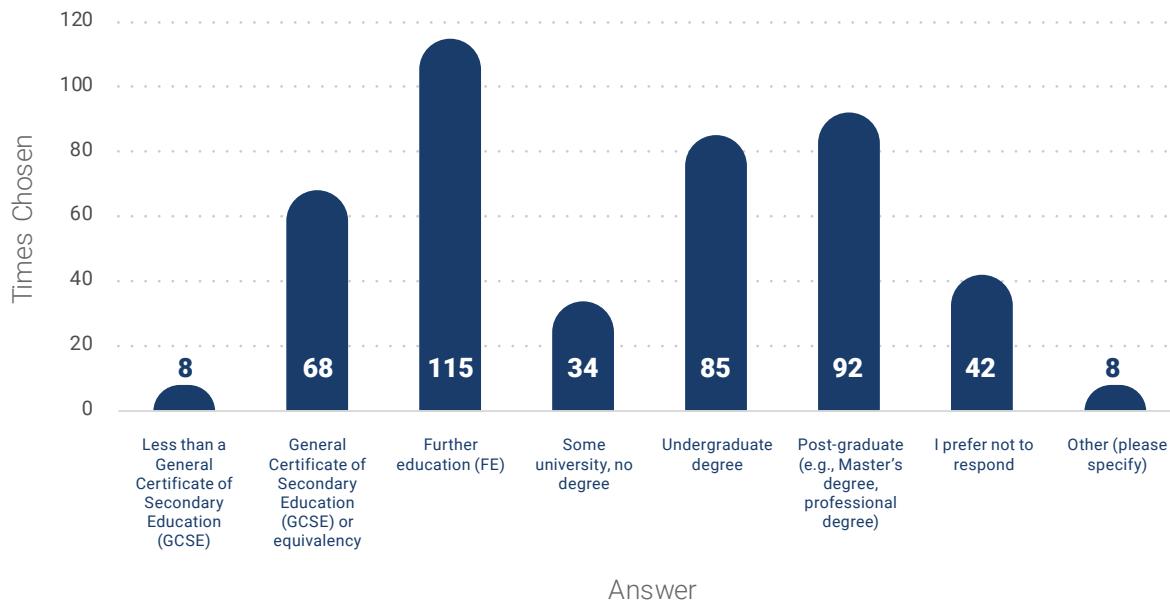
## Doncaster, UK

### Parents' characteristics

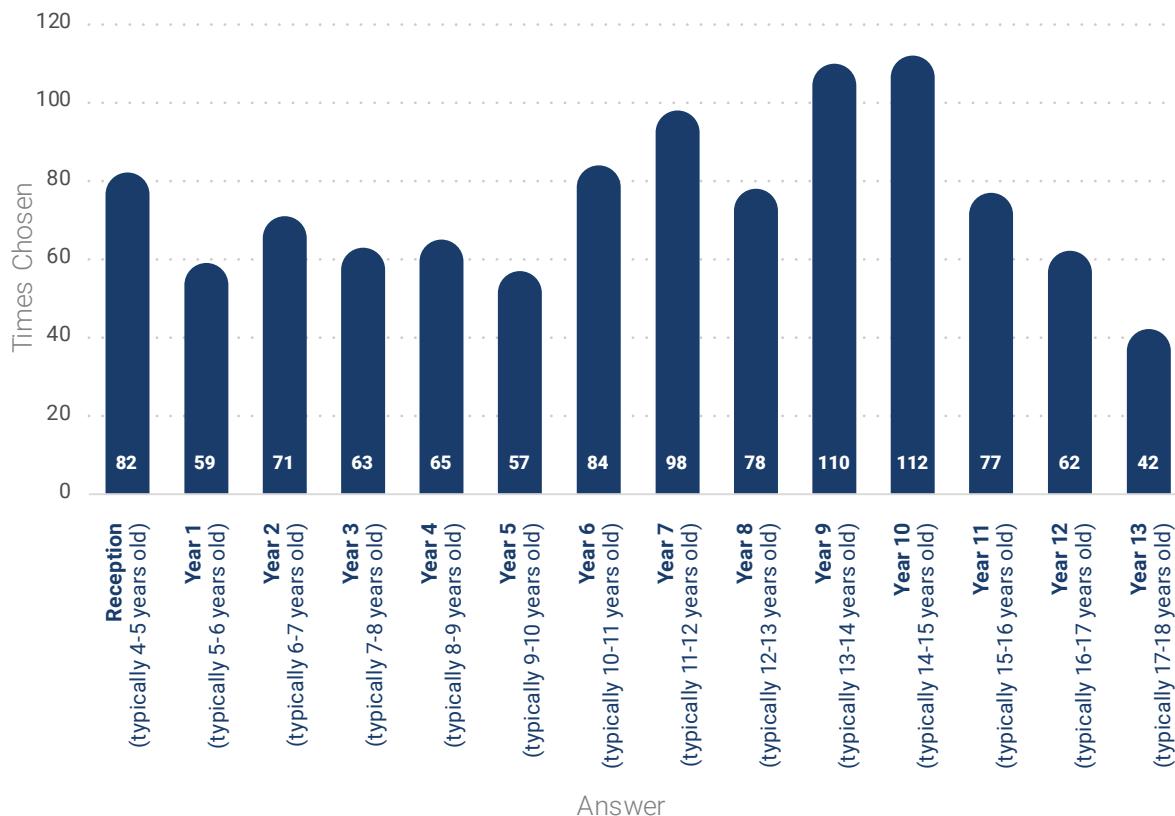
Parents are heavily oriented toward the socio-emotional purpose of school.



Parents have more education, with many having completed further education, a bachelor's degree, or a post-graduate degree.



Child's age varies, with many students in Years 9 and 10.



**Equity dynamic: Does parents’ education level influence their beliefs about and experiences of their child’s school?**

For parents living in Doncaster, parents’ education level is not related to their perceived level of alignment with or level of trust in teachers, their perception of teachers’ beliefs about the most important purpose of school, their pedagogical preference, their preferred indicators, or their beliefs about teachers’ preferred indicators. This indicates a high degree of equity in these particular dimensions as the academic literature has found that parents with less education and a lower socio-economic status tend to have different experiences of their child’s schools than their more educated and wealthier peers (e.g., less educated parents feel less welcome in school and have less trust in teachers).

Parents’ education level is related to parents’ beliefs about the most important purpose of school and to the sources of information parents rely on. Parents with more education tend to rely on far-proximity sources. Parents with less education tend to rely on and close-proximity sources.

-  **Alignment.** Not related to parents' education level.
-  **Trust.** Not related to parents' education level.
-  **Parent purpose.** Parents' education level is related to their beliefs about the most important purpose of school. However, the direction of this relationship is unclear, and further testing is needed.
-  **Teacher purpose.** Not related to parents' education level.
-  **Pedagogy.** Not related to parents' education level.
-  **Parent quality indicators.** Not related to parents' education level.
-  **Teacher quality indicators.** Not related to parents' education level.
-  **Sources of information.** Parents with more education are more likely to prefer far-proximity sources. Parents with less education are more likely to prefer close-proximity sources. Parents' education level is not related to their reliance on education-related or non-education-related sources.

## Age dynamic: Does the child's age influence parents' beliefs about and experiences of their child's school?

For parents living in Doncaster, child's age is not related to parents' pedagogical preference. This is surprising as one would expect that as children age and enter secondary school, parents' preference for innovative pedagogy that is more interactive and experiential would decrease in favor of more didactic methods. The fact that this did not happen indicates that parents may have a sophisticated understanding of different pedagogical approaches. In addition, child's age is not related to the sources of information parents rely on.

Child's age is related to parents' perceived level of alignment with and level of trust in teachers, parents' beliefs about the most important purpose of school, parents' perceptions about teachers' beliefs about the most important purpose of

school, parents' preferred indicators, and parents' perceptions of teachers' preferred indicators. Parents of younger children are more likely to perceive more alignment with and have more trust in teachers. They also tend to prefer well-being indicators and to believe that teachers prefer the same. Parents of older children are more likely to perceive less alignment with and have less trust in teachers. Parents of older children are also more likely to believe that academic preparation is the most important purpose of school, to prefer academic indicators, and to believe that teachers also prioritize academic preparation and prefer academic indicators.



**Alignment.** Parents of younger children are more likely to perceive more alignment with teachers. Parents of older children are more likely to perceive less alignment with teachers.



**Trust.** Parents of younger children are more likely to have more trust in teachers. Parents of older children are more likely to have less trust in teachers.



**Parent purpose.** Parents of older children are more likely to prioritize the academic purpose of school. Child's age is not related to whether parents prioritize the socio-emotional, economic, or civic purposes of school.



**Teacher purpose.** Parents of older children are more likely to believe that teachers prioritize the academic purpose of school. Child's age is not related to parents' perceptions of whether teachers prioritize the socio-emotional, economic, or civic purposes of school.



**Pedagogy.** Not related to child's age.



**Parent quality indicators.** Parents of younger children are more likely to prefer well-being indicators. Conversely, parents of older children are more likely to prefer academic indicators.



**Teacher quality indicators.** Parents of younger children are more likely to believe that teachers prefer well-being indicators. Parents of older children are more likely to believe that teachers prefer academic indicators.



**Sources of information.** Not related to child's age.

## **Trust dynamic: Does parents' level of trust in teachers influence parents' beliefs about and experiences of their child's school?**

For parents living in Doncaster, parents' level of trust in teachers is not related to parents' beliefs about the most important purpose of school, their pedagogical preference, or their preferred indicators. It is, however, related to parents' perceived level of alignment with teachers, parents' perceptions of teachers' beliefs about the most important purpose of school, parents' perceptions of teachers' preferred indicators, and the sources of information parents rely on. Parents with more trust in teachers are more likely to perceive more alignment with them. These parents are more likely to believe that teachers prioritize socio-emotional development and workforce preparation over academic preparation, and that teachers prefer well-being indicators. Parents with more trust also tend to rely on education-related sources. Parents with less trust are more likely to perceive less alignment. These parents are more likely to believe that teachers prefer academic indicators. Parents with less trust also tend to rely on non-education-related sources.



**Alignment.** Parents with more trust in teachers are more likely to perceive more alignment with them. Parents with less trust are more likely to perceive less alignment.



**Parent purpose.** Not related to parents' level of trust.



**Teacher purpose.** Parents with more trust in teachers are more likely to believe that teachers prioritize the socio-emotional purpose of school over the academic purpose. They are also more likely to believe that teachers prioritize the economic purpose of school over the academic purpose. Parents' level of trust in teachers is not related to parents' perceptions of whether teachers prioritize the civic purpose of school.



**Pedagogy.** Not related to parents' level of trust.



**Parent quality indicators.** Not related to parents' level of trust.



**Teacher quality indicators.** Parents with more trust in teachers are more likely to believe that teachers prefer well-being indicators. Parents with less trust in their child's teachers are more likely to believe that teachers prefer academic indicators.



**Sources of information.** Parents with more trust in their child's teachers are more likely to rely on education-related sources. Conversely, parents with less trust are more likely to rely on non-education-related sources. Parents' level of trust in teachers is not related to their reliance on close- or far-proximity sources.

## Alignment dynamic: Does parents' perceived level of alignment with teachers influence parents' beliefs about and experiences of their child's school?

For parents living in Doncaster, parents' perceived level of alignment with teachers is not related to parents' beliefs about the most important purpose of school, their pedagogical preference, or their preferred indicators. It is, however, related to parents' perceptions of teachers' beliefs about the most important purpose of school and teachers' preferred indicators. Parents who perceive more alignment with teachers are more likely to believe that teachers prioritize socio-emotional development over workforce preparation and academic preparation as the most important purpose of school. They are also more likely to believe that

teachers prefer well-being indicators. Parents who perceive more alignment tend to rely on education-related sources. Parents who perceive less alignment with teachers are more likely to believe that teachers prefer academic indicators. These parents also tend to rely on non-education-related sources.



**Parent purpose.** Not related to parents' perceived level of alignment.



**Teacher purpose.** Parents who perceive more alignment with teachers are more likely to believe that teachers prioritize the socio-emotional purpose of school over both the economic and academic purposes. Parents' perceived level of alignment is not related to parents' perceptions of whether teachers prioritize the civic purpose of school.



**Pedagogy.** Not related to parents' perceived level of alignment.



**Parent quality indicators.** Not related to parents' perceived level of alignment.



**Teacher quality indicators.** Parents who perceive more alignment with their child's teachers are more likely to perceive that their child's teachers prefer well-being indicators. Parents who perceive less alignment with their child's teachers are more likely to perceive that their child's teachers prefer academic indicators.



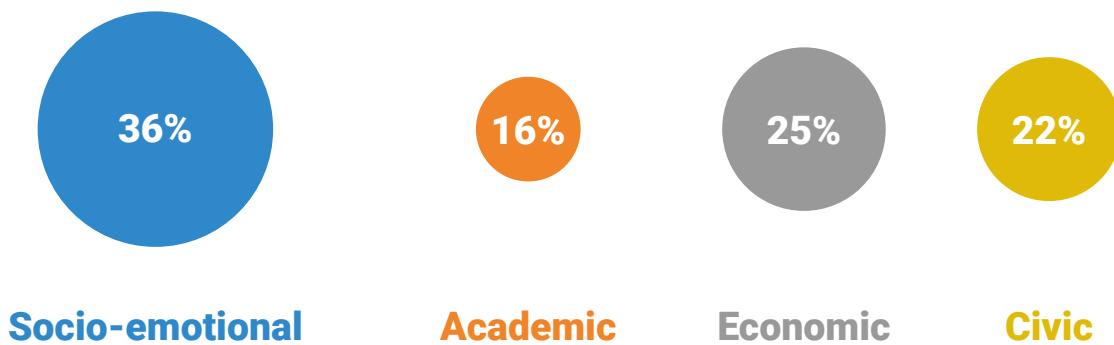
**Sources of information.** Parents who perceive more alignment with teachers are more likely to rely on education-related sources. Parents who perceive less alignment are more likely to rely on non-education-related sources. Parents' perceived level of alignment with teachers is not related to their reliance on close- or far-proximity sources of information.

# Ghana

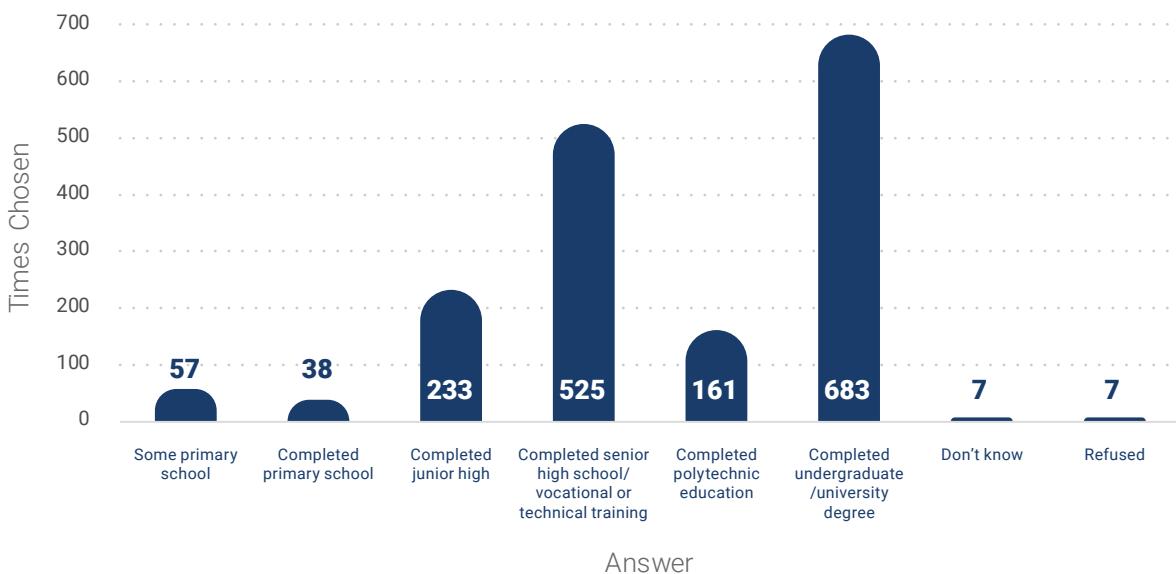
The survey conducted in Ghana excluded several questions. Accordingly, there is no data available on parents’ perception of teachers’ beliefs about the most important purpose of education or teachers’ preferred quality indicators. In the following results, the relevant dimension sections are therefore excluded. In addition, note that the survey conducted in Ghana addressed parents’ pedagogical preference in two ways, through a question presenting several possible pedagogical approaches as well as a vignette about two hypothetical schools.

## Parents’ characteristics

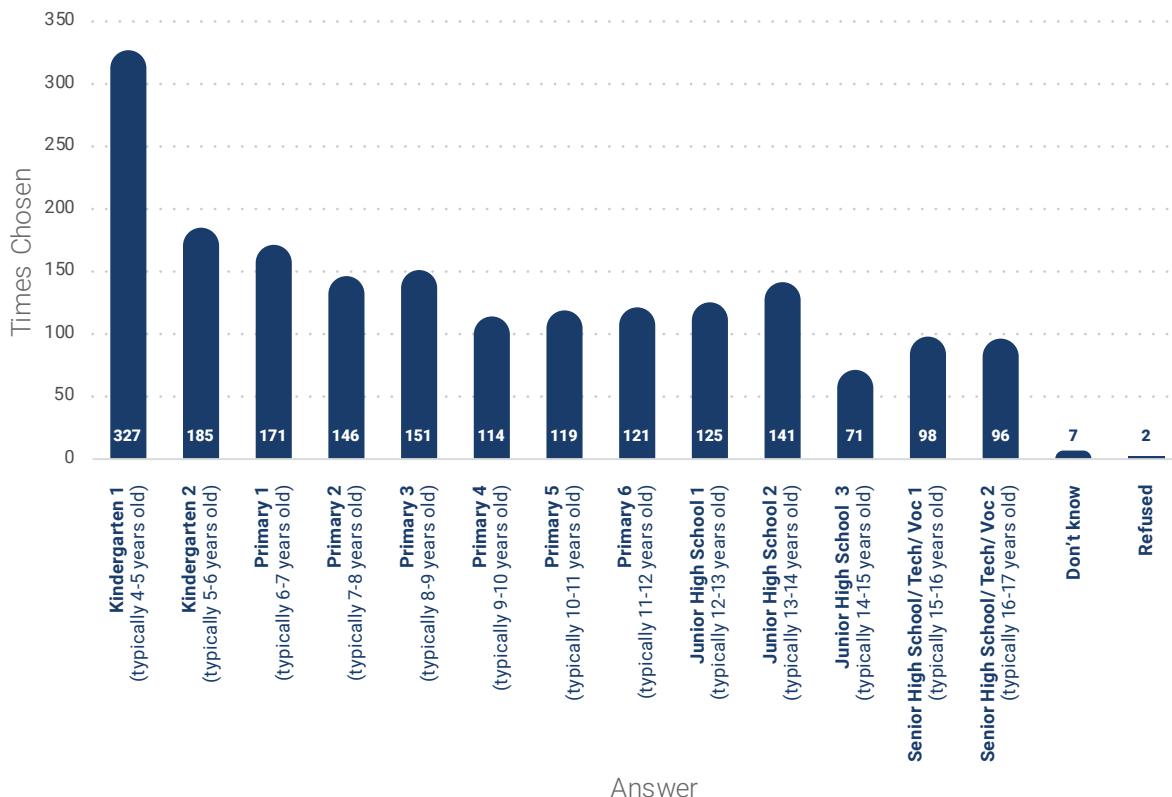
Parents are oriented toward the socio-emotional purpose of school.



Parents’ education level varies widely, with more parents having completed a university degree.



Child's age is relatively evenly distributed across all grade levels, with more children in Kindergarten 1.



### Equity dynamic: Does parents' education level influence their beliefs about and experiences of their child's school?

For parents living in Ghana, parents' education level is not related to their perceived level of alignment with or level of trust in teachers. This is surprising given that the academic literature has found that parents with less education and a lower socio-economic status tend to have less favorable experiences of their child's schools than their more educated and wealthier peers (e.g., less educated parents feel less welcome in school and have lower levels of trust in teachers).

Parents' education level is related, however, to their beliefs about the most important purpose of school, their preference for schools using innovative or traditional pedagogy, their preferred indicators, and the sources of information they rely on. Specifically, parents with more education are more likely to believe that workforce preparation and socio-emotional development are the most important purposes of school. They prefer schools using innovative pedagogy and well-being indicators, and they rely on education-related and close-proximity sources. Conversely, parents with less education are more likely to believe that

academic preparation and civic development are the most important purposes of school. They prefer schools using traditional pedagogy and academic indicators, and they rely on far-proximity and non-education-related sources.



**Alignment.** Not related to parents' education level.



**Trust.** Not related to parents' education level.



**Parent purpose.** Parents with more education are more likely to believe that workforce preparation and socio-emotional development are the most important purposes of school over the civic purpose of school and academic preparation.



**Pedagogy.** Not related to parents' education level.



**Pedagogy (vignette question).** Parents with more education are more likely to prefer schools using innovative pedagogy. Parents with less education are more likely to prefer schools using traditional pedagogy.



**Parent quality indicators.** Parents with more education are more likely to prefer well-being indicators. Parents with less education are more likely to prefer academic indicators.



**Sources of information.** Parents with more education are more likely to rely on education-related and close-proximity sources. Conversely, parents with less education are more likely to rely on non-education-related and far-proximity sources.

### Age dynamic: Does the child's age influence parents' beliefs about and experiences of their child's school?

For parents living in Ghana, child's age is not related to what parents believe is the most important purpose of school or their pedagogical preference. That child's age is not related to pedagogical preference is surprising, as one would expect that as children age and enter secondary school, parents' pedagogical preference for innovative pedagogy that is more interactive and experiential would decrease in favor of more didactic methods that prioritize preparing for

exams. That this did not happen indicates parents may in fact have a sophisticated understanding of different pedagogical approaches. Child's age is related to the perceived level of alignment with and level of trust in teachers, parents' preferred indicators, and the sources of information parents rely on. Parents of younger children are more likely to perceive more alignment with and have more trust in teachers. Additionally, parents of younger children prefer well-being indicators and are more likely to rely on education-related and far-proximity sources. Parents of older children, however, perceive less alignment with and have less trust in teachers. Parents of older children also tend to prefer academic indicators and rely on non-education-related and close-proximity sources.



**Alignment.** Parents of younger children are more likely to perceive more alignment with teachers. Parents of older children are more likely to perceive less alignment.



**Trust.** Parents of younger children are more likely to have more trust in teachers. Parents of older children are more likely to have less trust.



**Parent purpose.** Not related to child's age.



**Pedagogy.** Not related to child's age.



**Pedagogy (vignette question).** Not related to child's age.



**Parent quality indicators.** Parents of younger children are more likely to prefer well-being indicators. Parents of older children are more likely to prefer academic indicators.



**Sources of information.** Parents of younger children are more likely to rely on education-related and far-proximity sources. Parents of older children are more likely to rely on non-education-related and close-proximity sources.

## Trust dynamic: Does parents' level of trust in teachers influence parents' beliefs about and experiences of their child's school?

For parents living in Ghana, parents' level of trust in teachers is related only to parents' perceived level of alignment with teachers. Parents with more trust in teachers tend to perceive more alignment with them, whereas parents with less trust tend to perceive less alignment.



**Alignment.** Parents with more trust in teachers perceive more alignment with their child's teachers, whereas parents with less trust in their child's teachers perceive less alignment.



**Parent purpose.** Not related to parents' level of trust.



**Pedagogy.** Not related to parents' level of trust.



**Pedagogy (vignette question).** Not related to child's age.



**Parent quality indicators.** Not related to parents' level of trust.



**Sources of information.** Not related to parents' level of trust.

## Alignment dynamic: Does parents' perceived level of alignment with teachers influence parents' beliefs about and experiences of their child's school?

For parents living in Ghana, parents' perceived level of alignment with teachers is related only to parents' preference for schools using innovative or traditional pedagogy. Parents who perceive more alignment tend to prefer schools using traditional pedagogy, whereas parents who perceive less alignment tend to prefer schools using innovative pedagogy.



**Parent purpose.** Not related to parent's perceived level of alignment.



**Pedagogy.** Not related to parent's perceived level of alignment.



**Pedagogy (vignette question).** Parents who perceive more alignment with teachers are more likely to prefer schools using traditional pedagogy. Parents who perceive less alignment are more likely to prefer schools using innovative pedagogy.



**Parent quality indicators.** Not related to parent's perceived level of alignment.

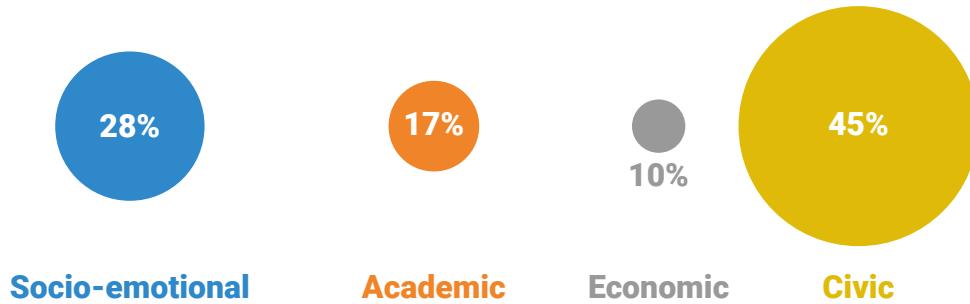


**Sources of information.** Not related to parent's perceived level of alignment.

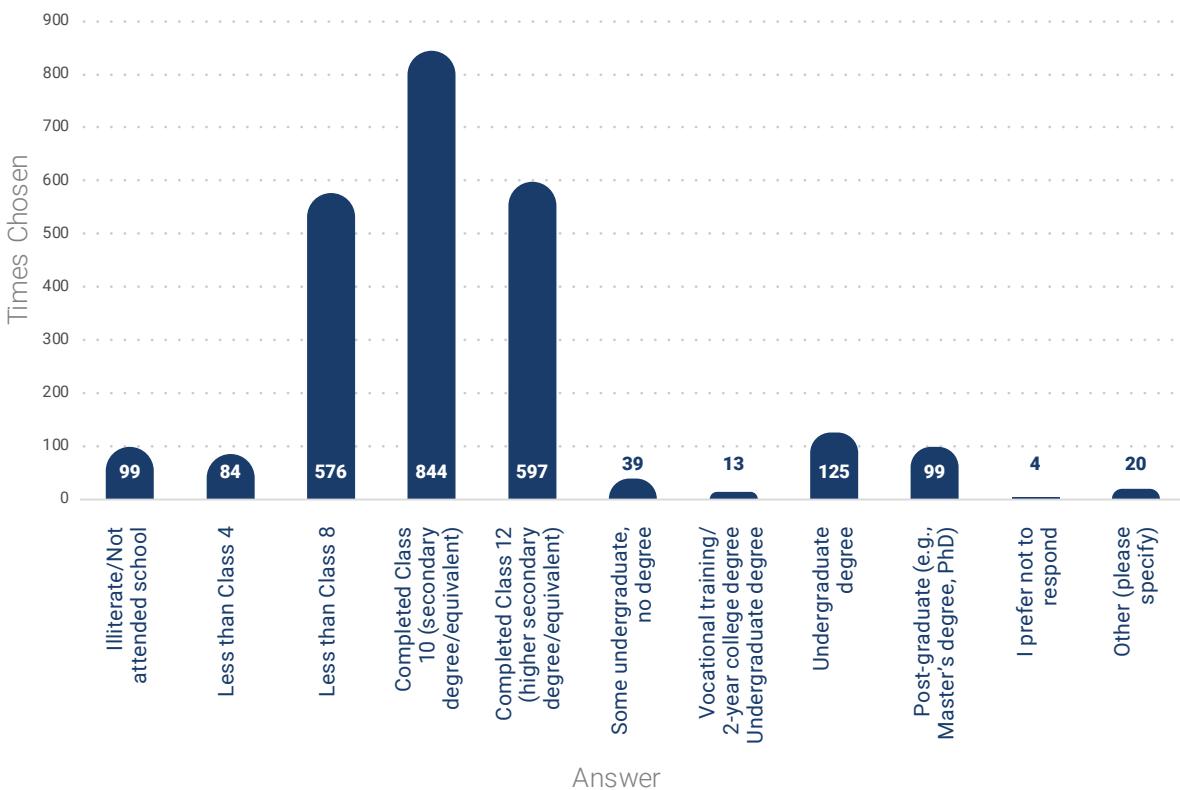
# Himachal Pradesh, India

## Parents' characteristics

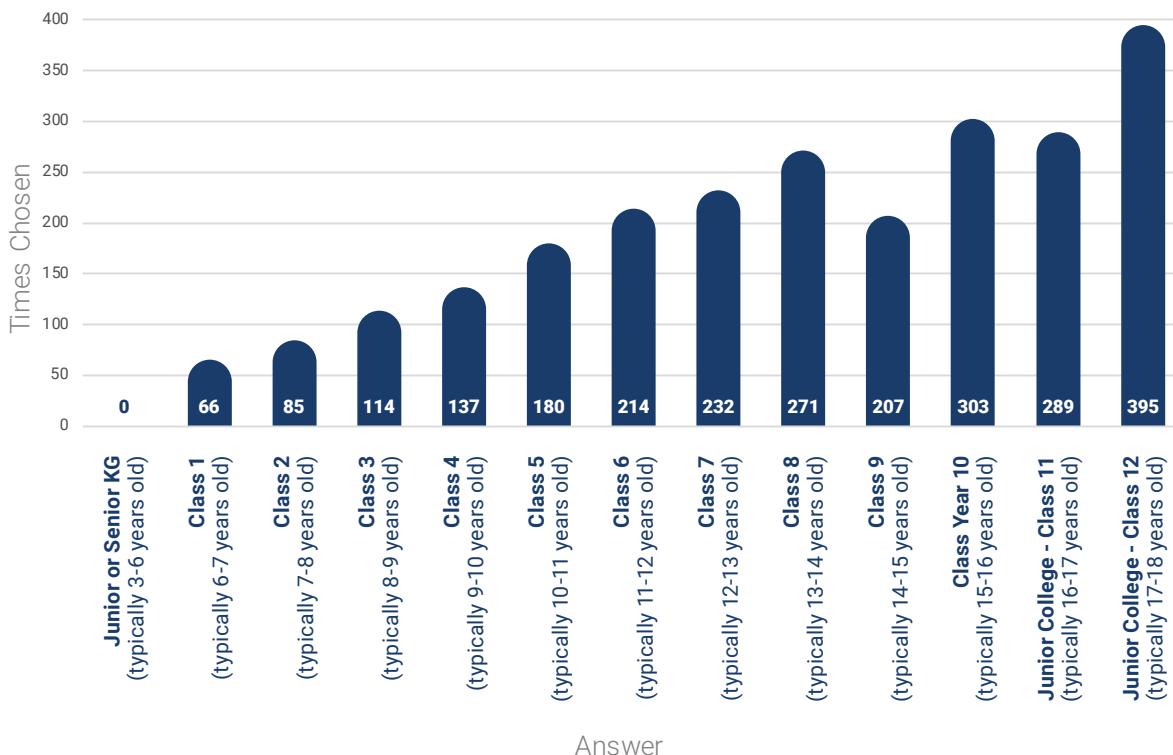
Parents are heavily oriented toward the civic purpose of school.



Parents' education level varies, but many parents have completed Class 10, which is equivalent to completing a secondary degree.



Parents' children are relatively older.



**Equity dynamic: Does parents’ education level influence their beliefs about and experiences of their child’s school?**

For parents living in Himachal Pradesh, parents’ education level is not related to perceived level of alignment with and level of trust in teachers, their belief about the most important purpose of school, or their perception of teachers’ preferred quality indicators. This indicates a high degree of equity in these particular dimensions, as the academic literature has found that parents with less education and a lower socio-economic status tend to have less favorable experiences of their child’s schools than their more educated and wealthier peers (e.g., less educated parents often feel less welcome in school and have less trust in teachers).

Parents’ education level is related to their pedagogical preference, their preferred indicators, and the sources of information they rely on. Parents with more education are more likely to prefer innovative pedagogy and well-being indicators and to rely on far-proximity sources. Parents with less education tend to prefer traditional pedagogy and academic indicators and to rely on close-proximity sources.

-  **Alignment.** Not related to parents' education level.
-  **Trust.** Not related to parents' education level.
-  **Parent purpose.** Not related to parents' education level.
-  **Teacher purpose.** Not related to parents' education level.
-  **Pedagogy.** Parents with more education are more likely to prefer innovative pedagogy. Conversely, parents with less education are more likely to prefer traditional pedagogy.
-  **Parent quality indicators.** Parents with more education are more likely to prefer well-being indicators. Conversely, parents with less education are more likely to prefer academic indicators.
-  **Teacher quality indicators.** Not related to parents' education level.
-  **Sources of information.** Parents with more education are more likely to rely on far-proximity sources. Conversely, parents with less education are more likely to rely on close-proximity sources. Parents' education level is not related to their reliance on education-related or non-education-related sources.

### Age dynamic: Does the child's age influence parents' beliefs about and experiences of their child's school?

For parents living in Himachal Pradesh, child's age is not related to their beliefs about the most important purpose of school, their pedagogical preference, or the sources of information they rely on. This is surprising first because one would expect that as children age and enter secondary school, parents would prioritize academic preparation and workforce preparation given the proximity of post-secondary education to the world of work. It is also surprising because one would expect that as children age, parents' pedagogical preference for innovative pedagogy that is more interactive and experiential would decrease in favor of more didactic methods that prioritize preparing for exams. That this did not happen indicates parents may in fact have a sophisticated understanding of different pedagogical approaches.

Child's age is related to parents' perceived level of alignment with and level of trust in teachers, their preferred indicators, and their perceptions of teachers' preferred indicators. Parents of younger children are more likely to perceive less alignment with and have less trust in teachers. They are more likely to prefer well-being indicators and to believe that teachers prefer well-being indicators as well. Parents of older children are more likely to perceive more alignment and have more trust in teachers. They are more likely to prefer academic indicators and to believe that teachers prefer academic indicators as well. The trend of more perceived alignment and higher trust among parents of older children could be caused by the high dropout rates in the Indian educational system. The students who have stayed in school longer may also be students who are more academically inclined, and hence they and their parents may feel more aligned with and trusting of the school system.



**Alignment.** Parents of younger children are more likely to perceive less alignment with teachers. Conversely, parents of older children are more likely to perceive more alignment with teachers.



**Trust.** Parents of younger children are more likely to have less trust in teachers. Parents of older children are more likely to have more trust in teachers.



**Parent purpose.** Not related to child's age.



**Teacher purpose.** Not related to child's age.



**Pedagogy.** Not related to child's age.



**Parent quality indicators.** Parents of younger children are more likely to prefer well-being indicators. Conversely, parents of older children are more likely to prefer academic indicators.



**Teacher quality indicators.** Parents of younger children are more likely to believe that teachers prefer well-being indicators. Parents of older children are more likely to believe that teachers prefer academic indicators.



**Sources of information.** Not related to child's age.

## **Trust dynamic: Does parents' level of trust in teachers influence parents' beliefs about and experiences of their child's school?**

For parents living in Himachal Pradesh, parents' level of trust in teachers is not related to parents' pedagogical preference or preferred indicators. However, it is related to parents' perceived alignment with teachers, their beliefs about the most important purpose of school, their perceptions of teachers' beliefs about the most important purpose of school, their beliefs about teachers' preferred indicators, and the sources of information they rely on.

Parents with more trust in teachers are more likely to perceive more alignment with them. They are more likely to perceive that teachers believe civic development is the most important purpose of school and that teachers prefer academic indicators. They tend to rely on close-proximity sources. Parents with less trust are more likely to perceive less alignment with teachers. They are more likely to prioritize academic preparation over socio-emotional development and civic development. They tend to believe that teachers prefer well-being indicators. Parents with less trust tend to rely on far-proximity sources.



**Alignment.** Parents with more trust in teachers are more likely to perceive more alignment with them. Conversely, parents with less trust in teachers are more likely to perceive less alignment.



**Parent purpose.** Parents with less trust are more likely to prioritize the academic purpose of school over the socio-emotional and civic purposes. Parents' level of trust is not related to whether they prioritize the economic purpose.



**Teacher purpose.** Parents with more trust are more likely to believe that teachers believe that the civic purpose of school is the most important. Parents' level of trust is not related to parents' perceptions of whether teachers prioritize the academic, economic, or socio-emotional purposes.



**Pedagogy.** Not related to parents' level of trust.



**Parent quality indicators.** Not related to parents' level of trust.



**Teacher quality indicators.** Parents with more trust in teachers are more likely to believe that teachers prefer academic indicators. Conversely, parents with less trust in teachers are more likely to believe that teachers prefer well-being indicators.



**Sources of information.** Parents with more trust in teachers are more likely to rely on close-proximity sources. Conversely, parents with less trust are more likely to rely on far-proximity sources. Parents' level of trust in teachers is not related to parents' preference for education-related or non-education-related sources.

## Alignment dynamic: Does parents' perceived level of alignment with teachers influence parents' beliefs about and experiences of their child's school?

For parents living in Himachal Pradesh, parents' perceived level of alignment with teachers is not related to their pedagogical preference or their preferred indicators. However, it is related to parents' beliefs about the most important purpose of school, their perceptions of teachers' beliefs about the most important purpose of school, their beliefs about teachers' preferred indicators, and the sources of information they rely on. Parents who perceive more alignment tend to believe that civic development is the most important purpose

of school, and they tend to believe that teachers feel the same. Parents who perceive more alignment believe that teachers prefer academic indicators. These parents also tend to rely on close-proximity sources. Parents who perceive less alignment tend to believe that teachers prefer well-being indicators. In addition, these parents tend to rely on far-proximity sources.



**Parent purpose.** Parents who perceive more alignment with teachers are more likely to believe that the civic purpose of school is the most important. Parents' perceived level of alignment is not related to whether parents prioritize the academic, economic, or socio-emotional purposes of school.



**Teacher purpose.** Parents who perceive more alignment with teachers are more likely to believe that teachers believe that the civic purpose of school is the most important. Parents' perceived level of alignment is not related to parents' perceptions of whether teachers prioritize the academic, economic, or socio-emotional purposes of school.



**Pedagogy.** Not related to parents' perceived level of alignment.



**Parent quality indicators.** Not related to parents' perceived level of alignment.



**Teacher quality indicators.** Parents who perceive more alignment with teachers are more likely to believe that teachers prefer academic indicators. Parents who perceive less alignment are more likely to believe that teachers prefer well-being indicators.

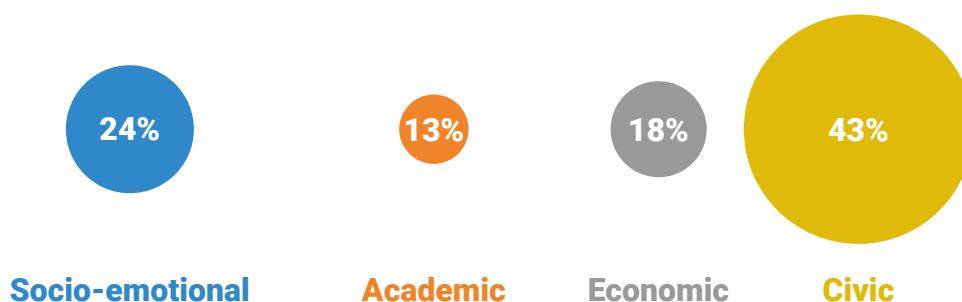


**Sources of information.** Parents who perceive more alignment with teachers are more likely to rely on close-proximity sources. Conversely, parents who perceive less alignment are more likely to rely on far-proximity sources. Parents' perceived level of alignment with teachers is not related to parents' reliance on education-related or non-education-related sources.

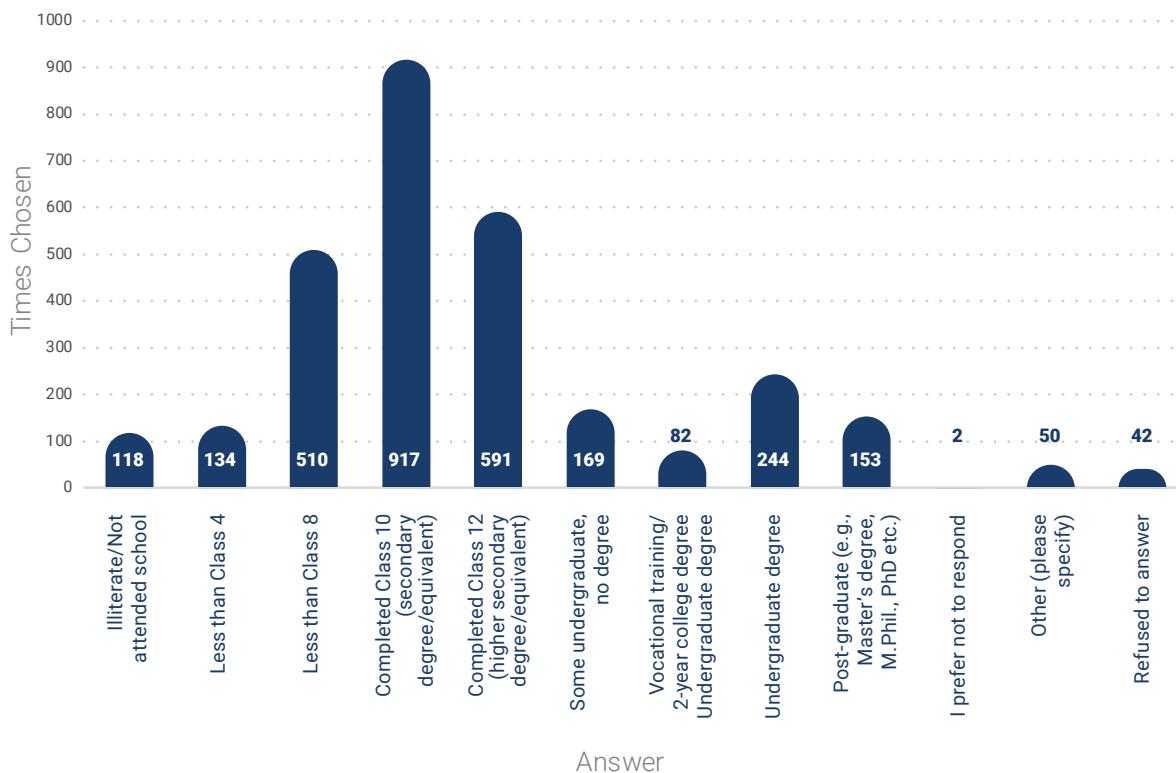
# Maharashtra, India

## Parents' characteristics

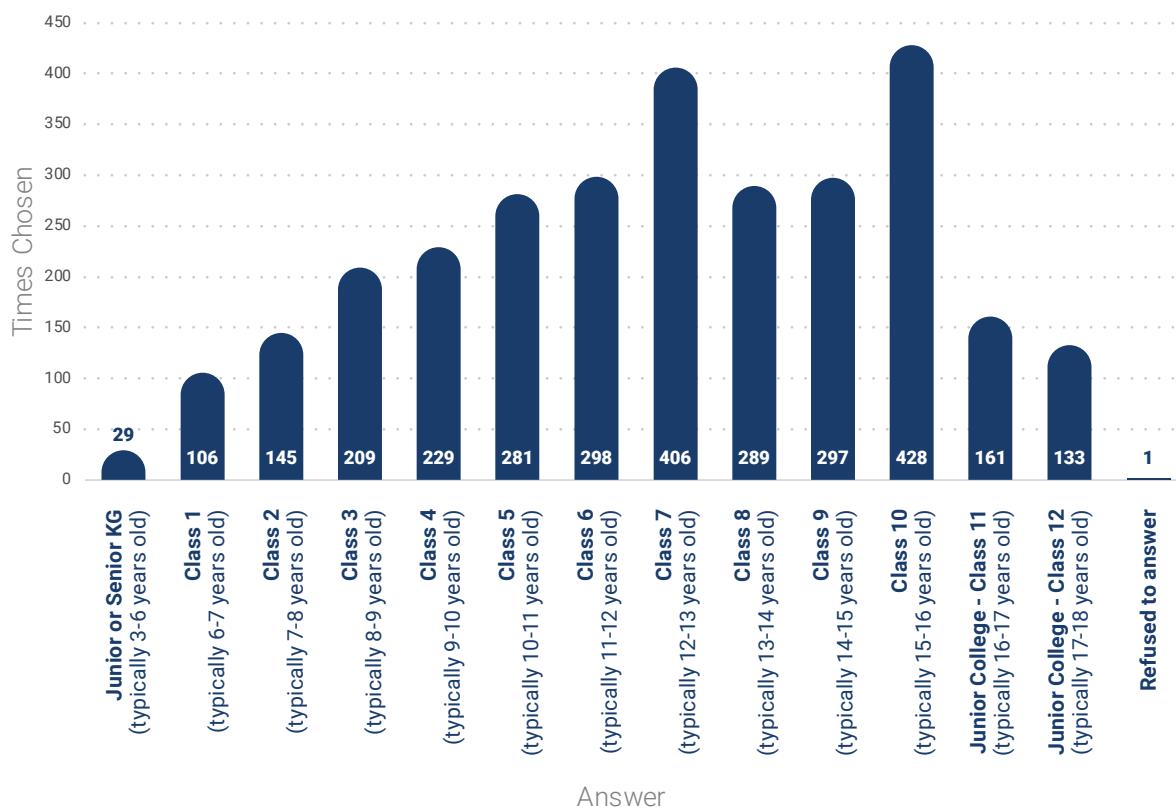
Parents are heavily oriented toward the civic purpose of school.



Parents' education level varies, but many parents have completed Class 10, which is equivalent to completing a secondary degree.



Child's age is relatively evenly distributed across all grade levels, with less children in junior or senior kindergarten and more children in Class 7 and Class 10.



### Equity dynamic: Does parents’ education level influence their beliefs about and experiences of their child’s school?

For parents living in Maharashtra, parents’ education level is not related to parents’ level of trust in teachers or their pedagogical preference. However, it is related to parents’ perceived level of alignment with teachers, their beliefs about the most important purpose of school, their perceptions about teachers’ beliefs about the most important purpose of school, their preferred indicators, their beliefs about teachers’ preferred indicators, and the sources of information they rely on.

Parents with more education perceive less alignment. Parents with more education also tend to believe that teachers prioritize socio-emotional development over academic preparation and that teachers prefer well-being indicators. These parents tend to rely on far-proximity sources. Parents with less education perceive more alignment. They are more likely to believe that academic preparation is the most important purpose of school and to prefer academic indicators. Regarding teachers, parents with less education believe that teachers prefer academic indicators as well. They tend to rely on close-proximity sources.



**Alignment.** Parents with less education are more likely to perceive more alignment with teachers. Conversely, parents with more education are more likely to perceive less alignment.



**Trust.** Not related to parents' education level.



**Parent purpose.** Parents with less education are more likely to believe that the academic purpose of school is the most important. Parents' education level is not related to whether parents prioritize the civic, economic, or socio-emotional purposes of school.



**Teacher purpose.** Parents with more education are more likely to believe that teachers prioritize the socio-emotional purpose of school over the academic purpose. Parents' education level is not related to parents' perceptions of whether teachers prioritize the civic or economic purposes.



**Pedagogy.** Not related to parent's education level.



**Parent quality indicators.** Parents with more education are more likely to prefer well-being indicators. Conversely, parents with less education are more likely to prefer academic indicators.



**Teacher quality indicators.** Parents with more education are more likely to believe that teachers prefer well-being indicators. Parents with less education are more likely to believe that teachers prefer academic indicators.



**Sources of information.** Parents with more education are more likely to rely on far-proximity sources. Conversely, parents with less education are more likely to rely on close-proximity sources. Parents' education level is not related to parents' reliance on education-related or non-education-related sources.

## Age dynamic: Does the child's age influence parents' beliefs about and experiences of their child's school?

For parents living in Maharashtra, child's age is not related to parents' beliefs about the most important purpose of school, their pedagogical preference, or the sources of information they rely on. This is surprising, as one would expect that

as children age and enter secondary school, parents' preference for innovative pedagogy would decrease in favor of traditional pedagogy. The fact that this does not happen indicates that parents may have a sophisticated understanding of different pedagogical approaches.

Child's age is related to parents' perceived level of alignment with and level of trust in teachers, parents' preferred indicators, and parents' beliefs about teachers' preferred indicators. Parents with younger children tend to perceive more alignment with and have more trust in teachers. They prefer well-being indicators and believe that teachers prefer well-being indicators as well. Conversely, parents of older children tend to perceive less alignment with and have less trust in teachers. They prefer academic indicators and believe that teachers prefer academic indicators as well.



**Alignment.** Parents of younger children are more likely to perceive more alignment with teachers. Conversely, parents of older children are more likely to perceive less alignment.



**Trust.** Parents of younger children are more likely to have more trust in teachers. Parents of older children are more likely to have less trust in teachers.



**Parent purpose.** Not related to child's age.



**Teacher purpose.** Not related to child's age.



**Pedagogy.** Not related to child's age.



**Parent quality indicators.** Parents of younger children are more likely to prefer well-being indicators. Conversely, parents of older children are more likely to prefer academic indicators.



**Teacher quality indicators.** Parents of younger children are more likely to believe that teachers prefer well-being indicators. Parents of older children are more likely to believe that teachers prefer academic indicators.



**Sources of information.** Not related to child's age.

## **Trust dynamic: Does parents' level of trust in teachers influence parents' beliefs about and experiences of their child's school?**

For parents living in Maharashtra, parents' level of trust in teachers is not related to parents' beliefs about teachers' preferred indicators. It is related to their perceived level of alignment with teachers, their beliefs about the most important purpose of school, their perceptions of teachers' beliefs about the most important purpose of school, their pedagogical preference, their preferred indicators, and the sources of information they rely on. Parents with more trust in teachers tend to perceive more alignment with teachers. They prefer innovative pedagogy. They prefer well-being indicators and believe that their child's teachers prefer well-being indicators as well. Finally, they tend to rely on education-related sources. Parents with less trust tend to perceive less alignment with teachers. They prefer traditional pedagogy and academic indicators, and they tend to rely on non-education-related sources.



**Alignment.** Parents with more trust in teachers are more likely to perceive more alignment with teachers. Parents with less trust are more likely to perceive less alignment.



**Parent purpose.** Parents' level of trust is related to parents' beliefs about the most important purpose of school. However, the direction of this relationship is unclear from our analysis, and further testing is needed.



**Teacher purpose.** Parents' level of trust is related to parents' perceptions of teachers' beliefs about the most important purpose of school. However, the direction of this relationship is unclear from our analysis, and further testing is needed.



**Pedagogy.** Parents with more trust in teachers are more likely to prefer innovative pedagogy. Parents with less trust are more likely to prefer traditional pedagogy.



**Parent quality indicators.** Parents with more trust in teachers are more likely to prefer well-being indicators. Conversely, parents with less trust are more likely to prefer academic indicators.



**Teacher quality indicators.** Not related to trust.



**Sources of information.** Parents with more trust in teachers are more likely to rely on education-related sources. Conversely, parents with less trust are more likely to rely on non-education-related sources. Parents' level of trust in teachers is not related to parents' reliance on close-proximity or far-proximity sources.

## Alignment dynamic: Does parents' perceived level of alignment with teachers influence parents' beliefs about and experiences of their child's school?

For parents living in Maharashtra, parents' perceived level of alignment with teachers is not related to parents' perceptions of teachers' beliefs about the most important purpose of school, their pedagogical preference, their preferred indicators, or their beliefs about teachers' preferred indicators. Parents' perceived level of alignment is, however, related to parents' beliefs about the most important purpose of school and the sources of information they rely on. Parents who perceive more alignment with teachers tend to rely on education-related sources, whereas parents who perceive less alignment tend to rely on non-education-related sources.



**Parent purpose.** Parents' perceived level of alignment with teachers is related to parents' beliefs about the most important purpose of school. However, the direction of this relationship is unclear from our analysis, and further testing is needed.



**Teacher purpose.** Not related to parents' perceived level of alignment.



**Pedagogy.** Not related to parents' perceived level of alignment.



**Parent quality indicators.** Not related to parents' perceived level of alignment.



**Teacher quality indicators.** Not related to parents' perceived level of alignment.

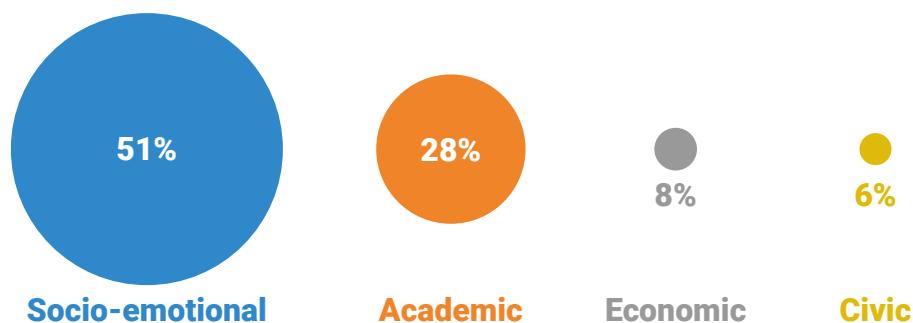


**Sources of information.** Parents who perceive more alignment with teachers are more likely to rely on education-related sources. Conversely, parents who perceive less alignment are more likely to rely on non-education-related sources. Parents' perceived level of alignment with teachers is not related to parents' reliance on close-proximity or far-proximity sources.

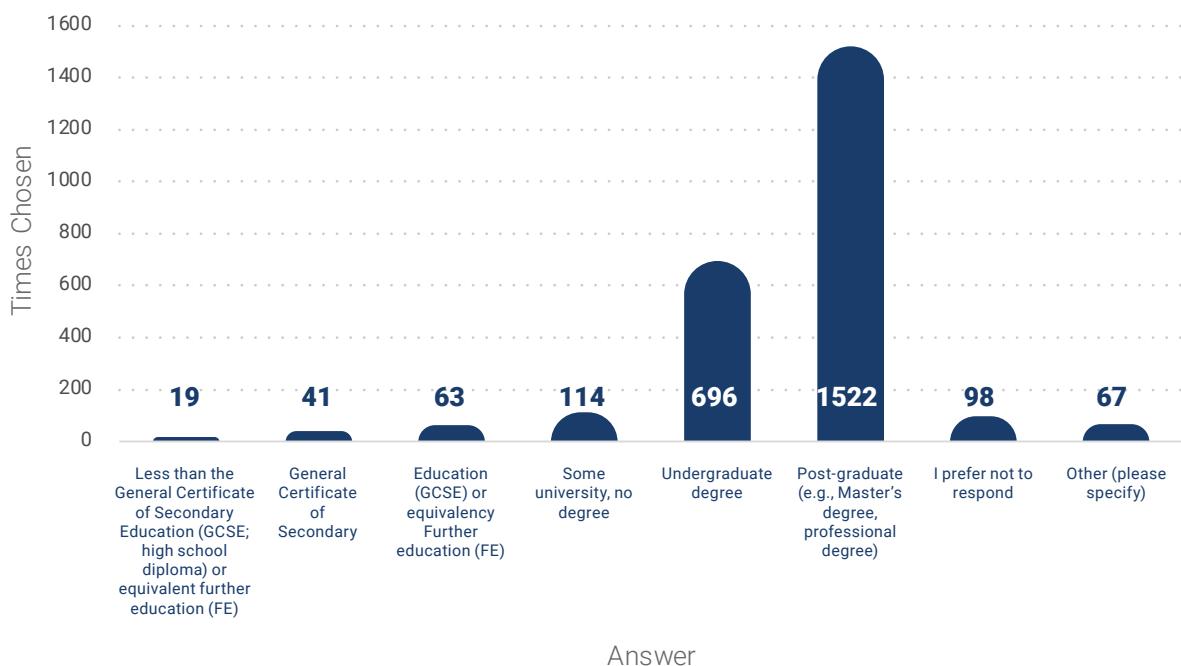
# Nord Anglia Education

## Parents' characteristics

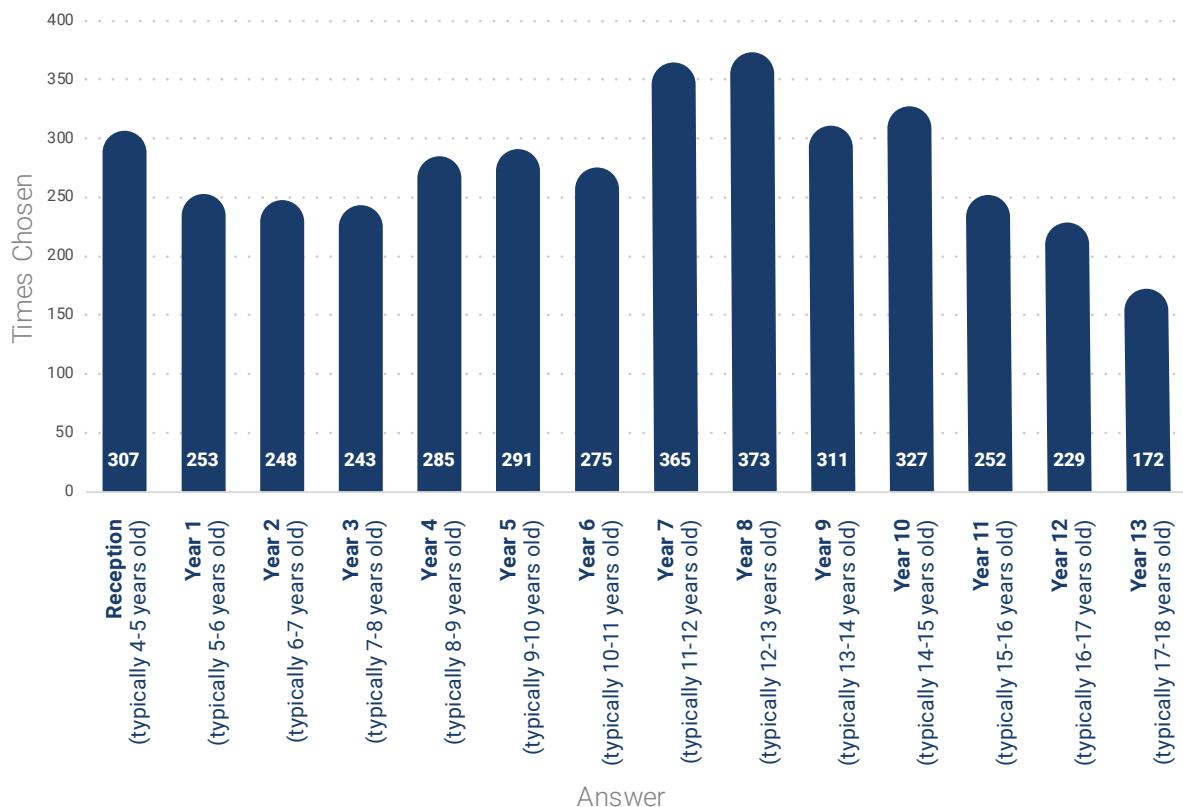
Parents are heavily oriented toward the socio-emotional purpose of school.



Parents are highly educated, with many holding bachelor's or post-graduate degrees.



Child's age is relatively evenly distributed across all grade levels, with more children in Year 7 and Year 8.



**Equity dynamic: Does parents’ education level influence their beliefs about and experiences of their child’s school?**

For parents of Nord Anglia Education students, parents’ education level is not related to parents’ perceived level of alignment with and level of trust in teachers, parents’ perceptions of teachers’ beliefs about the most important purpose of school, parents’ pedagogical preferences, or parents’ preferred indicators.

Parents’ education level is related to their beliefs about the most important purpose of school, their perceptions of teachers’ preferred indicators, and the sources of information they rely on. Specifically, parents with more education are more likely to prioritize workforce preparation over socio-emotional development as the most important purpose of school. They are also more likely to rely on education-related and far-proximity sources. Finally, parents with more education are more likely to believe that teachers prefer academic indicators. Parents with less education, however, are more likely to believe that teachers prefer well-being indicators and to rely on non-education-related and close-proximity sources.

-  **Alignment.** Not related to parents' education level.
-  **Trust.** Not related to parents' education level.
-  **Parent purpose.** Parents with more education are more likely to prioritize the economic purpose of school over the socio-emotional purpose. Parents' education level is not related to whether parents prioritize the academic or civic purposes of school.
-  **Teacher purpose.** Not related to parents' education level.
-  **Pedagogy.** Not related to parents' education level.
-  **Parent quality indicators.** Not related to parents' education level.
-  **Teacher quality indicators.** Parents with more education are more likely to believe that teachers prefer academic indicators. Conversely, parents with less education are more likely to believe that teachers prefer well-being indicators.
-  **Sources of information.** Parents with more education are more likely to rely on education-related and far-proximity sources. Conversely, parents with less education are more likely to rely on non-education-related and close-proximity sources.

## Age dynamic: Does the child's age influence parents' beliefs about and experiences of their child's school?

For parents of Nord Anglia Education students, child's age is not related to parents' pedagogical preference. This is surprising, as one would expect that as children age and enter secondary school, parents' pedagogical preference for innovative pedagogy that is more interactive and experiential would decrease in favor of more didactic methods that prioritize preparing for exams. That this did not happen indicates parents may in fact have a sophisticated understanding of different pedagogical approaches. Child's age is, however, related to parents' perceived level of alignment with and level of trust in teachers, parents' beliefs about the most important purpose of school, parents' perceptions of teachers' beliefs about the most important purpose of school, parents' preferred indicators,

parents' beliefs about teachers' preferred indicators, and the sources of information parents rely on. Parents of younger children tend to perceive more alignment with and have more trust in teachers. They prefer well-being indicators and believe that teachers also prefer well-being indicators. They rely on non-education-related and close-proximity sources. Parents of older children, however, tend to perceive less alignment with and have less trust in teachers. They are more likely to believe that academic preparation is the most important purpose of school. They also tend to prefer academic indicators and to believe that teachers prefer academic indicators as well. They rely on education-related and far-proximity sources.



**Alignment.** Parents of younger children are more likely to perceive more alignment with teachers. Conversely, parents of older children are more likely to perceive less alignment with teachers.



**Trust.** Parents of younger children are more likely to have more trust in teachers. Conversely, parents of older children are more likely to have less trust in teachers.



**Parent purpose.** Parents of older children are more likely to believe that the academic purpose of school is the most important.



**Teacher purpose.** Parents of older children are more likely to believe that their child's teachers believe that academic preparation is the most important purpose of school.



**Pedagogy.** Not related to child's age.



**Parent quality indicators.** Parents of younger children are more likely to prefer well-being indicators. Conversely, parents of older children are more likely to prefer academic indicators.



**Teacher quality indicators.** Parents of younger children are more likely to believe that teachers prefer well-being indicators. Conversely, parents of older children are more likely to believe that teachers prefer academic indicators.



**Sources of information.** Parents of younger children are more likely to rely on non-education-related and close-proximity sources. Conversely, parents of older children are more likely to rely on education-related and far-proximity sources.

## **Trust dynamic: Does parents' level of trust in teachers influence parents' beliefs about and experiences of their child's school?**

For parents of Nord Anglia Education students, parents' level of trust in teachers is related to all dimensions: parents' perceived level of alignment with teachers, their beliefs about the most important purpose of school, their perceptions of teachers' beliefs about the most important purpose of school, their pedagogical preference, their preferred indicators, their beliefs about teachers' preferred indicators, and the sources of information they rely on. Not surprisingly, parents with more trust in teachers are more likely to perceive more alignment with them. Parents with more trust are more likely to prioritize socio-emotional development and civic development over workforce preparation as the most important purpose of school and to believe that teachers feel the same. They prefer innovative pedagogy. These parents tend to prefer academic indicators and to believe that teachers prefer academic indicators as well. Parents with more trust rely on education-related and close-proximity sources. Parents with less trust, however, perceive less alignment. They tend to prefer traditional pedagogy. They also tend to prefer well-being indicators and to believe that teachers prefer well-being indicators as well. They rely on non-education-related and far-proximity sources.



**Alignment.** Parents with more trust in teachers are more likely to perceive more alignment with them. Conversely, parents with less trust are more likely to perceive less alignment.



**Parent purpose.** Parents with more trust in teachers are more likely to prioritize the socio-emotional and civic purposes of school over the economic purpose.



**Teacher purpose.** Parents with more trust in teachers are more likely to believe that teachers prioritize the socio-emotional and civic purposes of school over the economic purpose.



**Pedagogy.** Parents with more trust in teachers are more likely to prefer innovative pedagogy. Conversely, parents with less trust are more likely to prefer traditional.



**Parent quality indicators.** Parents with more trust in teachers are more likely to prefer academic indicators. Conversely, parents with less trust are more likely to prefer well-being indicators.



**Teacher quality indicators.** Parents with more trust in teachers are more likely to believe that teachers prefer academic indicators. Conversely, parents with less trust are more likely believe that teachers prefer well-being indicators.



**Sources of information.** Parents with more trust in teachers are more likely to rely on education-related and close-proximity sources. Conversely, parents with less trust are more likely to rely on non-education-related and far-proximity sources.

### Alignment dynamic: Does parents' perceived level of alignment with teachers influence parents' beliefs about and experiences of their child's school?

For parents of Nord Anglia Education students, parents' perceived level of alignment with teachers is not related to parents' preferred indicators. It is related to parents' beliefs about the most important purpose of school, parents' perceptions of teachers' beliefs about the most important purpose of school, parents' pedagogical preference, parents' beliefs about teachers' preferred indicators, and the sources of information parents rely on. Parents who perceive more alignment with teachers are more likely to prioritize socio-emotional

development and civic development over academic preparation and workforce preparation as the most important purpose of school. These parents also tend to believe that teachers prioritize socio-emotional development over academic preparation and workforce preparation. In addition, parents who perceive more alignment tend to prefer innovative pedagogy and to believe that teachers prefer well-being indicators. Finally, parents who perceive more alignment tend to rely on education-related and close-proximity sources. Parents who perceive less alignment with teachers are more likely to prioritize academic preparation and workforce preparation over socio-emotional development and civic development as the most important purpose of school. They tend to prefer traditional pedagogy and to believe that their child's teachers prefer academic indicators. They tend to rely on non-education-related and far-proximity sources.



**Parent purpose.** Parents who perceive more alignment with teachers are more likely to prioritize the socio-emotional and civic purposes of school over the academic and economic purposes.



**Teacher purpose.** Parents who perceive more alignment with teachers are more likely to believe that teachers prioritize the socio-emotional purpose of school over the academic and economic purposes. Parents' perceived level of alignment with teachers is not related to their perceptions of whether teachers prioritize the civic purpose of school.



**Pedagogy.** Parents who perceive more alignment with teachers are more likely to prefer innovative pedagogy. Conversely, parents who perceive less alignment are more likely to prefer traditional pedagogy.



**Parent quality indicators.** Not related to parents' perceived level of alignment.



**Teacher quality indicators.** Parents who perceive more alignment with teachers are more likely to believe that teachers prefer well-being indicators. Conversely, parents who perceive less alignment are more likely to believe that teachers prefer academic indicators.



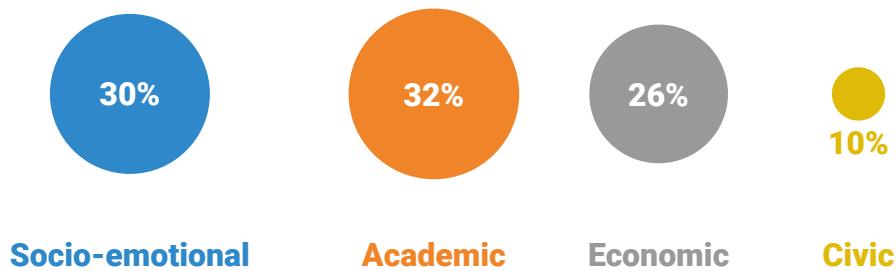
**Sources of information.** Parents who perceive more alignment with teachers are more likely to rely on education-related and close-proximity sources. Conversely, parents who perceive less alignment are more likely to rely on non-education-related and far-proximity sources.

## South Africa, Africa

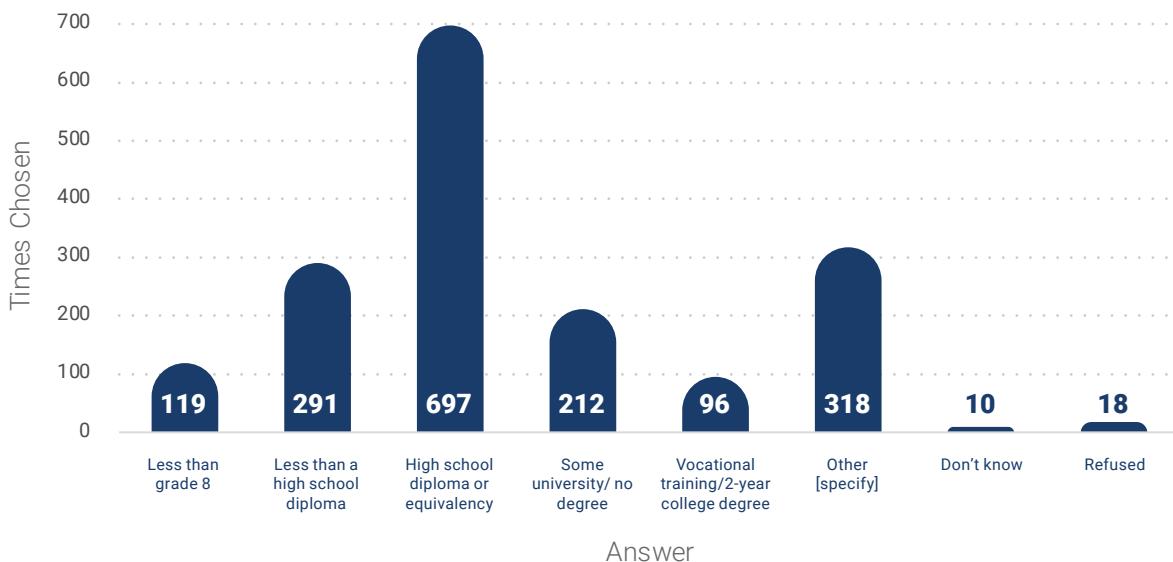
The survey conducted in South Africa excluded several questions. Accordingly, there is no data on parents' perceptions of teachers' beliefs about the most important purpose of school or teachers' preferred quality indicators. In the following results, the relevant dimension sections are therefore excluded. In addition, note that the survey conducted in South Africa addressed parents' pedagogical preference in two ways, through a question presenting several possible pedagogical approaches as well as a vignette about two hypothetical schools.

### Parents' characteristics

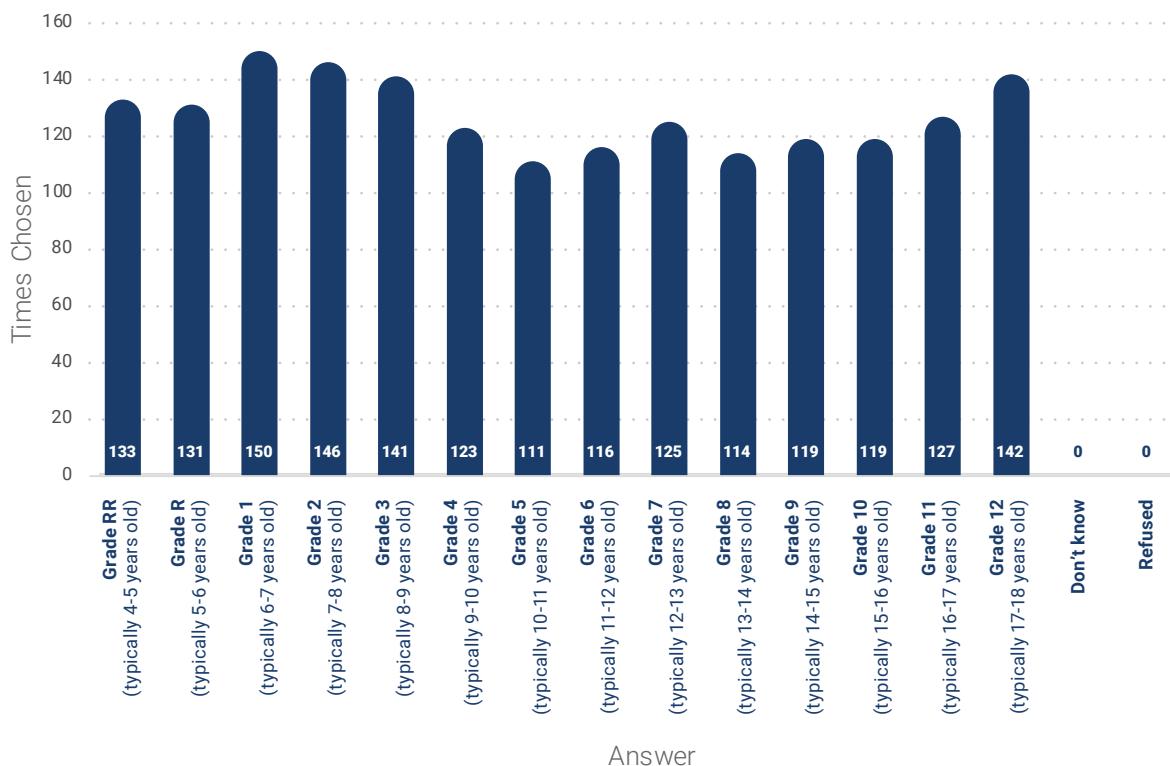
Parents are oriented toward the socio-emotional, academic, and economic purposes of school.



Parents' education level varies, with most parents having completed high school.



Child's age is relatively evenly distributed across all grade levels.



**Equity dynamic: Does parents' education level influence their beliefs about and experiences of their child's school?**

For parents living in South Africa, parents' education level is not related to their perceived level of alignment with and level of trust in teachers or their preferred quality indicators. However, parent's education level is related to their beliefs about the most important purpose of school, their preference for schools using innovative or traditional pedagogy, and the sources of information they rely on.

Parents with more education are more likely to prioritize socio-emotional development over workforce preparation as the most important purpose of school. Parents with more education are also more likely to prefer schools using innovative pedagogy and to rely on education-related and far-proximity sources. Parents with less education are more likely to prefer schools using traditional pedagogy and to rely on non-education-related and close-proximity sources.

 **Alignment.** Not related to parents' education level.

 **Trust.** Not related to parents' education level.

 **Parent purpose.** Parents with more education are more likely to prioritize the socio-emotional purpose of school over the economic purpose. Parents' education level is not related to whether they prioritize the civic or academic purposes of school.

 **Pedagogy.** Not related to parents' education level.

 **Pedagogy (vignette question).** Parents with more education are more likely to prefer schools using innovative pedagogy. Parents with less education are more likely to prefer schools using traditional pedagogy.

 **Parent quality indicators.** Not related to parents' education level.

 **Sources of information.** Parents with more education are more likely to rely on education-related and far-proximity sources. Conversely, parents with less education are more likely to rely on non-education-related and close-proximity sources.

### Age dynamic: Does the child's age influence parents' beliefs about and experiences of their child's school?

For parents living in South Africa, child's age is not related to parents' beliefs about the most important purpose of school, their preferred indicators, or the sources of information they rely on. Child's age is related to parents' pedagogical preference. Parents of younger children are more likely to prefer traditional pedagogy, whereas parents of older children are more likely to prefer innovative pedagogy. This is surprising, as one would expect that as children age and enter secondary school, parents' pedagogical preference for innovative pedagogy that is more interactive and experiential would decrease in favor of more didactic methods that prioritize preparing for exams. That this did not happen indicates parents may in fact have a sophisticated understanding of different pedagogical approaches.

Child's age is also related to parents' perceived level of alignment with and level of trust in teachers. Parents of younger children are more likely to perceive more alignment with and have more trust in teachers. The opposite is true for parents of older children, who tend to perceive less alignment with and have more trust in teachers.



**Alignment.** Parents of younger children are more likely to perceive more alignment with teachers. Parents of older children are more likely to perceive less alignment.



**Trust.** Parents of younger children are more likely to have more trust in teachers. Parents of older children are more likely to have less trust.



**Parent purpose.** Not related to child's age.



**Pedagogy.** Parents of younger children are more likely to prefer traditional pedagogy. Parents of older children are more likely to prefer innovative pedagogy.



**Pedagogy (vignette question).** Not related to child's age.



**Parent quality indicators.** Not related to child's age.



**Sources of information.** Not related to child's age.

### **Trust dynamic: Does parents' level of trust in teachers influence parents' beliefs about and experiences of their child's school?**

For parents living in South Africa, parents' level of trust in teachers is not related to parents' beliefs about the most important purpose of school or their preferred indicators. However, it is related to parents' perceived level of alignment with teachers, their pedagogical preferences, and the sources they rely on. Not surprisingly, parents with more trust in teachers are more likely to perceive more alignment with them. Additionally, parents with more trust are more likely to prefer traditional pedagogy and rely on education-related and far-proximity sources. Conversely, parents with less trust are more likely to perceive less alignment, prefer innovative pedagogy, and tend to rely on non-education-related and close-proximity sources.



**Alignment.** Parents with more trust in teachers are more likely to perceive more alignment with them. Parents with less trust are more likely to perceive less alignment.



**Parent purpose.** Not related to parents' level of trust.



**Pedagogy.** Parents with more trust in teachers are more likely to prefer traditional pedagogy. Parents with less trust in teachers are more likely to prefer innovative pedagogy.



**Pedagogy (vignette question).** Not related to parents' level of trust.



**Parent quality indicators.** Not related to parents' level of trust.



**Sources of information.** Parents with more trust in teachers are more likely to rely on education-related and far-proximity sources. Parents with less trust are more likely to rely on non-education-related and close-proximity sources.

### Alignment dynamic: Does parents' perceived level of alignment with teachers influence parents' beliefs about and experiences of their child's school?

For parents living in South Africa, parents' level of alignment with teachers is not related to parents' beliefs about the most important purpose of school. However, parents' perceived level of alignment is related to their pedagogical preferences, their preferred indicators, and the sources of information they rely on. Parents who perceive more alignment with teachers are more likely to prefer traditional pedagogy and academic indicators, and to rely on education-related sources. Parents who perceive less alignment are more likely to prefer innovative pedagogy and well-being indicators, and to rely on non-education-related sources.



**Parent purpose.** Not related to parents' perceived level of alignment.



**Pedagogy.** Parents who perceive more alignment with teachers are more likely to prefer traditional pedagogy. Parents who perceive less alignment with teachers are more likely to prefer innovative pedagogy.



**Pedagogy (vignette question).** Not related to parents' perceived level of alignment.



**Parent quality indicators.** Parents who perceive more alignment with teachers are more likely to prefer academic indicators. Parents who perceive less alignment are more likely to prefer well-being indicators.

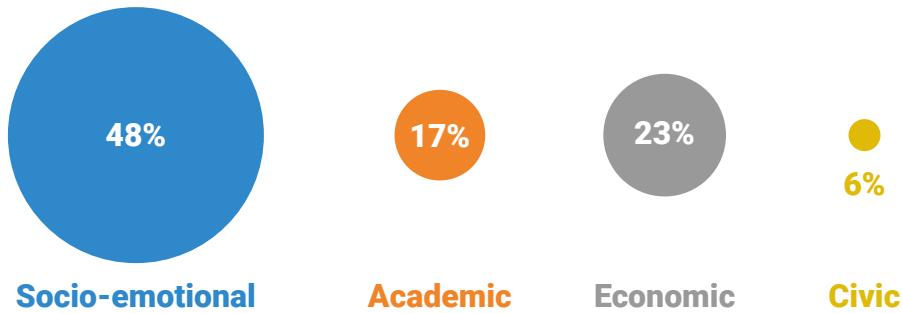


**Sources of information.** Parents of younger children are more likely to rely on close-proximity sources. Conversely, parents of older children are more likely to rely on far-proximity sources. Child's age is not related to parents' reliance on education-related or non-education-related sources.

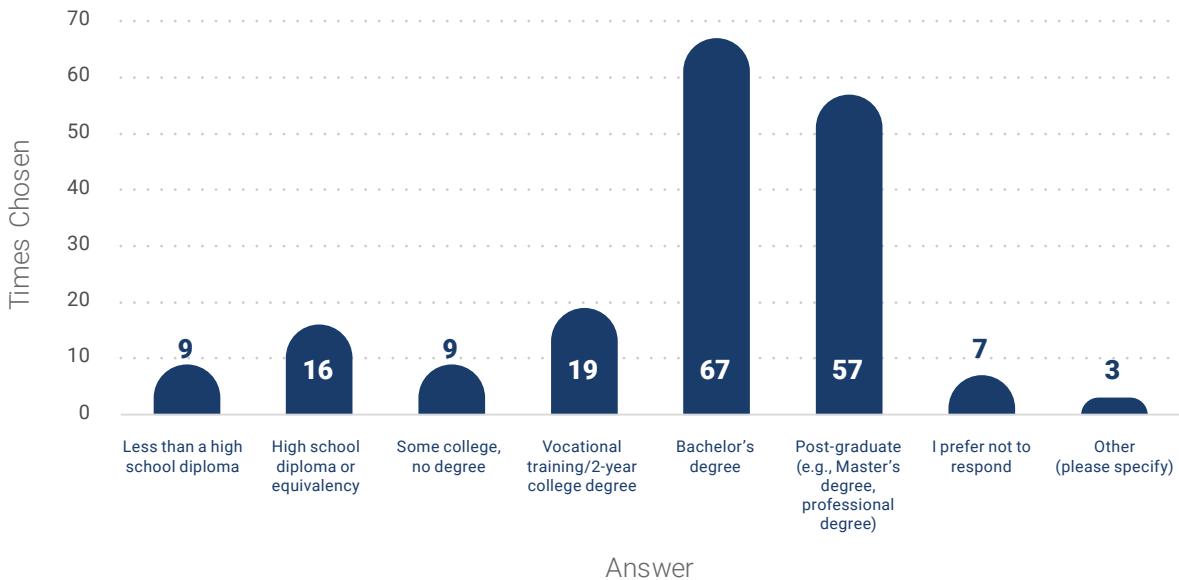
# South Australia, Australia

## Parents' characteristics

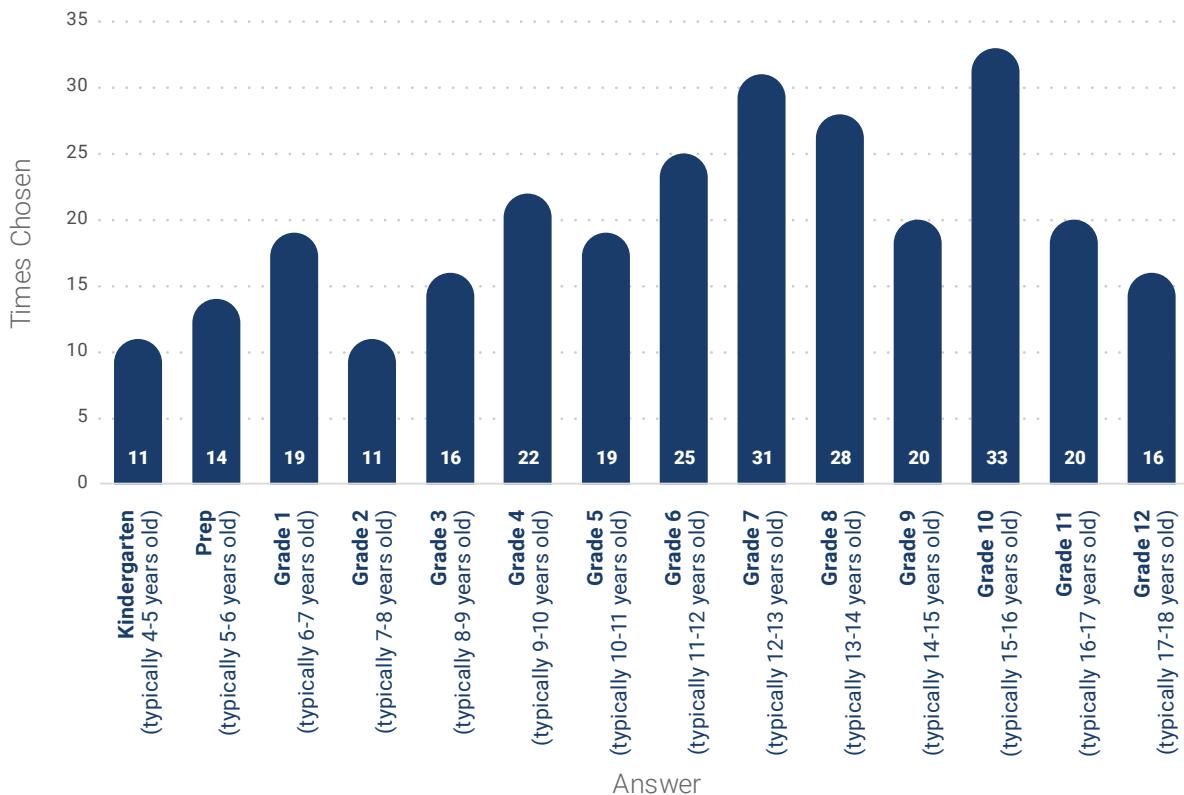
Parents are heavily oriented toward the socio-emotional purpose of school.



Parents are highly educated, with the majority holding bachelor's or post-graduate degrees.



Child's age is relatively evenly distributed across all grade levels, with the most children in Grade 10 and the least in kindergarten and Grade 2.



### Equity dynamic: Does parents' education level influence their beliefs about and experiences of their child's school?

For parents living in South Australia, parents' education level is related only to parents' level of trust in teachers. Specifically, while parents with more education are more likely to have less trust in teachers, parents with less education are more likely to have more trust in teachers.

-  **Alignment.** Not related to parents' education level.
-  **Trust.** Parents with more education are more likely to have less trust in teachers. Parents with less education are more likely to have more trust in teachers.
-  **Parent purpose.** Not related to parents' education level.
-  **Teacher purpose.** Not related to parents' education level.
-  **Pedagogy.** Not related to parents' education level.
-  **Parent quality indicators.** Not related to parents' education level.
-  **Teacher quality indicators.** Not related to parents' education level.
-  **Sources of information.** Not related to parents' education level.

### Age dynamic: Does the child's age influence parents' beliefs about and experiences of their child's school?

For parents living in South Australia, child's age is not related to parents' pedagogical preference, parents' preferred quality indicators, parents' beliefs about teachers' preferred indicators, or the sources of information parents rely on. That child's age is not related to pedagogical preference is surprising, as one would expect that as children age and enter secondary school, parents' pedagogical preference for innovative pedagogy that is more interactive and experiential would decrease in favor of more didactic methods that prioritize preparing for exams. That this did not happen indicates parents may in fact have a sophisticated understanding of different pedagogical approaches. Child's age is related to parents' perceived level of alignment with and level of trust in teachers, their beliefs about the most important purpose of school, their perceptions of teachers' beliefs about the most important purpose of school, and their beliefs about teachers' preferred indicators. Parents of younger children are more likely to perceive more alignment with and have more trust in teachers.

They tend to prioritize socio-emotional development over academic preparation and workforce preparation as the most important purpose of school and to believe that teachers feel the same. Parents of younger children also tend to believe that teachers prefer well-being indicators. Parents of older children tend to perceive less alignment with and have less trust in teachers. They tend to prioritize academic preparation and workforce preparation over socio-emotional development as the most important purpose of school. Furthermore, parents of older children are more likely to believe that teachers prioritize academic preparation over socio-emotional development and that teachers prefer academic indicators.



**Alignment.** Parents of younger children are more likely to perceive more alignment with teachers. Parents of older children are more likely to perceive less alignment.



**Trust.** Parents of younger children are more likely to have more trust in teachers. Parents of older children are more likely to have less trust.



**Parent purpose.** Parents of younger children are more likely to prioritize the socio-emotional purpose of school over the academic and economic purposes. Parents of older children are more likely to prioritize the academic and economic purposes of school over the socio-emotional purpose. Child's age is not related to whether parents prioritize the civic purpose of school.



**Teacher purpose.** Parents who perceive more alignment with teachers are more likely to believe that teachers prefer well-being indicators. Conversely, parents who perceive less alignment are more likely to believe that teachers prefer academic indicators.



**Pedagogy.** Not related to child's age.



**Parent quality indicators.** Not related to child's age.



**Teacher quality indicators.** Parents of younger children are more likely to believe that teachers prefer well-being indicators. Parents of older children are more likely to believe that teachers prefer academic indicators.



**Sources of information.** Not related to child's age.

## **Trust dynamic: Does parents' level of trust in teachers influence parents' beliefs about and experiences of their child's school?**

For parents living in South Australia, parents' level of trust in teachers is not related to parents' beliefs about the most important purpose of school, their pedagogical preference, or their preferred indicators. However, parents' level of trust in teachers is related to parents' perceptions of their child's teachers' beliefs about the most important purpose of school, their perception of their child's teachers' preferred indicators, their perceived level of alignment with teachers, and the sources of information they rely on.

In particular, parents with more trust in teachers are more likely to perceive more alignment with them. Parents with more trust are also more likely to believe that teachers prioritize socio-emotional development over academic preparation and that teachers prefer well-being indicators. They are more likely to rely on close-proximity sources. Conversely, parents with less trust are more likely to perceive less alignment. Parents with less trust are also more likely to believe that their child's teachers believe that academic preparation is the most important purpose of school and that teachers prefer academic indicators. They tend to rely on far-proximity sources.

-  **Alignment.** Parents with more trust in teachers are more likely to perceive more alignment. Parents with less trust are more likely to perceive less alignment.
-  **Parent purpose.** Not related to parents' level of trust.
-  **Teacher purpose.** Parents with more trust in teachers are more likely to believe that teachers prioritize the socio-emotional purpose of school over the academic purpose. Parents with less trust are more likely to believe that teachers believe that the academic purpose is the most important. Parents' level of trust in teachers is not related to parents' perceptions of teachers' beliefs about the importance of the economic or civic purposes of school.
-  **Pedagogy.** Not related to parents' level of trust.
-  **Parent quality indicators.** Not related to parents' level of trust.
-  **Teacher quality indicators.** Parents with more trust in teachers are more likely to believe that teachers prefer well-being indicators. Parents with less trust are more likely to believe that teachers prefer academic indicators.
-  **Sources of information.** Parents with more trust in teachers are more likely to rely on close-proximity sources. Parents with less trust are more likely to rely on far-proximity sources. Parents' level of trust in teachers is not related to parents' reliance on education-related or non-education-related sources of information.

### Alignment dynamic: Does parents' perceived level of alignment with teachers influence parents' beliefs about and experiences of their child's school?

For parents living in South Australia, parents' perceived level of alignment with teachers is not related to parents' pedagogical preference or preferred indicators. It is related to parents' beliefs about the most important purpose of school, their perceptions of teachers' beliefs about the most important purpose of school, their perceptions of teachers' preferred indicators, and the sources of information they rely on.

In particular, parents who perceive more alignment tend to prioritize socio-emotional development over academic preparation and workforce preparation as the most important purpose of school. They tend to believe that teachers prioritize socio-emotional development over academic preparation and that teachers prefer well-being indicators. They also tend to rely on close-proximity sources.

Parents who perceive less alignment tend to believe that academic preparation and workforce preparation are the most important purposes of school. They also tend to believe that teachers believe that academic preparation is the most important purpose of school and that teachers prefer academic indicators. They tend to rely on far-proximity sources of information.



**Parent purpose.** Parents who perceive more alignment with teachers are more likely to prioritize the socio-emotional purpose of school over the academic and economic purposes. Parents who perceive less alignment are more likely to believe that the academic and economic purposes of school are the most important. Parents' perceived level of alignment is not related to their belief about the importance of the civic purpose of school.



**Teacher purpose.** Parents who perceive more alignment with teachers are more likely to believe that teachers prioritize the socio-emotional purpose of school over the academic purpose. Parents who perceive less alignment are more likely to believe that teachers believe that the academic purpose of school is the most important. Parents' perceived level of alignment is not related to their perceptions of teachers' beliefs about the importance of the economic or the civic purposes of school.



**Pedagogy.** Not related to parent's perceived level of alignment.



**Parent quality indicators.** Not related to parent's perceived level of alignment.



**Teacher quality indicators.** Parents who perceive more alignment with teachers are more likely to believe that teachers prefer well-being indicators. Parents who perceive less alignment are more likely to believe that teachers prefer academic indicators.

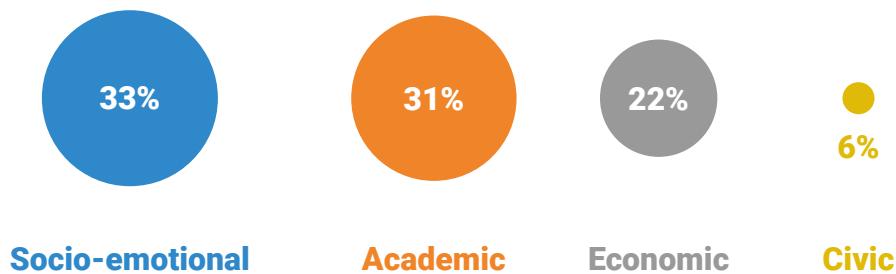


**Sources of information.** Parents who perceive more alignment with teachers are more likely to rely on close-proximity sources. Parents who perceive less alignment are more likely to rely on far-proximity sources. Parents' perceived level of alignment with teachers is not related to reliance on education-related or non-education-related sources.

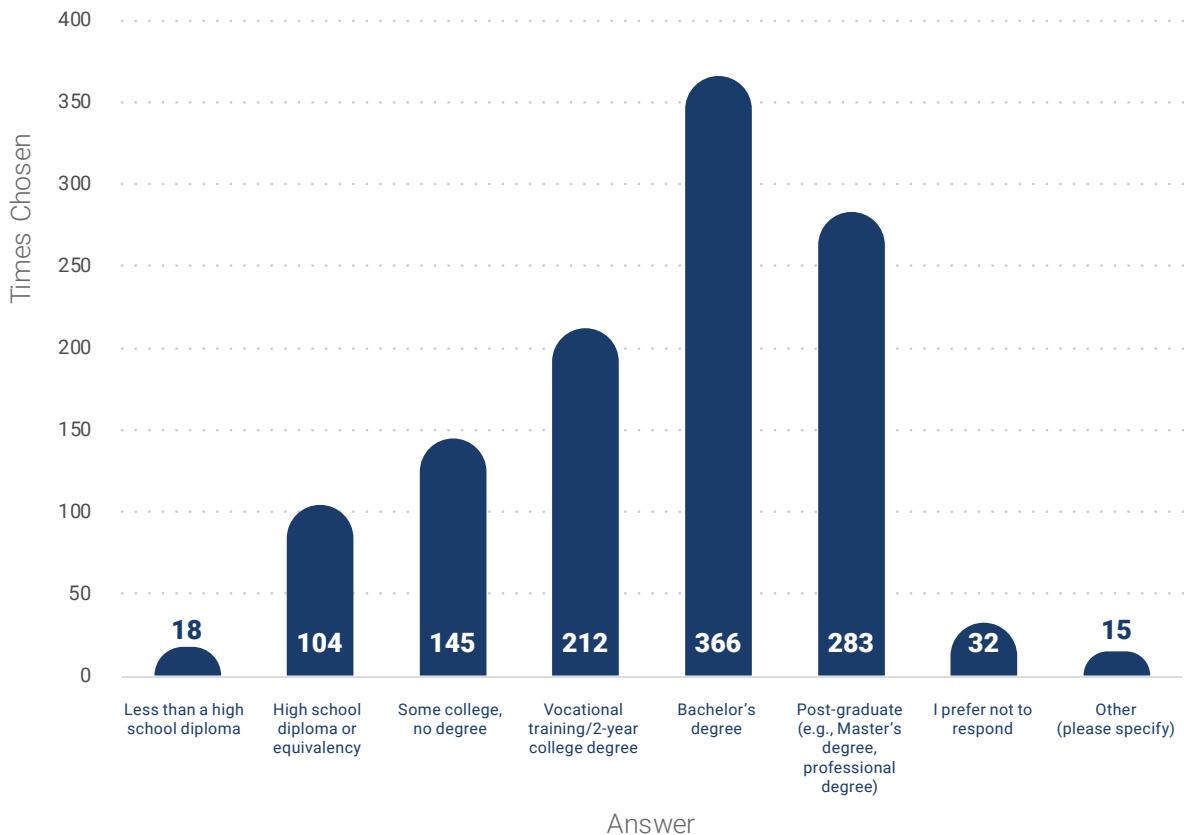
## Southwestern Pennsylvania, Pennsylvania, U.S

### Parents' characteristics

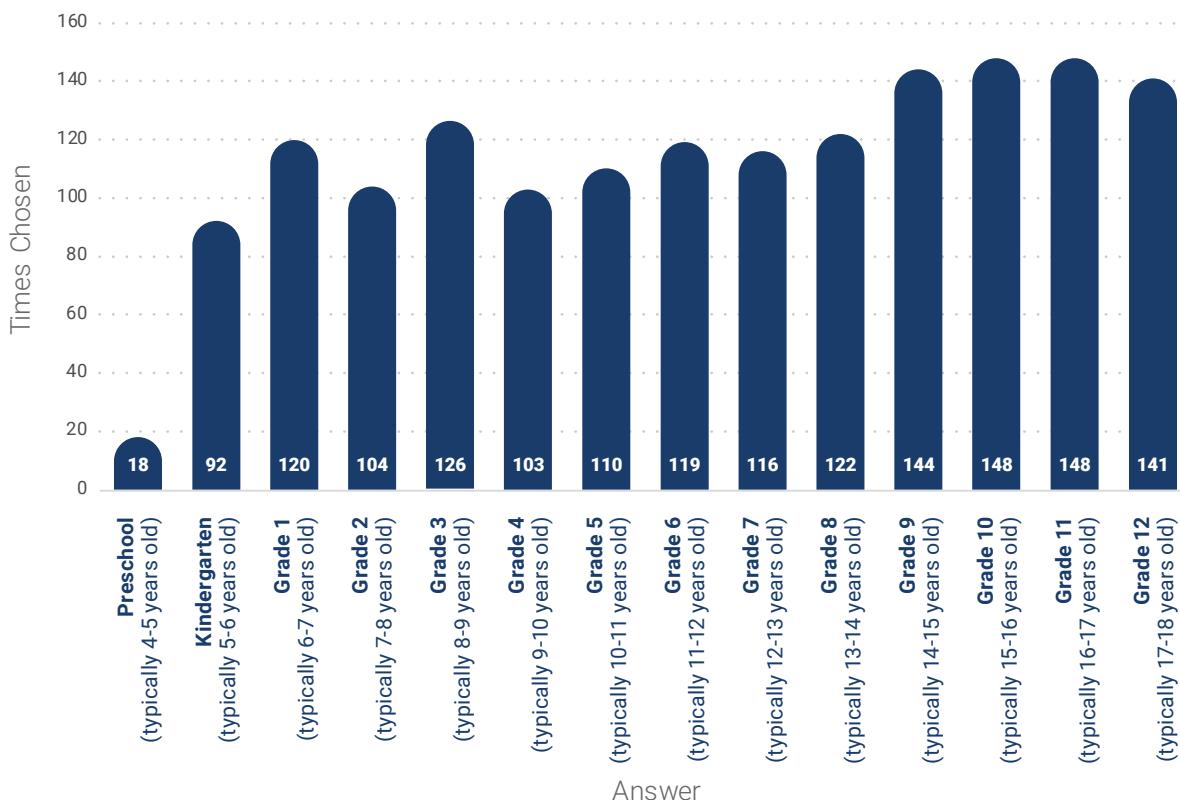
Parents are heavily oriented toward the socio-emotional and academic purposes of school.



Parents' education level varies, but the majority hold a bachelor's degree.



Child's age is relatively evenly distributed across all grade levels, though few children are in preschool.



### Equity dynamic: Does parents' education level influence their beliefs about and experiences of their child's school?

For parents living in Southwestern Pennsylvania, parents' education level is not related to parents' perceived level of alignment with and level of trust in teachers, parents' pedagogical preference, or parents' perception of teachers' preferred quality indicators. This indicates a high degree of equity in these particular dimensions, as the academic literature has found that parents with less education and lower socio-economic status tend to have less favorable experiences with their child's schools than their more educated and wealthier peers (e.g., less educated parents feel less welcome in school and have less trust in teachers).

However, parents with more education are more likely to believe that the civic purpose of school is the most important. Parents with more education also tend to rely on education-related and far-proximity sources. Parents with less education tend to rely on non-education-related and close-proximity sources.

-  **Alignment.** Not related to parents' education level.
-  **Trust.** Not related to parents' education level.
-  **Parent purpose.** Parents with more education are more likely to believe that the civic purpose of school is the most important. Parents' education level is not related to whether parents prioritize the socio-emotional, economic, or academic purposes of school.
-  **Teacher purpose.** Not related to parents' education level.
-  **Pedagogy.** Not related to parents' education level.
-  **Parent quality indicators.** Not related to parents' education level.
-  **Teacher quality indicators.** Not related to parents' education level.
-  **Sources of information.** Parents with more education are more likely to rely on education-related and far-proximity sources. Conversely, parents with less education are more likely to rely on non-education-related and close-proximity sources.

## Age dynamic: Does the child's age influence parents' beliefs about and experiences of their child's school?

For parents living in Southwestern Pennsylvania, child's age is not related to parents' pedagogical preference. This is surprising, as one would expect that as children age and enter secondary school, parents' pedagogical preference for innovative pedagogy that is more interactive and experiential would decrease in favor of more didactic methods that prioritize preparing for exams. That this did not happen indicates parents may in fact have a sophisticated understanding of different pedagogical approaches.

Child's age is related to parents' perceived level of alignment with and level of trust in teachers, their beliefs about the most important purpose of school, their preferred indicators, and their perceptions of teachers' preferred indicators.

Parents of younger children perceive more alignment with and have more trust in teachers, prefer well-being indicators, and tend to rely on close-proximity sources. Parents of older children perceive less alignment and have less trust. Parents of older children also tend to believe the most important purpose of school is academic preparation and prefer academic indicators; they tend to believe that teachers prioritize academic preparation and prefer academic indicators as well. Parents of older children tend to rely on far-proximity sources.



**Alignment.** Parents of younger children are more likely to perceive more alignment with teachers. Conversely, parents of older children are more likely to perceive less alignment with teachers.



**Trust.** Parents of younger children are more likely to have more trust in teachers. Parents of older children are more likely to have less trust in teachers.



**Parent purpose.** Parents of older children are more likely to believe that the academic purpose of school is the most important. Parents of older children are also more likely to prioritize the economic purpose of school over the socio-emotional purpose. Child's age is not related to whether parents prioritize the civic purpose of school.



**Teacher purpose.** Parents of older children are more likely to believe that teachers believe that the academic purpose of school is the most important. Child's age is not related to parents' perceptions of whether teachers prioritize the civic, workforce, or socio-emotional purposes of school.



**Pedagogy.** Not related to child's age.



**Parent quality indicators.** Parents of younger children are more likely to prefer well-being indicators. Conversely, parents of older children are more likely to prefer academic indicators.



**Teacher quality indicators.** Parents of younger children are more likely to believe that teachers prefer well-being indicators. Parents of older children are more likely to believe that teachers prefer academic indicators.



**Sources of information.** Parents of younger children are more likely to rely on close-proximity sources. Conversely, parents of older children are more likely to rely on far-proximity sources. Child's age is not related to parents' reliance on education-related or non-education-related sources.

## **Trust dynamic: Does parents' level of trust in teachers influence parents' beliefs about and experiences of their child's school?**

For parents living in Southwestern Pennsylvania, parents' level of trust in teachers is not related to parents' beliefs about the most important purpose of school, their pedagogical preference, or their preferred indicators. It is, however, related to parents' perceived level of alignment with teachers, their perceptions of teachers' beliefs about the most important purpose of school, and their beliefs about teachers' preferred indicators. Parents with more trust in teachers are more likely to perceive more alignment with them. Regarding teachers, these parents are also more likely to believe that teachers prioritize socio-emotional development over academic preparation and prefer well-being indicators. Parents with more trust are more likely to rely on education-related and close-proximity sources. Parents with less trust are more likely to perceive less alignment and to believe that teachers prefer academic indicators. They tend to rely on non-education-related and far-proximity sources.



**Alignment.** Parents with more trust in teachers are more likely to perceive more alignment with them. Conversely, parents with less trust are more likely to perceive less alignment.



**Parent purpose.** Not related to parents' level of trust.



**Teacher purpose.** Parents with more trust in teachers are more likely to believe that teachers prioritize the socio-emotional purpose of school over the academic purpose. Parents' level of trust is not related to parents' perceptions of whether teachers prioritize the civic or economic purposes of school.



**Pedagogy.** Not related to parents' level of trust.



**Parent quality indicators.** Not related to parents' level of trust.



**Teacher quality indicators.** Parents with more trust in teachers are more likely to believe that teachers prefer well-being indicators. Parents with less trust are more likely to believe that teachers prefer academic indicators.



**Sources of information.** Parents with more trust in teachers are more likely to rely on education-related and close-proximity sources. Conversely, parents with less trust are more likely to rely on non-education-related and far-proximity sources.

## **Alignment dynamic: Does parents' perceived level of alignment with teachers influence parents' beliefs about and experiences of their child's school?**

For parents living in Southwestern Pennsylvania, parents' perceived level of alignment with teachers is not related to parents' beliefs about the purpose of school, their pedagogical preference, or their preferred indicators. It is, however, related to parents' perceptions of teachers' beliefs about the most important purpose of school, teachers' preferred indicators, and the sources of information parents rely on. Parents who perceive more alignment are more likely to believe that teachers prioritize socio-emotional development over academic preparation and that teachers prefer well-being indicators. Parents who perceive more alignment also tend to rely on close-proximity sources. Parents who perceive less alignment are more likely to believe that teachers prefer academic indicators. They also tend to rely on far-proximity sources.



**Parent purpose.** Not related to parents' perceived level of alignment.



**Teacher purpose.** Parents who perceive more alignment with teachers are more likely to believe that teachers prioritize socio-emotional development over academic preparation. Parents' perceived level of alignment is not related to parents' perceptions of whether teachers prioritize the civic or economic purposes of school



**Pedagogy.** Not related to parents' perceived level of alignment.



**Parent quality indicators.** Not related to parent's perceived level of alignment.



**Teacher quality indicators.** Parents who perceive more alignment with teachers are more likely to believe that teachers prefer well-being indicators. Parents who perceive less alignment are more likely to believe that teachers prefer academic indicators.

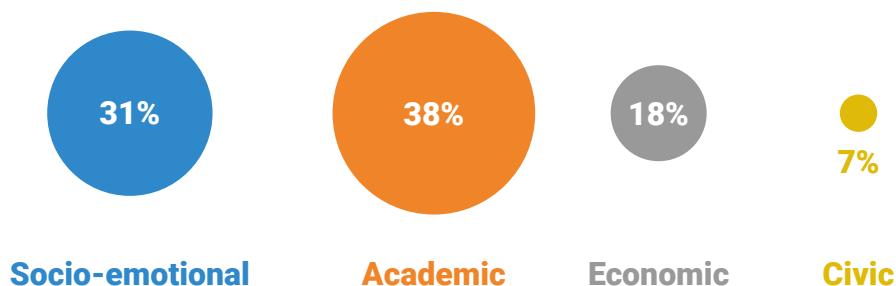


**Sources of information.** Parents who perceive more alignment with teachers are more likely to rely on close-proximity sources. Conversely, parents who perceive less alignment are more likely to rely on far-proximity sources. Parents' perceived level of alignment is not related to parents' reliance on education-related or non-education-related sources.

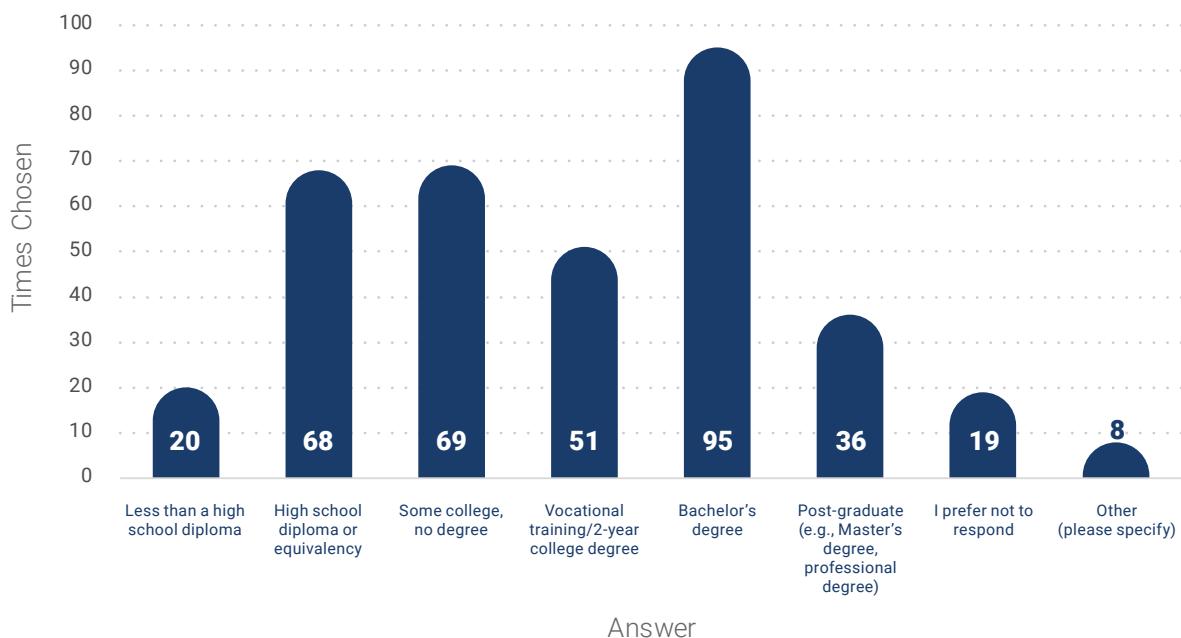
# Wayne Township, Indiana, U.S.

## Parents' characteristics

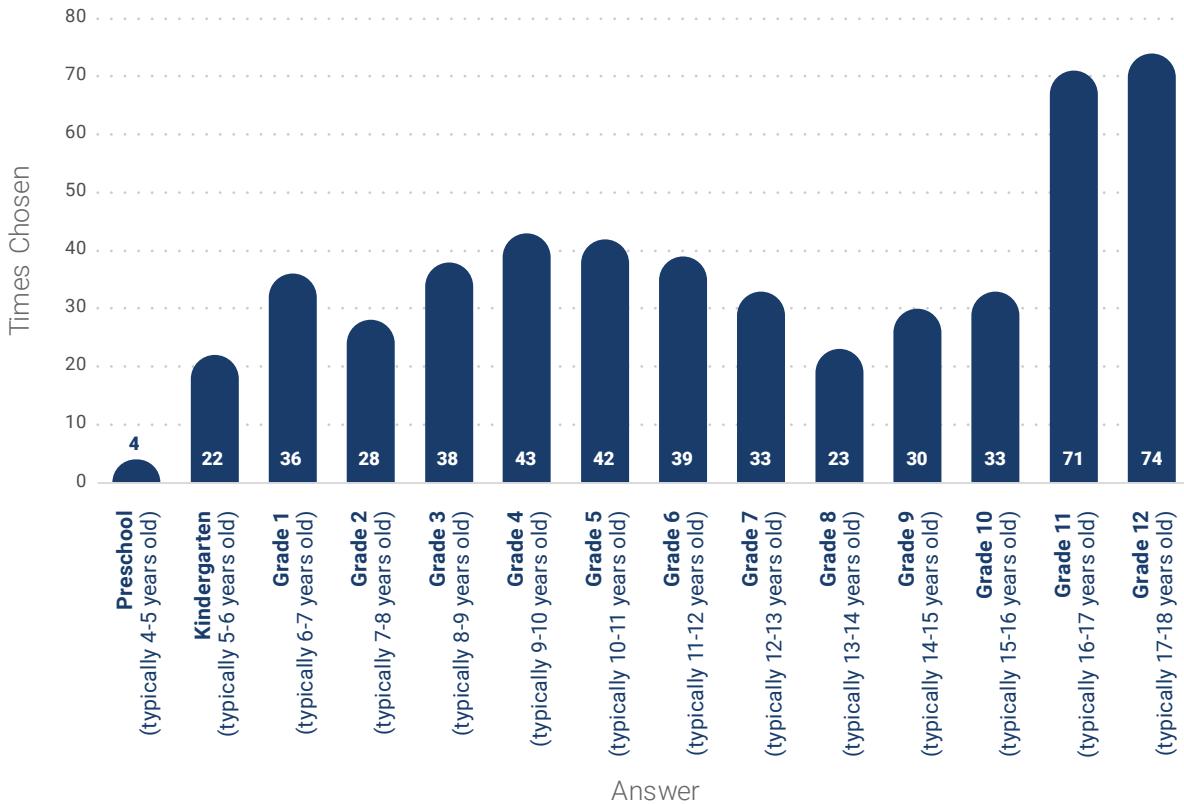
Parents are oriented toward the academic and socio-emotional purposes of school.



Parents' education level varies, with many holding a bachelor's degree.



Child's age varies, with few students in preschool and more students in Grade 11 and Grade 12.



**Equity dynamic: Does parents’ education level influence their beliefs about and experiences of their child’s school?**

For parents living in Wayne Township, parents’ education level is related to the levels of trust and alignment parents have with teachers and the sources of information they rely on. Parents with more education are more likely to have less trust and perceive less alignment with teachers, whereas parents with less education are more likely to have more trust and perceive more alignment. This is surprising given that the academic literature has found that parents with less education and a lower socio-economic status tend to have less favorable experiences of their child’s schools than their more educated and wealthier peers (e.g., less educated parents feel less welcome in school and have lower levels of trust in teachers). Parents with more education are more likely to rely on far-proximity sources, whereas parents with less education are more likely to rely on close-proximity sources.



**Alignment.** Parents with less education are more likely to perceive more alignment with their child's teachers. Parents with more education are more likely to perceive less alignment with their child's teachers.



**Trust.** Parents with more education are more likely to have less trust in teachers. Parents with less education are more likely to have more trust in teachers.



**Parent purpose.** Not related to parents' education level.



**Teacher purpose.** Not related to parents' education level.



**Pedagogy.** Not related to parents' education level.



**Parent quality indicators.** Not related to parents' education level.



**Teacher quality indicators.** Not related to parents' education level.



**Sources of information.** Preferences for education and non-education related sources of information are not related to parents' education level. Parents with more education are more likely to rely on far-proximity sources. Parents with less education are more likely to rely on close-proximity sources.

## Age dynamic: Does the child's age influence parents' beliefs about and experiences of their child's school?

For parents living in Wayne Township, child's age is not related to parents' pedagogical preference, parents' beliefs about teachers' preferred indicators, or the sources of information parents rely on. That child's age is not related to pedagogical preference is surprising, as one would expect that as children age and enter secondary school, parents' pedagogical preference for innovative pedagogy that is more interactive and experiential would decrease in favor of more didactic methods that prioritize preparing for exams. That this did not happen indicates parents may in fact have a sophisticated understanding of different pedagogical approaches. However, child's age is related to parents' perceived level of alignment with and level of trust in teachers, their beliefs about the most important purpose of school, their perceptions of teachers' beliefs

about the most important purpose of school, and their preferred indicators. Parents of younger children are more likely to perceive more alignment with and have more trust in teachers and to prefer well-being indicators. Conversely, parents of older children tend to perceive less alignment with and have less trust in teachers and to prefer academic indicators. Parents of older children are also more likely to prioritize academic preparation and workforce preparation over socio-emotional development as the most important purpose of school. In addition, parents of older children are more likely to believe that teachers prioritize academic preparation over civic development and socio-emotional development.



**Alignment.** Parents of younger children are more likely to perceive more alignment with teachers. Conversely, parents of older children are more likely to perceive less alignment.



**Trust.** Parents of younger children are more likely to have more trust in teachers. Parents of older children are more likely to have less trust.



**Parent purpose.** Parents of older children are more likely to prioritize the academic and economic purposes of school over the socio-emotional purpose. Child's age is not related to whether parents prioritize the civic purpose of school.



**Teacher purpose.** Parents of older children are more likely to believe that teachers prioritize the academic purpose of school over the civic and socio-emotional purposes. Child's age is not related to parents' perceptions of whether teachers prioritize the economic purpose.



**Pedagogy.** Not related to child's age.



**Parent quality indicators.** Parents of younger children are more likely to prefer well-being indicators. Conversely, parents of older children are more likely to prefer academic indicators.



**Sources of information.** Not related to child's age.



**Sources of information.** Not related to child's age.

## Trust dynamic: Does parents' level of trust in teachers influence parents' beliefs about and experiences of their child's school?

For parents living in Wayne Township, parents' level of trust in teachers is related only to their perceived level of alignment with their child's teachers: parents with more trust in teachers are more likely to perceive more alignment with them, whereas parents with less trust are more likely to perceive less alignment.

-  **Alignment.** Parents with more trust in teachers are more likely to perceive more alignment with them. Conversely, parents with less trust are more likely to perceive less alignment.
-  **Parent purpose.** Not related to parents' level of trust.
-  **Teacher purpose.** Not related to parents' level of trust.
-  **Pedagogy.** Not related to parents' level of trust.
-  **Parent quality indicators.** Not related to parents' level of trust.
-  **Teacher quality indicators.** Not related to parents' level of trust.
-  **Sources of information.** Not related to parents' level of trust.

## Alignment dynamic: Does parents' perceived level of alignment with teachers influence parents' beliefs about and experiences of their child's school?

For parents living in Wayne Township, parents' perceived level of alignment with teachers is not related to parents' beliefs about the most important purpose of school, their pedagogical preference, their preferred indicators, or the sources of information they rely on. However, it is related to parents' perceptions of teachers' beliefs about the most important purpose of school and teachers' preferred indicators. Parents who perceive more alignment with teachers are more likely to

believe that teachers prioritize socio-emotional development over academic preparation as the most important purpose of school and that teachers prefer well-being indicators. Parents who perceive less alignment are more likely to believe that teachers prefer academic indicators.



**Parent purpose.** Not related to parents' perceived level of alignment.



**Teacher purpose.** Parents who perceive more alignment with teachers are more likely to believe that teachers prioritize the socio-emotional purpose of school over the academic purpose. Parents' perceived level of alignment is not related to whether they believe that teachers prioritize the civic or economic purposes of school.



**Pedagogy.** Not related to parents' perceived level of alignment.



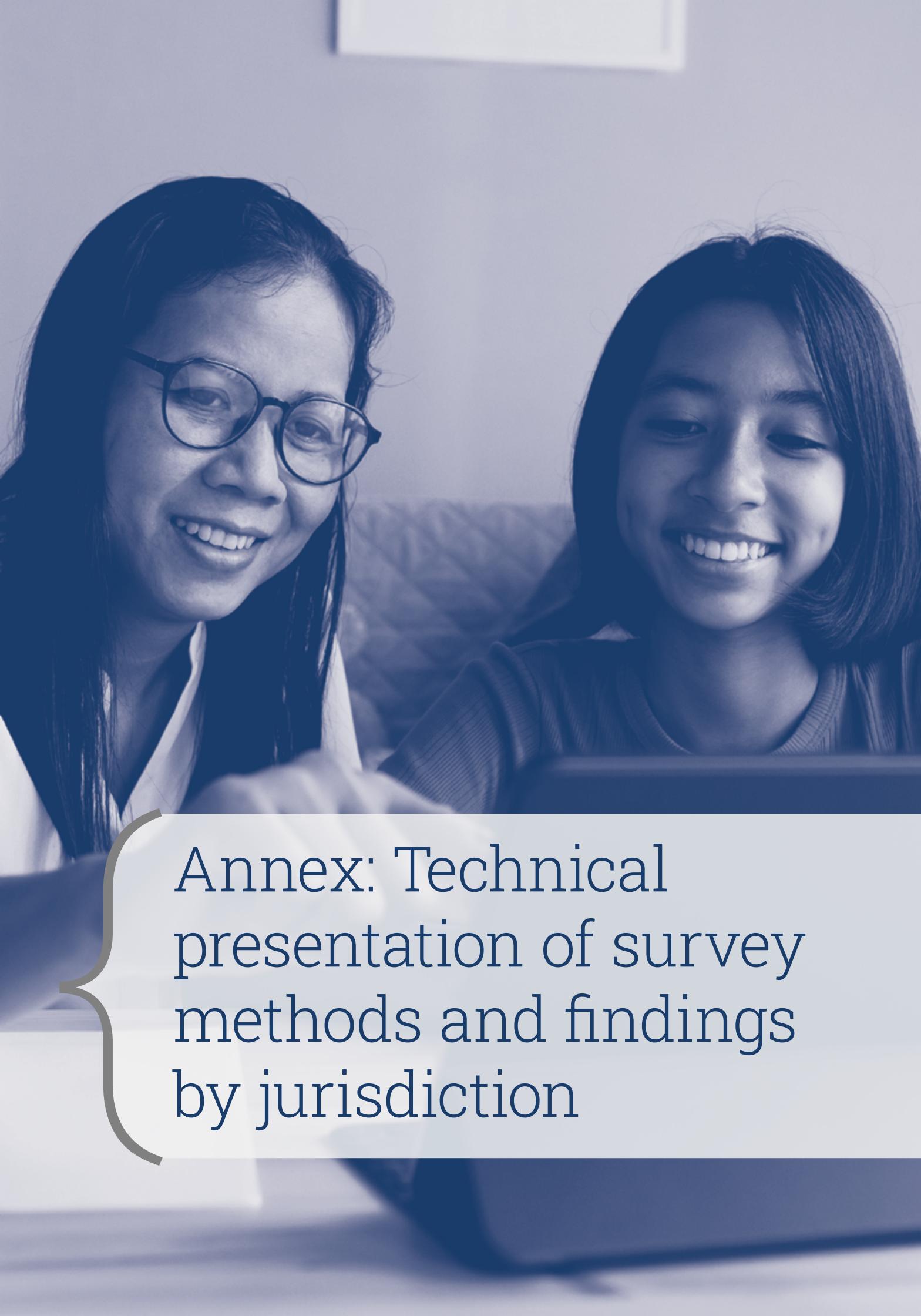
**Parent quality indicators.** Not related to parents' perceived level of alignment.



**Teacher quality indicators.** Parents who perceive more alignment with teachers are more likely to believe that teachers prefer well-being indicators. Parents who perceive less alignment are more likely to believe that teachers prefer academic indicators.



**Sources of information.** Not related to parents' perceived level of alignment.



Annex: Technical presentation of survey methods and findings by jurisdiction

**T**his technical annex presents by jurisdiction the data analysis of the parent survey described above. We first present the detailed description of the methodology.

## Our Methods

CUE's Family Engagement in Education Network (FEEN) was comprised of 29 government jurisdictions, 10 non-profit organizations, and two private school networks. For coordination and data analysis purposes, project collaborators were grouped into 14 jurisdiction clusters (e.g., the 12 school districts located in western Pennsylvania were analyzed as a single dataset). These jurisdiction clusters included: Botswana; British Columbia, Canada; Buenos Aires, Argentina; Cajon Valley, California, U.S.; Colombia; Doncaster, U.K.; Ghana; Himachal Pradesh, India; Maharashtra, India; Nord Anglia Education; South Africa; Southwestern Pennsylvania, U.S.; South Australia, Australia; and Wayne Township, Indiana, U.S.

Each jurisdiction represented a unique community with their own demographics. Detailed descriptions of each jurisdiction included in our study may be found in the technical reports associated with our prior report *Know your parents: A global study of family beliefs, motivations, and sources of information on schooling*.

## Participants

CUE surveyed the primary caregivers (i.e., the adults primarily responsible for caring for a child) of students enrolled in formal schooling from prekindergarten to Grade 12.<sup>1</sup> We refer to these primary caregivers as "parents." Survey items focused on parents' beliefs and perceptions about their children's education. Parents responded to the survey focusing on their oldest child enrolled in formal schooling. A total of 24,759 parents responded to the questionnaire. To collect data representative of the parent population from each jurisdiction, sample sizes were determined before commencing data collection by assuming that the student population in each jurisdiction was equal to the parent population; in

<sup>1</sup> For practical reasons such as survey length and because none of our research questions or hypotheses specifically concerned the gender of the survey respondent, we did not ask respondents to indicate their gender. However, at the request of some of our network members, survey respondents in some jurisdictions were asked to indicate their relation to their child. While the gender of the respondent could be extrapolated from their reported relation to the child, we did not disaggregate the data in our analysis by respondents' gender.

other words, a conservative approach was adopted that dismissed the possibility of siblings.

To protect the privacy of parents and students, the network partners (e.g., school administrators) could not share direct contact information such as email addresses or phone numbers with us. Therefore, to connect with prospective participants for our study and collect data from a sample representative of each jurisdiction's parent population whilst maintaining the families' privacy, we used non-probability sampling involving a voluntary response sample. In other words, instead of choosing participants at random from each jurisdiction and contacting the selected prospective participants directly, responses were collected from parents who volunteered to complete our survey. As a result, our final datasets are somewhat biased given that some parents are inherently more able or willing to volunteer to complete a survey than others are. The confidence level was set at 95% and the margin of error at 5% according to guidelines for research activities (Krejcie & Morgan, 1970). The nationally representative samples came from Colombia, Ghana, and South Africa. In these countries, the percentage of parent responses from each region in the country was proportional to the population of each region. In Maharashtra, the survey methodology was determined by surveying parents proportionally to their region and the type of school their child was enrolled in (government, private aided, private, or other). In all other jurisdictions, although the sample was a convenience sample, we did receive responses from parents with a range of level of education attained (which is used as a proxy for socioeconomic status) and with a range of different ages of children, reflecting the school systems in different jurisdictions. In Botswana, every region in the country was represented in the survey sample. The survey was conducted using an online platform called SurveyHero in all jurisdictions except for in Botswana, Colombia, Ghana, Himachal Pradesh, Maharashtra, and South Africa, where responses were collected by live phone calls because of unreliable internet access. 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%. The survey items were modified slightly by jurisdiction in consideration of cultural and contextual relevance. Table 1 shows key demographic information of the parents who responded to the survey, and Table 2 shows demographics by jurisdiction.

**Table 1. Survey Respondents Demographics**

<b>Total number of respondents:</b>	24,759
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**Table 1. Sample demographics**

<b>Primary school respondents:</b>	42%*
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<b>Junior secondary school respondents:</b>	25%
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<b>Senior secondary school respondents:</b>	33%
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<b>Languages offered:</b>	Afrikaans, Arabic, English, Farsi, French, Haitian Creole, Hindi, Mandarin, Marathi, Setswana, Spanish, Swahili, Twi, Vietnamese, and Xhosa
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*\*Note: The proportion of primary, junior, and secondary respondents is based on the total number of parents who actually reported the age of their oldest child on the survey, which was 19,724 parents. The remaining 4,854 parents did not indicate the age of their oldest child on the survey.*

Table 2. Demographics by jurisdiction				
Jurisdiction	Parents' Level of Education		Age of Oldest Child	
	% Less than College	% More than College	% PreK to G5	% G6 to G12
Botswana	60.61	36.63	69.27	30.73
British Columbia, Canada	24.89	69.80	44.56	55.44
Buenos Aires, Argentina	52.58	37.5	25.95	74.05
Cajon Valley, California, U.S.	38.85	52.16	55.77	44.23
Colombia	65.63	28.66	45.74	54.15
Doncaster, UK	24.34	64.60	37.45	62.55
Ghana	49.85	49.32	60.19	39.80
Himachal Pradesh, India	89.56	9.48	23.28	76.44
Maharashtra, India	80.98	15.90	33.17	66.80
Nord Anglia Education	6.64	87.06	41.39	58.61
South Africa	73.32	5.27	50.75	49.25
South Australia, Australia	18.18	76.47	39.30	60.70
Southwestern Pennsylvania, Pennsylvania, U.S.	22.72	73.28	41.78	58.22
Wayne Township, Indiana, U.S.	42.90	49.73	41.28	58.72

## Measurement

The online surveys consisted mainly of 35 items (21 content items and 14 demographic items) while the phone surveys were shortened in length to account for the practical reality of collecting responses verbally. Furthermore, given that each survey was contextualized by jurisdiction, some surveys included additional items while others included fewer items. Survey items asked about parents' educational ideologies, family-school trust, education satisfaction, parent involvement in education, and demographic information. To request a copy of the master survey detailing the modifications made for each jurisdiction, please email [leapfrogging@brookings.edu](mailto:leapfrogging@brookings.edu). To ensure that our survey would be understood by a wide audience with varying levels of literacy skills, appropriate language was used such that the wave 1 survey had a Flesch Reading Ease Score of 68% (the higher the score, the easier it is to understand the document, so Psychometricians generally aim for a score to be between 60 and 70) and a Flesch-Kincaid Reading Level of 6.4 (this score rates text on a U.S. school grade level, so Psychometricians aim for a score of approximately 7.0 to 8.0 [Gray, 2013]). To ensure that the survey was technically functional and addressed our research questions, it was originally piloted via convenience sampling by 48 participants from the U.S. and five participants from the U.K., and modifications were subsequently made according to suggestions from pilot participants. Live phone surveys were piloted with parents in Ghana, Colombia, and South Africa.

Eight survey items were adapted from extant and relevant questionnaires. Other items were independently developed to address our specific research questions and the COVID-19 conditions under which the survey was disseminated. Survey items that were inspired or informed by existing questionnaires in the literature included the following statements to which parents responded by selecting one or more options:

- "I believe that the most important purpose of school is" (Starr, 2016);
- "I am satisfied with my child's education when my child is" (Friedman et al., 2006; Friedman et al., 2007);
- "I believe that my child's educators (e.g., school administrators and teachers) believe that the most important purpose of school is" (Friedman et al., 2006; Friedman et al., 2007);

- “I believe that my child’s educators (e.g., school administrators and teachers) are satisfied with their students’ education when their students are” (Friedman et al., 2006; Friedman et al., 2007);
- “My child’s teachers are receptive to my input and suggestions” (O’Connell, 1993);
- “My child’s teachers share my beliefs about what makes a good education” (Connors & Epstein, 1994);
- “What have you communicated to your child’s teacher about?” (Williams et al., 2002); and
- “What influences your perspective about what makes for a good-quality education for your child?” (Chi & Rao, 2003; Shumow, 2001).

## Our Data Analysis Approach

### Alignment x Quality Indicators

We asked parents to respond to the prompt “I am satisfied with my child’s education when my child is:” and offered them six options:<sup>2</sup>

- Getting good scores on standardized exams
- Achieving at or above grade level
- Being prepared for post-secondary education (i.e., college or university)
- Developing friendships and social skills

<sup>2</sup> In Colombia, options also included “None of these,” “Don’t know,” and “Refused.” These options were excluded from analysis. Parents only chose one option in response to this question and were coded as “academic focused” or “well-being focused” based on their answer choice. In Himachal Pradesh, India, parents only chose one option in response to this question and were coded as “academic focused” or “well-being focused” based on their answer choice. In Maharashtra, India, parents only chose one option in response to this question and were coded as “academic focused” or “well-being focused” based on their answer choice. The choice “Refused to answer” was also given, but was excluded from analysis. In Botswana, parents only chose one option in response to this question and were coded as “academic focused” or “well-being focused” based on their answer choice.

- Being given opportunities to participate in extracurricular activities aligned to their interests
- Enjoying school

These options were coded into two categories. The first category was academic focused, which included the options getting good scores on standardized exams; achieving at or above grade level; and being prepared for post-secondary education (i.e., college or university). The second category was well-being focused, which included the options developing friendships and social skills, being given opportunities to participate in extracurricular activities aligned to their interests, and enjoying school. Academic-focused learning was coded as 1 and well-being focused learning was coded as 2. For this question, parents ranked all of the options on a scale of 1-6 with 1 being their first preferred option, and parents were grouped into the categories based on their first-choice response. We also asked parents to respond to the prompt “I believe that my child’s educators (e.g., school leaders and teachers) are satisfied with their students’ education when their students are.” and presented the same six options. Parents again ranked the six options and were categorized as academic or well-being focused based on their first-choice option.<sup>3</sup> All analyses were conducted at the 5% significance level and performed using IBM SPSS Statistics 24. We excluded respondents who did not respond to both variables of interest in that correlation. For example, when analyzing the relationship between parents’ level of education and their preferred quality indicators, if a parent indicated a preference for a quality indicator but refused to indicate their level of education or selected “Other” when asked for their level of education, they were excluded from the analysis. See Table 2 at the end of this technical annex for a breakdown of sample size per correlation analysis by each jurisdiction.

Parents were also presented with the statement “My child’s teachers share my beliefs about what makes a good education.” They chose their answer on a Likert scale from 0 (strongly disagree) to 5 (strongly agree).<sup>4</sup> Similarly, parents were

- <sup>3</sup> In Colombia, this question was not asked.  
 In Himachal Pradesh, India, parents only chose one option in response to this question and were coded as “academic focused” or “well-being focused” based on their answer choice.  
 In Maharashtra, India, parents only chose one option in response to this question and were coded as “academic focused” or “well-being focused” based on their answer choice. The choice “Refused to answer” was also included, but was excluded from analysis.  
 In Botswana, parents only chose one option in response to this question and were coded as “academic focused” or “well-being focused” based on their answer choice.
- <sup>4</sup> In Colombia, answer choices included “Strongly disagree,” “Slightly disagree,” “Neutral-neither agree nor disagree,” “Slightly agree,” and “Strongly agree” and were coded as 1-5 respectively. The

presented with the statement “My child’s teachers are receptive to my input and suggestions” and again chose their answer on a Likert scale from 0 (strongly disagree) to 5 (strongly agree).<sup>5</sup>

To determine the age of the parent’s oldest child, the following question was asked: “In which grade is your oldest child who is enrolled in school (preschool to grade 12)?” Parents chose one of the following 14 options:

- Preschool (typically 4-5 years old)
- Kindergarten (typically 5-6 years old)
- Grade 1 (typically 6-7 years old)
- Grade 2 (typically 7-8 years old)
- Grade 3 (typically 8-9 years old)
- Grade 4 (typically 9-10 years old)
- Grade 5 (typically 10-11 years old)
- Grade 6 (typically 11-12 years old)

options “Don’t know” and “Refused” were also included as options, but were excluded from analysis.

In Himachal Pradesh, India, answer choices included “Strongly disagree,” “Slightly disagree,” “Neutral-neither agree nor disagree,” “Slightly agree,” and “Strongly agree.” These choices were coded as 1-5 respectively.

In Maharashtra, India, answer choices included “Strongly disagree,” “Slightly disagree,” “Neutral-neither agree nor disagree,” “Slightly agree,” and “Strongly agree.” These choices were coded as 1-5 respectively. The option “Refused to answer” was included too, but was excluded from analysis.

- 5** In Colombia, answer choices included “Strongly disagree,” “Slightly disagree,” “Neutral-neither agree nor disagree,” “Slightly agree,” and “Strongly agree.” These choices were coded as 1-5 respectively. The options “Don’t know” and “Refused” were also included as options, but were excluded from analysis.

In Himachal Pradesh, India, answer choices included “Strongly disagree,” “Slightly disagree,” “Neutral-neither agree nor disagree,” “Slightly agree,” and “Strongly agree.” These choices were coded as 1-5 respectively.

In Maharashtra, India, answer choices included “Strongly disagree,” “Slightly disagree,” “Neutral-neither agree nor disagree,” “Slightly agree,” and “Strongly agree.” These choices were coded as 1-5 respectively. The option “Refused to answer” was included too, but was excluded from analysis.

- Grade 7 (typically 12-13 years old)
- Grade 8 (typically 13-14 years old)
- Grade 9 (typically 14-15 years old)
- Grade 10 (typically 15-16 years old)
- Grade 11 (typically 16-17 years old)
- Grade 12 (typically 17-18 years old)

These options were coded from 1 to 14 respectively, with 1 being “Preschool” and 14 being “Grade 12.” Parents could only choose one answer choice for this question.<sup>6</sup>

6 In Ghana, the grade options read “Kindergarten 1 (typically 4-5 years old),” “Kindergarten 2 (typically 5-6 years old),” “Primary 1 (typically 6-7 years old),” “Primary 2 (typically 7-8 years old),” “Primary 3 (typically 8-9 years old),” “Primary 4 (typically 9-10 years old),” “Primary 5 (typically 10-11 years old),” “Primary 6 (typically 11-12 years old),” “Junior high school 1 (typically 12-13 years old),” “Junior high school 2 (typically 13-14 years old),” “Junior high school 3 (typically 14-15 years old),” “Senior high school / tech / voc 1 (typically 15-16 years old),” “Senior high school / tech / voc 2 (typically 16-17 years old),” “Senior high school / tech / voc 3 (typically 16-17 years old).” The options were coded 1-14 respectively.

In South Africa, the first two grade options read “Grade RR (typically 4-5 years old)” and “Grade R (typically 5-6 years old)” and were coded as 1 and 2 respectively

In Doncaster and Nord Anglia Education, the grade options read “Reception (typically 4-5 years old),” “Year 1 (typically 5-6 years old),” “Year 2 (typically 6-7 years old),” “Year 3 (typically 7-8 years old),” “Year 4 (typically 8-9 years old),” “Year 5 (typically 9-10 years old),” “Year 6 (typically 10-11 years old),” “Year 7 (typically 11-12 years old),” “Year 8 (typically 12-13 years old),” “Year 9 (typically 13-14 years old),” “Year 10 (typically 14-15 years old),” “Year 11 (typically 15-16 years old),” “Year 12 (typically 16-17 years old),” and “Year 13 (typically 17-18 years old).” The options were coded 1-14 respectively.

In Colombia, the grade options read “Preschool (typically 4-5 years old),” “Kindergarten (typically 5-6 years old),” “Grade 1 (typically 6-7 years old),” “Grade 2 (typically 7-8 years old),” “Grade 3 (typically 8-9 years old),” “Grade 4 (typically 9-10 years old),” “Grade 5 (typically 10-11 years old),” “Grade 6 (typically 11-12 years old),” “Grade 7 (typically 12-13 years old),” “Grade 8 (typically 13-14 years old),” “Grade 9 (typically 14-15 years old),” “Grade 10 (typically 15-16 years old),” “Grade 11 (typically 16-17 years old),” “Don’t know,” and “Refused.” The options were coded 1-13 respectively, with the options “Don’t know” and “Refused” being excluded from analysis.

In Himachal Pradesh, India, the grade options read “Junior or Senior KG (typically 3-6 years old),” “Class 1 (typically 6-7 years old),” “Class 2 (typically 7-8 years old),” “Class 3 (typically 8-9 years old),” “Class 4 (typically 9-10 years old),” “Class 5 (typically 10-11 years old),” “Class 6 (typically 11-12 years old),” “Class 7 (typically 12-13 years old),” “Class 8 (typically 13-14 years old),” “Class 9 (typically 14-15 years old),” “Class Year 10 (typically 15-16 years old),” “Junior College-Class 11 (typically 16-17 years old),” and “Junior College-Class 12 (typically 17-18 years old).” The options were coded 1-13 respectively.

In Maharashtra, India, the grade options read “Junior or Senior KG (typically 3-6 years old),” “Class

We also asked parents about their level of education with the following question: "What is your highest level of education attained?" We presented them with eight options:

- Less than a high school diploma
- High school diploma or equivalency
- Some college, no degree
- Vocational training/2-year college degree
- Bachelor's degree
- Post-graduate (e.g., Master's degree, professional degree)
- I prefer not to respond
- Other (please specify)

Parents could only choose one of the eight options. For biserial correlation analyses, the options "I prefer not to respond" and "Other" were removed. The remaining options were coded so that "Less than a high school diploma" was coded as 1, "High school diploma or equivalency" was coded as 2, "Some college, no degree" was coded as 3, "Vocation training/2-year college degree" was coded as 4, "Bachelor's degree" was coded as 5, and "Post-graduate" was coded as 6.<sup>7</sup>

1 (typically 6-7 years old)," "Class 2 (typically 7-8 years old)," "Class 3 (typically 8-9 years old)," "Class 4 (typically 9-10 years old)," "Class 5 (typically 10-11 years old)," "Class 6 (typically 11-12 years old)," "Class 7 (typically 12-13 years old)," "Class 8 (typically 13-14 years old)," "Class 9 (typically 14-15 years old)," "Class 10 (typically 15-16 years old)," "Junior College-Class 11 (typically 16-17 years old)," "Junior College-Class 12 (typically 17-18 years old)," and "Refused to answer." These options were coded 1-13 respectively, with the option "Refused to answer" being excluded from analysis.

In Botswana, the grade options read "Early Childhood Development," "(Primary School) Standard 1-7," "(Junior Secondary School) Form 1-3," and "(Senior Secondary School) Form 4-5." These options were coded 1-4 respectively.

In South Australia, the first two options were replaced with "Kindergarten (typically 4-5 years old)" and "Prep (typically 5-6 years old)" and were coded 1 and 2 respectively. The last option was replaced with "Grade 12 (typically 17-18 years old, also includes the last year of technical schools)," which was coded as 14.

<sup>7</sup> In Doncaster and Nord Anglia Education, parent education options included "less than the General Certificate of Secondary Education (GCSE)," "General Certificate of Secondary Education (GCSE)," "Further education (FE)," "Some university, no degree," "Undergraduate degree," and "Post-graduate (e.g., Master's degree, professional degree)." The options were coded as 1-6 respectively.

## Alignment x Pedagogy

We asked parents, “When you think about the different ways in which your child is learning right now, which are you the MOST satisfied with,” and we offered them 12 options:<sup>8</sup>

- Completing homework packets

8 In Colombia, the options included “Completing homework packets,” “Engaging in virtual classrooms with teachers and classmates in real time [i.e., where teachers and students meet online live / not in a pre-recorded session],” “Engaging in recorded video or audio lessons from teachers,” “Learning through hands-on activities assigned by teachers,” “Learning through playing [e.g., online or offline games or playing outside with siblings or friends],” “Learning by shows on TV or radio,” “Learning from education-focused websites,” “Learning from helping at home [e.g., with chores / cooking / taking care of siblings],” “Engaging in discussions with their parents / siblings / and / or other family members,” “Other [specify],” “Don’t know,” and “Refused.”

In Himachal Pradesh, India, options included “Study material for students to complete on their own (e.g., worksheets, reading assignments),” “Engaging in virtual classrooms with teachers and classmates in real time (i.e., where teachers and students meet online live, not in a pre-recorded session),” “Engaging in recorded video or audio lessons from teachers (e.g., video lessons disseminated by teachers using WhatsApp),” “Learning from education-focused websites (like Har Ghar Pathshaala),” “Learning by shows on TV or radio (e.g., Gyan Shaala show on DD Himachal Pradesh),” “School is offering extracurricular activities,” “Teachers are offering individual sessions with each student,” “Learning through hands-on activities assigned by teachers,” “Engaging in discussions with their parents, siblings and/or other family members,” “Engaging in virtual check-in meetings (i.e., where teachers regularly video conference with parents and students to briefly connect to discuss students’ performance),” and “Learning through playing (e.g., online or offline games or playing outside with siblings or friends).” The option “Study material for students to complete on their own (e.g., worksheets, reading assignments)” was considered traditional learning. The option “School is offering extracurricular activities” was excluded from analysis.

In Maharashtra, India, options included “Homework packets for students to complete on their own (e.g., worksheets, reading assignments),” “Engaging in virtual classrooms with teachers and classmates in real time (i.e., where teachers and students meet online live, not in a pre-recorded session on ZOOM / GOOGLE MEET etc.),” “Engaging in recorded video or audio lessons from teachers,” “Education websites for students to use on their own (e.g., Khan Academy, IXL),” “Educational content on TV or radio programs (e.g., Doordarshan/TV, interactive radio instruction),” “School is offering extracurricular activities (e.g., virtual chess and bookclub),” “Teachers are offering individual sessions and/or office hours with each student,” “Hands-on activities (e.g., physical exercise, science experiments, arts and crafts activities),” “Virtual check-in meetings, where teachers regularly video conference with students to briefly connect or offer instructions for assignments (but not regular instruction as would happen in live classrooms),” “Learning through playing (e.g., online or offline games or playing outside with siblings or friends),” “Learning from helping at home (e.g., with chores, cooking, taking care of siblings),” and “Engaging in discussions with their parents, siblings, and/or other family members.” The option “Teachers are offering individual sessions and/or office hours with each student” was considered traditional learning. The option “School is offering extracurricular activities” was excluded from analysis.

- Engaging in virtual classrooms with teachers and classmates in real time (i.e., where teachers and students meet online live, not in a pre-recorded session)
- Engaging in virtual check-in meetings (i.e., where teachers regularly video conference with students to briefly connect or offer instructions for assignments, but not regular instruction as would happen in live classrooms)
- Engaging in recorded video or audio lessons from teachers
- Learning by online or offline games
- Learning through hands-on activities assigned by teachers
- Learning through playing (e.g., online or offline)
- Learning through playing (e.g., online or offline)
- Learning by shows on TV or radio
- Learning from education-focused websites
- Learning from helping at home (e.g., with chores, cooking, taking care of siblings)
- Engaging in discussions with their parents, siblings, and/or other family members
- Other (please specify)

We conducted a biserial correlation analysis by coding these options into two categories. The first, called traditional learning, included the options completing homework packets; engaging in recorded video or audio lessons from teachers; learning by shows on TV or radio; and learning from education-focused websites. The second, innovative learning, included the options engaging in virtual classrooms with teachers and classmates in real time; engaging in virtual check-in meetings; learning by online or offline games; learning through hands-on activities assigned by teachers; learning through playing; learning from helping at home; and engaging in discussions with their parents, siblings, and/or other family members. Traditional learning was coded as 1, and innovative learning was

coded as 2. The option “Other” was left out. For this question, parents could select multiple options. Parents were coded as either innovative or traditional depending on which category of options they chose more of. Parents who chose an equal number of options from each category were excluded from analysis. All analyses were conducted at the 5% significance level and performed using IBM SPSS Statistics 24.

In Colombia, Ghana, and South Africa, parents were additionally presented with the following vignette to assess their perceptions of good-quality pedagogy: “You are helping a friend choose a school for her 10-year-old child. She can send her child to one of two schools. In one school you see: a) children facing the front of the class and taking notes while listening to the teacher, who is standing at the front of the room reviewing course material. In the other school you see: b) children are in a classroom sitting together in small groups facing each other and working together on a class project. The teacher is walking around the room answering questions the children have. Which school would you suggest that your friend chooses to send her child to?”

We offered parents three options:

- School A
- School B
- Don’t know

Parents were coded as traditional if they chose School A and innovative if they chose School B. Parents who chose “Don’t know” were excluded from analysis.

Parents were also presented with the statement, “My child’s teachers share my beliefs about what makes a good education.” They chose their answer on a Likert scale from 0 (strongly disagree) to 5 (strongly agree).<sup>9</sup> Similarly, parents were

<sup>9</sup> In Colombia, answer choices included “Strongly disagree,” “Slightly disagree,” “Neutral-neither agree nor disagree,” “Slightly agree,” and “Strongly agree” and were coded as 1-5 respectively. The options “Don’t know” and “Refused” were also included as options, but were excluded from analysis.

In Himachal Pradesh, India, answer choices included “Strongly disagree,” “Slightly disagree,” “Neutral-neither agree nor disagree,” “Slightly agree,” and “Strongly agree.” These choices were coded as 1-5 respectively.

In Maharashtra, India, answer choices included “Strongly disagree,” “Slightly disagree,” “Neutral-neither agree nor disagree,” “Slightly agree,” and “Strongly agree.” These choices were coded as

presented with the statement, “My child’s teachers are receptive to my input and suggestions” and chose their answer on a Likert scale from 0 (strongly disagree) to 5 (strongly agree).<sup>10</sup>

To determine the age of the parent’s oldest child, the following question was asked: “In which grade is your oldest child who is enrolled in school (preschool to grade 12)?” Parents chose one of the following 14 options:

- Preschool (typically 4-5 years old)
- Kindergarten (typically 5-6 years old)
- Grade 1 (typically 6-7 years old)
- Grade 2 (typically 7-8 years old)
- Grade 3 (typically 8-9 years old)
- Grade 4 (typically 9-10 years old)
- Grade 5 (typically 10-11 years old)
- Grade 6 (typically 11-12 years old)
- Grade 7 (typically 12-13 years old)
- Grade 8 (typically 13-14 years old)
- Grade 9 (typically 14-15 years old)

1-5 respectively. The option “Refused to answer” was also included, but was excluded from analysis.

**10** In Colombia, answer choices included “Strongly disagree,” “Slightly disagree,” “Neutral-neither agree nor disagree,” “Slightly agree,” and “Strongly agree,” and were coded as 1-5 respectively. The options “Don’t know” and “Refused” were also included as options, but were excluded from analysis.

In Himachal Pradesh, India, answer choices included “Strongly disagree,” “Slightly disagree,” “Neutral-neither agree nor disagree,” “Slightly agree,” and “Strongly agree.” These choices were coded as 1-5 respectively.

In Maharashtra, India, answer choices included “Strongly disagree,” “Slightly disagree,” “Neutral-neither agree nor disagree,” “Slightly agree,” and “Strongly agree.” These choices were coded as 1-5 respectively. The option “Refused to answer” was included too, but was excluded from analysis.

- Grade 10 (typically 15-16 years old)
- Grade 11 (typically 16-17 years old)
- Grade 12 (typically 17-18 years old)

These options were coded from 1 to 14 respectively, with 1 being “Preschool” and 14 being “Grade 12.” Parents could only choose one answer choice for this question.<sup>11</sup>

**11** In Ghana, the grade options read “Kindergarten 1 (typically 4-5 years old),” “Kindergarten 2 (typically 5-6 years old),” “Primary 1 (typically 6-7 years old),” “Primary 2 (typically 7-8 years old),” “Primary 3 (typically 8-9 years old),” “Primary 4 (typically 9-10 years old),” “Primary 5 (typically 10-11 years old),” “Primary 6 (typically 11-12 years old),” “Junior high school 1 (typically 12-13 years old),” “Junior high school 2 (typically 13-14 years old),” “Junior high school 3 (typically 14-15 years old),” “Senior high school / tech / voc 1 (typically 15-16 years old),” “Senior high school / tech / voc 2 (typically 16-17 years old),” and “Senior high school / tech / voc 3 (typically 16-17 years old).” The options were coded 1-14 respectively.

In South Africa, the first two grade options read “Grade RR (typically 4-5 years old)” and “Grade R (typically 5-6 years old)” and were coded as 1 and 2 respectively.

In Doncaster and Nord Anglia Education, the grade options read “Reception (typically 4-5 years old),” “Year 1 (typically 5-6 years old),” “Year 2 (typically 6-7 years old),” “Year 3 (typically 7-8 years old),” “Year 4 (typically 8-9 years old),” “Year 5 (typically 9-10 years old),” “Year 6 (typically 10-11 years old),” “Year 7 (typically 11-12 years old),” “Year 8 (typically 12-13 years old),” “Year 9 (typically 13-14 years old),” “Year 10 (typically 14-15 years old),” “Year 11 (typically 15-16 years old),” “Year 12 (typically 16-17 years old),” and “Year 13 (typically 17-18 years old).” The options were coded 1-14 respectively.

In Colombia, the grade options read “Preschool (typically 4-5 years old),” “Kindergarten (typically 5-6 years old),” “Grade 1 (typically 6-7 years old),” “Grade 2 (typically 7-8 years old),” “Grade 3 (typically 8-9 years old),” “Grade 4 (typically 9-10 years old),” “Grade 5 (typically 10-11 years old),” “Grade 6 (typically 11-12 years old),” “Grade 7 (typically 12-13 years old),” “Grade 8 (typically 13-14 years old),” “Grade 9 (typically 14-15 years old),” “Grade 10 (typically 15-16 years old),” “Grade 11 (typically 16-17 years old),” “Don’t know,” and “Refused.” The options were coded 1-13 respectively, with the options “Don’t know” and “Refused” being excluded from analysis.

In Himachal Pradesh, India, the grade options read “Junior or Senior KG (typically 3-6 years old),” “Class 1 (typically 6-7 years old),” “Class 2 (typically 7-8 years old),” “Class 3 (typically 8-9 years old),” “Class 4 (typically 9-10 years old),” “Class 5 (typically 10-11 years old),” “Class 6 (typically 11-12 years old),” “Class 7 (typically 12-13 years old),” “Class 8 (typically 13-14 years old),” “Class 9 (typically 14-15 years old),” “Class Year 10 (typically 15-16 years old),” “Junior College-Class 11 (typically 16-17 years old),” and “Junior College-Class 12 (typically 17-18 years old).” The options were coded 1-13 respectively.

In Maharashtra, India, the grade options read “Junior or Senior KG (typically 3-6 years old),” “Class 1 (typically 6-7 years old),” “Class 2 (typically 7-8 years old),” “Class 3 (typically 8-9 years old),” “Class 4 (typically 9-10 years old),” “Class 5 (typically 10-11 years old),” “Class 6 (typically 11-12 years old),” “Class 7 (typically 12-13 years old),” “Class 8 (typically 13-14 years old),” “Class 9 (typically 14-15 years old),” “Class 10 (typically 15-16 years old),” “Junior College-Class 11 (typically 16-17 years old),” “Junior College-Class 12 (typically 17-18 years old),” and “Refused to answer.” The options were coded 1-13 respectively, with the option “Refused to answer” being excluded from analysis.

In Botswana, the grade options read “Early Childhood Development,” “(Primary School) Standard

We also asked parents about their level of education with the following question: "What is your highest level of education attained?" We presented them with eight options:

- Less than a high school diploma
- High school diploma or equivalency
- Some college, no degree
- Vocational training/2-year college degree
- Bachelor's degree
- Post-graduate (e.g., Master's degree, professional degree)
- I prefer not to respond
- Other (please specify)

Parents could only choose one of the eight options. For biserial correlation analyses, the options "I prefer not to respond" and "Other" were removed. The remaining options were coded so that "Less than a high school diploma" was coded as 1, "High school diploma or equivalency" was coded as 2, "Some college, no degree" was coded as 3, "Vocation training/2-year college degree" was coded as 4, "Bachelor's degree" was coded as 5, and "Post-graduate" was coded as 6.<sup>12</sup>

1-7," (Junior Secondary School) Form 1-3," and "(Senior Secondary School) Form 4-5." The options were coded 1-4 respectively.

In South Australia, the first two options were replaced with "Kindergarten (typically 4-5 years old)" and "Prep (typically 5-6 years old)," and were coded 1 and 2 respectively. The last option was replaced with "Grade 12 (typically 17-18 years old, also includes the last year of technical schools)," which was coded as 14.

**12** In South Africa, parents had the additional education option of "less than grade 8," which was coded as 1.

In Ghana, parent education options read "Some primary school," "Completed primary school," "Completed junior high school," "Completed senior high school / vocational or technical training," "Completed polytechnic education," and "Completed undergraduate/university degree." The options were coded as 1-6 respectively.

In Doncaster and Nord Anglia Education, options read "less than the General Certificate of Secondary Education (GCSE)," "General Certificate of Secondary Education (GCSE)," "Further education (FE)," "Some university, no degree," "Undergraduate degree," and "Post-graduate (e.g., Master's degree, professional degree)." The options were coded as 1-6 respectively.

In Botswana, parent education options read "Less than Form 5," "Form 5," "Some university, no degree," "Vocational training/2-year college degree," "Bachelor's degree," and "Post-graduate (e.g.,

## Alignment x Sources of Information

We asked parents, “What influences your perspective about what makes for a good-quality education for your child?” We offered them eight options:

- The criteria required for admission into college/university
- The opinions of other parents
- The media
- Scientific findings from fields such as psychology, the learning sciences, sociology, etc.
- The opinions of my elected officials
- The opinions of my education community leaders (e.g., school administrators, district directors, policymakers)
- The opinions of my child’s educators (e.g., teachers and paraprofessional educators)

Master’s degree, professional degree).” The options were coded as 1-6 respectively. The answer choice “No response” was also included as an option, but was excluded from analysis.

In Himachal Pradesh, India, parent education options read “Illiterate/Not attended school,” “Less than Class 4,” “Less than Class 8,” “Completed Class 10 (secondary degree/equivalent),” “Completed Class 12 (higher secondary degree/equivalent),” “Some undergraduate, no degree,” “Vocational training/2-year college degree,” “Undergraduate degree,” and “Post-graduate (e.g., Master’s degree, PhD).” These options were coded as 1-9 respectively. “I prefer not to respond” and “Other (please specify)” were also included as options, but were excluded from analysis.

In Maharashtra, India, parent education options read “Illiterate/Not attended school,” “Less than Class 4,” “Less than Class 8,” “Completed Class 10 (secondary degree/equivalent),” “Completed Class 12 (higher secondary degree/equivalent),” “Some undergraduate, no degree,” “Vocational training/2-year college degree,” “Undergraduate degree,” and “Post-graduate (e.g., Master’s degree, PhD).” The options were coded as 1-9 respectively. “I prefer not to respond,” “Other (please specify),” and “Refused to answer” were also included as options, but were excluded from analysis.

In Colombia, parent education options read “Less than grade 8,” “Less than a high school diploma,” “High school diploma or equivalency,” “Some university/ no degree,” “Vocational training/2-year college degree,” “Bachelor’s/university degree,” and “Post-graduate [e.g., Master’s degree/ professional degree].” The options were coded 1-7 respectively. “You prefer not to respond,” “Other [specify],” “Don’t know,” and “Refused” were also included as options, but were excluded from analysis.

- The opinions of my civil society leaders (e.g., faith-based community leaders, nongovernmental organizations, grass- roots community groups)

Parents ranked these options from 1 to 8, with 1 having the most influence and 8 having the least influence. We conducted biserial correlation analyses by coding these options into two categories based on the answer choice that the parent ranked as 1. The first category was education-related sources and included the following options: criteria required for admission into college/university; scientific findings from fields such as psychology, the learning sciences, sociology, etc.; the opinions of my education community leaders (e.g., school administrators, district directors, policymakers); and the opinions of my child's educators (e.g., teachers and paraprofessional educators). The second category was non-education-related sources of information and included the following options: the opinions of other parents; the media; the opinions of my elected officials; the opinions of my civil society leaders (e.g., faith-based community leaders, nongovernmental organizations, grass- roots community groups). The non-education-related sources of information category was coded as 1, and the education-related sources of information category was coded as 2.<sup>13</sup>

**13** South Africa and Ghana had the additional information source option of "your child," which was categorized as a non-education-related source of information and coded as 1. The Botswana survey only included the following options: "The criteria required for admission into university," "The media," "Opinions of other parents," "The opinions of my elected officials," "The opinions of my child's educators (e.g., teachers and administrators)," and "The opinions of my civil society leaders (e.g., faith-based community leaders, nongovernmental organizations, grass-roots community groups)." Parents only chose one option for this question, and this answer was utilized to categorize parents as preferring education-related sources of information or non-education-related sources of information. Maharashtra, India included two additional options: "The opinions of my child" and "Opinions of the School Management Committee." "The opinions of my child" was considered a non-education-related source of information. The "Opinions of the School Management Committee" was considered an education-related source of information. Maharashtra, India also included the answer choice "Refused to answer," but it was excluded from analysis. Himachal Pradesh, India included two additional options: "The opinions of my child" and "Opinions of the School Management Committee." "The opinions of my child" was considered a non-education-related source of information. The "Opinions of the School Management Committee" was considered an education-related source of information. Colombia additionally included the option "The opinions of my child." "The opinions of my child" was considered a non-education-related source of information. The answer choices also included "None of these," "Don't know," and "Refused," all of which were excluded from analysis. In Maharashtra, India, Himachal Pradesh, India, and Colombia, parents could choose multiple options. Parents were sorted into the education-related or non-education-related sources of information categories based on which of those options they chose more often. Parents who chose equal numbers of education-related and non-education-related sources of information were excluded from analysis.

Separately, the responses for this question were coded into two further categories. The first category was close sources of information, which included the following: the opinions of other parents; the opinions of my education community leaders (e.g., school administrators, district directors, policymakers); the opinions of my child's educators (e.g., teachers and paraprofessional educators); and the opinions of my civil society leaders (e.g., faith-based community leaders, nongovernmental organizations, grass-roots community groups). The second category was far sources of information, which included the following: the criteria required for admission into college/university; the media; scientific findings from fields such as psychology, the learning sciences, sociology, etc.; and the opinions of my elected officials. Parents were coded based on the answer choice that was ranked as 1. The close sources of information category was coded as 1, and the far sources of information category was coded as 2. We then conducted biserial correlation analyses with the other survey questions.<sup>14</sup> All analyses were conducted at the 5% significance level and performed using IBM SPSS Statistics 24.

Parents were also presented with the statement "My child's teachers share my beliefs about what makes a good education." Parents chose their answer on a Likert scale from 0 (strongly disagree) to 5 (strongly agree).<sup>15</sup> Similarly, parents were presented with the statement "My child's teachers are receptive to my input and suggestions" and chose their answer on a Likert scale from 0 (strongly disagree) to 5 (strongly agree).<sup>16</sup>

<sup>14</sup> South Africa and Ghana had the additional information source option of "your child," which was categorized as a close source of information and coded as 1.

<sup>15</sup> In Colombia, answer choices included "Strongly disagree," "Slightly disagree," "Neutral-neither agree nor disagree," "Slightly agree," and "Strongly agree" and were coded as 1-5 respectively. The options "Don't know" and "Refused" were also included as options, but were excluded from analysis.

In Himachal Pradesh, India, answer choices included "Strongly disagree," "Slightly disagree," "Neutral-neither agree nor disagree," "Slightly agree," and "Strongly agree." These choices were coded as 1-5 respectively.

In Maharashtra, India, answer choices included "Strongly disagree," "Slightly disagree," "Neutral-neither agree nor disagree," "Slightly agree," and "Strongly agree." These choices were coded as 1-5 respectively. The option "Refused to answer" was included too, but was excluded from analysis.

<sup>16</sup> In Colombia, answer choices included "Strongly disagree," "Slightly disagree," "Neutral-neither agree nor disagree," "Slightly agree," and "Strongly agree," and were coded as 1-5 respectively. The options "Don't know" and "Refused" were also included as options, but were excluded from analysis.

In Himachal Pradesh, India, answer choices included "Strongly disagree," "Slightly disagree," "Neutral-neither agree nor disagree," "Slightly agree," and "Strongly agree." These choices were coded as 1-5 respectively.

In Maharashtra, India, answer choices included "Strongly disagree," "Slightly disagree," "Neutral-neither agree nor disagree," "Slightly agree," and "Strongly agree." These choices were coded as

To determine the age of the parent's oldest child, the following question was asked: "In which grade is your oldest child who is enrolled in school (preschool to grade 12)?" Parents chose one of the following 14 options:

- Preschool (typically 4-5 years old)
- Kindergarten (typically 5-6 years old)
- Grade 1 (typically 6-7 years old)
- Grade 2 (typically 7-8 years old)
- Grade 3 (typically 8-9 years old)
- Grade 4 (typically 9-10 years old)
- Grade 5 (typically 10-11 years old)
- Grade 6 (typically 11-12 years old)
- Grade 7 (typically 12-13 years old)
- Grade 8 (typically 13-14 years old)
- Grade 9 (typically 14-15 years old)
- Grade 10 (typically 15-16 years old)
- Grade 11 (typically 16-17 years old)
- Grade 12 (typically 17-18 years old)

These options were coded from 1 to 14 respectively, with 1 being "Preschool" and 14 being "Grade 12." Parents could only choose one answer choice for this question.<sup>17</sup>

1-5 respectively. The option "Refused to answer" was included too, but was excluded from analysis.

<sup>17</sup> In Ghana, the grade options read "Kindergarten 1 (typically 4-5 years old)," "Kindergarten 2 (typically 5-6 years old)," "Primary 1 (typically 6-7 years old)," "Primary 2 (typically 7-8 years old)," "Primary 3 (typically 8-9 years old)," "Primary 4 (typically 9-10 years old)," "Primary 5 (typically 10-11 years old)," "Primary 6 (typically 11-12 years old)," "Junior high school 1 (typically 12-13 years

We also asked parents about their level of education with the following question: “What is your highest level of education attained?” We presented them with eight options:

- Less than a high school diploma
- High school diploma or equivalency

old),” “Junior high school 2 (typically 13-14 years old),” “Junior high school 3 (typically 14-15 years old),” “Senior high school / tech / voc 1 (typically 15-16 years old),” “Senior high school / tech / voc 2 (typically 16-17 years old),” and “Senior high school / tech / voc 3 (typically 16-17 years old).”

The options were coded 1-14 respectively.

In South Africa, the first two grade options read “Grade RR (typically 4-5 years old)” and “Grade R (typically 5-6 years old)” and were coded as 1 and 2 respectively.

In Doncaster and Nord Anglia Education, the grade options read “Reception (typically 4-5 years old),” “Year 1 (typically 5-6 years old),” “Year 2 (typically 6-7 years old),” “Year 3 (typically 7-8 years old),” “Year 4 (typically 8-9 years old),” “Year 5 (typically 9-10 years old),” “Year 6 (typically 10-11 years old),” “Year 7 (typically 11-12 years old),” “Year 8 (typically 12-13 years old),” “Year 9 (typically 13-14 years old),” “Year 10 (typically 14-15 years old),” “Year 11 (typically 15-16 years old),” “Year 12 (typically 16-17 years old),” and “Year 13 (typically 17-18 years old).” The options were coded 1-14 respectively.

In Colombia, the grade options read “Preschool (typically 4-5 years old),” “Kindergarten (typically 5-6 years old),” “Grade 1 (typically 6-7 years old),” “Grade 2 (typically 7-8 years old),” “Grade 3 (typically 8-9 years old),” “Grade 4 (typically 9-10 years old),” “Grade 5 (typically 10-11 years old),” “Grade 6 (typically 11-12 years old),” “Grade 7 (typically 12-13 years old),” “Grade 8 (typically 13-14 years old),” “Grade 9 (typically 14-15 years old),” “Grade 10 (typically 15-16 years old),” “Grade 11 (typically 16-17 years old),” “Don’t know,” and “Refused.” The options were coded 1-13 respectively, with the options “Don’t know” and “Refused” being excluded from analysis.

In Himachal Pradesh, India, the grade options read “Junior or Senior KG (typically 3-6 years old),” “Class 1 (typically 6-7 years old),” “Class 2 (typically 7-8 years old),” “Class 3 (typically 8-9 years old),” “Class 4 (typically 9-10 years old),” “Class 5 (typically 10-11 years old),” “Class 6 (typically 11-12 years old),” “Class 7 (typically 12-13 years old),” “Class 8 (typically 13-14 years old),” “Class 9 (typically 14-15 years old),” “Class Year 10 (typically 15-16 years old),” “Junior College-Class 11 (typically 16-17 years old),” and “Junior College-Class 12 (typically 17-18 years old).” The options were coded 1-13 respectively.

In Maharashtra, India, the grade options read “Junior or Senior KG (typically 3-6 years old),” “Class 1 (typically 6-7 years old),” “Class 2 (typically 7-8 years old),” “Class 3 (typically 8-9 years old),” “Class 4 (typically 9-10 years old),” “Class 5 (typically 10-11 years old),” “Class 6 (typically 11-12 years old),” “Class 7 (typically 12-13 years old),” “Class 8 (typically 13-14 years old),” “Class 9 (typically 14-15 years old),” “Class 10 (typically 15-16 years old),” “Junior College-Class 11 (typically 16-17 years old),” “Junior College-Class 12 (typically 17-18 years old),” and “Refused to answer.” These options were coded 1-13 respectively, with the option “Refused to answer” being excluded from analysis.

In Botswana, the grade options read “Early Childhood Development,” “(Primary School) Standard 1-7,” “(Junior Secondary School) Form 1-3,” and “(Senior Secondary School) Form 4-5.” These options were coded 1-4 respectively.

In South Australia, the first two options were replaced with “Kindergarten (typically 4-5 years old)” and “Prep (typically 5-6 years old),” and were coded 1 and 2 respectively. The last option was replaced with “Grade 12 (typically 17-18 years old, also includes the last year of technical schools),” which was coded as 14.

- Some college, no degree
- Vocational training/2-year college degree
- Bachelor's degree
- Post-graduate (e.g., Master's degree, professional degree)
- I prefer not to respond
- Other (please specify)

Parents could only choose one of the eight options. For biserial correlation analyses, the options "I prefer not to respond" and "Other" were removed. The remaining options were coded so that "Less than a high school diploma" was coded as 1, "High school diploma or equivalency" was coded as 2, "Some college, no degree" was coded as 3, "Vocation training/2-year college degree" was coded as 4, "Bachelor's degree" was coded as 5, and "Post-graduate" was coded as 6.<sup>18</sup>

**18** In South Africa, parents had the additional education option of "Less than grade 8," which was coded as 1. In Ghana, parent education options read "Some primary school," "Completed primary school," "Completed junior high school," "Completed senior high school / vocational or technical training," "Completed polytechnic education," and "Completed undergraduate/university degree." The options were coded as 1-6 respectively. In Doncaster and Nord Anglia Education, parent education options read "Less than the General Certificate of Secondary Education (GCSE)," "General Certificate of Secondary Education (GCSE)," "Further education (FE)," "Some university, no degree," "Undergraduate degree," and "Post-graduate (e.g., Master's degree, professional degree)." The options were coded as 1-6 respectively. In Botswana, parent education options read "Less than Form 5," "Form 5," "Some university, no degree," "Vocational training/2-year college degree," "Bachelor's degree," and "Post-graduate (e.g., Master's degree, professional degree)." The options were coded as 1-6 respectively. The answer choice "No response" was also included as an option, but was excluded from analysis. In Himachal Pradesh, India, parent education options read "Illiterate/Not attended school," "Less than Class 4," "Less than Class 8," "Completed Class 10 (secondary degree/equivalent)," "Completed Class 12 (higher secondary degree/equivalent)," "Some undergraduate, no degree," "Vocational training/2-year college degree," "Undergraduate degree," and "Post-graduate (e.g., Master's degree, PhD)." The options were coded as 1-9 respectively. "I prefer not to respond" and "Other (please specify)" were also included as options, but were excluded from analysis. In Maharashtra, India, parent education options read "Illiterate/Not attended school," "Less than Class 4," "Less than Class 8," "Completed Class 10 (secondary degree/equivalent)," "Completed Class 12 (higher secondary degree/equivalent)," "Some undergraduate, no degree," "Vocational training/2-year college degree," "Undergraduate degree," and "Post-graduate (e.g., Master's degree, PhD)." The options were coded as 1-9 respectively. "I prefer not to respond," "Other (please specify)," and "Refused to answer" were also included as options, but were excluded from analysis. In Colombia, parent education options read "Less than grade 8," "Less than a high school

## Alignment x Purpose

We asked parents to respond to the statements “I believe the most important purpose of school is” and “I believe that my child’s educators (e.g., school administrators and teachers) believe that the most important purpose of school is.” Parents could respond with one of four options: “to prepare students for post-secondary education,” “to prepare students with the skills and competencies needed for the work force,” “to prepare students to be good citizens who are prepared to lead their civic and political lives,” and “to help students gain self-knowledge, find their personal sense of purpose, and better understand their values.” The options were coded in SPSS as 1-4 respectively.<sup>19</sup>

Parents were also presented with the statement “My child’s teachers share my beliefs about what makes a good education.” They chose their answer on a Likert scale from 0 (strongly disagree) to 5 (strongly agree).<sup>20</sup> Similarly, parents were presented with the statement “My child’s teachers are receptive to my input and

diploma,” “High school diploma or equivalency,” “Some university/ no degree,” “Vocational training/2-year college degree,” “Bachelor’s/university degree,” and “Post-graduate [e.g., Master’s degree/ professional degree].” These options were coded 1-7 respectively. “You prefer not to respond,” “Other [specify],” “Don’t know,” and “Refused” were also included as options, but were excluded from analysis.

- 19** For South Africa, Ghana, and Colombia, parents’ beliefs about the most important purpose of school were assessed with the following question: “Research shows that teacher training has the strongest impact on changes in instruction that students receive. Which of the following teacher trainings should a principal of a school choose for teachers to attend?” The following similar answer choice options were given: “how to prepare students for college or university through rigorous content knowledge across all academic subjects,” “how to prepare students with the skills and competencies needed for the workforce,” “how to prepare students to be good citizens who are prepared to lead their political and civic lives,” and “how to help students gain self-knowledge / find their personal sense of purpose / and better understand their values.” These responses were coded with the same 1-4 scale in SPSS. Parents in South Africa, Ghana, and Colombia were not presented with an analogous question that assessed their perceptions about their child’s teachers’ beliefs about the most important purpose of school.
- 20** In Colombia, answer choices included “Strongly disagree,” “Slightly disagree,” “Neutral-neither agree nor disagree,” “Slightly agree,” and “Strongly agree” and were coded as 1-5 respectively. The options “Don’t know” and “Refused” were also included as options, but were excluded from analysis.
- In Himachal Pradesh, India, answer choices included “Strongly disagree,” “Slightly disagree,” “Neutral-neither agree nor disagree,” “Slightly agree,” and “Strongly agree.” These choices were coded as 1-5 respectively.
- In Maharashtra, India, answer choices included “Strongly disagree,” “Slightly disagree,” “Neutral-neither agree nor disagree,” “Slightly agree,” and “Strongly agree.” These choices were coded as 1-5 respectively. The option “Refused to answer” was included too, but was excluded from analysis.

suggestions” and again chose their answer on a Likert scale from 0 (strongly disagree) to 5 (strongly agree).<sup>21</sup>

To determine the age of the parent’s oldest child, the following question was asked: “In which grade is your oldest child who is enrolled in school (preschool to grade 12)?” Parents chose one of the following 14 options:

- Preschool (typically 4-5 years old)
- Kindergarten (typically 5-6 years old)
- Grade 1 (typically 6-7 years old)
- Grade 2 (typically 7-8 years old)
- Grade 3 (typically 8-9 years old)
- Grade 4 (typically 9-10 years old)
- Grade 5 (typically 10-11 years old)
- Grade 6 (typically 11-12 years old)
- Grade 7 (typically 12-13 years old)
- Grade 8 (typically 13-14 years old)
- Grade 9 (typically 14-15 years old)
- Grade 10 (typically 15-16 years old)

**21** In Colombia, answer choices included “Strongly disagree,” “Slightly disagree,” “Neutral-neither agree nor disagree,” “Slightly agree,” and “Strongly agree.” These choices were coded as 1-5 respectively. The options “Don’t know” and “Refused” were also included as options, but were excluded from analysis.

In Himachal Pradesh, India, answer choices included “Strongly disagree,” “Slightly disagree,” “Neutral-neither agree nor disagree,” “Slightly agree,” and “Strongly agree.” These choices were coded as 1-5 respectively.

In Maharashtra, India, answer choices included “Strongly disagree,” “Slightly disagree,” “Neutral-neither agree nor disagree,” “Slightly agree,” and “Strongly agree.” These choices were coded as 1-5 respectively. The option “Refused to answer” was included too, but was excluded from analysis.

- Grade 11 (typically 16-17 years old)
- Grade 12 (typically 17-18 years old)

These options were coded from 1 to 14 respectively, with 1 being “Preschool” and 14 being “Grade 12.” Parents could only choose one answer choice for this question.<sup>22</sup>

**22** In Ghana, the grade options read “Kindergarten 1 (typically 4-5 years old),” “Kindergarten 2 (typically 5-6 years old),” “Primary 1 (typically 6-7 years old),” “Primary 2 (typically 7-8 years old),” “Primary 3 (typically 8-9 years old),” “Primary 4 (typically 9-10 years old),” “Primary 5 (typically 10-11 years old),” “Primary 6 (typically 11-12 years old),” “Junior high school 1 (typically 12-13 years old),” “Junior high school 2 (typically 13-14 years old),” “Junior high school 3 (typically 14-15 years old),” “Senior high school / tech / voc 1 (typically 15-16 years old),” “Senior high school / tech / voc 2 (typically 16-17 years old),” and “Senior high school / tech / voc 3 (typically 16-17 years old).” The options were coded 1-14 respectively.

In South Africa, the first two grade options read “Grade RR (typically 4-5 years old)” and “Grade R (typically 5-6 years old)” and were coded as 1 and 2 respectively.

In Doncaster and Nord Anglia Education, the grade options read “Reception (typically 4-5 years old),” “Year 1 (typically 5-6 years old),” “Year 2 (typically 6-7 years old),” “Year 3 (typically 7-8 years old),” “Year 4 (typically 8-9 years old),” “Year 5 (typically 9-10 years old),” “Year 6 (typically 10-11 years old),” “Year 7 (typically 11-12 years old),” “Year 8 (typically 12-13 years old),” “Year 9 (typically 13-14 years old),” “Year 10 (typically 14-15 years old),” “Year 11 (typically 15-16 years old),” “Year 12 (typically 16-17 years old),” and “Year 13 (typically 17-18 years old).” The options were coded 1-14 respectively.

In Colombia, the grade options read “Preschool (typically 4-5 years old),” “Kindergarten (typically 5-6 years old),” “Grade 1 (typically 6-7 years old),” “Grade 2 (typically 7-8 years old),” “Grade 3 (typically 8-9 years old),” “Grade 4 (typically 9-10 years old),” “Grade 5 (typically 10-11 years old),” “Grade 6 (typically 11-12 years old),” “Grade 7 (typically 12-13 years old),” “Grade 8 (typically 13-14 years old),” “Grade 9 (typically 14-15 years old),” “Grade 10 (typically 15-16 years old),” “Grade 11 (typically 16-17 years old),” “Don’t know,” and “Refused.” The options were coded 1-13 respectively, with the options “Don’t know” and “Refused” being excluded from analysis.

In Himachal Pradesh, India, the grade options read “Junior or Senior KG (typically 3-6 years old),” “Class 1 (typically 6-7 years old),” “Class 2 (typically 7-8 years old),” “Class 3 (typically 8-9 years old),” “Class 4 (typically 9-10 years old),” “Class 5 (typically 10-11 years old),” “Class 6 (typically 11-12 years old),” “Class 7 (typically 12-13 years old),” “Class 8 (typically 13-14 years old),” “Class 9 (typically 14-15 years old),” “Class Year 10 (typically 15-16 years old),” “Junior College-Class 11 (typically 16-17 years old),” and “Junior College-Class 12 (typically 17-18 years old).” The options were coded 1-13 respectively.

In Maharashtra, India, the grade options read “Junior or Senior KG (typically 3-6 years old),” “Class 1 (typically 6-7 years old),” “Class 2 (typically 7-8 years old),” “Class 3 (typically 8-9 years old),” “Class 4 (typically 9-10 years old),” “Class 5 (typically 10-11 years old),” “Class 6 (typically 11-12 years old),” “Class 7 (typically 12-13 years old),” “Class 8 (typically 13-14 years old),” “Class 9 (typically 14-15 years old),” “Class 10 (typically 15-16 years old),” “Junior College-Class 11 (typically 16-17 years old),” “Junior College-Class 12 (typically 17-18 years old),” and “Refused to answer.” The options were coded 1-13 respectively, with the option “Refused to answer” being excluded from analysis.

In Botswana, the grade options read “Early Childhood Development,” “(Primary School) Standard 1-7,” “(Junior Secondary School) Form 1-3,” and “(Senior Secondary School) Form 4-5.” The options were coded 1-4 respectively.

We also asked parents about their level of education with the following question: "What is your highest level of education attained?" We presented them with eight options:

- Less than a high school diploma
- High school diploma or equivalency
- Some college, no degree
- Vocational training/2-year college degree
- Bachelor's degree
- Post-graduate (e.g., Master's degree, professional degree)
- I prefer not to respond
- Other (please specify)

Parents could only choose one of the eight options. For analyses, the options "I prefer not to respond" and "Other" were removed. The remaining options were coded so that "Less than a high school diploma" was coded as 1, "High school diploma or equivalency" was coded as 2, "Some college, no degree" was coded as 3, "Vocation training/2-year college degree" was coded as 4, "Bachelor's degree" was coded as 5, and "Post-graduate" was coded as 6.<sup>23</sup>

In South Australia, the first two options were replaced with "Kindergarten (typically 4-5 years old)" and "Prep (typically 5-6 years old)" and were coded 1 and 2 respectively. The last option was replaced with "Grade 12 (typically 17-18 years old, also includes the last year of technical schools)," which was coded as 14.

**23** In South Africa, parents had the additional education option of "Less than grade 8," which was coded as 1.

In Ghana, parent education options read "Some primary school," "Completed primary school," "Completed junior high school," "Completed senior high school / vocational or technical training," "Completed polytechnic education," and "Completed undergraduate/university degree." The options were coded as 1-6 respectively.

In Doncaster and Nord Anglia Education, parent education options read "Less than the General Certificate of Secondary Education (GCSE)," "General Certificate of Secondary Education (GCSE)," "Further education (FE)," "Some university, no degree," "Undergraduate degree," and "Post-graduate (e.g., Master's degree, professional degree)." The options were coded as 1-6 respectively.

In Botswana, parent education options read "Less than Form 5," "Form 5," "Some university, no degree," "Vocational training/2-year college degree," "Bachelor's degree," and "Post-graduate (e.g., Master's degree, professional degree)." The options were coded as 1-6 respectively. The answer choice "No response" was also included as an option, but was excluded from analysis.

We conducted a series of one-way Anova tests in SPSS with Bonferroni correction PostHoc tests to determine any significant differences between groups of parents answering each of the questions. Parents' responses to the statements "I believe the most important purpose of school is" and "I believe that my child's educators (e.g., school administrators and teachers) believe that the most important purpose of school is" were compared to each other in the ANOVA tests and with the other survey item responses including responses about shared beliefs, teacher receptiveness, child's age, and parent education level. Significant and non-significant ANOVA analyses were reported. The significant differences between groups determined by the Post-hoc tests were reported with means and standard deviations. All analyses were conducted at the 5% significance level and performed using IBM SPSS Statistics 24.

In Himachal Pradesh, India, parent education options read "Illiterate/Not attended school," "Less than Class 4," "Less than Class 8," "Completed Class 10 (secondary degree/equivalent)," "Completed Class 12 (higher secondary degree/equivalent)," "Some undergraduate, no degree," "Vocational training/2-year college degree," "Undergraduate degree," and "Post-graduate (e.g., Master's degree, PhD)." These options were coded as 1-9 respectively. "I prefer not to respond" and "Other (please specify)" were also included as options, but were excluded from analysis.

In Maharashtra, India, parent education options read "Illiterate/Not attended school," "Less than Class 4," "Less than Class 8," "Completed Class 10 (secondary degree/equivalent)," "Completed Class 12 (higher secondary degree/equivalent)," "Some undergraduate, no degree," "Vocational training/2-year college degree," "Undergraduate degree," and "Post-graduate (e.g., Master's degree, PhD)." The options were coded as 1-9 respectively. "I prefer not to respond," "Other (please specify)," and "Refused to answer" were also included as options, but were excluded from analysis.

In Colombia, parent education options read "Less than grade 8," "Less than a high school diploma," "High school diploma or equivalency," "Some university/ no degree," "Vocational training/2-year college degree," "Bachelor's/university degree," and "Post-graduate [e.g., Master's degree/ professional degree]." The options were coded 1-7 respectively. "You prefer not to respond," "Other [specify]," "Don't know," and "Refused" were also included as options, but were excluded from analysis.



Our findings

## Botswana

Equity dynamic	
Alignment	N/A
Trust	N/A
Parent purpose	There is a significant difference among groups when comparing what parents report as the most important purpose of school and their highest level of education attained ( $F(3, 989) = 3.86, p = .00927$ ).
Teacher purpose	There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and parents' highest level of education attained ( $F(3, 1004) = 2.75, p = .0415$ ).
Pedagogy	N/A
Parent quality indicators	Parents with higher levels of education are more likely to prefer a focus on well-being in their child's education ( $r(1020) = .101, p = .00126$ ). Parents with lower levels of education are more likely to prefer a focus on academics in their child's education.
Teacher quality indicators	Parents' highest level of education attained is not significantly correlated with parents' perceptions of their child's teachers' preference for a focus on academics or well-being in their students' education ( $r(1020) = -.0252, p = .422$ ).
Sources of information	Parents' highest level of education attained is not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(1020) = -.0502, p = .109$ ).
	Parents' highest level of education attained is not significantly correlated with their reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good-quality education ( $r(1020) = .00408, p = .896$ ).
Age dynamic	
Alignment	N/A
Trust	N/A
Parent purpose	There is no significant difference among any groups when comparing what parents report as the most important purpose of school and child's age ( $F(3, 1017) = 1.06, p = .366$ ).
Teacher purpose	There is no significant difference among any groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and child's age ( $F(3, 1033) = 1.445, p = .228$ ).
Pedagogy	N/A

Age dynamic	
<b>Parent quality indicators</b>	Parents of younger children are more likely to prefer a focus on well-being in their child's education ( $r(1049) = -.0612, p = .0472$ ). Parents of older children are more likely to prefer a focus on academics in their child's education.
<b>Teacher quality indicators</b>	Child's age is not significantly correlated with parents' perceptions of their child's teachers' preference for a focus on academics or well-being in their students' education ( $r(1049) = -.0454, p = .142$ ).
<b>Sources of information</b>	Child's age is not significantly correlated with parents' reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(1049) = .0106, p = .732$ ).
	Child's age is not significantly correlated with parents' reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good-quality education ( $r(1049) = -.00307, p = .921$ ).

Trust dynamic	
<b>Alignment</b>	N/A
<b>Trust</b>	N/A
<b>Parent purpose</b>	N/A
<b>Teacher purpose</b>	N/A
<b>Pedagogy</b>	N/A
<b>Parent quality indicators</b>	N/A
<b>Teacher quality indicators</b>	N/A
<b>Sources of information</b>	N/A

Alignment dynamic	
Alignment	N/A
Trust	N/A
Parent purpose	N/A
Teacher purpose	N/A
Pedagogy	N/A
Parent quality indicators	N/A
Teacher quality indicators	N/A
Sources of information	N/A

## British Columbia, Canada

Equity dynamic	
<b>Alignment</b>	Parents' highest level of education attained is not significantly correlated with whether they report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(824) = -.0194, p = .578$ ).
<b>Trust</b>	Parents' highest level of education attained is not significantly correlated with whether they report that their child's teachers are receptive to their input and suggestions ( $r(830) = -.0601, p = .0830$ ).
<b>Parent purpose</b>	There is a significant difference among groups when comparing what parents report as the most important purpose of school and their highest level of education ( $F(3, 756) = 4.26, p = 0.00539$ ). Specifically, there is a significant difference in parents' highest level of education between parents who choose "to prepare students for post-secondary education" ( $M = 4.43, SD = 1.30$ ) and parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" ( $M = 4.91, SD = 1.25$ ) as the most important purpose of school. There is also a significant difference in parents' highest level of education between parents who choose "to prepare students with the skills and competencies needed for the workforce" ( $M = 4.24, SD = 1.33$ ) and parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" as the most important purpose of school. Additionally, there is a significant difference in parents' highest level of education between parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 4.42, SD = 1.31$ ) and parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" as the most important purpose of school.
<b>Teacher purpose</b>	There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and parents' highest level of education ( $F(3, 766) = 8.52, p < 0.001$ ). Further analysis shows that there is a significant difference in parents' highest level of education between parents who choose "to prepare students for post-secondary education" ( $M = 4.04, SD = 1.29$ ) and parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" ( $M = 4.73, SD = 1.21$ ) as teachers' most important purpose of school. Additionally, there is a significant difference in parents' highest level of education between parents who choose "to prepare students for post-secondary education" and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 4.51, SD = 1.32$ ) as teachers' most important purpose of school.
<b>Pedagogy</b>	Parents' highest level of education attained is not significantly correlated with their preference for innovative or traditional pedagogies ( $r(707) = .0200, p = .595$ ).

### Equity dynamic

#### Parent quality indicators

Parents' highest level of education attained is not significantly correlated with their preference for a focus on academics or well-being in their child's education ( $r(845) = -.00231, p = .946$ ).

#### Teacher quality indicators

Parents with higher levels of education are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education ( $r(812) = .100, p = .00441$ ). Parents with lower levels of education are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.

#### Sources of information

Parents' highest level of education attained is not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(794) = .0538, p = .129$ ).

Parents with higher levels of education are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education ( $r(794) = .147, p < .001$ ). Parents with lower levels of education are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education.

### Age dynamic

#### Alignment

Parents of younger children are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(948) = -.248, p < .001$ ). Parents of older children are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.

#### Trust

Parents of younger children are more likely to report that their child's teachers are more receptive to their input and suggestions ( $r(962) = -.195, p < .001$ ). Parents of older children are more likely to report that their child's teachers are less receptive to their input and suggestions.

#### Parent purpose

There is a significant difference among groups when comparing what parents report as the most important purpose of school and child's age ( $F(3, 969) = 19.0, p < 0.001$ ). In particular, there is a significant difference in child's age between parents who choose "to prepare students for post-secondary education" ( $M = 7.28, SD = 3.35$ ) and parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" ( $M = 5.13, SD = 3.69$ ) as the most important purpose of school. There is also a significant difference in child's age between parents who choose "to prepare students for post-secondary education" and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 5.44, SD = 3.66$ ) as the most important purpose of school. In addition, there is a

<b>Age dynamic</b>	<p>significant difference in child's age between parents who choose "to prepare students with the skills and competencies needed for the workforce" (M= 6.67, SD= 3.39) and parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" as the most important purpose of school. There is a significant difference in child's age between parents who choose "to prepare students with the skills and competencies needed for the workforce" and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" as the most important purpose of school.</p>
<b>Teacher purpose</b>	<p>There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and child's age (<math>F(3, 939) = 16.15, p &lt; 0.001</math>). There specifically is a significant difference in child's age between parents who choose "to prepare students for post-secondary education" (M= 7.28, SD= 3.59) and parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" (M= 5.75, SD= 3.59) as teachers' most important purpose of school. There also is a significant difference in child's age between parents who choose "to prepare students for post-secondary education" and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" (M= 5.47, SD= 3.50) as teachers' most important purpose of school. There is a significant difference in child's age between parents who choose "to prepare students with the skills and competencies needed for the workforce" (M= 6.98, SD= 3.57) and parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" as teachers' most important purpose of school. Furthermore, there is a significant difference in child's age between parents who choose "to prepare students with the skills and competencies needed for the workforce" and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" as teachers' most important purpose of school.</p>
<b>Pedagogy</b>	<p>Child's age is not significantly correlated with parents' preference for innovative or traditional pedagogies (<math>r(927) = -.0525, p = .110</math>).</p>
<b>Parent quality indicators</b>	<p>Parents of younger children are more likely to prefer a focus on well-being in their child's education (<math>r(1051) = -.187, p &lt; 0.001</math>). Parents of older children are more likely to prefer a focus on academics in their child's education.</p>
<b>Teacher quality indicators</b>	<p>Parents of younger children are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education (<math>r(936) = -.138, p &lt; .001</math>). Parents of older children are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.</p>

### Age dynamic

Child's age is not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(868) = -.0362, p = .287$ ).

### Sources of information

Parents of older children are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education ( $r(868) = .0825, p = .0150$ ). Parents of younger children are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education.

### Trust dynamic

### Alignment

Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(935) = .698, p < .001$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.

### Parent purpose

There is a significant difference among groups when comparing what parents report as the most important purpose of school and whether parents report that their child's teachers are receptive to their input and suggestions ( $F(3, 849) = 4.80, p = .00254$ ). Further analysis shows that there is a significant difference in whether parents report that their child's teachers are receptive between parents who choose "to prepare students for post-secondary education" ( $M = 3.20, SD = 1.24$ ) and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 3.54, SD = 1.08$ ) as the most important purpose of school.

### Teacher purpose

There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and whether parents report that their child's teachers are receptive to their input and suggestions ( $F(3, 866) = 6.03, p < 0.001$ ). In particular, there is a significant difference in whether parents report that their child's teachers are receptive between parents who choose "to prepare students for post-secondary education" ( $M = 3.26, SD = 1.06$ ) and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 3.63, SD = 1.13$ ) as teachers' most important purpose of school. There also is a significant difference in whether parents report that their child's teachers are receptive between parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" ( $M = 3.32, SD = 1.05$ ) and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" as teachers' most important purpose of school.

Trust dynamic	
<b>Pedagogy</b>	Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their preference for innovative or traditional pedagogies ( $r(782) = .0259, p = .470$ ).
<b>Parent quality indicators</b>	Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to prefer a focus on well-being in their child's education ( $r(950) = 0.110, p < 0.001$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to prefer a focus on academics in their child's education.
<b>Teacher quality indicators</b>	Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education ( $r(906) = .0951, p = .00411$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.
<b>Sources of information</b>	Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(842) = .0350, p = .309$ ).  Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education ( $r(842) = -.123, p < 0.001$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education.
Alignment dynamic	
<b>Parent purpose</b>	There is a significant difference among groups when comparing what parents report as the most important purpose of school and whether parents report that their child's teachers share their beliefs about what makes for a good-quality education ( $F(3, 838) = 6.94, p < .001$ ). Specifically, there was a significant difference in whether parents report that their child's teachers share their beliefs between parents who choose "to prepare students for post-secondary education" ( $M = 3.02, SD = 1.15$ ) and parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" ( $M = 3.51, SD = 0.835$ ) as the most important purpose of school. There is also a significant difference in whether parents report that their child's teachers share their beliefs between parents who choose "to prepare students for post-secondary education" and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 3.37, SD = 1.11$ ) as the most important purpose of school.

## Alignment dynamic

**Teacher purpose**

There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and whether parents report that their child's teachers share their beliefs about what makes for a good-quality education ( $F(3, 862) = 7.78, p < 0.001$ ). Specifically, there is a significant difference in whether parents report that their child's teachers share their beliefs between parents who choose "to prepare students for post-secondary education" ( $M = 3.01, SD = 1.04$ ) and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 3.43, SD = 1.09$ ) as teachers' most important purpose of school.

**Pedagogy**

Parents' perception of whether their child's teachers share their beliefs about what marks for a good-quality education is not significantly correlated with their preference for innovative or traditional pedagogies ( $r(773) = .0593, p = .0988$ ).

**Parent quality indicators**

Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to prefer a focus on well-being in their child's education ( $r(938) = 0.109, p < 0.001$ ). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to prefer a focus on academics in their child's education.

**Teacher quality indicators**

Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education ( $r(897) = .0841, p = .0116$ ). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.

**Sources of information**

Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(835) = .0413, p = .232$ ).

Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education ( $r(835) = -.144, p < 0.001$ ). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education.

## Buenos Aires, Argentina

Equity dynamic	
<b>Alignment</b>	Parents' highest level of education attained is not significantly correlated with whether they report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(1093) = .00429, p = .887$ ).
<b>Trust</b>	Parents' highest level of education attained is not significantly correlated with whether they report that their child's teachers are receptive to their input and suggestions ( $r(1107) = .0212, p = .481$ ).
<b>Parent purpose</b>	There is no significant difference among any groups when comparing what parents report as the most important purpose of school and parents' highest level of education attained ( $F(3, 1125) = 1.91, p = .127$ ).
<b>Teacher purpose</b>	There is no significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and parents' highest level of education attained ( $F(3, 1078) = 1.97, p = .117$ ).
<b>Pedagogy</b>	Parents with higher levels of education are more likely to prefer innovative pedagogies ( $r(993) = .0931, p = .00331$ ). Parents with lower levels of education are more likely to prefer traditional pedagogies.
<b>Parent quality indicators</b>	Parents with higher levels of education are more likely to prefer a focus on well-being in their child's education ( $r(1165) = .119, p < .001$ ). Parents with lower levels of education are more likely to prefer a focus on academics in their child's education.
<b>Teacher quality indicators</b>	Parents' highest level of education attained is not significantly correlated with parents' perceptions of their child's teachers' preference for a focus on academics or well-being in their students' education ( $r(1125) = .00741, p = .804$ ).
<b>Sources of information</b>	Parents with higher levels of education are more likely to report that education-related sources influence their perspective about what makes for a good-quality education ( $r(1099) = .126, p < .001$ ). Parents with lower levels of education are more likely to report that non-education-related sources of information influence their perspective about what makes for a good-quality education.
	Parents with higher levels of education are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education ( $r(1099) = .132, p < .001$ ). Parents with lower levels of education are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education.
Age dynamic	
<b>Alignment</b>	Parents of younger children are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(1411) = -.115, p < .001$ ). Parents of older children are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.

### Age dynamic

#### Trust

Parents of younger children are more likely to report that their child's teachers are more receptive to their input and suggestions ( $r(1439) = -.169, p < .001$ ). Parents of older children are more likely to report that their child's teachers are less receptive to their input and suggestions.

#### Parent purpose

There is a significant difference among groups when comparing what parents report as the most important purpose of school and their child's age ( $F(3, 1656) = 18.5, p < .001$ ). Specifically, there is a significant difference in child's age between parents who choose "to prepare students for post-secondary education" ( $M = 8.65, SD = 3.13$ ) and parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" ( $M = 7.28, SD = 3.57$ ) as the most important purpose of school. There is also a significant difference in child's age between parents who choose "to prepare students for post-secondary education" and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 7.19, SD = 3.87$ ) as the most important purpose of school. There is also a significant difference in child's age between parents who choose "to prepare students with the skills and competencies needed for the workforce" ( $M = 8.26, SD = 3.49$ ) and parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" as the most important purpose of school. There is also a significant difference in child's age between parents who choose "to prepare students with the skills and competencies needed for the workforce" and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" as the most important purpose of school.

#### Teacher purpose

There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and their child's age ( $F(3, 1480) = 44.5, p < 0.001$ ). Specifically, there is a significant difference in child's age between parents who choose "to prepare students for post-secondary education" ( $M = 8.69, SD = 3.00$ ) and parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" ( $M = 7.22, SD = 3.60$ ) as what they perceive their child's teachers believe is the most important purpose of school. There is also a significant difference in child's age between parents who choose "to prepare students for post-secondary education" and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 6.64, SD = 3.884$ ) as what they perceive their child's teachers believe is the most important purpose of school. There is a significant difference in child's age between parents who choose "to prepare students with the skills and competencies needed for the workforce" ( $M = 9.09, SD = 3.01$ ) and parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" as what they perceive their child's teachers believe is the most important purpose of school. Additionally, there is a significant difference in child's age between parents who choose "to prepare students with the skills and competencies needed for the workforce" and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" as what they perceive their child's teachers believe is the most important purpose of school.

Age dynamic	
<b>Pedagogy</b>	Parents of younger children are more likely to prefer innovative pedagogies ( $r(1578) = -.0571, p = .0231$ ). Parents of older children are more likely to prefer traditional pedagogies.
<b>Parent quality indicators</b>	Parents of younger children are more likely to prefer a focus on well-being in their child's education ( $r(1658) = -.230, p < .001$ ). Parents of older children are more likely to prefer a focus on academics in their child's education.
<b>Teacher quality indicators</b>	Parents of younger children are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education ( $r(1456) = -.215, p < .001$ ). Parents of older children are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.
<b>Sources of information</b>	Child's age is not significantly correlated with parents' reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(1289) = -.0207, p = .458$ ).
	Child's age is not significantly correlated with parents' reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good-quality education ( $r(1289) = .0382, p = .170$ ).

Trust dynamic	
<b>Alignment</b>	Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(1394) = .671, p < .001$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.
<b>Parent purpose</b>	There is a significant difference among groups when comparing what parents report as the most important purpose of school and whether parents report that their child's teachers are receptive to their input and suggestions ( $F(3, 1359) = 5.97, p < .001$ ). Specifically, there is a significant difference in whether parents report that their child's teachers are receptive to their input and suggestions between parents who choose "to prepare students with the skills and competencies needed for the workforce" ( $M = 3.22, SD = 1.39$ ) and parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" ( $M = 3.73, SD = 1.13$ ) as the most important purpose of school. There is also a significant difference in whether parents report that their child's teachers are receptive to their input and suggestions between parents who choose "to prepare students with the skills and competencies needed for the workforce" and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 3.59, SD = 1.34$ ) as the most important purpose of school.

## Trust dynamic

### Teacher purpose

There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and whether parents report that their child's teachers are receptive to their input and suggestions ( $F(3, 1329) = 20.0, p < 0.001$ ). Specifically, there is a significant difference in whether parents report that their child's teachers are receptive to their input and suggestions between parents who choose "to prepare students for post-secondary education" ( $M = 3.35, SD = 1.34$ ) and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 3.87, SD = 1.21$ ) as what they perceive their child's teachers believe is the most important purpose of school. There is also a significant difference in whether parents report that their child's teachers are receptive to their input and suggestions between parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" ( $M = 3.57, SD = 1.26$ ) and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" as what they perceive their child's teachers believe is the most important purpose of school. In addition, there is a significant difference in whether parents report that their child's teachers are receptive to their input and suggestions between parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" and parents who choose "to prepare students with the skills and competencies needed for the workforce" ( $M = 3.17, SD = 1.31$ ) as what they perceive their child's teachers believe is the most important purpose of school. There is also a significant difference in whether parents report that their child's teachers are receptive to their input and suggestions between parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" and parents who choose "to prepare students with the skills and competencies needed for the workforce" as what they perceive their child's teachers believe is the most important purpose of school.

### Pedagogy

Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their preference for innovative or traditional pedagogies ( $r(1213) = -.0479, p = .0954$ ).

### Parent quality indicators

Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to prefer a focus on well-being in their child's education ( $r(1419) = .0791, p = .00286$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to prefer a focus on academics in their child's education.

### Teacher quality indicators

Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education ( $r(1374) = .123, p < .001$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.

<b>Trust dynamic</b>	
<b>Sources of information</b>	<p>Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education (<math>r(1216) = .0319, p = .266</math>).</p> <p>Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education (<math>r(1216) = -.117, p &lt; 0.001</math>). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education.</p>
<b>Alignment dynamic</b>	
<b>Parent purpose</b>	<p>There is no significant difference among any groups when comparing what parents report as the most important purpose of school and whether parents report that their child's teachers share their beliefs about what makes for a good-quality education (<math>F(3, 1337) = 1.48, p = .219</math>).</p>
<b>Teacher purpose</b>	<p>There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and whether parents report that their child's teachers share their beliefs about what makes for a good-quality education (<math>F(3, 1307) = 9.91, p &lt; 0.001</math>). Specifically, there is a significant difference in whether parents report their child's teachers share their beliefs about what makes for a good-quality education between parents who choose "to prepare students for post-secondary education" (<math>M = 3.23, SD = 1.33</math>) and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" (<math>M = 3.66, SD = 1.23</math>) as what they perceive their child's teachers believe is the most important purpose of school. Additionally, there is a significant difference in whether parents report that their child's teachers share their beliefs about what makes for a good-quality education between parents who choose "to prepare students with the skills and competencies needed for the workforce" (<math>M = 3.27, SD = 1.25</math>) and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" as what they perceive their child's teachers believe is the most important purpose of school.</p>
<b>Pedagogy</b>	<p>Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their preference for innovative or traditional pedagogies (<math>r(1191) = .0112, p = .698</math>).</p>
<b>Parent quality indicators</b>	<p>Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their preference for a focus on academics or well-being in their child's education (<math>r(1391) = .0163, p = .544</math>).</p>

**Alignment dynamic****Teacher quality indicators**

Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education ( $r(1348) = .148, p < .001$ ). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.

Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(1199) = .0391, p = .175$ ).

**Sources of information**

Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education ( $r(1199) = -.155, p < 0.001$ ). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education.

## Cajon Valley, California, U.S.

Equity dynamic	
<b>Alignment</b>	Parents' highest level of education attained is not significantly correlated with whether they report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(244) = -.066, p = .305$ ).
<b>Trust</b>	Parents' highest level of education attained is not significantly correlated with whether they report that their child's teachers are receptive to their input and suggestions ( $r(248) = -.124, p = .051$ ).
<b>Parent purpose</b>	There is no significant difference among any groups when comparing what parents report as the most important purpose of school and their highest level of education attained ( $F(3, 235) = 1.684, p = 1.71$ ).
<b>Teacher purpose</b>	There is no significant difference among any groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and parents' highest level of education attained ( $F(3, 226) = 2.571, p = .055$ ).
<b>Pedagogy</b>	Parents' highest level of education attained is not significantly correlated with their preference for innovative or traditional pedagogies ( $r(210) = .120, p = .080$ ).
<b>Parent quality indicators</b>	Parents' highest level of education attained is not significantly correlated with their preference for a focus on academics or well-being in their child's education ( $r(246) = .070, p = .272$ ).
<b>Teacher quality indicators</b>	Parents' highest level of education attained is not significantly correlated with their perception of their child's teachers' preference for a focus on academics or well-being in their students' education ( $r(239) = -.096, p = .138$ ).
<b>Sources of information</b>	Parents with higher levels of education are more likely to report that education related sources of information influence their perspective about what makes for a good quality education ( $r(238) = .136, p = .035$ ). Parents with lower levels of education are more likely to report that non-education related sources of information influence their perspective about what makes for a good quality education.
	Parents with higher levels of education are more likely to report that far-proximity sources of information influence their perspective about what makes for a good quality education ( $r(238) = .182, p = .005$ ). Parents with lower levels of education are more likely to report that close-proximity sources of information influence their perspective about what makes for a good quality education.

Age dynamic	
<b>Alignment</b>	Parents of older children are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(292) = -.209, p < .001$ ). Parents of younger children are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education.
<b>Trust</b>	Parents of older children are more likely to report that their child's teachers are less receptive to their input and suggestions ( $r(296) = -.116, p = .045$ ). Parents of younger children are more likely to report that their child's teachers are more receptive to their input and suggestions.
<b>Parent purpose</b>	There is a significant difference among groups when comparing what parents report is the most important purpose of school and child's age ( $F(3, 328) = 4.421, p = .005$ ). The analysis shows a significant difference between parents who report that the most important purpose of school is "to prepare students for post-secondary education" ( $M = 7.53, SD = 3.437$ ) and parents who report that the most important purpose of school is "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 6.16, SD = 3.295$ ) in terms of child's age.
<b>Teacher purpose</b>	There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and child's age ( $F(3, 291) = 3.094, p = .027$ ).
<b>Pedagogy</b>	Child's age is not significantly correlated with parents' preference for innovative or traditional pedagogies ( $r(305) = .077, p = .180$ ).
<b>Parent quality indicators</b>	Child's age is not significantly correlated with parents' preference for a focus on academics or well-being in their child's education ( $r(319) = .015, p = .787$ ).
<b>Teacher quality indicators</b>	Child's age is not significantly correlated with parents' perceptions of their child's teachers' preference for a focus on academics or well-being in their students' education ( $r(288) = .008, p = .894$ ).
<b>Sources of information</b>	Child's age is not significantly correlated with parents' reliance on education-related or non-education sources of information that influence their perspective about what makes for a good-quality education ( $r(269) = -.051, p = .404$ ).
	Child's age is not significantly correlated with parents' reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good-quality education ( $r(269) = .024, p = .700$ ).

<b>Trust dynamic</b>	
<b>Alignment</b>	<p>Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education (<math>r(292) = .552, p &lt; .001</math>). Parents who report that their child's teachers are less receptive to their input and suggestions are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.</p>
<b>Parent purpose</b>	<p>There is no significant difference among any groups when comparing what parents report as the most important purpose of school and whether they report that their child's teachers are receptive to their input and suggestions (<math>F(3, 281) = .785, p = .503</math>).</p>
<b>Teacher purpose</b>	<p>There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and whether they report that their child's teachers are receptive to their input and suggestions (<math>F(3, 272) = 3.301, p = .021</math>). Specifically, the analysis shows there is a significant difference between parents who perceive that their child's teachers believe the most important purpose of school is to "prepare students for post-secondary education" (<math>M = 3.69, SD = 1.114</math>) and parents who perceive that their child's teachers believe the most important purpose of school is "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" (<math>M = 4.15, SD = 1.106</math>) in terms of whether or not they believe their child's teachers are receptive to their input and suggestion.</p>
<b>Pedagogy</b>	<p>Parents' beliefs about whether or not their child's teachers are receptive to their input and suggestions are not significantly correlated to parents' preference for innovative or traditional pedagogies (<math>r(249) = -.063, p = .318</math>).</p>
<b>Parent quality indicators</b>	<p>Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with parents' preference for a focus on academics or well-being in their child's education (<math>r(290) = -.052, p = .376</math>).</p>
<b>Teacher quality indicators</b>	<p>Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education (<math>r(284) = .140, p = .018</math>). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.</p>

### Trust dynamic

Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(266) = -.063, p = .307$ ).

#### Sources of information

Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education ( $r(266) = -.181, p = .003$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education.

### Alignment dynamic

#### Parent purpose

There is no significant difference among any groups when comparing what parents report as the most important purpose of school and whether they report that their child's teachers share their beliefs about what makes for a good-quality education ( $F(3, 276) = .867, p = .459$ ).

#### Teacher purpose

There is no significant difference among any groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and whether they report that their child's teachers share their beliefs about what makes for a good-quality education ( $F(3, 268) = 1.280, p = .282$ ).

#### Pedagogy

Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their preference for innovative or traditional pedagogies ( $r(243) = -.007, p = .918$ ).

#### Parent quality indicators

Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their preference for a focus on academics or well-being in their child's education ( $r(287) = -.043, p = .469$ ).

#### Teacher quality indicators

Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education ( $r(281) = .186, p = .002$ ). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education.

**Alignment dynamic**

Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(263) = .007, p = .909$ ).

**Sources of information**

Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education ( $r(263) = -.224, p < .001$ ). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education.

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## Colombia

Equity dynamic	
<b>Alignment</b>	Parents with lower levels of education are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(1744) = -.0917, p < .001$ ). Parents with higher levels of education are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.
<b>Trust</b>	Parents' highest level of education attained is not significantly correlated with whether they report that their child's teachers are receptive to their input and suggestions ( $r(1738) = -.00189, p = .937$ ).
<b>Parent purpose</b>	There is a significant difference among groups when comparing the type of training that parents believe teachers should attend and parents' highest level of education attained ( $F(3, 1735) = 11.4, p < .001$ ). Specifically, there is a significant difference in parents' highest level of education attained between parents who chose "how to prepare students for university through good academics" ( $M = 3.20, SD = 1.70$ ) and parents who chose "how to prepare students for the skills and competencies needed for the workforce" ( $M = 3.81, SD = 1.68$ ) for the type of training that they believe teachers should attend. There is also a significant difference in parents' highest level of education attained between parents who chose "how to prepare students for university through good academics" and parents who chose "how to help students gain self-knowledge / find their personal sense of purpose / and better understand their values" ( $M = 3.69, SD = 1.74$ ) for the type of training that they believe teachers should attend. There is also a significant difference in parents' highest level of education attained between parents who chose "how to prepare students for the skills and competencies needed for the workforce" and parents who chose "how to prepare students to be good citizens who are prepared to lead their political and civic lives" ( $M = 3.37, SD = 1.65$ ) for the type of training that they believe teachers should attend. There is also a significant difference in parents' highest level of education attained between parents who chose "how to help students gain self-knowledge / find their personal sense of purpose / and better understand their values" and parents who chose "how to prepare students to be good citizens who are prepared to lead their political and civic lives" for the type of training that they believe teachers should attend.
<b>Teacher purpose</b>	N/A
<b>Pedagogy</b>	Parents' highest level of education attained is not significantly correlated with their preference for innovative or traditional pedagogies ( $r(1441) = .0386, p = .143$ ).
<b>Pedagogy (vignette question)</b>	Parents with higher levels of education are more likely to prefer schools using innovative pedagogy ( $r(1738) = .181, p < .001$ ). Parents with lower levels of education are more likely to prefer schools using traditional pedagogy.

Equity dynamic	
<b>Parent quality indicators</b>	Parents with higher levels of education are more likely to prefer a focus on well-being in their child's education ( $r(1169) = .137, p < .001$ ). Parents with lower levels of education are more likely to prefer a focus on academics in their child's education.
<b>Teacher quality indicators</b>	N/A
<b>Sources of information</b>	<p>Parents' highest level of education attained is not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education (<math>r(1408) = .0460, p = .0845</math>).</p> <p>Parents with higher levels of education are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education (<math>r(1546) = .0867, p &lt; .001</math>). Parents with lower levels of education are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education.</p>
Age dynamic	
<b>Alignment</b>	Child's age is not significantly correlated with whether parents report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(1846) = .00952, p = .683$ ).
<b>Trust</b>	Child's age is not significantly correlated with whether parents report that their child's teachers are receptive to their input and suggestions ( $r(1841) = -.0134, p = .564$ ).
<b>Parent purpose</b>	<p>There is a significant difference among groups when comparing the type of training that parents believe teachers should attend and child's age (<math>F(3, 1838) = 7.32, p &lt; .001</math>). Specifically, there is a significant difference in child's age between parents who chose "how to prepare students for university through good academics" (<math>M = 6.26, SD = 3.41</math>) and parents who chose "how to prepare students for the skills and competencies needed for the workforce" (<math>M = 5.53, SD = 3.51</math>) for the type of training that they believe teachers should attend. There is also a significant difference in child's age between parents who chose "how to prepare students for university through good academics" and parents who chose "how to prepare students to be good citizens who are prepared to lead their political and civic lives" (<math>M = 5.50, SD = 3.65</math>) for the type of training that they believe teachers should attend. There is a significant difference in child's age between parents who chose "how to prepare students for university through good academics" and parents who chose "how to help students gain self-knowledge / find their personal sense of purpose / and better understand their values" (<math>M = 5.29, SD = 3.57</math>) for the type of training that they believe teachers should attend.</p>

Age dynamic	
Teacher purpose	N/A
Pedagogy	Child's age is not significantly correlated with parents' preference for innovative or traditional pedagogies ( $r(1525) = .0221, p = .387$ ).
Pedagogy (vignette question)	Child's age is not significantly correlated with parents' preference for schools using innovative or traditional pedagogy ( $r(1835) = -.00554, p = .812$ ).
Parent quality indicators	Parents of younger children are more likely to prefer a focus on well-being in their child's education ( $r(1236) = -.153, p < .001$ ). Parents of older children are more likely to prefer a focus on academics in their child's education.
Teacher quality indicators	N/A
Sources of information	Child's age is not significantly correlated with parents' reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(1480) = -.0212, p = .415$ ).
	Child's age is not significantly correlated with parents' reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good-quality education ( $r(1641) = .0289, p = .242$ ).
Trust dynamic	
Alignment	Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that their child's teachers share their beliefs about what makes a good-quality education ( $r(1839) = .411, p < .001$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are less likely to report that their child's teachers share their beliefs about what makes a good-quality education.
Parent purpose	There is a significant difference among groups when comparing the type of training that parents believe teachers should attend and whether parents believe that their child's teachers are receptive to their input and suggestions ( $F(3, 1829) = 3.64, p = .0124$ ). Specifically, there is a significant difference in whether parents believe that their child's teachers are receptive to their input and suggestions between parents who chose "how to prepare students for university through good academics" ( $M = 4.10, SD = 1.16$ ) and parents who chose "how to help students gain self-knowledge / find their personal sense of purpose / and better understand their values" ( $M = 3.88, SD = 1.26$ ) for the type of training that they believe teachers should attend. There is also a significant difference in whether parents who chose "how to prepare students for university through good academics" ( $M = 4.10, SD = 1.16$ ) and parents who chose "how to help students gain self-knowledge / find their personal sense of

<b>Trust dynamic</b>	
	<p>purpose / and better understand their values” (M= 3.88, SD= 1.26) for the type of training that they believe teachers should attend. There is also a significant difference in whether parents believe that their child’s teachers are receptive to their input and suggestions between parents who chose “how to prepare students to be good citizens who are prepared to lead their political and civic lives” (M= 4.08, SD= 1.23) and parents who chose “how to help students gain self-knowledge / find their personal sense of purpose / and better understand their values” for the type of training that they believe teachers should attend.</p>
<b>Teacher purpose</b>	N/A
<b>Pedagogy</b>	Parents’ beliefs about whether their child’s teachers are receptive to their input and suggestions are not significantly correlated with their preference for innovative or traditional pedagogies ( $r(1517) = .0275, p = .284$ ).
<b>Pedagogy (vignette question)</b>	Parents’ beliefs about whether their child’s teachers are receptive to their input and suggestions are not significantly correlated with their preference for schools using innovative or traditional pedagogy ( $r(1827) = -.038, p = .102$ ).
<b>Parent quality indicators</b>	Parents’ beliefs about whether their child’s teachers are receptive to their input and suggestions are not significantly correlated with their preference for a focus on academics or well-being in their child’s education ( $r(1231) = -.00667, p = .815$ ).
<b>Teacher quality indicators</b>	N/A
<b>Sources of information</b>	<p>Parents’ beliefs about whether their child’s teachers are receptive to their input and suggestions are not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education (<math>r(1472) = -.01657, p = .526</math>).</p> <p>Parents’ beliefs about whether their child’s teachers are receptive to their input and suggestions are not significantly correlated with their reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good-quality education (<math>r(1633) = -.0287, p = .247</math>).</p>

Alignment dynamic	
<b>Parent purpose</b>	There is no significant difference among any groups when comparing the type of training that parents believe teachers should attend and whether parents feel that their child's teachers share their beliefs about what makes for a good-quality education ( $F(3, 1834) = 2.24, p = .0815$ ).
<b>Teacher purpose</b>	N/A
<b>Pedagogy</b>	Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their preference for innovative or traditional pedagogies ( $r(1523) = -.0229, p = .371$ ).
<b>Pedagogy (vignette question)</b>	Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to prefer schools using traditional pedagogy ( $r(1833) = -.0629, p = .00700$ ). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to prefer schools using innovative pedagogy.
<b>Parent quality indicators</b>	Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their preference for a focus on academics or well-being in their child's education ( $r(1234) = -.0406, p = .154$ ).
<b>Teacher quality indicators</b>	N/A
<b>Sources of information</b>	Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(1478) = .0238, p = .360$ ).
	Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good-quality education ( $r(1640) = -.0335, p = .175$ ).

## Doncaster, UK

Equity dynamic	
<b>Alignment</b>	Parents' highest level of education attained is not significantly correlated with whether they report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(354) = -.027, p = .606$ ).
<b>Trust</b>	Parents' highest level of education attained is not significantly correlated with whether they report that their child's teachers are receptive to their input and suggestions ( $r(358) = .008, p = .872$ ).
<b>Parent purpose</b>	There is a significant difference among groups when comparing what parents report as the most important purpose of school and their highest level of education attained ( $F(3, 383) = 2.629, p = .050$ ). The direction of this relationship is unclear, and further testing is needed.
<b>Teacher purpose</b>	There is no significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and parents' highest level of education attained ( $F(3, 342) = .383, p = .765$ ).
<b>Pedagogy</b>	Parents' highest level of education attained is not significantly correlated with their preference for innovative or traditional pedagogies ( $r(314) = .047, p = .407$ ).
<b>Parent quality indicators</b>	Parents' highest level of education attained is not significantly correlated with their preference for a focus on academics or well-being in their child's education ( $r(394) = .063, p = .208$ ).
<b>Teacher quality indicators</b>	Parents' highest level of education attained is not significantly correlated with their perception of their child's teachers' preference for a focus on academics or well-being in their students' education ( $r(366) = -.010, p = .845$ ).
<b>Sources of information</b>	Parents' highest level of education attained is not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(376) = .057, p = .273$ ).
	Parents with higher levels of education are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education ( $r(376) = .172, p < .001$ ). Parents with lower levels of education are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education.

## Age dynamic

### Alignment

Parents of younger children are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(504) = -.168, p < .001$ ). Parents of older children are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.

### Trust

Parents of younger children are more likely to report that their child's teachers are more receptive to their input and suggestions ( $r(506) = -.229, p < .001$ ). Parents of older children are more likely to report that their child's teachers are less receptive to their input and suggestions.

### Parent purpose

There is a significant difference among groups when comparing what parents report as the most important purpose of school and child's age ( $F(3, 678) = 11.136, p < .001$ ). The analysis showed a significant difference between parents who report that the most important purpose of school is "to prepare students for post-secondary education" ( $M = 9.31, SD = 3.314$ ) and those who chose each of the other options including "to prepare students with the skills and competencies needed for the workforce" ( $M = 7.70, SD = 3.422$ ), "to prepare students to be good citizens who are prepared to lead their political and civic lives" ( $M = 6.88, SD = 3.536$ ), and "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 7.18, SD = 3.811$ ).

### Teacher purpose

There is a significant difference among groups when comparing what parents perceive their child's teachers believe to be the most important purpose of school and child's age ( $F(3, 540) = 13.890, p < .001$ ). Specifically, the analysis showed a significant difference between parents who perceive that their child's teachers believe the most important purpose of school is "to prepare students for post-secondary education" ( $M = 8.60, SD = 3.341$ ) and those who chose each of the other options including "to prepare students with the skills and competencies needed for the workforce" ( $M = 7.12, SD = 3.803$ ), "to prepare students to be good citizens who are prepared to lead their political and civic lives" ( $M = 6.73, SD = 3.999$ ), and "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 6.47, SD = 3.712$ ).

### Pedagogy

Child's age is not significantly correlated with parents' preference for innovative or traditional pedagogies ( $r(618) = -.074, p = .066$ ).

### Parent quality indicators

Parents of older children are more likely to prefer a focus on academics in their child's education ( $r(637) = -.108, p = .006$ ). Parents of younger children are more likely to prefer a focus on well-being in their child's education.

### Teacher quality indicators

Parents of older children are more likely to perceive that their child's teachers prefer a focus on academics in their students' education ( $r(536) = -.200, p < .001$ ). Parents of younger children are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education.

### Age dynamic

#### Sources of information

Child's age is not significantly correlated with parents' reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(452) = .039, p = .405$ ). Child's age is not significantly correlated with parents' reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good education ( $r(452) = -.059, p = .207$ ).

### Trust dynamic

#### Alignment

Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(491) = .604, p < .001$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.

#### Parent purpose

There is no significant difference among groups when comparing what parents report as the most important purpose of school and whether they report that their child's teachers are receptive to their input and suggestions ( $F(3, 488) = 1.780, p = .150$ ).

#### Teacher purpose

There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and whether they report that their child's teachers are receptive to their input and suggestions ( $F(3, 448) = 20.288, p < .001$ ). Specifically, the analysis showed a significant difference between parents who perceived their child's teachers believe the most important purpose of school is "to prepare students for post-secondary education" ( $M = 2.58, SD = 1.270$ ) and those who perceived their child's teachers believe the most important purpose of school is "to prepare students with the skills and competencies needed for the workforce" ( $M = 3.11, SD = 1.330$ ) in terms of whether parents believe that their child's teachers are receptive to their input and suggestions. Similarly, there was a significant difference between parents who perceive their child's teachers believe the most important purpose of school is "to prepare students for post-secondary education" and those who perceive their child's teachers believe the most important purpose of school is "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 3.62, SD = 1.249$ ) in terms of whether parents believe that their child's teachers are receptive to their input and suggestions.

#### Pedagogy

Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with parents' preference for innovative or traditional pedagogies ( $r(407) = .050, p = .315$ ).

#### Parent quality indicators

Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their preference for a focus on academics or well-being in their child's education ( $r(501) = .074, p = .096$ ).

### Trust dynamic

#### Teacher quality indicators

Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education ( $r(486) = .262, p < .001$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.

#### Sources of information

Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that education-related sources of information influence their perspective about what makes for a good-quality education ( $r(400) = .141, p = .005$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to report that non-education-related sources of information influence their perspective about what makes for a good-quality education. Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good-quality education ( $r(400) = -.019, p = .711$ ).

### Alignment dynamic

#### Parent purpose

There is no significant difference among groups when comparing what parents report as the most important purpose of school and whether they report that their child's teachers share their beliefs about what makes for a good-quality education ( $F(3, 486) = 4.131, p = .064$ ).

#### Teacher purpose

There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and whether they believe their child's teachers share their beliefs about what makes for a good-quality education ( $F(3, 449) = 17.170, p < .001$ ). Specifically, the analysis shows a significant difference between parents who perceive that their child's teachers believe the most important purpose of school is "to prepare students for post-secondary education" ( $M = 2.65, SD = 1.211$ ) and those who perceive that their child's teachers believe the most important purpose of school is "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 3.57, SD = 1.181$ ) in terms of whether they believe their child's teachers share their beliefs about what makes for a good-quality education. Similarly, there was a significant difference between parents who perceive that their child's teachers believe the most important purpose of school is "to prepare students with the skills and competencies needed for the workforce" ( $M = 3.05, SD = 1.245$ ) and those who perceive that their child's teachers believe the most important purpose of school is "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" in terms of whether they believe their child's teachers share their beliefs about what makes for a good-quality education.

Alignment dynamic	
<b>Pedagogy</b>	Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with parents' preference for innovative or traditional pedagogies ( $r(405) = -.004, p = .941$ ).
<b>Parent quality indicators</b>	Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with parents' preference for a focus on academics or well-being in their child's education ( $r(499) = .068, p = .130$ ).
<b>Teacher quality indicators</b>	Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education ( $r(484) = .309, p < .001$ ). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.
<b>Sources of information</b>	Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to report that education-related sources of information influence their perspective about what makes for a good-quality education ( $r(395) = .108, p = .032$ ). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to report that non-education-related sources of information influence their perspective about what makes for a good-quality education. Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good-quality education ( $r(395) = .012, p = .810$ ).

## Ghana

Equity dynamic	
<b>Alignment</b>	Parents' highest level of education attained is not significantly correlated with whether they report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(1672) = -.012, p = .633$ ).
<b>Trust</b>	Parents' highest level of education attained is not significantly correlated with whether they report that their child's teachers are receptive to their input and suggestions ( $r(1664) = .018, p = .475$ ).
<b>Parent purpose</b>	There is a significant difference among groups when comparing the type of training that parents believe teachers should attend and parents' highest level of education attained ( $F(3, 1657) = 18.837, p < .001$ ). Specifically, there is a significant difference in parents' highest level of education attained between parents who chose "to prepare students for college or university through rigorous content knowledge across all academic subjects" ( $M = 4.26, SD = 1.452$ ) and those who chose "to prepare students with the skills and competencies needed for the workforce" for the type of training that they believe teachers should attend ( $M = 4.95, SD = 1.305$ ). There is also a significant difference in parents' highest level of education attained between parents who chose "to prepare students for college or university through rigorous content knowledge across all academic subjects" and those who chose "to help students gain self-knowledge / find their personal sense of purpose / and better understand their values" for the type of training that they believe teachers should attend ( $M = 4.74, SD = 1.299$ ). There is also a significant difference in parents' highest level of education attained between parents who chose "to prepare students with the skills and competencies needed for the workforce" and those who chose "to prepare students to be good citizens who are prepared to lead their political and civic lives" for the type of training that they believe teachers should attend ( $M = 4.42, SD = 1.306$ ). Lastly, there is a significant difference in parents' highest level of education attained between parents who chose "to prepare students to be good citizens who are prepared to lead their political and civic lives" and those who chose "to help students gain self-knowledge / find their personal sense of purpose / and better understand their values" for the type of training that they believe teachers should attend.
<b>Teacher purpose</b>	N/A
<b>Pedagogy</b>	Parents' highest level of education attained is not significantly correlated with their preference for innovative or traditional pedagogies ( $r(1325) = -.023, p = .409$ ).
<b>Pedagogy (vignette question)</b>	Parents with higher levels of education are more likely to prefer schools using innovative pedagogy ( $r(1653) = .239, p < .001$ ). Parents with lower levels of education are more likely to prefer schools using traditional pedagogy.
<b>Parent quality indicators</b>	Parents with higher levels of education are more likely to prefer a focus on well-being in their child's education ( $r(1670) = .087, p < .001$ ). Parents with lower levels of education are more likely to prefer a focus on academics in their child's education.

**Equity dynamic**

<b>Teacher quality indicators</b>	N/A
<b>Sources of information</b>	<p>Parents with higher levels of education are more likely to report that education-related sources of information influence their perspective about what makes for a good-quality education (<math>r(1282) = .070, p = .012</math>). Parents with lower levels of education are more likely to report that non-education-related sources of information influence their perspective about what makes for a good-quality education.</p> <p>Parents with higher levels of education are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education (<math>r(1596) = -.060, p = .016</math>). Parents with lower levels of education are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education.</p>

**Age dynamic**

<b>Alignment</b>	Parents of younger children are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(1984) = -.055, p = .015$ ). Parents of older children are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.
<b>Trust</b>	Parents of younger children are more likely to report that their child's teachers are more receptive to their input and suggestions ( $r(1971) = -.060, p = .008$ ). Parents of older children are less likely to report that their child's teachers are receptive to their input and suggestions.
<b>Parent purpose</b>	There is no significant difference among any groups when comparing what parents report as the most important purpose of school and child's age ( $F(3, 1967) = 1.235, p = .296$ ).
<b>Teacher purpose</b>	N/A
<b>Pedagogy</b>	Child's age is not significantly correlated with parents' preference for innovative or traditional pedagogies ( $r(1574) = -.027, p = .276$ ).
<b>Pedagogy (vignette question)</b>	Child's age is not significantly correlated with parents' preference for schools using innovative or traditional pedagogy ( $r(1957) = -.032, p = .154$ ).
<b>Parent quality indicators</b>	Parents of older children are more likely to prefer a focus on academics in their child's education ( $r(1987) = -.082, p < .001$ ). Parents of younger children are more likely to prefer a focus on well-being in their child's education.

### Age dynamic

#### Teacher quality indicators

N/A

#### Sources of information

Parents of younger children are more likely to report that education-related sources of information influence their perspective about what makes for a good-quality education ( $r(1508) = -.056, p = .029$ ). Parents of older children are more likely to report that non-education-related sources of information influence their perspective about what makes for a good-quality education.

Parents of younger children are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education ( $r(1606) = -.080, p = .001$ ). Parents of older children are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education.

### Trust dynamic

#### Alignment

Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(1973) = .613, p < .001$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.

#### Parent purpose

There is no significant difference among groups when comparing what parents report as the most important purpose of school and whether parents report that their child's teachers share their beliefs about what makes for a good-quality education ( $F(3, 1936) = .278, p = .841$ ).

#### Teacher purpose

N/A

#### Pedagogy

Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their preference for innovative or traditional pedagogies ( $r(1550) = .026, p = .314$ ).

#### Pedagogy (vignette question)

Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their preference for schools using innovative or traditional pedagogy ( $r(1926) = -.040, p = .081$ ).

#### Parent quality indicators

Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their preference for a focus on academics or well-being in their child's education ( $r(1955) = .012, p = .592$ ).

Trust dynamic	
<b>Teacher quality indicators</b>	N/A
<b>Sources of information</b>	<p>Parents' perception of whether their child's teachers are receptive to their input and suggestions is not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education (<math>r(1481) = -.019, p = .462</math>).</p> <p>Parents' perception of whether their child's teachers are receptive to their input and suggestions is not significantly correlated with their reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good-quality education (<math>r(1578) = .040, p = .109</math>).</p>
Alignment dynamic	
<b>Parent purpose</b>	There is no significant difference among any groups when comparing what parents report as the most important purpose of school and whether parents report that their child's teachers share their beliefs about what makes for a good-quality education ( $F(3, 1949) = .713, p = .544$ ).
<b>Teacher purpose</b>	N/A
<b>Pedagogy</b>	Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their preference for innovative or traditional pedagogies ( $r(1562) = .040, p = .109$ ).
<b>Pedagogy (vignette question)</b>	Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to prefer schools using traditional pedagogy ( $r(1939) = -.050, p = .028$ ). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to prefer schools using innovative pedagogy.
<b>Parent quality indicators</b>	Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their preference for a focus on academics or well-being in their child's education ( $r(1967) = -.009, p = .688$ ).
<b>Teacher quality indicators</b>	N/A

**Alignment dynamic****Sources of information**

Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(1494) = .001, p = .979$ ).

Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good-quality education ( $r(1591) = .043, p = .086$ ).

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## Himachal Pradesh, India

Equity dynamic	
<b>Alignment</b>	Parents' highest level of education attained is not significantly correlated with whether they report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(2474) = .0100, p = .618$ ).
<b>Trust</b>	Parents' highest level of education attained is not significantly correlated with whether they report that their child's teachers are receptive to their input and suggestions ( $r(2474) = .0204, p = .311$ ).
<b>Parent purpose</b>	There is no significant difference among any groups when comparing what parents report as the most important purpose of school and their highest level of education attained ( $F(3, 2454) = .860, p = .461$ ).
<b>Teacher purpose</b>	There is no significant difference among any groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and parents' highest level of education attained ( $F(3, 2433) = 1.964, p = .117$ ).
<b>Pedagogy</b>	Parents with higher levels of education are more likely to prefer innovative pedagogies ( $r(1394) = .0653, p = .0147$ ). Parents with lower levels of education are more likely to prefer traditional pedagogies.
<b>Parent quality indicators</b>	Parents with higher levels of education are more likely to prefer a focus on well-being in their child's education ( $r(2474) = .0988, p < .001$ ). Parents with lower levels of education are more likely to prefer a focus on academics in their child's education.
<b>Teacher quality indicators</b>	Parents' highest level of education attained is not significantly correlated with parents' perceptions of their child's teachers' preference for a focus on academics or well-being in their students' education ( $r(2474) = .0299, p = .137$ ).
<b>Sources of information</b>	Parents' highest level of education attained is not significantly correlated with parents' reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(1711) = .0422, p = .0805$ ).
	Parents with higher levels of education are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education ( $r(2181) = .0439, p = .0405$ ). Parents with lower levels of education are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education.

### Age dynamic

<b>Alignment</b>	Parents of older children are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(2498) = .0509, p = .0108$ ). Parents of younger children are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.
<b>Trust</b>	Parents of older children are more likely to report that their child's teachers are more receptive to their input and suggestions ( $r(2498) = .0448, p = .0252$ ). Parents of younger children are more likely to report that their child's teachers are less receptive to their input and suggestions.
<b>Parent purpose</b>	There is no significant difference among any groups when comparing what parents report as the most important purpose of school and child's age ( $F(3, 2477) = .185, p = .907$ ).
<b>Teacher purpose</b>	There is no significant difference among any groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and child's age ( $F(3, 2455) = 1.20, p = .309$ ).
<b>Pedagogy</b>	Child's age is not significantly correlated with parents' preference for innovative or traditional pedagogies ( $r(1409) = .0409, p = .125$ ).
<b>Parent quality indicators</b>	Parents of younger children are more likely to prefer a focus on well-being in their child's education ( $r(2498) = -.0514, p = .0120$ ). Parents of older children are more likely to prefer a focus on academics in their child's education.
<b>Teacher quality indicators</b>	Parents of younger children are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education ( $r(2498) = -.0578, p = .00385$ ). Parents of older children are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.
<b>Sources of information</b>	Child's age is not significantly correlated with parents' reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(1729) = -.0415, p = .0845$ ). Child's age is not significantly correlated with parents' reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good-quality education ( $r(2205) = -.00869, p = .683$ ).

### Trust dynamic

<b>Alignment</b>	Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(2498) = .647, p < .001$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.
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<b>Trust dynamic</b>	<p>There is a significant difference among groups when comparing what parents report is the most important purpose of school and whether they report that their child's teachers are receptive to their input and suggestions (<math>F(3, 2477) = 8.32, p &lt; 0.001</math>). Specifically, there is a significant difference in whether parents feel that their child's teachers are receptive between parents who chose "to prepare students for post-secondary education" (<math>M = 4.15, SD = 1.11</math>) and parents who chose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" (<math>M = 4.32, SD = 1.00</math>) as the most important purpose of school. There is also a significant difference in whether parents feel that their child's teachers are receptive between parents who chose "to prepare students for post-secondary education" and parents who chose "to prepare students to be good citizens who are prepared to lead their political and civic lives" (<math>M = 4.42, SD = 0.898</math>) as the most important purpose of school.</p>
<b>Parent purpose</b>	
<b>Teacher purpose</b>	<p>There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and whether they report that their child's teachers are receptive to their input and suggestions (<math>F(3, 2455) = 12.0, p &lt; .001</math>). Further analysis showed that there is a significant difference in whether parents believe that their child's teachers are receptive between parents who chose "to prepare students for post-secondary education" (<math>M = 4.18, SD = 1.11</math>) and parents who chose "to prepare students to be good citizens who are prepared to lead their political and civic lives" (<math>M = 4.46, SD = 0.824</math>) as teachers' most important purpose of school. There is also a significant difference in whether parents believe that their child's teachers are receptive between parents who chose "to prepare students with the skills and competencies needed for the workforce" (<math>M = 4.23, SD = 1.07</math>) and parents who chose "to prepare students to be good citizens who are prepared to lead their political and civic lives" as teachers' most important purpose of school. Furthermore, there is a significant difference in whether parents believe that their child's teachers are receptive between parents who chose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" (<math>M = 4.26, SD = 1.04</math>) and parents who chose "to prepare students to be good citizens who are prepared to lead their political and civic lives" as teachers' most important purpose of school.</p>
<b>Pedagogy</b>	<p>Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their preference for innovative or traditional pedagogies (<math>r(1409) = .0471, p = .0767</math>).</p>
<b>Parent quality indicators</b>	<p>Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their preference for a focus on academics or well-being in their child's education (<math>r(2498) = -.00520, p = .795</math>).</p>

### Trust dynamic

#### Teacher quality indicators

Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to perceive that their child's teachers prefer a focus on academics in their students' education ( $r(2498) = -.0416, p = .0374$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education.

Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(1729) = -.0210, p = .383$ ).

#### Sources of information

Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education ( $r(2205) = -.0434, p = 0.0413$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education.

### Alignment dynamic

#### Parent purpose

There is a significant difference among groups when comparing what parents report as the most important purpose of school and whether they report that their child's teachers share their beliefs about what makes for a good-quality education ( $F(3, 2477) = 9.34, p < 0.001$ ). Particularly, there is a significant difference in whether parents perceive that their child's teachers share their beliefs between parents who chose "to prepare students for post-secondary education" ( $M = 4.12, SD = 1.06$ ) and parents who chose "to prepare students to be good citizens who are prepared to lead their political and civic lives" ( $M = 4.38, SD = 0.927$ ) as the most important purpose of school. There is a significant difference in whether parents perceive that their child's teachers share their beliefs between parents who chose "to prepare students with the skills and competencies needed for the workforce" ( $M = 4.14, SD = 1.08$ ) and parents who chose "to prepare students to be good citizens who are prepared to lead their political and civic lives" as the most important purpose of school. Furthermore, there is a significant difference in whether parents perceive that their child's teachers share their beliefs between parents who chose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 4.23, SD = 1.01$ ) and parents who chose "to prepare students to be good citizens who are prepared to lead their political and civic lives" as the most important purpose of school.

Alignment dynamic	
<b>Teacher purpose</b>	<p>There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and whether they report that their child's teachers share their beliefs about what makes for a good-quality education (<math>F(3, 2455) = 12.71, p &lt; .001</math>). Specifically, there is a significant difference in whether parents believe that their child's teachers share their beliefs between parents who chose "to prepare students for post-secondary education" (<math>M = 4.09, SD = 1.11</math>) and parents who chose "to prepare students to be good citizens who are prepared to lead their political and civic lives" (<math>M = 4.41, SD = 0.874</math>) as teachers' most important purpose of school. There is a significant difference in whether parents believe that their child's teachers share their beliefs between parents who chose "to prepare students with the skills and competencies needed for the workforce" (<math>M = 4.17, SD = 1.05</math>) and parents who chose "to prepare students to be good citizens who are prepared to lead their political and civic lives" as teachers' most important purpose of school. Additionally, there is a significant difference in whether parents believe that their child's teachers share their beliefs between parents who chose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" (<math>M = 4.24, SD = 1.03</math>) and parents who chose "to prepare students to be good citizens who are prepared to lead their political and civic lives" as teachers' most important purpose of school.</p>
<b>Pedagogy</b>	<p>Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their preference for innovative or traditional pedagogies (<math>r(1409) = .0301, p = .258</math>).</p>
<b>Parent quality indicators</b>	<p>Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their preference for a focus on academics or well-being in their child's education (<math>r(2498) = -.0220, p = .272</math>).</p>
<b>Teacher quality indicators</b>	<p>Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to perceive that their child's teachers prefer a focus on academics in their students' education (<math>r(2498) = -.0785, p &lt; .001</math>). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education</p>
<b>Sources of information</b>	<p>Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education (<math>r(1729) = -.0147, p = .542</math>).</p> <p>Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education (<math>r(2205) = -.0499, p = 0.0191</math>). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education.</p>

## Maharashtra, India

Equity dynamic	
<b>Alignment</b>	Parents with lower levels of education are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(2830) = -.0689$ , $p < .001$ ). Parents with higher levels of education are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.
<b>Trust</b>	Parents' highest level of education attained is not significantly correlated with whether they report that their child's teachers are receptive to their input and suggestions ( $r(2877) = .0129$ , $p = .487$ ).
<b>Parent purpose</b>	There is a significant difference among groups when comparing what parents' report as the most important purpose of school and parents' highest level of education attained ( $F(3, 2850) = 5.79$ , $p < .001$ ). There is a significant difference in parents' highest level of education between parents who chose "to prepare students for post-secondary education through rigorous content knowledge across all academic subjects" ( $M = 4.26$ , $SD = 1.67$ ) and parents who chose "to prepare students with the skills and competencies needed for the workforce" ( $M = 4.62$ , $SD = 2.05$ ) as the most important purpose of school. There is a significant difference in parents' highest level of education between parents who chose "to prepare students for post-secondary education through rigorous content knowledge across all academic subjects" and parents who chose "to prepare students to be good citizens who are prepared to lead their political and civic lives" ( $M = 4.67$ , $SD = 1.91$ ) as the most important purpose of school. There is a significant difference in parents' highest level of education attained between parents who chose "to prepare students for post-secondary education through rigorous content knowledge across all academic subjects" and parents who chose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 4.75$ , $SD = 1.98$ ) as the most important purpose of school.
<b>Teacher purpose</b>	There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and parents' highest level of education attained ( $F(3, 2776) = 3.62$ , $p = .0126$ ). Specifically, there is a significant difference in parents' highest level of education between parents who chose "to prepare students for post-secondary education through rigorous content knowledge across all academic subjects" ( $M = 4.43$ , $SD = 1.78$ ) and parents who chose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 4.80$ , $SD = 1.98$ ) as what they perceive their child's teachers believe is the most important purpose of school.
<b>Pedagogy</b>	Parents' highest level of education attained is not significantly correlated with their preference for innovative or traditional pedagogies ( $r(2372) = .0000840$ , $p = .997$ ).
<b>Parent quality indicators</b>	Parents with higher levels of education are more likely to prefer a focus on well-being in their child's education ( $r(2899) = .192$ , $p < .001$ ). Parents with lower levels of education are more likely to prefer a focus on academics in their child's education.

Equity dynamic	
<b>Teacher quality indicators</b>	Parents with higher levels of education are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education ( $r(2856) = .111, p < .001$ ). Parents with lower levels of education are more likely to perceive that their child's educators prefer a focus on academics in their students' education.
<b>Sources of information</b>	<p>Parents' highest level of education attained is not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education (<math>r(2199) = .0138, p = .516</math>).</p> <p>Parents with higher levels of education are more likely to report that they rely on far-proximity sources of information that influence their perspective about what makes for a good-quality education (<math>r(2430) = .0591, p = .00356</math>). Parents with lower levels of education are more likely to report that they rely on close-proximity sources of information that influence their perspective about what makes for a good-quality education.</p>
Age dynamic	
<b>Alignment</b>	Parents of younger children are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(2904) = -.0437, p = .0185$ ). Parents of older children are less likely to report that their child's teachers share their beliefs.
<b>Trust</b>	Parents of younger children are more likely to report that their child's teachers are receptive to their input and suggestions ( $r(2958) = -.0454, p = .0153$ ). Parents of older children are less likely to report that their child's teachers are receptive to their input and suggestions.
<b>Parent purpose</b>	There is no significant difference among any groups when comparing what parents report as the most important purpose of school and child's age ( $F(3, 2933) = 1.58, p = .193$ ).
<b>Teacher purpose</b>	There is no significant difference among any groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and child's age ( $F(3, 2857) = 2.05, p = .105$ ).
<b>Pedagogy</b>	Child's age is not significantly correlated with parents' preference for innovative or traditional pedagogies ( $r(2453) = .0214, p = .289$ ).

### Age dynamic

#### Parent quality indicators

Parents of younger children are more likely to prefer a focus on well-being in their child's education ( $r(2983) = -.108, p < .001$ ). Parents of older children are more likely to prefer a focus on academics in their child's education.

#### Teacher quality indicators

Parents of younger children are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education ( $r(2931) = -.105, p < .001$ ). Parents of older children are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.

#### Sources of information

Child's age is not significantly correlated with parents' reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(2240) = -.039980, p = .059$ ).

Child's age is not significantly correlated with parents' reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good-quality education ( $r(2485) = .0221, p = .272$ ).

### Trust dynamic

#### Alignment

Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(2873) = .431, p < .001$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.

#### Parent purpose

There is a significant difference among groups when comparing what parents report as the most important purpose of school and whether parents report that their child's teachers are receptive to their input and suggestions ( $F(3, 2892) = 2.95, p = 0.0317$ ).

#### Teacher purpose

There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and whether parents report that their child's teachers are receptive to their input and suggestions ( $F(3, 2823) = 3.10, p = .0258$ ).

#### Pedagogy

Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to prefer innovative pedagogies ( $r(2416) = .0531, p < .001$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to prefer traditional pedagogies.

Trust dynamic	
<b>Parent quality indicators</b>	Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to prefer a focus on well-being in their child's education ( $r(2941) = .0407, p = .0272$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to prefer a focus on academics in their child's education.
<b>Teacher quality indicators</b>	Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with parents' perceptions of their child's teachers' preference for a focus on academics or well-being in their students' education ( $r(2895) = .0217, p = .243$ ).
<b>Sources of information</b>	<p>Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that education-related sources of information influence their perspective about what makes for a good-quality education (<math>r(2217) = .136, p &lt; 0.001</math>). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to report that non-education-related sources of information influence their perspective about what makes for a good-quality education.</p> <p>Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good-quality education (<math>r(2455) = .0256, p = 0.205</math>).</p>
Alignment dynamic	
<b>Parent purpose</b>	There is a significant difference among groups when comparing what parents report as the most important purpose of school and whether parents perceive that their child's teachers share their beliefs about what makes for a good-quality education ( $F(3, 2844) = 3.14, p = 0.0245$ ).
<b>Teacher purpose</b>	There is no significant difference among any groups when comparing parents' perceptions of what their child's teachers believe is the most important purpose of school and whether parents report that their child's teachers share their beliefs about what makes for a good-quality education ( $F(3, 2781) = 0.990, p = .396$ ).
<b>Pedagogy</b>	Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their preference for innovative or traditional pedagogies ( $r(2369) = .0364, p = .0765$ ).
<b>Parent quality indicators</b>	Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their preference for a focus on academics or well-being in their child's education ( $r(2890) = -.0181, p = .330$ ).

## Alignment dynamic

**Teacher quality indicators**

Parents' perceptions of whether their child's teachers share their beliefs about what makes for a good-quality education are not significantly correlated with parents' perceptions of their child's teachers' preference for a focus on academics or well-being in their students' education ( $r(2848) = -.00140, p = .940$ ).

**Sources of information**

Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to report that education-related sources of information influence their perspective about what makes for a good-quality education ( $r(2185) = .0886, p < 0.001$ ). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to report that non-education-related sources of information influence their perspective about what makes for a good-quality education.

Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good-quality education ( $r(2422) = -.00900, p = .658$ ).

## Nord Anglia Education

Equity dynamic	
<b>Alignment</b>	Parents' highest level of education attained is not significantly correlated with whether they report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(2411) = -.019, p = .357$ ).
<b>Trust</b>	Parents' highest level of education attained is not significantly correlated with whether they report that their child's teachers are receptive to their input and suggestions ( $r(2416) = -.022, p = .269$ ).
<b>Parent purpose</b>	There is a significant difference among groups when comparing what parents report is the most important purpose of school and their highest level of education attained ( $F(3, 2289) = 3.145, p = .024$ ). Specifically, the analysis shows a significant difference between parents who report that the most important purpose of school is "to prepare students with the skills and competencies needed for the workforce" ( $M = 5.59, SD = .818$ ) and those who report that the most important purpose of school is "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 5.39, SD = .977$ ) in terms of their highest level of education.
<b>Teacher purpose</b>	There is no significant difference among any groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and parents' highest level of education attained ( $F(3, 2291) = 1.334, p = .262$ ).
<b>Pedagogy</b>	Parent's highest level of education attained is not significantly correlated with parents' preference for innovative or traditional pedagogies ( $r(2039) = .022, p = .313$ ).
<b>Parent quality indicators</b>	Parents' highest level of education attained is not significantly correlated with their preference for a focus on academics or well-being in their child's education ( $r(2432) = -.005, p = .816$ ).
<b>Teacher quality indicators</b>	Parents with higher levels of education are more likely to perceive that their child's teachers prefer a focus on academics in their students' education ( $r(2392) = -.041, p = .047$ ). Parents with lower levels of education are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education.
<b>Sources of information</b>	<p>Parents with higher levels of education are more likely to report that education-related sources of information influence their perspective about what makes for a good-quality education (<math>r(2375) = .060, p = .003</math>). Parents with lower levels of education are more likely to report that non-education-related sources of information influence their perspective about what makes for a good-quality education.</p> <p>Parents with higher levels of education are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education (<math>r(2375) = .085, p &lt; .001</math>). Parents with lower levels of education are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education.</p>

### Age dynamic

<b>Alignment</b>	Parents of older children are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(2781) = -.134, p < .001$ ). Parents of younger children are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education.
<b>Trust</b>	Parents of older children are more likely to report that their child's teachers are less receptive to their input and suggestions ( $r(2792) = -.146, p < .001$ ). Parents of younger children are more likely to report that their child's teachers are more receptive to their input and suggestions.
<b>Parent purpose</b>	There is a significant difference among groups when comparing what parents report is the most important purpose of school and child's age ( $F(3, 2899) = 40.223, p < .001$ ). Specifically, the analysis shows a significant difference between parents who report that the most important purpose of school is "to prepare students for post-secondary education" ( $M = 8.51, SD = 3.600$ ) and parents who chose each of the other options including "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 6.82, SD = 3.731$ ), "to prepare students to be good citizens who are prepared to lead their political and civic lives" ( $M = 7.01, SD = 3.785$ ), and "to prepare students with the skills and competencies needed for the workforce" ( $M = 7.40, SD = 3.571$ ) in terms of how old their child is.
<b>Teacher purpose</b>	There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and child's age ( $F(3, 2746) = 59.810, p < .001$ ). Further analysis shows that there is a significant difference in child's age between parents who chose "to prepare students for post-secondary education" ( $M = 8.67, SD = 3.631$ ) and parents who chose every other option including "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 6.62, SD = 3.644$ ), "to prepare students to be good citizens who are prepared to lead their political and civic lives" ( $M = 7.16, SD = 3.729$ ), and "to prepare students with the skills and competencies needed for the workforce" ( $M = 7.16, SD = 3.434$ ) as teachers' most important purpose of school.
<b>Pedagogy</b>	Child's age is not significantly correlated with parents' preference for innovative or traditional pedagogies ( $r(2666) = .019, p = .323$ ).
<b>Parent quality indicators</b>	Parents of younger children are more likely to prefer a focus on well-being in their child's education ( $r(2979) = -.194, p < .001$ ). Parents of older children are more likely to prefer a focus on academics in their child's education
<b>Teacher quality indicators</b>	Parents of younger children are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education ( $r(2753) = -.223, p < .001$ ). Parents of older children are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.

### Age dynamic

#### Sources of information

Parents of older children are more likely to report that education-related sources of information influence their perspective about what makes for a good-quality education ( $r(2608) = .060, p = .002$ ). Parents of younger children are more likely to report that non-education-related sources of information influence their perspective about what makes for a good-quality education.

Parents of older children are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education ( $r(2608) = .124, p < .001$ ). Parents of younger children are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education.

### Trust dynamic

#### Alignment

Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(2766) = .728, p < .001$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.

#### Parent purpose

There is a significant difference among groups when comparing what parents report is the most important purpose of school and whether they report that their child's teachers are receptive to their input and suggestions ( $F(3, 2611) = 9.166, p < .001$ ). Specifically, analysis shows a significant difference between parents who report that the most important purpose of school is "to prepare students for post-secondary education" ( $M = 3.56, SD = 1.176$ ) and those who report that the most important purpose of school is "to prepare students to be good citizens who are prepared to lead their political and civic lives" ( $M = 3.88, SD = 1.024$ ) in terms of their beliefs about whether or not their child's teachers are receptive to their input and suggestions. There is also a significant difference between parents who report that the most important purpose of school is "to prepare students for post-secondary education" and those who report that the most important purpose of school is "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 3.75, SD = 1.081$ ) in terms of their beliefs about whether or not their child's teachers are receptive to their input and suggestions. Additionally, there is a significant difference between parents who report that the most important purpose of school is "to prepare students with the skills and competencies needed for the workforce" ( $M = 3.48, SD = 1.204$ ) and those who report that the most important purpose of school is "to prepare students to be good citizens who are prepared to lead their political and civic lives" in terms of their beliefs about whether or not their child's teachers are receptive to their input and suggestions. Lastly, there is a

### Trust dynamic

significant difference between parents who report that the most important purpose of school is “to prepare students with the skills and competencies needed for the workforce” and those who report that the most important purpose of school is “to help students gain self-knowledge, find their personal sense of purpose, and better understand their values” in terms of their beliefs about whether or not their child’s teachers are receptive to their input and suggestions.

### Teacher purpose

There is a significant difference among groups when comparing what parents perceive their child’s teachers believe is the most important purpose of school and whether they report that their child’s teachers are receptive to their input and suggestions ( $F(3, 2618) = 11.799, p < .001$ ). Specifically, there is a significant difference in whether parents believe that their child’s teachers are receptive between parents who chose “to prepare students for post-secondary education” ( $M = 3.57, SD = 1.136$ ) and parents who chose “to prepare students to be good citizens who are prepared to lead their political and civic lives” ( $M = 3.78, SD = 1.114$ ) as teachers’ most important purpose of school. Additionally, there is a significant difference in whether parents believe that their child’s teachers are receptive between parents who chose “to prepare students for post-secondary education” and parents who chose “to help students gain self-knowledge, find their personal sense of purpose, and better understand their values” ( $M = 3.83, SD = 1.047$ ) as teachers’ most important purpose of school. There is a significant difference in whether parents believe that their child’s teachers are receptive between parents who chose “to prepare students with the skills and competencies needed for the workforce” ( $M = 3.56, SD = 1.101$ ) and parents who chose “to prepare students to be good citizens who are prepared to lead their political and civic lives” as teachers’ most important purpose of school. Lastly, there is a significant difference in whether parents believe that their child’s teachers are receptive between parents who chose “to prepare students with the skills and competencies needed for the workforce” and parents who chose “to help students gain self-knowledge, find their personal sense of purpose, and better understand their values” as teachers’ most important purpose of school.

### Pedagogy

Parents who report that their child’s teachers are more receptive to their input and suggestions are more likely to prefer innovative pedagogies ( $r(2322) = .088, p < .001$ ). Parents who report that their child’s teachers are less receptive to their input and suggestions are more likely to prefer traditional pedagogies.

### Parent quality indicators

Parents who report that their child’s teachers are more receptive to their input and suggestions are more likely to prefer a focus on academics in their child’s education ( $r(2769) = .056, p = .003$ ). Parents who report that their child’s teachers are less receptive to their input and suggestions are more likely to prefer a focus on well-being in their child’s education.

### Trust dynamic

#### Teacher quality indicators

Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education ( $r(2713) = .067, p < .001$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.

#### Sources of information

Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that education-related sources of information influence their perspective about what makes for a good-quality education ( $r(2574) = .062, p = .002$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to report that non-education-related sources of information influence their perspective about what makes for a good-quality education.

Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education ( $r(2574) = -.103, p < .001$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education.

### Alignment dynamic

#### Parent purpose

There is a significant difference among groups when comparing what parents report as the most important purpose of school and whether they report that their child's teachers share their beliefs about what makes for a good-quality education ( $F(3, 2602) = 7.830, p < .001$ ). Specifically, the analysis shows a significant difference between parents who report that the most important purpose of school is "to prepare students for post-secondary education" ( $M = 3.54, SD = 1.113$ ) and those who report that the most important purpose of school is "to prepare students to be good citizens who are prepared to lead their political and civic lives" ( $M = 3.84, SD = .935$ ) in terms of their beliefs about whether or not their child's teachers share their beliefs about what makes a good-quality education. There is also a significant difference between parents who report that the most important purpose of school is "to prepare students for post-secondary education" and those who report that the most important purpose of school is "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 3.68, SD = 1.018$ ) in terms of their beliefs about whether or not their child's teachers share their beliefs about what makes a good-quality education. Additionally, there is a significant difference between parents who report that the most important purpose of school is "to prepare students with the skills and competencies needed for the workforce" ( $M = 3.44, SD = 1.046$ ) and those who report that the most important purpose of school is

### Alignment dynamic

“to prepare students to be good citizens who are prepared to lead their political and civic lives” in terms of their beliefs about whether or not their child’s teachers share their beliefs about what makes a good-quality education. Lastly, there is a significant difference between parents who report that the most important purpose of school is “to prepare students with the skills and competencies needed for the workforce” and those who report that the most important purpose of school is “to help students gain self-knowledge, find their personal sense of purpose, and better understand their values” in terms of their beliefs about whether or not their child’s teachers share their beliefs about what makes a good-quality education.

### Teacher purpose

There is a significant difference among groups when comparing what parents perceive their child’s teachers believe is the most important purpose of school and whether they report that their child’s teachers share their beliefs about what makes for a good-quality education ( $F(3, 2611) = 14.376, p < .001$ ). Specifically, there is a significant difference in whether parents perceive that their child’s teachers share their beliefs between parents who chose “to prepare students for post-secondary education” ( $M = 3.50, SD = 1.043$ ) and parents who chose “to help students gain self-knowledge, find their personal sense of purpose, and better understand their values” ( $M = 3.78, SD = 0.996$ ) as teachers’ most important purpose of school. Additionally, there is a significant difference in whether parents perceive that their child’s teachers share their beliefs between parents who chose “to prepare students with the skills and competencies needed for the workforce” ( $M = 3.55, SD = .980$ ) and parents who chose “to help students gain self-knowledge, find their personal sense of purpose, and better understand their values” as teachers’ most important purpose of school.

### Pedagogy

Parents who report that their child’s teachers share their beliefs about what makes for a good-quality education are more likely to prefer innovative pedagogies ( $r(2312) = .071, p < .001$ ). Parents who report that their child’s teachers do not share their beliefs about what makes for a good-quality education are more likely to prefer traditional pedagogies.

### Parent quality indicators

Parents’ perception of whether their child’s teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their preference for a focus on academics or well-being in their child’s education ( $r(2758) = .029, p = .127$ ).

### Teacher quality indicators

Parents who report that their child’s teachers share their beliefs about what makes for a good-quality education are more likely to perceive that their child’s teachers prefer a focus on well-being in their students’ education ( $r(2703) = .070, p < .001$ ). Parents who report that their child’s teachers do not share their beliefs about what makes for a good-quality education are more likely to perceive that their child’s teachers prefer a focus on academics in their students’ education.

### Alignment dynamic

Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to report that education-related sources of information influence their perspective about what makes for a good-quality education ( $r(2568) = .054, p = .006$ ). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to report that non-education-related sources of information influence their perspective about what makes for a good-quality education.

### Sources of information

Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education ( $r(2568) = -.125, p < .001$ ). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education.

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## South Africa

Equity dynamic	
<b>Alignment</b>	Parents' highest level of education attained is not significantly correlated with whether they report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(1531) = -.047, p = .065$ ).
<b>Trust</b>	Parents' highest level of education attained is not significantly correlated with whether they report that their child's teachers are receptive to their input and suggestions ( $r(1531) = -.002, p = .939$ ).
<b>Parent purpose</b>	There is a significant difference among groups when comparing the type of training that parents believe teachers should attend and their highest level of education attained ( $F(3, 1529) = 3.527, p = .014$ ). Specifically, the analysis shows a significant difference between parents who reported that the most important purpose of school is "to prepare students with the skills and competencies needed for the workforce" ( $M = 2.86, SD = .942$ ) and those who reported that the most important purpose of school is "to help students gain self-knowledge / find their personal sense of purpose / and better understand their values" ( $M = 3.04, SD = 1.013$ ) in terms of their highest level of education attained.
<b>Teacher purpose</b>	N/A
<b>Pedagogy</b>	Parents' highest level of education attained is not significantly correlated with their preference for innovative or traditional pedagogies ( $r(1263) = .018, p = .512$ ).
<b>Pedagogy (vignette question)</b>	Parents with higher levels of education are more likely to report that they prefer schools using innovative pedagogy ( $r(1548) = .141, p < .001$ ). Parents with lower levels of education are more likely to report that they prefer schools using traditional pedagogy.
<b>Parent quality indicators</b>	Parents' highest level of education attained is not significantly correlated with their preference for a focus on academics or well-being in their child's education ( $r(1538) = .021, p = .419$ ).
<b>Teacher quality indicators</b>	N/A
<b>Sources of information</b>	<p>Parents with higher levels of education are more likely to report that education-related sources of information influence their perspective about what makes for a good-quality education (<math>r(1262) = .070, p = .013</math>). Parents with lower levels of education are more likely to report that non-education-related sources of information influence their perspective about what makes for a good-quality education.</p> <p>Parents with higher levels of education are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education (<math>r(1320) = .095, p &lt; .001</math>). Parents with lower levels of education are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education.</p>

Age dynamic	
<b>Alignment</b>	Parents of younger children are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(1936) = -.049, p = .032$ ). Parents of older children are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.
<b>Trust</b>	Parents of younger children are more likely to report that their child's teachers are more receptive to their input and suggestions ( $r(1936) = -.059, p = .010$ ). Parents of older children are more likely to report that their child's teachers are less receptive to their input and suggestions.
<b>Parent purpose</b>	There is no significant difference among groups when comparing the type of training that parents believe teachers should attend and child's age ( $F(3, 1937) = 1.085, p = .354$ ).
<b>Teacher purpose</b>	N/A
<b>Pedagogy</b>	Parents of older children are more likely to prefer innovative pedagogies ( $r(1613) = .078, p = .002$ ). Parents of younger children are more likely prefer traditional pedagogies.
<b>Pedagogy (vignette question).</b>	Child's age is not significantly correlated with parents' preference for schools using traditional or innovative pedagogy ( $r(1951) = -.032, p = .163$ ).
<b>Parent quality indicators</b>	Child's age is not significantly correlated with parents' preference for a focus on academics or well-being in their child's education ( $r(1943) = .022, p = .335$ ).
<b>Teacher quality indicators</b>	N/A
<b>Sources of information</b>	<p>Child's age is not significantly correlated with parents' reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education (<math>r(1579) = -.027, p = .281</math>).</p> <p>Child's age is not significantly correlated with parents' reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good education (<math>r(1657) = -.041, p = .097</math>).</p>

Trust dynamic	
<b>Alignment</b>	Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(1909) = .548, p < .001$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.
<b>Parent purpose</b>	There is no significant difference among groups when comparing the type of training that parents believe teachers should attend and whether they report that their child's teachers are receptive to their input and suggestions ( $F(3, 1900) = 1.623, p = .182$ ).
<b>Teacher purpose</b>	N/A
<b>Pedagogy</b>	Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to prefer traditional pedagogies ( $r(1580) = -.077, p = .002$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to prefer innovative pedagogies.
<b>Pedagogy (vignette question)</b>	Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their preference for schools using innovative or traditional pedagogy ( $r(1915) = -.023, p = .319$ ).
<b>Parent quality indicators</b>	Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their preference for a focus on academics or well-being in their child's education ( $r(1904) = -.040, p = .080$ ).
<b>Teacher quality indicators</b>	N/A
<b>Sources of information</b>	<p>Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that education-related sources of information influence their perspective about what makes for a good-quality education (<math>r(1556) = .092, p &lt; .001</math>). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to report that non-education-related sources of information influence their perspective about what makes for a good-quality education.</p> <p>Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education (<math>r(1634) = .050, p = .043</math>). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education.</p>

Alignment dynamic	
<b>Parent purpose</b>	There is no significant difference among groups when comparing the type of training that parents believe teachers should attend and whether they report that their child's teachers share their beliefs about what makes for a good-quality education ( $F(3, 1901) = 2.279, p = .078$ ).
<b>Teacher purpose</b>	N/A
<b>Pedagogy</b>	Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to prefer traditional pedagogies ( $r(1583) = -.085, p < .001$ ). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to prefer innovative pedagogies.
<b>Pedagogy (vignette question)</b>	Parents' perceptions of whether their child's teachers share their beliefs about what makes for a good-quality education are not significantly correlated with their preference for schools using innovative or traditional pedagogy ( $r(1917) = -.005, p = .818$ ).
<b>Parent quality indicators</b>	Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to prefer a focus on academics in their child's education ( $r(1904) = -.065, p = .005$ ). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to prefer a focus on well-being in their child's education.
<b>Teacher quality indicators</b>	N/A
<b>Sources of information</b>	<p>Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to report that education-related sources of information influence their perspective about what makes for a good-quality education (<math>r(1554) = .068, p = .007</math>). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to report that non-education-related sources of information influence their perspective about what makes for a good-quality education.</p> <p>Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good-quality education (<math>r(1632) = .046, p = .061</math>).</p>

## South Australia, Australia

Equity dynamic	
<b>Alignment</b>	Parent's highest level of education attained is not significantly correlated with whether they report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(173) = -.0909, p = .232$ ).
<b>Trust</b>	Parents with lower levels of education are more likely to report that their child's teachers are more receptive to their input and suggestions ( $r(174) = -.163, p = .0308$ ). Parents with higher levels of education are more likely to report that their child's teachers are less receptive to their input and suggestions.
<b>Parent purpose</b>	There is no significant difference among any groups when comparing what parents report as the most important purpose of school and their highest level of education attained ( $F(3, 158) = 2.65, p = .0511$ ).
<b>Teacher purpose</b>	There is no significant difference among any groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and their highest level of education attained ( $F(3, 171) = 1.75, p = .159$ ).
<b>Pedagogy</b>	Parents' highest level of education attained is not significantly correlated with their preference for innovative or traditional pedagogies ( $r(154) = .0798, p = .332$ ).
<b>Parent quality indicators</b>	Parents' highest level of education attained is not significantly correlated with their preference for a focus on academics or well-being in their child's education ( $r(173) = .000256, p = 0.997$ ).
<b>Teacher quality indicators</b>	Parents' highest level of education attained is not significantly correlated with parents' perceptions of their child's teachers' preference for a focus on academics or well-being in their students' education ( $r(171) = -.0456, p = .551$ ).
<b>Sources of information</b>	Parents' highest level of education attained is not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(166) = -.0315, p = .685$ ).
	Parents' highest level of education attained is not significantly correlated with their reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good-quality education ( $r(166) = .133, p = .146$ ).

Age dynamic	
<b>Alignment</b>	Parents of younger children are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(206) = -.186, p = .00720$ ). Parents of older children are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.
<b>Trust</b>	Parents of younger children are more likely to report that their child's teachers are more receptive to their input and suggestions ( $r(206) = -.234, p < .001$ ). Parents of older children are more likely to report that their child's teachers are less receptive to their input and suggestions.
<b>Parent purpose</b>	There is a significant difference among groups when comparing what parents report as the most important purpose of school and child's age ( $F(3, 202) = 4.10, p = 0.00754$ ). There is a significant difference in child's age between parents who chose "to prepare students for post-secondary education" ( $M = 7.18, SD = 3.89$ ) and parents who chose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 5.30, SD = 3.60$ ) as the most important purpose of school. There is also a significant difference in child's age between parents who chose "to prepare students with the skills and competencies needed for the workforce" ( $M = 7.00, SD = 3.14$ ) and parents who chose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" as the most important purpose of school.
<b>Teacher purpose</b>	There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and child's age ( $F(3, 209) = 2.93, p = .0347$ ). There is a significant difference in child's age between parents who chose "to prepare students for post-secondary education" ( $M = 7.30, SD = 3.34$ ) and parents who chose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 5.58, SD = 3.75$ ) as what they perceive their child's teachers believe is the most important purpose of school.
<b>Pedagogy</b>	Child's age is not significantly correlated with parents' preference for innovative or traditional pedagogies ( $r(195) = .0657, p = .359$ ).
<b>Parent quality indicators</b>	Child's age is not significantly correlated with parents' preference for a focus on academics or well-being in their child's education ( $r(215) = .0508, p = .456$ ).
<b>Teacher quality indicators</b>	Parents of younger children are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education ( $r(205) = -.279, p < .001$ ). Parents of older children are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.

### Age dynamic

#### Sources of information

Child's age is not significantly correlated with parents' reliance on education-related or non-education-related sources of information that influence their perceptions about what makes for a good-quality education ( $r(182) = .116, p = .116$ ).

Child's age is not significantly correlated with parents' reliance on close-proximity or far-proximity sources of information that influence their perceptions about what makes for a good-quality education ( $r(182) = .037, p = .679$ ).

### Trust dynamic

#### Alignment

Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(205) = .688, p < .001$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.

#### Parent purpose

There is no significant difference among any groups when comparing what parents report as the most important purpose of school and whether they report that their child's teachers are receptive to their input and suggestions ( $F(3, 189) = 1.38, p = .249$ ).

#### Teacher purpose

There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and whether they report that their child's teachers are receptive to their input and suggestions ( $F(3, 202) = 2.93, p = .0348$ ). Specifically, there is a significant difference in whether parents report that their child's teachers are receptive to their input and suggestions between parents who chose "to prepare students for post-secondary education" ( $M = 3.62, SD = 1.11$ ) and parents who chose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 4.12, SD = 0.938$ ) as what they perceive their child's teachers believe is the most important purpose of school.

#### Pedagogy

Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated to their preference for innovative or traditional pedagogies ( $r(181) = -.116, p = .118$ ).

#### Parent quality indicators

Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated to their preference for a focus on academics or well-being in their child's education ( $r(204) = .0403, p = .566$ ).

#### Teacher quality indicators

Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education ( $r(202) = .226, p = .00116$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.

### Trust dynamic

Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(181) = .0165, p = .825$ ).

### Sources of information

Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education ( $r(181) = -.160, p = 0.0301$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education.

### Alignment dynamic

### Parent purpose

There is a significant difference among groups when comparing what parents report as the most important purpose of school and whether they report that their child's teachers share their beliefs about what makes for a good-quality education ( $F(3, 189) = 6.34, p < .001$ ). Specifically, there is a significant difference in whether parents perceive that their child's teachers share their beliefs about what makes for a good-quality education between parents who chose "to prepare students for post-secondary education" ( $M = 3.32, SD = 1.29$ ) and parents who chose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 4.04, SD = 0.917$ ) as the most important purpose of school. There is also a significant difference in whether parents perceive that their child's teachers share their beliefs about what makes for a good-quality education between parents who chose "to prepare students with the skills and competencies needed for the workforce" ( $M = 3.48, SD = 0.875$ ) and parents who chose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" as the most important purpose of school.

### Teacher purpose

There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and whether they report that their child's teachers share their beliefs about what makes for a good-quality education ( $F(3, 202) = 5.389, p = .00138$ ). Specifically, there is a significant difference in whether parents perceive that their child's teachers share their beliefs about what makes for a good-quality education between parents who chose "to prepare students for post-secondary education" ( $M = 3.38, SD = 0.871$ ) and parents who chose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 4.04, SD = 0.889$ ) as what they perceive their child's teachers believe is the most important purpose of school.

### Pedagogy

Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their preference for innovative or traditional pedagogies ( $r(181) = -.0965, p = .194$ ).

### Alignment dynamic

<b>Parent quality indicators</b>	Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their preference for a focus on academics or well-being in their child's education ( $r(204) = .0547, p = .435$ ).
<b>Teacher quality indicators</b>	Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education ( $r(202) = .231, p < .001$ ). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.
<b>Sources of information</b>	Parents' perceptions of whether their child's teachers share their beliefs about what makes for a good-quality education are not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(180) = .104, p = .164$ ).  Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education ( $r(180) = -.166, p = 0.0249$ ). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education.

## Southwestern Pennsylvania, Pennsylvania, U.S.

Equity dynamic	
<b>Alignment</b>	Parents' highest level of education attained is not significantly correlated with whether they report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(1090) = .0175, p = .564$ ).
<b>Trust</b>	Parents' highest level of education attained is not significantly correlated with whether they report that their child's teachers are receptive to their input and suggestions ( $r(1102) = .0121, p = .687$ ).
<b>Parent purpose</b>	There is a significant difference among groups when comparing what parents report as the most important purpose of school and their highest level of education ( $F(3, 1031) = 5.44, p = .00103$ ). Specifically, there is a significant difference in parents' highest level of education between parents who choose "to prepare students for post-secondary education" ( $M = 4.48, SD = 1.33$ ) and parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" ( $M = 4.96, SD = 1.36$ ) as the most important purpose of school. There is a significant difference in parents' highest level of education between parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" and parents who choose "to prepare students with the skills and competencies needed for the workforce" ( $M = 4.28, SD = 1.32$ ) as the most important purpose of school. Lastly, there is a significant difference in parents' highest level of education between parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" and parents who choose "to help students gain self-knowledge, find their sense of purpose, and better understand their values" ( $M = 4.41, SD = 1.30$ ) as the most important purpose of school.
<b>Teacher purpose</b>	There is no significant difference among any groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and parents' highest level of education ( $F(3, 997) = 2.53, p = .0561$ ).
<b>Pedagogy</b>	Parents' highest level of education attained is not significantly correlated with their preference for innovative or traditional pedagogies ( $r(915) = -.00886, p = .789$ ).
<b>Parent quality indicators</b>	Parents' highest level of education attained is not significantly correlated with their preference for a focus on academics or well-being in their child's education ( $r(1122) = .0209, p = .484$ ).
<b>Teacher quality indicators</b>	Parents' highest level of education attained is not significantly correlated with parents' perceptions of their child's teachers' preference for a focus on academics or well-being in their students' education ( $r(1106) = -.0425, p = .158$ ).

### Equity dynamic

#### Sources of information

Parents with higher levels of education are more likely to report that education-related sources of information influence their perspective about what makes for a good-quality education ( $r(1077) = .146, p < 0.001$ ). Parents with lower levels of education are more likely to report that non-education-related sources of information influence their perspective about what makes for a good-quality education.

Parents with higher levels of education are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education ( $r(1077) = .146, p < 0.001$ ). Parents with lower levels of education are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education.

### Age dynamic

#### Alignment

Parents of younger children are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(1228) = -.170, p < 0.001$ ). Parents of older children are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.

#### Trust

Parents of younger children are more likely to report that their child's teachers are more receptive to their input and suggestions ( $r(1238) = -.227, p < 0.001$ ). Parents of older children are more likely to report that their child's teachers are less receptive to their input and suggestions.

#### Parent purpose

There is a significant difference among groups when comparing what parents report as the most important purpose of school and child's age ( $F(3, 1291) = 21.5, p < 0.001$ ). In particular, there is a significant difference in child's age between parents who choose "to prepare students for post-secondary education" ( $M = 7.35, SD = 3.64$ ) and parents who choose "to prepare students with the skills and competencies needed for the workforce" ( $M = 6.32, SD = 3.61$ ) as the most important purpose of school. There is also a significant difference in child's age between parents who choose "to prepare students for post-secondary education" and parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" ( $M = 5.47, SD = 3.54$ ) as the most important purpose of school. Additionally, there is a significant difference in child's age between parents who choose "to prepare students for post-secondary education" and parents who choose "to help students gain self-knowledge, find their sense of purpose, and better understand their values" ( $M = 5.45, SD = 3.81$ ) as the most important purpose of school. Furthermore, there is a significant difference in child's age between parents who choose "to prepare students with the skills and competencies needed for the workforce" and parents who choose "to help students gain self-knowledge, find their sense of purpose, and better understand their values" as the most important purpose of school.

Age dynamic	
<b>Teacher purpose</b>	<p>There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and child's age (<math>F(3, 1175) = 11.7, p &lt; .001</math>). The analysis shows that there is a significant difference in child's age when comparing parents who choose "to prepare students for post-secondary education" (<math>M = 6.83, SD = 3.63</math>) and parents who choose "to prepare students with the skills and competencies needed for the workforce" (<math>M = 5.87, SD = 3.83</math>) as teachers' most important purpose of school. There is also a significant difference in child's age when comparing parents who choose "to prepare students for post-secondary education" and parents who choose "to prepare students to be good citizens who are prepared to lead their political and civic lives" (<math>M = 5.37, SD = 3.92</math>) as teachers' most important purpose of school. Furthermore, there is a significant difference in child's age when comparing parents who choose "to prepare students for post-secondary education" and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" (<math>M = 5.45, SD = 3.83</math>) as teachers' most important purpose of school.</p>
<b>Pedagogy</b>	<p>Child's age is not significantly correlated with parents' preference for innovative or traditional pedagogies (<math>r(1159) = -.0160, p = .586</math>).</p>
<b>Parent quality indicators</b>	<p>Parents of younger children are more likely to prefer a focus on well-being in their child's education (<math>r(1332) = -.147, p &lt; .001</math>). Parents of older children are more likely to prefer a focus on academics in their child's education.</p>
<b>Teacher quality indicators</b>	<p>Parents of younger children are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education (<math>r(1246) = -.125, p &lt; .001</math>). Parents of older children are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.</p>
<b>Sources of information</b>	<p>Child's age is not significantly correlated with parents' reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education (<math>r(1144) = -.0234, p = .429</math>).</p> <p>Parents of older children are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education (<math>r(1144) = .0911, p = .00202</math>). Parents of younger children are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education.</p>

Trust dynamic	
<b>Alignment</b>	Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(1216) = .737, p < .001$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.
<b>Parent purpose</b>	There is no significant difference among any groups when comparing what parents report as the most important purpose of school and whether parents report that their child's teachers are receptive to their input and suggestions ( $F(3, 1141) = 2.31, p = .0747$ ).
<b>Teacher purpose</b>	There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and whether parents report that their child's teachers are receptive to their input and suggestions ( $F(3, 1110) = 3.60, p = .0131$ ). In particular, there is a significant difference in whether parents report that their child's teachers are receptive between parents who choose "to prepare students for post-secondary education" ( $M = 3.70, SD = 1.18$ ) and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 3.97, SD = 1.07$ ) as teachers' most important purpose of school.
<b>Pedagogy</b>	Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with parents' preference for innovative or traditional pedagogies ( $r(1004) = .00563, p = .859$ ).
<b>Parent quality indicators</b>	Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their preference for a focus on academics or well-being in their child's education ( $r(1233) = -.0160, p = .574$ ).
<b>Teacher quality indicators</b>	Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education ( $r(1217) = .0643, p = .0248$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.

Trust dynamic	
<b>Sources of information</b>	<p>Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that education-related sources of information influence their perspective about what makes for a good-quality education (<math>r(1124) = .104, p &lt; 0.001</math>). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to report that non-education-related sources of information influence their perspective about what makes for a good-quality education.</p> <p>Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education (<math>r(1124) = -.155, p &lt; 0.001</math>). Parents who report that their child's teachers are less receptive to their input and suggestions are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education.</p>
Alignment dynamic	
<b>Parent purpose</b>	<p>There is no significant difference among any groups when comparing what parents report as the most important purpose of school and parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education (<math>F(3, 1131) = 2.43, p = .0637</math>).</p>
<b>Teacher purpose</b>	<p>There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education (<math>F(3, 1102) = 4.97, p = .00199</math>). Specifically, there is a significant difference in parents' perception of whether their child's teachers share their beliefs between parents who choose "to prepare students for post-secondary education" (<math>M = 3.50, SD = 1.08</math>) and parents who choose "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" (<math>M = 3.80, SD = 1.04</math>) as teachers' most important purpose of school.</p>
<b>Pedagogy</b>	<p>Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their preference for innovative or traditional pedagogies (<math>r(996) = -.0110, p = .728</math>).</p>
<b>Parent quality indicators</b>	<p>Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their preference for a focus on academics or well-being in their child's education (<math>r(1223) = .0150, p = .600</math>).</p>
<b>Teacher quality indicators</b>	<p>Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education (<math>r(1209) = .119, p &lt; .001</math>). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.</p>

**Alignment dynamic**

Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(1113) = .0445, p = .137$ ).

**Sources of information**

Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education ( $r(1113) = -.191, p < 0.001$ ). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education.

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## Wayne Township, Indiana, U.S.

Equity dynamic	
<b>Alignment</b>	Parents with lower levels of education are more likely to report that their child's teachers share their beliefs about what makes for a good quality education ( $r(324) = -.146$ , $p = .008$ ). Parents with higher levels of education are less likely to report that their child's teachers share their beliefs about what makes for a good quality education
<b>Trust</b>	Parents with lower levels of education are more likely to report that their child's teachers are more receptive to their input and suggestions ( $r(322) = -.163$ , $p = .003$ ). Parents with higher levels of education are more likely to report that their child's teachers are less receptive to their input and suggestions.
<b>Parent purpose</b>	There is no significant difference among any groups when comparing what parents report as the most important purpose of school and their highest level of education attained ( $F(3, 310) = .393$ , $p = .758$ ).
<b>Teacher purpose</b>	There is no significant difference among any groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and parents' highest level of education attained ( $F(3, 308) = 1.923$ , $p = .126$ ).
<b>Pedagogy</b>	Parents' highest level of education attained is not significantly correlated with their preference for innovative or traditional pedagogies ( $r(280) = .081$ , $p = .176$ ).
<b>Parent quality indicators</b>	Parents' highest level of education attained is not significantly correlated with their preference for a focus on academics or well-being in their child's education ( $r(329) = -.018$ , $p = .746$ ).
<b>Teacher quality indicators</b>	Parents' highest level of education attained is not significantly correlated with parents' perceptions of their child's teachers' preference for a focus on academics or well-being in their students' education ( $r(330) = -.041$ , $p = .461$ ).
<b>Sources of information</b>	Parents' highest level of education attained is not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(318) = .092$ , $p = .099$ ).
	Parents with higher levels of education are more likely to report that far-proximity sources of information influence their perspective about what makes for a good-quality education ( $r(318) = .021$ , $p = .129$ ). Parents with lower levels of education are more likely to report that close-proximity sources of information influence their perspective about what makes for a good-quality education.

### Age dynamic

#### Alignment

Parents of younger children are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(373) = -.118, p = .022$ ). Parents of older children are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.

#### Trust

Parents of younger children are more likely to report that their child's teachers are more receptive to their input and suggestions ( $r(373) = -.110, p = .034$ ). Parents of older children are more likely to report that their child's teachers are less receptive to their input and suggestions.

#### Parent purpose

There is a significant difference among groups when comparing what parents' report as the most important purpose of school and their child's age ( $F(3, 406) = 5.706, p < .001$ ). Specifically, there is a significant difference in child's age between parents who report that the most important purpose of school is "to prepare students for post-secondary education" ( $M = 9.38, SD = 3.794$ ) and parents who report that the most important purpose of school is "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 7.79, SD = 3.592$ ). Additionally, there is a significant difference in child's age between parents who report that the most important purpose of school is "to prepare students with the skills and competencies to enter the workforce" ( $M = 9.52, SD = 4.110$ ) and parents who report that the most important purpose of school is "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values."

#### Teacher purpose

There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and their child's age ( $F(3, 384) = 6.186, p < .001$ ). Specifically, there is a significant difference in child's age between parents who perceive that their child's teachers believe the most important purpose of school is "to prepare students for post-secondary education" ( $M = 9.30, SD = 3.786$ ) and parents who perceive that their child's teachers believe the most important purpose of school is "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 7.74, SD = 3.529$ ). There is also a significant difference in child's age between parents who perceive that their child's teachers believe the most important purpose of school is "to prepare students for post-secondary education" and parents who perceive that their child's teachers believe the most important purpose of school is "to prepare students to be good citizens who are prepared to lead their civic and political lives" ( $M = 6.73, SD = 4.276$ ).

#### Pedagogy

Child's age is not significantly correlated with parents' preference for innovative or traditional pedagogies ( $r(380) = .073, p = .155$ ).

#### Parent quality indicators

Parents of older children are more likely to prefer a focus on academics in their child's education ( $r(416) = -.124, p = .011$ ). Parents of younger children are more likely to prefer a focus on well-being in their child's education.

Age dynamic	
<b>Teacher quality indicators</b>	Child's age is not significantly correlated with parents' perceptions of their child's teachers' preference for a focus on academics or well-being in their students' education ( $r(385) = -.052, p = .304$ ).
<b>Sources of information</b>	Child's age is not significantly correlated with parents' reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(352) = .062, p = .242$ ).
	Child's age is not significantly correlated with parents' reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good-quality education ( $r(352) = .025, p = .635$ ).
Trust dynamic	
<b>Alignment</b>	Parents who report that their child's teachers are more receptive to their input and suggestions are more likely to report that their child's teachers share their beliefs about what makes for a good-quality education ( $r(366) = .555, p < .001$ ). Parents who report that their child's teachers are less receptive to their input and suggestions are less likely to report that their child's teachers share their beliefs about what makes for a good-quality education.
<b>Parent purpose</b>	There is no significant difference among groups when comparing what parents report as the most important purpose of school and whether they report that their child's teachers are receptive to their input and suggestions ( $F(3, 343) = 2.096, p = .101$ ).
<b>Teacher purpose</b>	There is no significant difference among any groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and whether they report that their child's teachers are receptive to their input and suggestions ( $F(3, 343) = 1.328, p = .265$ ).
<b>Pedagogy</b>	Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their preference for innovative or traditional pedagogies ( $r(309) = .060, p = .295$ ).
<b>Parent quality indicators</b>	Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their preference for a focus on academics or well-being in their child's education ( $r(365) = .030, p = .573$ ).
<b>Teacher quality indicators</b>	Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with parents' perceptions of their child's teachers' preference for a focus on well-being or academics in their students' education ( $r(368) = .048, p = .358$ ).

### Trust dynamic

#### Sources of information

Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(336) = -.041, p = .450$ ).

Parents' beliefs about whether their child's teachers are receptive to their input and suggestions are not significantly correlated with their reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good-quality education ( $r(336) = -.078, p = .152$ ).

### Alignment dynamic

#### Parent purpose

There is no significant difference among any groups when comparing what parents report as the most important purpose of school and whether they report that their child's teachers share their beliefs about what makes for a good-quality education ( $F(3, 343) = 2.158, p = .093$ ).

#### Teacher purpose

There is a significant difference among groups when comparing what parents perceive their child's teachers believe is the most important purpose of school and whether they report that their child's teachers share their beliefs about what makes for a good-quality education ( $F(3, 344) = 3.197, p = .024$ ). Specifically, there is a significant difference among parents who perceive that their child's teachers believe the most important purpose of school is "to prepare students for post-secondary education" ( $M = 3.47, SD = 1.107$ ) and parents who perceive that their child's teachers believe the most important purpose of school is "to help students gain self-knowledge, find their personal sense of purpose, and better understand their values" ( $M = 3.90, SD = 1.038$ ) in terms of whether they report that their child's teachers share their beliefs about what makes for a good-quality education.

#### Pedagogy

Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their preference for innovative or traditional pedagogies ( $r(310) = -.020, p = .725$ ).

#### Parent quality indicators

Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their preference for a focus on academics or well-being in their child's education ( $r(366) = -.014, p = .791$ ).

#### Teacher quality indicators

Parents who report that their child's teachers share their beliefs about what makes for a good-quality education are more likely to perceive that their child's teachers prefer a focus on well-being in their students' education ( $r(367) = .108, p = .038$ ). Parents who report that their child's teachers do not share their beliefs about what makes for a good-quality education are more likely to perceive that their child's teachers prefer a focus on academics in their students' education.

**Alignment dynamic**

**Sources of information**

Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their reliance on education-related or non-education-related sources of information that influence their perspective about what makes for a good-quality education ( $r(338) = -.013, p = .813$ ).

Parents' perception of whether their child's teachers share their beliefs about what makes for a good-quality education is not significantly correlated with their reliance on close-proximity or far-proximity sources of information that influence their perspective about what makes for a good-quality education ( $r(338) = -.084, p = .122$ ).

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Table 2. Sample size per correlation analysis, by jurisdiction

Botswana									
	Alignment	Trust	Parent purpose	Teacher purpose	Pedagogy	Parent quality indicators	Teacher quality indicators	Sources of information (education related or non-education related)	Sources of information (close-proximity or far-proximity)
<b>Equity</b>	-	-	993	1008	-	1022	1022	1022	1022
<b>Age</b>	-	-	1021	1037	-	1051	1051	1051	1051
<b>Trust</b>	-	-	-	-	-	-	-	-	-
<b>Alignment</b>	-	-	-	-	-	-	-	-	-
Buenos Aires, Argentina									
	Alignment	Trust	Parent purpose	Teacher purpose	Pedagogy	Parent quality indicators	Teacher quality indicators	Sources of information (education related or non-education related)	Sources of information (close-proximity or far-proximity)
<b>Equity</b>	1095	1109	1129	1082	995	1167	1127	1101	1101
<b>Age</b>	1413	1441	1660	1484	1580	1660	1458	1291	1291
<b>Trust</b>	1396	-	1363	1333	1215	1421	1376	1218	1218

Buenos Aires, Argentina									
	Alignment	Trust	Parent purpose	Teacher purpose	Pedagogy	Parent quality indicators	Teacher quality indicators	Sources of information (education related or non-education related)	Sources of information (close-proximity or far-proximity)
Equity	1095	1109	1129	1082	995	1167	1127	1101	1101
Age	1413	1441	1660	1484	1580	1660	1458	1291	1291
Trust	1396	-	1363	1333	1215	1421	1376	1218	1218
Alignment	-	-	1341	1311	1193	1393	1350	1201	1201
Cajon Valley, California, U.S.									
	Alignment	Trust	Parent purpose	Teacher purpose	Pedagogy	Parent quality indicators	Teacher quality indicators	Sources of information (education related or non-education related)	Sources of information (close-proximity or far-proximity)
Equity	246	250	239	230	212	248	241	240	240
Age	294	298	332	295	307	321	290	271	271
Trust	294	-	285	276	251	292	286	268	268
Alignment	-	-	280	272	245	289	283	265	265

Colombia										
	Alignment	Trust	Parent purpose	Teacher purpose	Pedagogy	Pedagogy (vignette question)	Parent quality indicators	Teacher quality indicators	Sources of information (education-related or non-education related)	Sources of information (close-proximity or far-proximity)
<b>Equity</b>	1746	1740	1739	–	1443	1740	1171	–	1410	1548
<b>Age</b>	1848	1843	1842	–	1527	1837	1238	–	1482	1643
<b>Trust</b>	1841	–	1833	–	1519	1829	1233	–	1474	1635
<b>Alignment</b>	–	–	1838	–	1525	1835	1236	–	1480	1642

Doncaster, UK										
	Alignment	Trust	Parent purpose	Teacher purpose	Pedagogy	Parent quality indicators	Teacher quality indicators	Sources of information (education related or non-education related)	Sources of information (close-proximity or far-proximity)	
<b>Equity</b>	356	360	387	346	316	396	368	378	378	
<b>Age</b>	506	508	682	544	620	639	538	454	454	
<b>Trust</b>	493	–	492	452	409	503	488	402	402	
<b>Alignment</b>	–	–	490	453	407	501	486	397	397	

Ghana										
	Alignment	Trust	Parent purpose	Teacher purpose	Pedagogy	Pedagogy (vignette question)	Parent quality indicators	Teacher quality indicators	Sources of info (education related or non-education related)	Sources of information (close-proximity or far-proximity)
<b>Equity</b>	1674	1666	1661	-	1327	1655	1672	-	1284	1598
<b>Age</b>	1986	1973	1971	-	1576	1959	1989	-	1510	1608
<b>Trust</b>	1975	-	1940	-	1552	1928	1957	-	1483	1580
<b>Alignment</b>	-	-	1953	-	1564	1941	1969	-	1496	1593

Himachal Pradesh, India									
	Alignment	Trust	Parent purpose	Teacher purpose	Pedagogy	Parent quality indicators	Teacher quality indicators	Sources of information (education related or non-education related)	Sources of information (close-proximity or far-proximity)
<b>Equity</b>	2476	2476	2458	2437	1396	2476	2476	1713	2183
<b>Age</b>	2500	2500	2481	2459	1411	2500	2500	1731	2207
<b>Trust</b>	2500	-	2481	2459	1411	2500	2500	1731	2207
<b>Alignment</b>	-	-	2481	2459	1411	2500	2500	1731	2207

Maharashtra, India									
	Alignment	Trust	Parent purpose	Teacher purpose	Pedagogy	Parent quality indicators	Teacher quality indicators	Sources of information (education related or non-education related)	Sources of information (close-proximity or far-proximity)
<b>Equity</b>	2832	2879	2854	2780	2374	2901	2858	2201	2432
<b>Age</b>	2906	2960	2937	2861	2455	2985	2933	2242	2487
<b>Trust</b>	2875	–	2896	2827	2418	2943	2897	2219	2457
<b>Alignment</b>	–	–	2848	2785	2371	2892	2850	2187	2422

Nord Anglia Education									
	Alignment	Trust	Parent purpose	Teacher purpose	Pedagogy	Parent quality indicators	Teacher quality indicators	Sources of information (education related or non-education related)	Sources of information (close-proximity or far-proximity)
<b>Equity</b>	2413	2418	2293	2295	2041	2434	2394	2377	2377
<b>Age</b>	2783	2794	2903	2750	2668	2981	2755	2610	2610
<b>Trust</b>	2768	–	2615	2622	2324	2771	2715	2576	2576
<b>Alignment</b>	–	–	2606	2615	2314	2760	2705	2570	2570

South Africa										
	Alignment	Trust	Parent purpose	Teacher purpose	Pedagogy	Pedagogy (vignette question)	Parent quality indicators	Teacher quality indicators	Sources of information (education related or non-education related)	Sources of information (close-proximity or far-proximity)
<b>Equity</b>	1533	1533	1533	–	1265	1550	1540	–	1264	1322
<b>Age</b>	1938	1938	1941	–	1615	1953	1945	–	1581	1659
<b>Trust</b>	1911	–	1904	–	1582	1917	1906	–	1558	1636
<b>Alignment</b>	–	–	1905	–	1585	1919	1906	–	1556	1634

South Australia, Australia									
	Alignment	Trust	Parent purpose	Teacher purpose	Pedagogy	Parent quality indicators	Teacher quality indicators	Sources of information (education related or non-education related)	Sources of information (close-proximity or far-proximity)
<b>Equity</b>	175	176	162	175	156	175	173	168	168
<b>Age</b>	208	208	206	213	197	217	207	184	184
<b>Trust</b>	207	–	193	206	183	206	204	183	183
<b>Alignment</b>	–	–	193	206	183	206	204	182	182

Southwestern Pennsylvania, Pennsylvania, U.S.									
	Alignment	Trust	Parent purpose	Teacher purpose	Pedagogy	Parent quality indicators	Teacher quality indicators	Sources of information (education related or non-education related)	Sources of information (close-proximity or far-proximity)
<b>Equity</b>	1092	1104	1035	1001	917	1124	1108	1079	1079
<b>Age</b>	1230	1240	1295	1179	1161	1334	1248	1146	1146
<b>Trust</b>	1218	-	1145	1114	1006	1235	1219	1126	1126
<b>Alignment</b>	-	-	1135	1106	998	1225	1211	1115	1115

Wayne Township, Indiana, U.S.									
	Alignment	Trust	Parent purpose	Teacher purpose	Pedagogy	Parent quality indicators	Teacher quality indicators	Sources of information (education related or non-education related)	Sources of information (close-proximity or far-proximity)
<b>Equity</b>	326	324	314	312	282	331	332	320	320
<b>Age</b>	375	375	410	388	382	418	387	354	354
<b>Trust</b>	368	-	347	347	311	367	370	338	338
<b>Alignment</b>	-	-	347	348	312	368	369	340	340

The “What we have learned from parents: A review of CUE’s parent survey findings by jurisdiction” is an appendix to the “Collaborating to transform and improve education systems: A playbook for family-school engagement,” which you can access here: [brookings.edu/familyengagement](https://brookings.edu/familyengagement).

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