

# Enquiry Experience Tracker



## Enquiry Experience Tracker for schools

2025 Global Research Report  
Insights into the parent enquiry experience

# 2025 Enquiry Experience Tracker for schools

The Enquiry Experience Tracker for schools is a syndicated global mystery shopping program designed to help schools understand how well they respond to enquiries from prospective families.

Posing as prospective parents and students, our global team of mystery shoppers place enquiries through key channels and score the responses.

Our experts analyse and benchmark the experiences against local and global competitors so schools can better understand their performance.

## 56

**Schools  
from 11 countries**



## 5

**Enquiry  
channels**



## 51

**Assessment  
criteria**



## 5

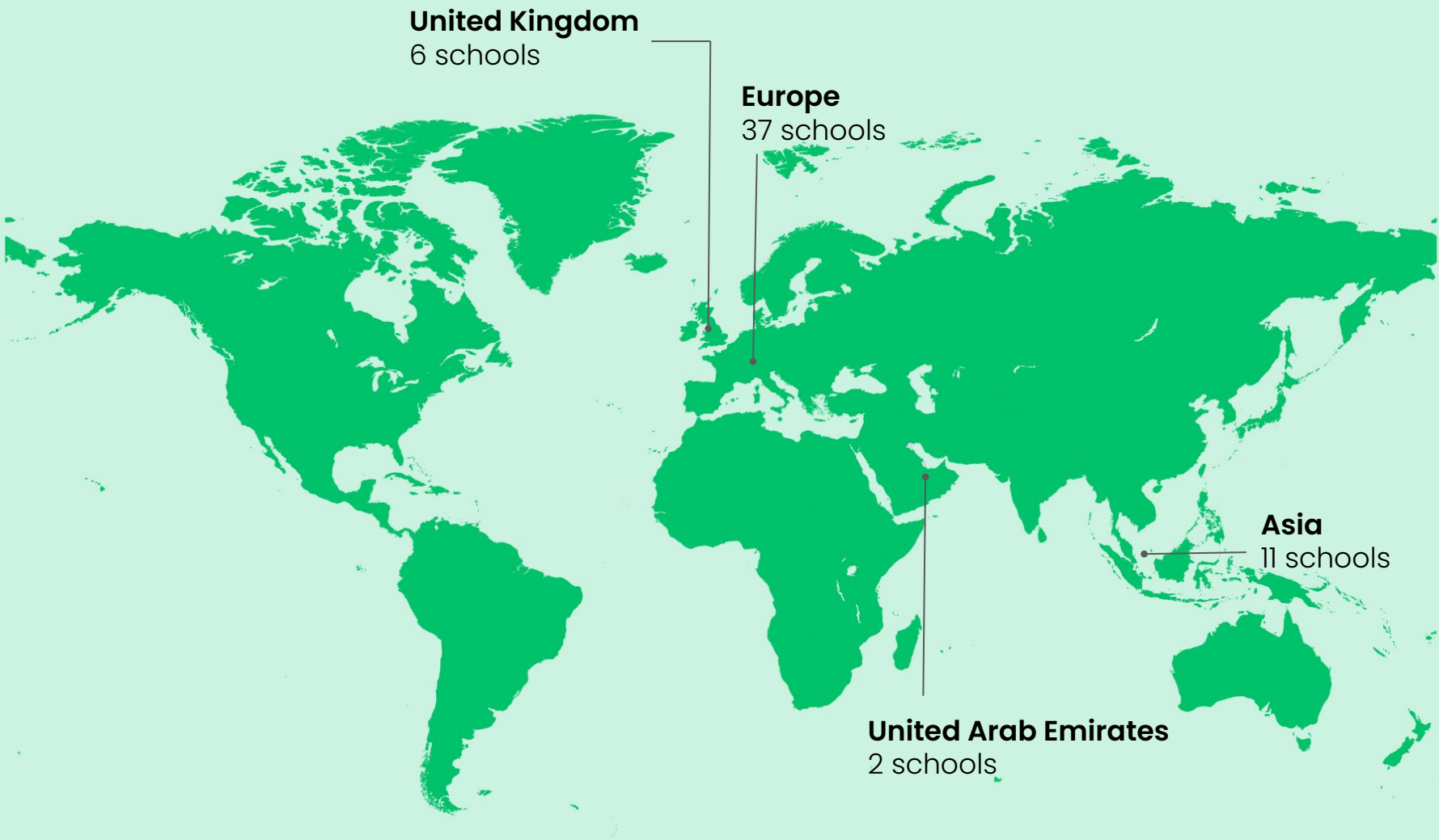
**Family  
personas**



# Research methodology

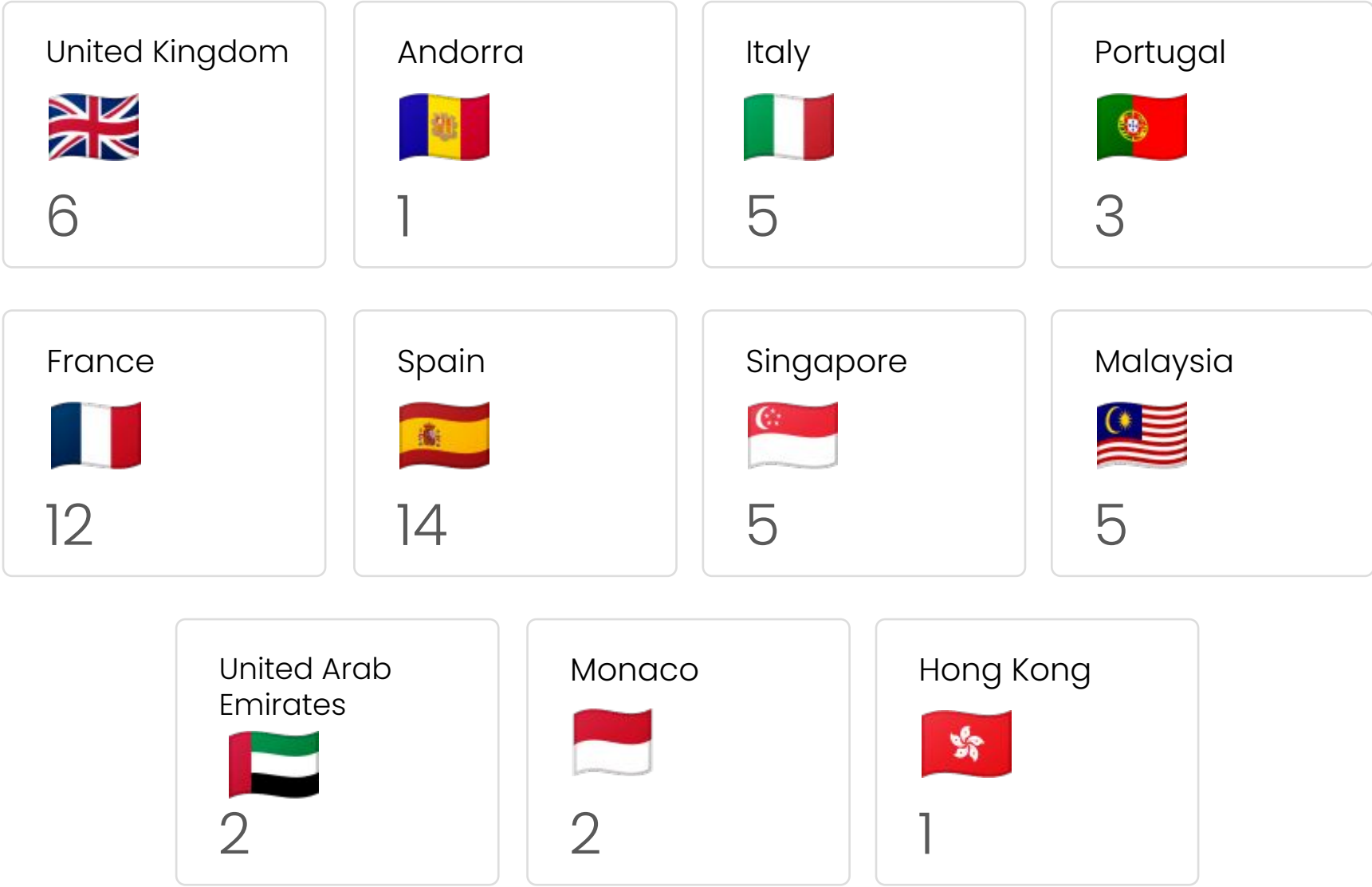
# Research methodology

## Scope



The Enquiry Experience Tracker for schools is a global mystery shopping program.

The 2025 research round included a total of 56 schools worldwide.



Refer to the Appendix for a list of schools.

# Research methodology

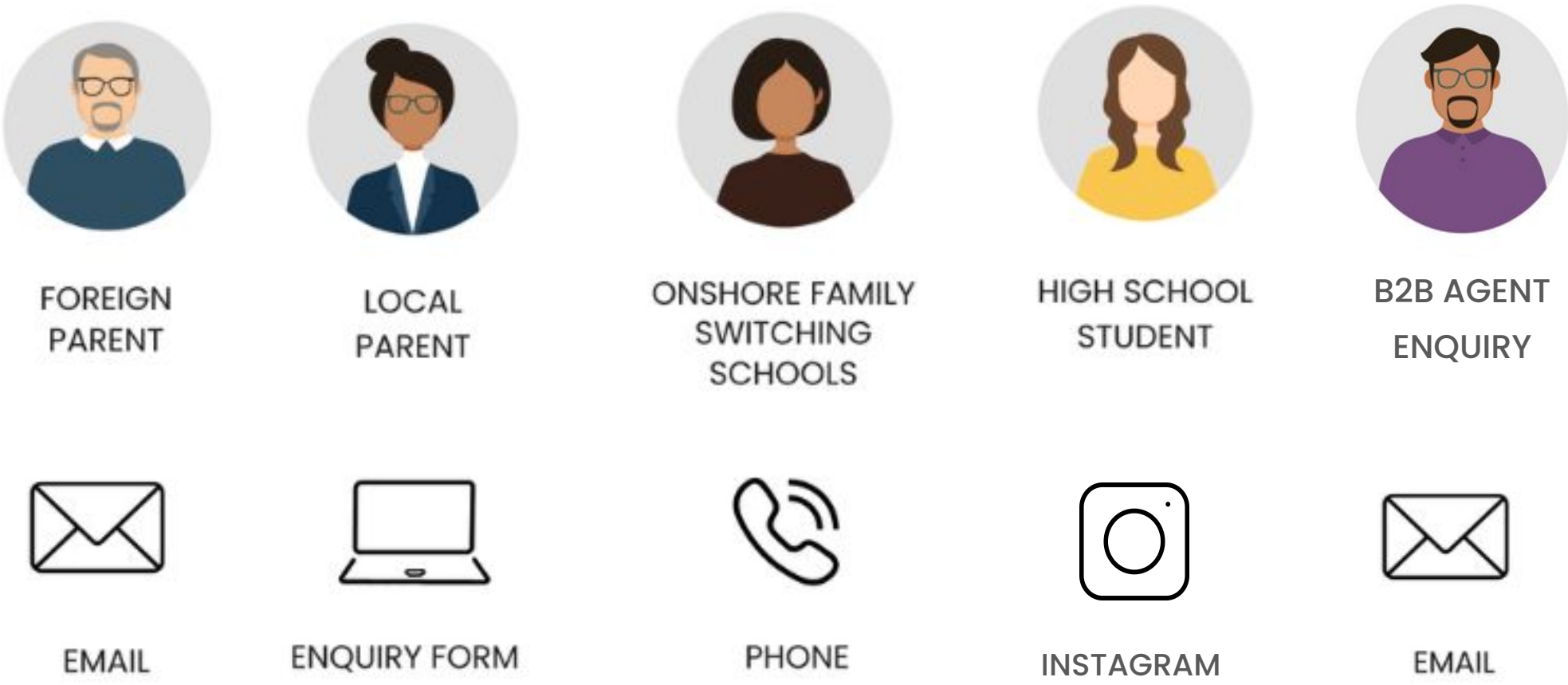
## Mystery shopping

Mystery shopping was conducted globally between October and November 2025 using five prospective family personas.

Where requested, minor changes were made to the personas to suit the needs of individual schools.

Mystery shoppers posed as prospective parents and high school students, and enquired to each school using a range of channels, including web enquiry form, email and phone.

Mystery shoppers followed scripts and guidelines provided by Edified to conduct the fieldwork and evaluate the enquiry experience. These evaluations were compiled, validated and scored by Edified.



Refer to the Appendix for persona details.

# Research methodology

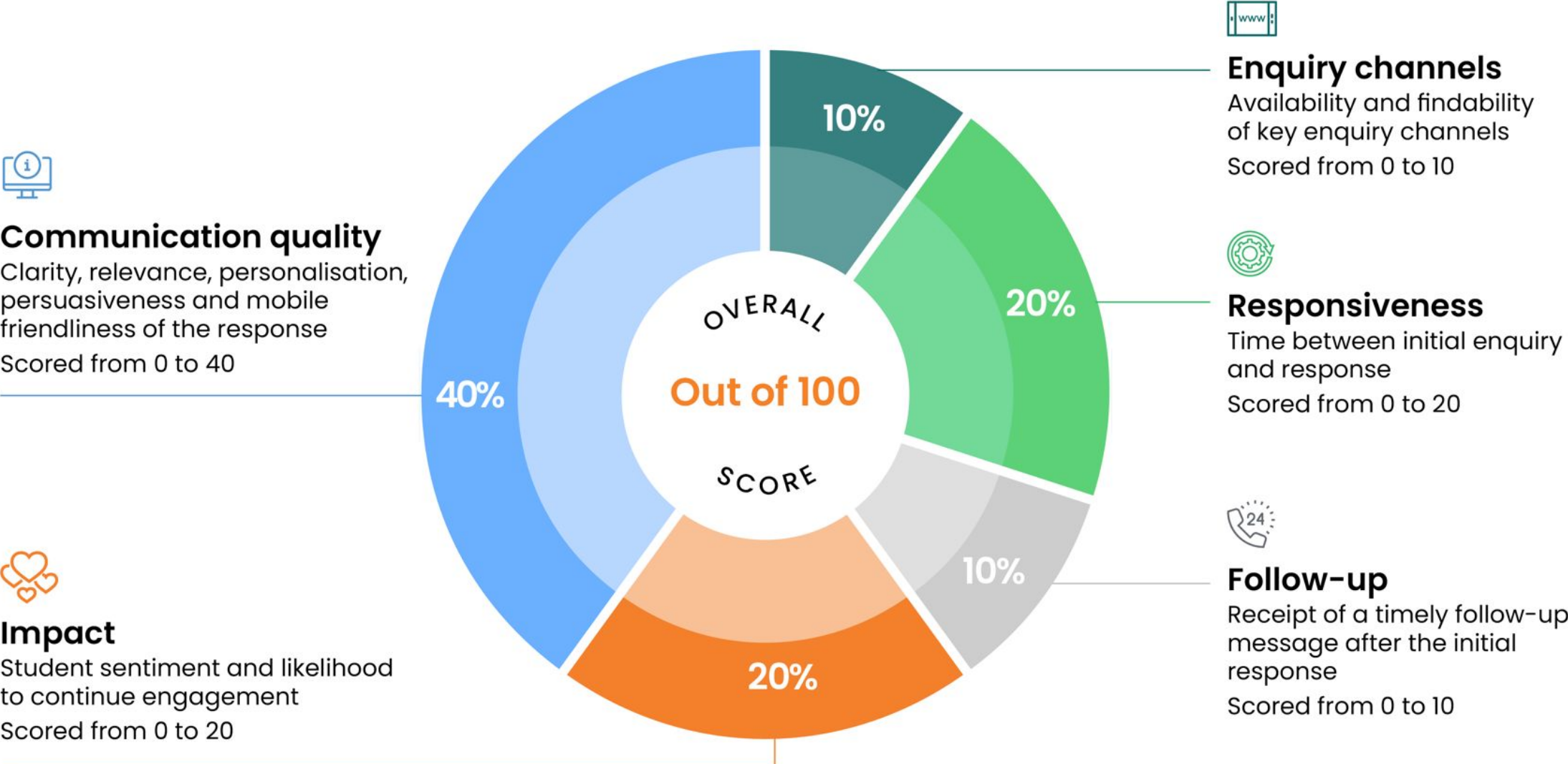
## Scoring

Mystery shopping outputs are analysed and assessed against 51 criteria, including findability, responsiveness, clarity and personalisation. The scoring methodology has been informed by data from more than 2 million student journeys managed by UniQuest and reflects today's standard for effective prospective family engagement.

Scores for each criterion are weighted according to the model on the right to provide an overall Enquiry Experience Score for each school.

The scores in this report are based on the experiences of the mystery shoppers, who report what happened as it happened. It may not reflect the typical or intended enquiry experience at each school.

Mystery shopping is an effective way to gain real life perspectives, but we recommend that this report is used in conjunction with other information (such as family satisfaction surveys, interaction rates and internal quality assurance) to fully evaluate the effectiveness of your enquiry management approach.



Refer to the Appendix for definitions and our assumptions

# Research methodology

## Benchmarking

The Enquiry Experience Tracker includes sector benchmarking so that schools can understand their performance compared with competitors’.

### Global average

This is the primary benchmark used in this report. It represents the mean Enquiry Experience Score of all schools in the global sample.

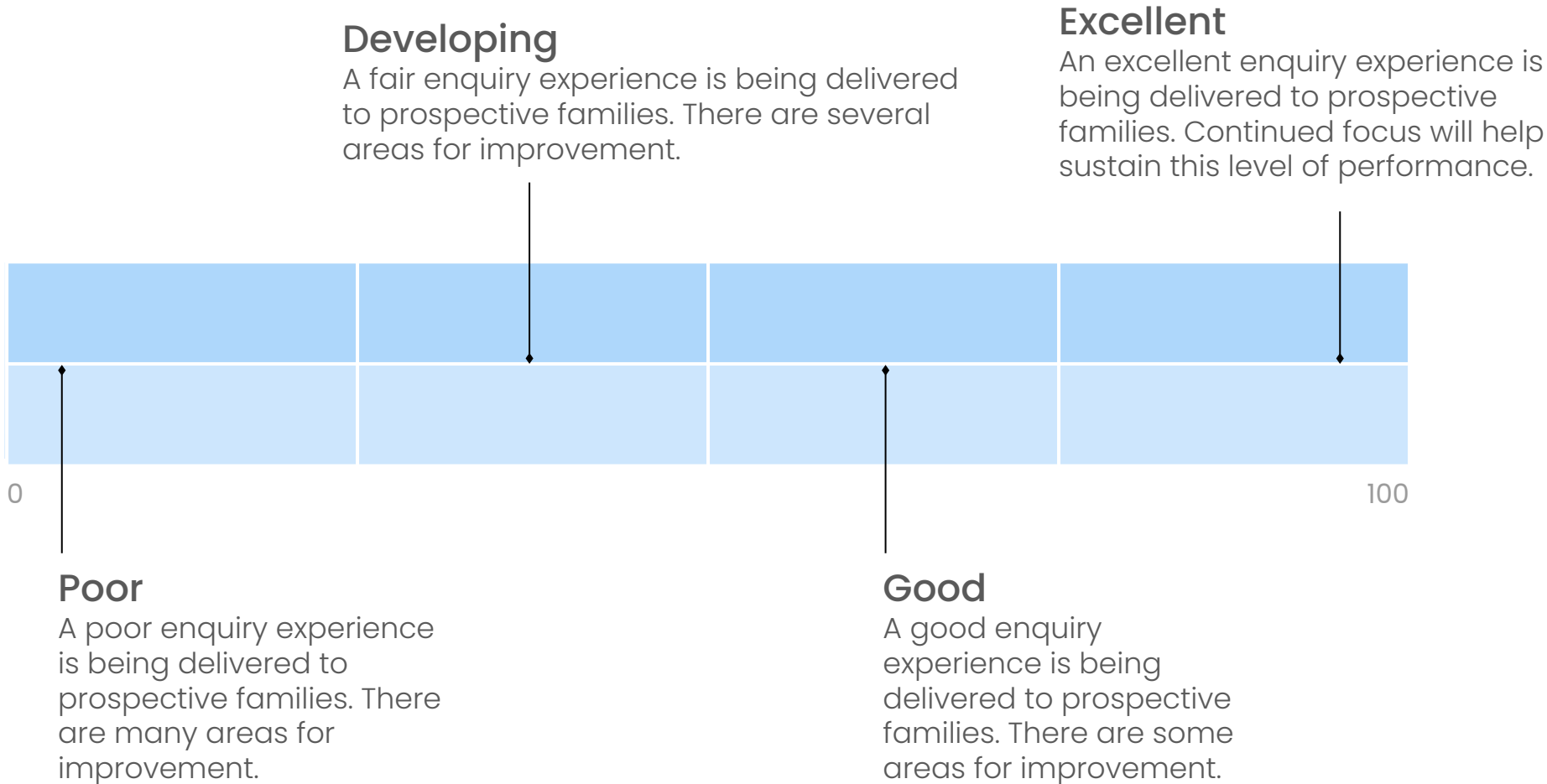


### Regional averages

These benchmarks represent the mean Enquiry Experience Score of all sampled institutions in each region.

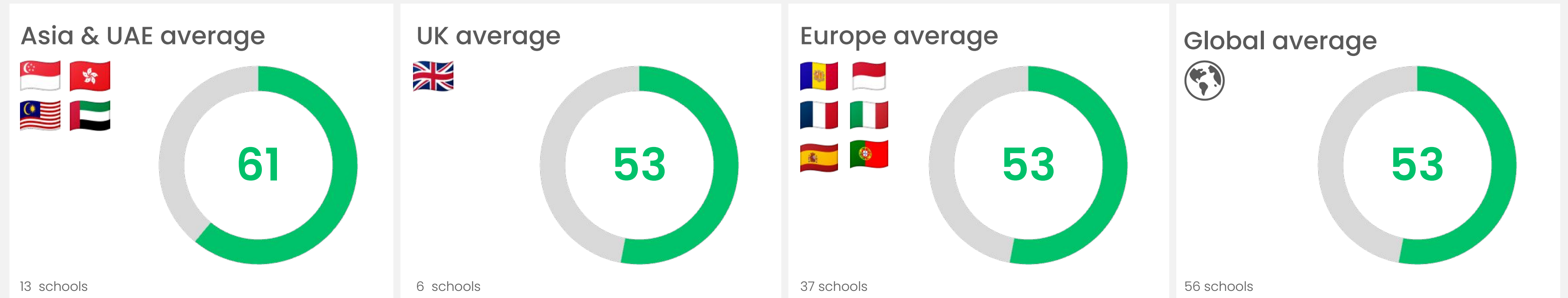
### Our standard of excellence

The Enquiry Experience Tracker also includes benchmarking against our standard of excellence. The below scale is used in this report to indicate whether a school’s performance is poor, developing, good or excellent in a particular area.



# Global results

# Summary of results by region



Scores are out of 100 and are rounded to the nearest whole number.

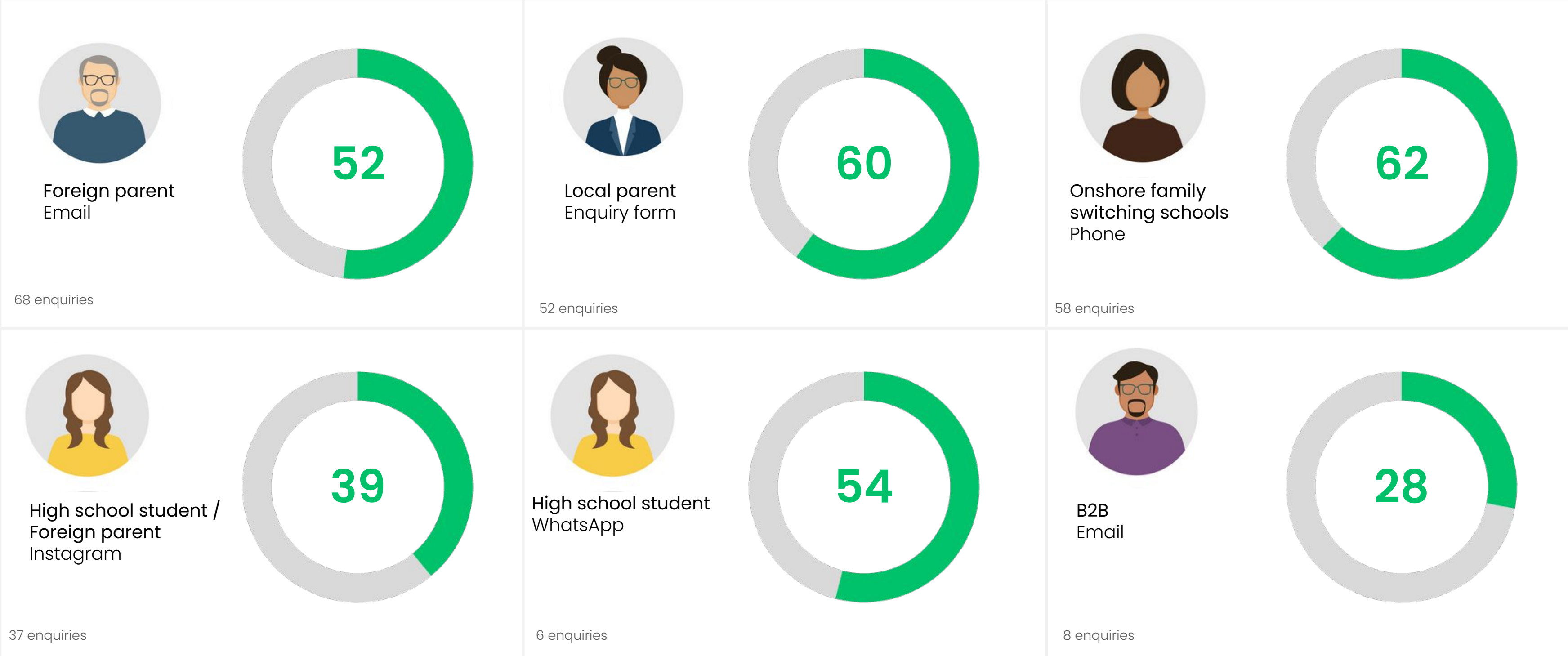
Results show **no significant difference in performance at a regional level**, with average scores sitting within a narrow range. Asia & UAE recorded a slightly higher average, but overall performance remains broadly comparable across regions.

What the research shows more clearly is that **variation exists at a school level** rather than a regional one. Within each market, enquiry experience scores span a wide range, demonstrating that performance is driven more by individual school practice than by geography.

This suggests that the quality of the enquiry experience is shaped more by individual school processes, communication channels and follow-up practices than by geography alone.

Across all regions, there are examples of strong practice alongside clear areas for development, reinforcing the opportunity for benchmarking and shared learning at a global level.

# Global results by enquiry channel

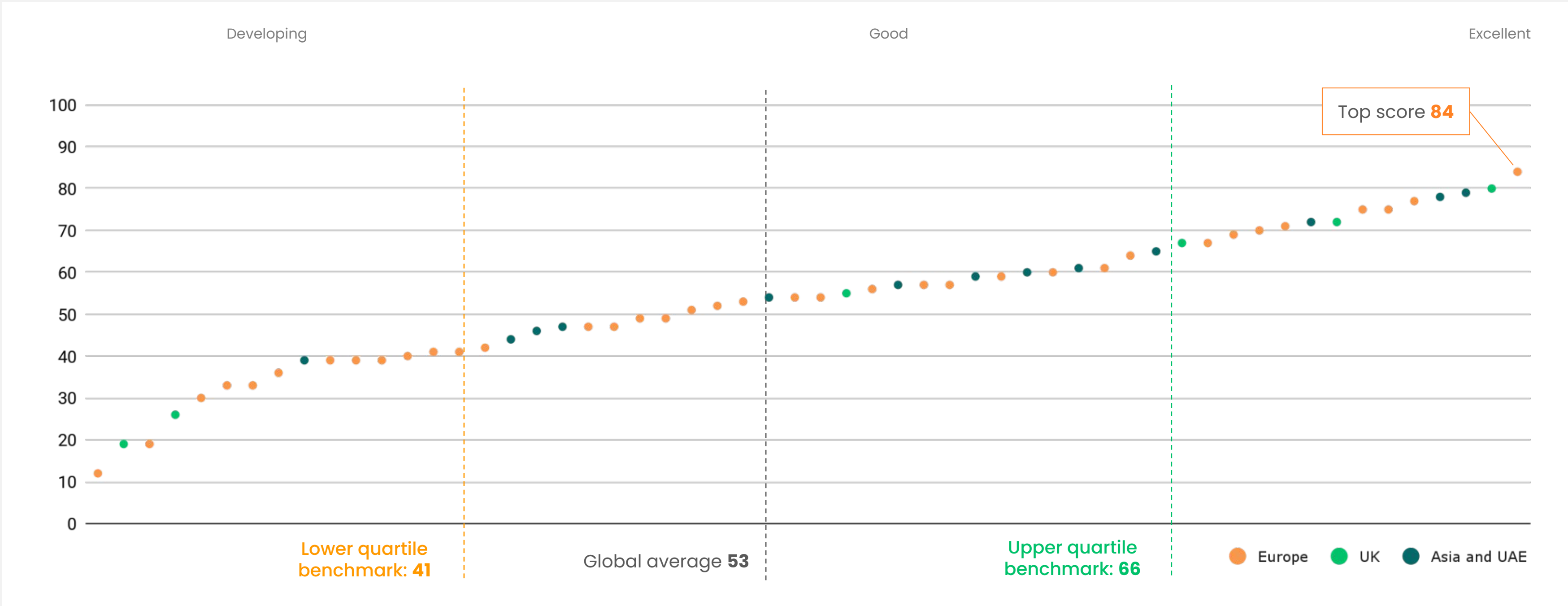


Scores are out of 100 and are rounded to the nearest whole number.


# 2025 Enquiry Experience Scores

Global benchmarking reveals substantial variation in enquiry experience.

A score above 66 places a school in the upper quartile globally, while scores below 41 indicate a lower-quartile experience with immediate opportunity to improve.



Scores are out of 100 and are rounded to the nearest whole number.

 56 schools worldwide  
Scores range from 12 to 84

# Global results by criteria

The overall Enquiry Experience Score is out of 100. It is a total of the scores achieved in each of the criteria assessed: enquiry channels, responsiveness, communication quality, follow-up and impact.

Scores are rounded to the nearest whole number.



## Key findings

- Enquiry channels are not always easy to locate, with almost 1 in 5 families reporting that it was not immediately clear how to enquire.
- Response rates are relatively strong globally, with over three quarters of enquiries receiving a reply. However, only around one in three families felt very likely to continue engaging, highlighting a gap between responding and building genuine confidence.
- Communication tone plays a decisive role in progression. Warm, human responses were significantly more likely to drive engagement, while unanswered questions, lack of selling points and limited personalisation reduced confidence to move forward.
- Follow-up practices remain inconsistent and underutilised across channels. Fewer than 1 in 5 enquiries received a second communication, despite follow-up being strongly linked to increased likelihood of continued engagement.
- There is a clear gap between response and engagement. While most schools reply, only around 1 in 3 families felt very likely to continue engaging by the end of the enquiry journey.

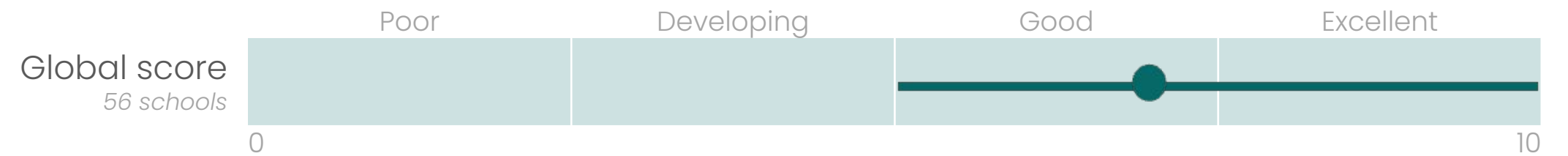
# Global score for enquiry channels

This criteria measures the availability, findability and usability of enquiry channels for prospective families.

Mystery shoppers assessed the range of enquiry channels available to prospective families, how easy these channels were to locate on each school's website, and how straightforward it was to place an enquiry.

The score also reflects the overall website experience, including clarity, usability, and how confidently the site guided families toward making contact with the school.

## How your score compares



● Average score in 2025 — Score ranges

Scores are out of 10 and are rounded to the nearest whole number.

## Global insights

- Across participating schools globally, most schools scored highly for overall website impression, suggesting that most sites present well at a surface level. However, this strength does not always translate into ease of action.
- Almost 1 in 5 families reported difficulty locating how to make an enquiry. While contact details were often technically available, they were not always immediately visible, requiring additional clicks, scrolling or navigation across multiple pages.
- The availability of real-time enquiry channels remains limited. Live chat is offered by fewer than one-third of schools, and mobile messaging options such as WhatsApp are used by 11% of schools surveyed. This presents a clear opportunity for schools to better support families who prefer immediate, conversational contact at the point of enquiry.

“I love that the school shows a name of the admin person, information on them and the school and a picture making it more personable.”

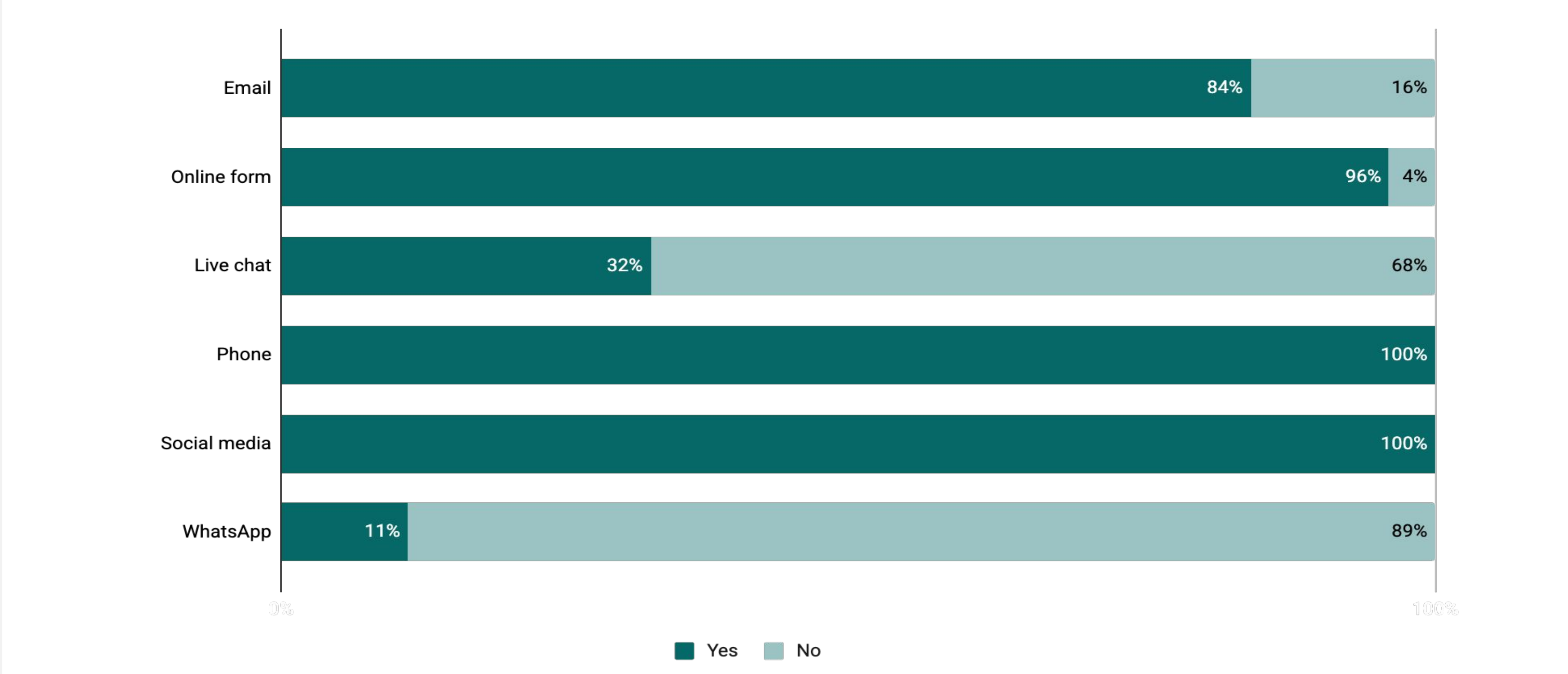
– Foreign parent mystery shopper

“The enquiry form page is in the admission section instead of contact section, which took me time to figure out.”

– Local parent mystery shopper

# Enquiry channel availability across participating schools

Below is an overview of the enquiry channels offered by the 56 participating schools.



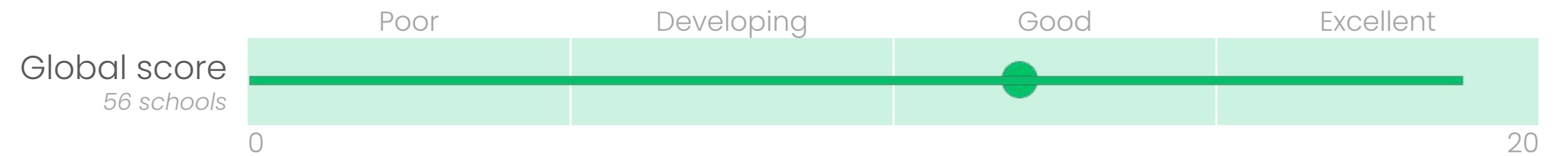
# Global score for responsiveness

This criteria measures how quickly your school responds to enquiries from prospective families.

Mystery shoppers were asked to record the time taken before they heard back from someone who could help with their enquiry (i.e. an actual response, not an automated reply).

Maximum points were awarded for instant connection for phone calls, and responses with two business hours for asynchronous chat (e.g. WhatsApp) and four business hours for email-based communication.

## How responsiveness scores compare



● Average score in 2025    — Score ranges

Scores are out of 20 and are rounded to the nearest whole number.

## Global insights

- Globally, just over three-quarters of enquiries received a response. This means that 1 in 4 enquiries went unanswered within the assessment period. While most schools are responding, a significant proportion of prospective families receive no reply at all.
- Response performance varied notably by enquiry channel. Phone-based enquiries were the most reliable, with over 93% receiving a response. In contrast, Instagram enquiries were far less consistent, with approximately 40% going unanswered.
- For webform and email enquiries, families responded most positively when enquiries were answered within one business day. However, only 41% of enquiries met this benchmark, meaning fewer than half of families received the timely response they anticipated at a critical early decision-making stage.
- The findings highlight the importance of clear ownership and active monitoring across every enquiry channel. Where response timeframes were met, families reported greater confidence in their school selection process; where they were not, confidence declined before the relationship had the opportunity to develop.

“The school responded 4 days after my initial enquiry, which I think was a little too late and did not meet my expectations for a timely communication.”

– High school student mystery shopper

“Very positive – The day after submitting my form I got a voice message on my phone from a person at the school, who also said he had sent me an email.”

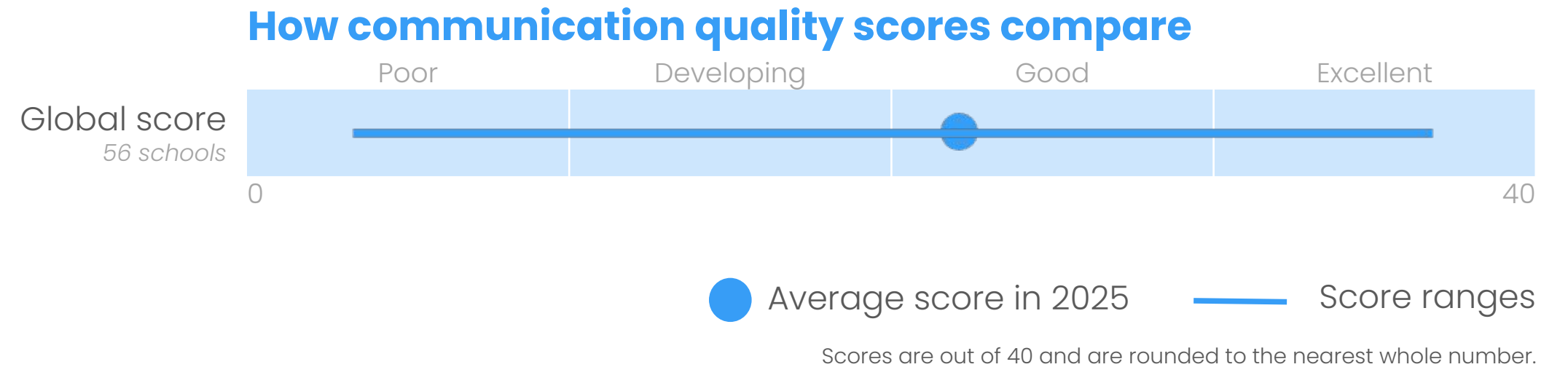
– Local parent mystery shopper

# Global score for communication quality

This criteria measures the standard of the content in your communications.

Consideration was given to the clarity, relevance, personalisation and persuasiveness of each communication.

Mystery shoppers were asked to assess how easy the communication was to understand and how well the information was tailored to their context and enquiry. Consideration was given to tone of voice, helpfulness of the response, and how well schools engaged and inspired mystery shoppers to take the next step.



## Global insights

- Globally, just over two-thirds of responses were rated as good or excellent, indicating that many schools are meeting core expectations around tone, structure and helpfulness.
- However, fewer than half of responses answered all family questions. When questions were fully addressed, families were three times more likely to express strong intent to progress. Reinforcing that ensuring families leave with clarity and confidence is the core purpose of the initial response.
- Warmth emerged as the strongest driver of engagement. When communication felt warm and friendly, 90% of families intended to continue engaging; without warmth, this fell to 51%. Families were also nearly three times more likely to say they were very likely to continue when schools clearly communicated their strengths.
- Together, the findings show that progression is driven not just by responding, but by responding with clarity, warmth and by demonstrating value.

“The response was lovely. They answered all of my questions with genuine care and support, which made me feel very reassured as a parent.”

– Foreign parent mystery shopper

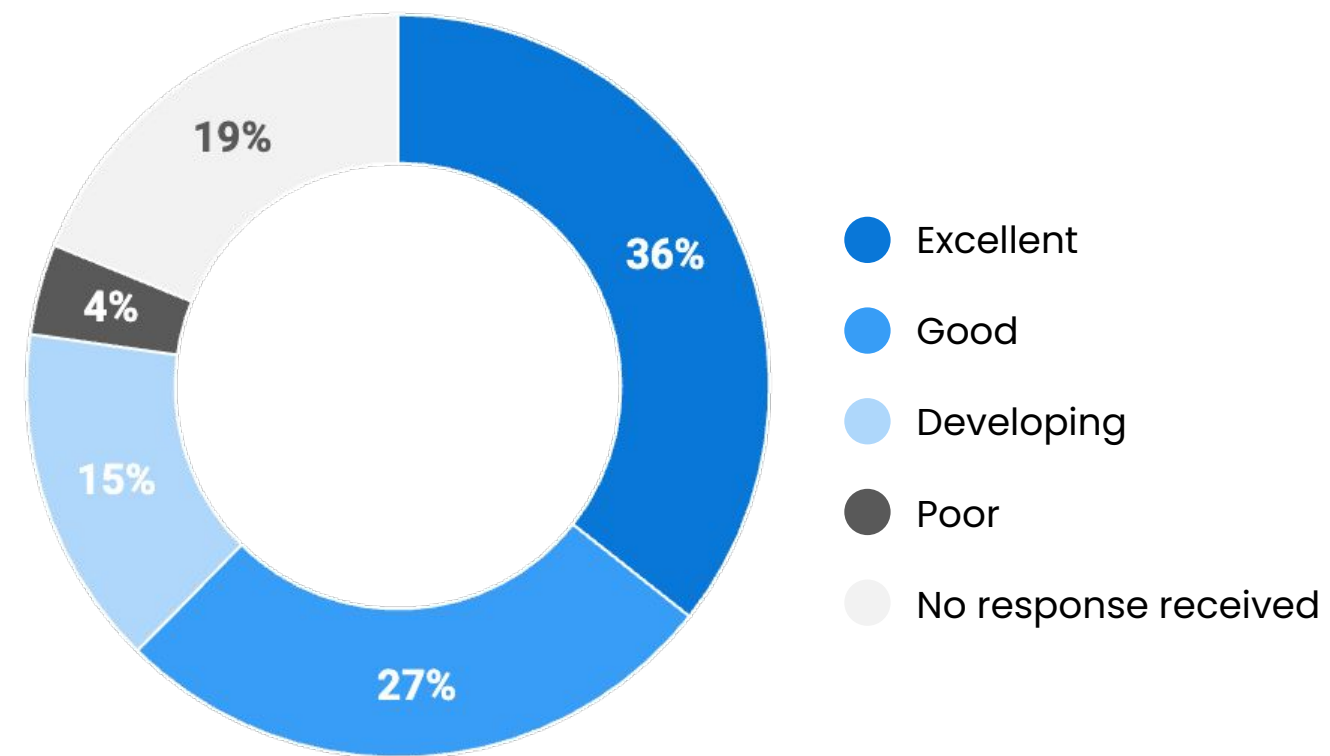
“The response was clear and professional, but it mainly focused on the admissions process and didn’t directly address my specific questions.”

– Local parent mystery shopper

Global score for communication quality

# How effective were enquiry communications?

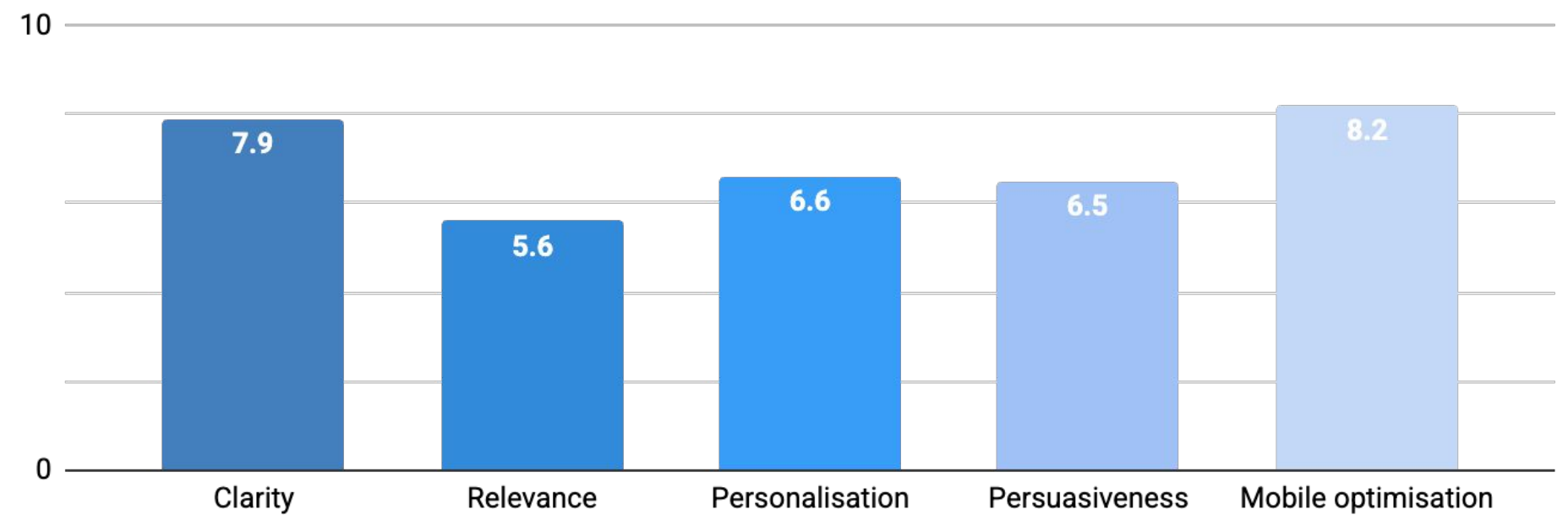
Distribution of communication quality scores by enquiry



Values are rounded to the nearest whole number.

Your sub-scores for communication quality

These scores represent the average results for responses that were received.



Scores are indexed to 10 for ease of comparison.

## Key findings

- Globally, just under 2 in 3 communications were rated good or excellent, reflecting generally strong performance in clarity and mobile optimisation.
- There remains an opportunity for schools to better tailor responses and strengthen the persuasiveness of their messaging.

"The information provided did not give a clear sense of the school's values, learning environment, or approach to student support."

– Onshore family mystery shopper

"Felt highly impersonal and essentially a waste of my time as a prospective parent as I am no further ahead in my understanding of them as a school than before I submitted my enquiry."

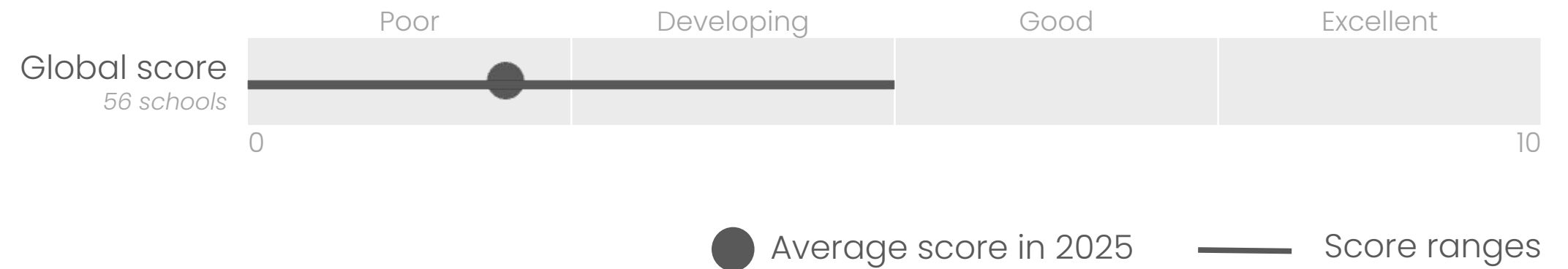
– Foreign parent mystery shopper

# Global score for follow-up

This criteria measures whether a school follows up in a timely way after responding to an initial enquiry.

Mystery shoppers were asked whether any communications were received within two weeks of the initial reply to their enquiry. Too often schools view enquiries as tasks to be completed, rather than as potential families with whom a relationship can be built. The purpose of this criteria is to understand if schools are capitalising on the opportunity of a new lead and take a proactive step to progress the relationship with that family.

## How follow-up scores compare



Scores are out of 10 and are rounded to the nearest whole number.

## Global insights

- Globally, follow-up remains one of the least consistent stages of the enquiry journey. Fewer than 1 in 5 enquiries received any form of follow-up beyond the initial response, indicating that while follow-up does occur, it is not yet embedded as a standard practice across many schools.
- Follow-up rates varied significantly by enquiry channel. Web form enquiries were the most likely to receive follow-up, with approximately 43% followed up after the initial response.
- Phone performed strongly at the point of initial contact, with high response rates and positive first impressions. However, contact details were not consistently captured and only 1 in 5 phone enquiries received a follow-up.
- The impact of follow-up was substantial. Families who received follow-up were more than twice as likely to be very satisfied with their experience. Strong intent to continue engaging also more than doubled, where follow-up occurred. In contrast, nearly half of families who received no follow-up said they would not continue engaging.

“Happy to have received a follow up relevant specifically related to my original message and their response. It wasn't too pushy – short with soft invitation to ask more questions or schedule a visit. Also included an understanding of the difficulty in choosing a school for parents, which I liked.”

– Local parent mystery shopper

“No follow up after many weeks would likely cause me to drop them from my list.”

– Foreign parent mystery shopper

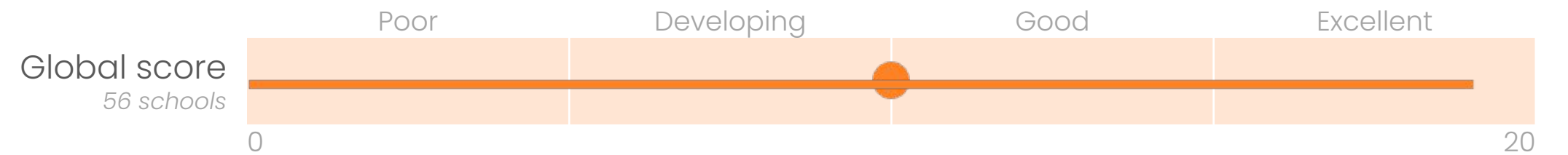
# Global score for impact

This criteria measures shopper sentiment and their level of interest after the enquiry experience.

Mystery shoppers were asked to describe their emotional state after interacting with each school and to indicate how likely they would be to continue engaging with the school. It is a subjective assessment based on the feelings and preferences of each mystery shopper.

This criteria helps schools to understand the potential impact of their communications on recruitment outcomes.

## How impact scores compare



● Average score in 2025 — Score ranges

Scores are out of 20 and are rounded to the nearest whole number.

## Global insights

- The enquiry experience has a powerful influence on how families feel about a school. Impact scores varied dramatically across the global field, ranging from 0 to 19. This highlights how the same initial enquiry can either build strong momentum or quickly erode confidence.
- High-impact experiences were typically driven by fast, human responses that felt genuinely helpful and confidence-building. The strongest examples combined warmth with clear next steps, often acknowledging the family's situation and providing tailored information rather than generic admissions messaging. These enquiries left shoppers feeling reassured about the school and very likely to continue engaging.
- Lower-impact experiences were most often linked to no response, long delays, or administrative 'handoffs' such as being redirected to another form or channel without answers. In these cases, the interaction felt transactional rather than supportive.
- Across the dataset, the difference between low and high impact was rarely about providing more information. Instead, it was about how the response made families feel. When communication was timely, personal and easy to act on, families felt encouraged to take the next step.

"Their honesty, combined with the time they spent explaining things in detail, gave me a lot of trust. For parents, that trust is a key factor when deciding on a school."

– Onshore family mystery shopper

# Next steps

# Recommendations

The 2025 Enquiry Experience Tracker for Schools reveals significant variation in how schools respond to and engage with prospective families.

The following recommendations outline practical steps schools can take to strengthen the enquiry experience and improve outcomes for families.

1

## Make it easy for families to take the first step

For many families, the enquiry journey begins with uncertainty about how to get in touch. When enquiry channels are difficult to find or unclear, schools risk losing momentum at the very first step.

Schools should ensure that enquiry pathways are clearly signposted across their website, with visible contact options and straightforward enquiry forms. Making it easy for families to take the next step helps create a confident and positive first impression.

2

## Treat every enquiry as a moment to build confidence

The most positive experiences were driven by responses that answered parents' questions, offered useful information and conveyed warmth and enthusiasm about the school.

Responding within an acceptable time frame is important, but the quality of the communication ultimately shapes how families feel about the experience. When responses are clear, helpful and friendly, they help build trust and reassurance at the very start of the relationship. Investing in upskilling teams to communicate with clarity, warmth and purpose can make a meaningful difference to the overall enquiry experience.

3

## Don't let the conversation stop after the first reply

Follow-up remains one of the most significant opportunities to strengthen the enquiry experience. Without a second touchpoint, schools miss valuable opportunities to guide families, answer additional questions and maintain momentum.

Introducing simple and consistent follow-up practices, such as a short check-in email or an invitation to take the next step, can help families feel supported and encourage them to continue engaging with the school.



# Example communications

This section showcases a sample of good practice enquiry communications from participating schools.

### What works well

- Uses friendly and welcoming language and includes an English and local greeting.
- Provides clear and concise answers to all questions and includes direct links to relevant resources on the school website
- Highlights positive points about the IB Diploma and links to additional information.
- Ends the response with clear next steps – offering a personalised booking link and admissions phone number.
- Is followed up with an email to see if questions have been answered and an offer for an in person or virtual tour.

### A tip to improve

- Include persuasive content, like imagery or a video showcasing life at the school.

Bonjour and welcome!

Thank you for your interest in our international, bilingual preschool and primary school for children ages three to eleven, and for your inquiry. We are delighted that you are considering our school for your child and understand that you have some questions about us.

Here at [redacted] we offer:

- [A true bilingual immersion in English and French.](#)
- [The IB Primary Years Programme.](#)
- [A culture of care](#) in an inclusive setting where every child feels safe, supported, and ready to learn.
- [An innovative STEAM curriculum.](#)

I am delighted to answer your questions below:

**I'd love to get a better sense of what learning is like there, particularly how the curriculum prepares students for university study later on.**

[redacted] offers Preschool and Primary education only, we are not directly involved in student applications to university. However, we strongly believe our school lays an excellent foundation for children's futures by focusing on strong academic abilities in English and French, as well as the all-important soft-skills that today's (and tomorrow's!) world needs such as communication, open-mindedness, integrity, problem solving and collaboration.

We are not a school where children sit passively in their seats and memorise answers to pass exams, children are encouraged to share their opinions, take an active role in their learning, and move indoors and outdoors throughout the day to keep them refreshed and engaged.

**I noticed you offer the IB Diploma — could you share a bit more about how that works?**

[redacted] offers the IB Primary Years Programme (PYP), this is a globally recognised framework for education that encourages students to become curious, knowledgeable, and caring lifelong learners.

The PYP focuses on inquiry-based learning, helping students develop critical thinking, communication, and collaboration skills through real-world, transdisciplinary themes. It nurtures the whole child academically, socially, and emotionally while fostering international-mindedness and a sense of responsibility toward the world.

The PYP is an excellent fit for bilingual schools, as it naturally supports language development and we deliver the PYP in both French and English, integrating both languages across subjects through an inquiry-based, transdisciplinary approach.

I would love to speak with you to learn more about your family, what you are looking for in a school, and your potential plans here in [redacted]. We can arrange a phone call, a video call or an in-person visit at your convenience. We truly believe that the best way to understand our philosophy and culture is to visit us in person during school hours so you can see classroom life first hand.

Please let me know your preferences to continue our conversation [and if you'd like to book a date on my Calendly](#), you can do so here.

You can also contact me directly on our admissions mobile :

I remain available for any further queries you may have and wish you a lovely weekend.

### What works well

- Uses a warm, conversational tone that feels natural and welcoming on a social channel.
- Shares timely and relevant information about Sixth Form events, student experiences and university pathways, helping bring the offer to life.
- Includes clear next steps, offering multiple ways to continue the conversation, including visiting the school, attending online, or contacting admissions directly.
- Is followed up with a link to a relevant article, supporting continued engagement beyond the initial response

### A tip to improve

- Signing off with the staff member's name and using the enquirers name would further strengthen the sense of personal connection.

Hello! Thank you for your interest! We have an amazing head of sixth form, she will be holding a meeting with parents tomorrow about the sixth form and universities destination. We'll also have students talks. If you are around maybe you'd like to attend ? It's tomorrow between 9 and 11. Otherwise I'll try to film as much as possible and make a video out of it.

Other than that the sixth form community is helping a lot around the school and are great exemple to younger students! We have a prefect teams where each student have their own roles (eco, event, house captain, academic model, etc). They hold in school event for the youngers, but also, they are travelling around Europe to attend

I will post by the end of the day, an article our head of sixth form has prepared. I'll send you a link (if I forget please remind me!)

If you desire to visit the school (which you can also do online) please do not hesitate to reach out to Yash our admission officier at

Or call him at

Also please know, we do offer a trial day for students who'd like to enrol.

Thanks again for your interest!

Hello! Here is the article about the sixth form:

### What works well

- Clearly references the prior phone conversation, reinforcing continuity and showing that the enquiry is being actively managed.
- Addresses the parent and child by name, creating a personal and considered follow-up.
- Highlights key aspects of the school's offering, including the IB curriculum, language learning and co-curricular support services.
- Includes clear next steps, offering both an in-person visit and an online meeting, supported by attachments and a virtual tour link.

### A tip to improve

- Consider incorporating imagery to help families picture what their child's experience might look like at the school.

Good afternoon Luca and thank you for your phone call just now! 😊

**We are delighted that you are considering your daughter, Dulce, for Primary 4 in the current 25/26 academic year.**

**School as a possible option for**

To share a little bit about our School, our students can start at the age of one and then, from 3 to 16 years of age, follow the IB Curriculum (PYP and MYP) with a trilingual education in Catalan, English and Spanish and an enhanced global language provision including Mandarin Chinese, French and German. Our 16 to 18 year old students in Baccalaureate can then take either the National Baccalaureate (in Catalan) or the internationally renowned International Baccalaureate Diploma Programme (in Spanish/English) and, we are proud to inform you, they achieve excellent academic results.

We also offer an extensive Extra-School Activity Programme designed to complement our students' formal learning in the classroom as well as different services to give further support to our students e.g. School Bus Service, Language Learning Support Service, Educational Psychologist & Guidance Service etc.

The majority of our families are from the local area but we currently have more than 65 nationalities in our community who define the character of the School and contribute to our internationally minded, confident, principled and respectful students who are inspired and empowered to make a positive difference to their world. All students stay for lunch from Infant 3 to ESO 4 (optional in Infant 1 & 2) and we take into account all kinds of special diets including a vegetarian/vegan option.

**It would be our pleasure to share with you more about our education project and the admissions process and see our school facilities with a personalised visit from Monday to Friday between 09:00 and 16:00 or an online meeting via Zoom with a more flexible timing.**

Please find attached the School Brochure & Tuition Fees 25/26 and we encourage you to take a virtual tour around our facilities via the following link:

We very much look forward to hearing from you so we can arrange an appointment to meet as soon as possible.

Warmest regards,

# Thank you

If you have any questions,  
please do get in touch.



**Carly Puncher**  
Consultant  
Edified

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# Join the 2026 Global research

Behind every enquiry is a parent trying to picture whether your school is the right place for their child.

*What experience are families actually having when they enquire?*

*How does that compare with other schools globally?*

*What insights could help you strengthen that journey year on year?*

**Early bird registrations are now open**

Register early to receive a 10% discount

[www.edified.com.au/eet-for-schools](http://www.edified.com.au/eet-for-schools)



# We're here to help

The recommendations included in this report will go a long way towards helping you improve the prospective family experience at your school. However, we understand that recommendations are not always easy to implement.

Edified supports schools at different stages of implementation, depending on internal capacity and priorities.



## Sales and communication training

Edified offers face-to-face sales and communications training tailored to schools. These sessions build confidence in family-centred, relationship-based conversations, helping teams communicate their school's value clearly and support stronger enquiry-to-enrolment conversion.

Our workshops develop practical skills that can be applied across roles and communication channels, including emails, phone conversations, tours, presentations and follow-up interactions.



## Journey mapping

With a view across the full family decision-making journey, Edified can map and evaluate your current enquiry management and admissions experience. We review how families experience your school from first contact through to enrolment.

Our analysis covers enquiry handling, resourcing, processes, content and supporting systems. The resulting report provides clear, practical recommendations to strengthen admissions practice, improve the family experience and support stronger enrolment outcomes.

# Appendices

# Appendix 1: List of schools



# Appendix 1: List of schools



# Appendix 2: Persona and enquiry details

## Foreign Parent – Email



FOREIGN PARENT



EMAIL

A parent researching international schools abroad to prepare their child for future university study.

They are looking for a safe, supportive environment where their child can build independence and language confidence.

They want clarity on the type of curriculum offered and how it prepares students for university entry.

### Enquiry topics

- Curriculum recognition and academic outcomes
- English language support
- Cost of attendance and inclusions
- Student support services

# Appendix 2: Persona and enquiry details

## Foreign Parent – Email



FOREIGN PARENT



EMAIL

A parent whose family will be relocating for work and is researching schools in advance of the move.

They want to confirm availability for the next academic year and better understand the admissions process and support for new families arriving from overseas.

### Enquiry topics

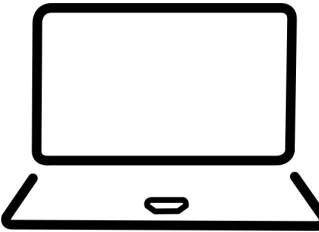
- Enrolment timelines and documentation
- Orientation and transition support
- School community and parent networks
- Fees, deposits, and refund policies

# Appendix 2: Persona and enquiry details

## Local Parent – Enquiry form



LOCAL PARENT



ENQUIRY FORM

A parent recently returned home after several years overseas, where their child attended an international school.

They are looking for a similar standard of teaching and environment locally.

They value modern facilities, an internationally recognised curriculum, and a school culture that maintains their child’s global outlook.

### Enquiry topics

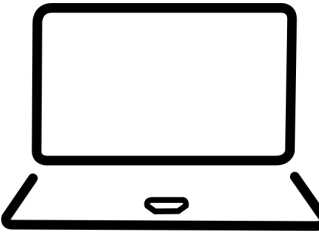
- Facilities and classroom technology
- Curriculum continuity (e.g. IB, Cambridge)
- Bilingual or international teaching staff
- Fees and scholarships

# Appendix 2: Persona and enquiry details

## Local Parent – Enquiry form



LOCAL PARENT



ENQUIRY FORM

A parent currently living locally but planning to enrol their child in an international school for secondary years.

They value global perspectives and want their child to be well prepared for university options overseas. They're comparing several schools and are focused on curriculum outcomes and academic reputation.

### Enquiry topics

- Academic results and university placements
- Curriculum and subject options
- Teaching quality and class sizes
- Application deadlines and entry requirements

# Appendix 2: Persona and enquiry details

## Onshore Family – Phone



ONSHORE FAMILY  
SWITCHING  
SCHOOLS



PHONE

A parent who moved to the country six months ago and enrolled their child in a local school, but the child is struggling to adjust.

They are now exploring other schools that can offer more individual attention and a smoother social transition.

### Enquiry topics

- Enrolment availability and mid-year intake
- Transition and orientation support
- Class sizes and student-teacher ratios
- Emotional and academic support programmes

# Appendix 2: Persona and enquiry details

## Onshore Family – Phone



ONSHORE FAMILY  
SWITCHING  
SCHOOLS



PHONE

A working parent exploring alternative school options that better suit their family's schedule. While their child is happy at their current school, the limited hours and lack of after-school care make daily logistics challenging.

They are looking for a school that offers extended hours, reliable supervision, and a supportive environment that aligns with their family's routine and values.

### Enquiry topics

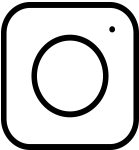
- Enrolment availability and transfer options
- After-school care and supervision
- Daily schedule and school hours
- Communication between school and parents

# Appendix 2: Persona and enquiry details

## High School Student – Social



HIGH SCHOOL  
STUDENT



INSTAGRAM

A high school student exploring boarding school options for their final years of study.

They're motivated by the idea of living on campus, meeting new people, and preparing for university life. Their questions focus on daily routines, extracurriculars, and student wellbeing.

### Enquiry topics

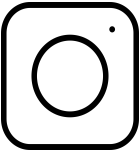
- On Campus life and supervision
- Academic and recreational facilities
- Co-curricular opportunities
- Daily schedule and student life

# Appendix 2: Persona and enquiry details

## High School Student – Social



HIGH SCHOOL  
STUDENT



INSTAGRAM

A high school student whose parents have suggested this school as a potential option.

The student is interested in learning more about what life would be like as a day student, particularly the facilities, activities, and overall atmosphere.

They want to understand whether the school feels welcoming and offers opportunities that match their interests.

### Enquiry topics

- Campus facilities and learning spaces
- Sports, arts, and extracurricular programmes
- Day-to-day schedule and student routines
- Opportunities for social connection and belonging

## Appendix 2: Persona and enquiry details

### B2B Agent – Email



B2B AGENT



EMAIL

A relocation consultant who manages corporate moves across Europe and is arranging school placement for a UK employee and their family relocating to France.

He needs accurate, prompt information about admissions, invoicing and corporate payment options so he can present clear options to the employer and the family.

#### Enquiry topics

- Corporate and relocation admissions process
- Fee payment and invoicing arrangements (company vs parent)
- Enrolment timelines and entry dates
- Support for international families relocating from abroad

## Appendix 3: Definitions and assumptions

### How were mystery shopping personas and scenarios developed?

Mystery shopping personas were developed using a combination of education sector data, real enquiry themes observed across international higher education, and insights from schools participating in the EET Schools co-creation information sessions.

Personas reflect common family profiles engaging with international schools, including relocating expatriate families, in-country families considering a school move, and internationally mobile families exploring options across multiple countries. Scenarios were designed to mirror real enquiry topics such as admissions timelines, availability, curriculum fit, pastoral care, and transition support.

Persona development was further refined through consultation with early-bird participating schools, ensuring alignment with priority recruitment markets, age groups, enquiry channels, and decision-making factors relevant to the international schools context.

### Which contact details did the mystery shoppers use when making enquiries to schools?

Each school participating in EET Schools completed an onboarding questionnaire at the start of the project, providing the contact details and enquiry channels they wished to be included in the mystery shopping process. These details were supplied to mystery shoppers to ensure enquiries reflected the school's intended enquiry pathways.

In addition, mystery shoppers were asked to independently navigate each school's website to locate contact details themselves. This activity formed part of the assessment of enquiry channel visibility, website clarity, and overall ease of making contact from a family perspective.

### What happens if our school doesn't offer a particular enquiry channel?

If a school does not offer a particular enquiry channel, an alternative channel could be nominated for mystery shopping. However, substitutions are only included in benchmarking calculations where the experience is considered comparable.

The following substitutions are included in benchmark calculations:

- A web enquiry form substituted for an email address
- An email address substituted for a web enquiry form

These substitutions are included because they offer a similar experience for families and can be assessed consistently across schools. Other substitutions are excluded from benchmarks but may still be referenced in qualitative insights.

### Why are there different sample sizes for each persona?

The sample size shown for each persona varies because not every persona was mystery shopped for every participating school. This occurs for two main reasons:

- Enquiry channel availability: Not all schools offer the same enquiry channels. Where a school substituted an alternative channel, those enquiries are excluded from benchmark calculations, which can affect the sample size for some personas.
- Persona selection: Participating schools selected personas from a standard list for mystery shopping. As schools made different selections based on their priorities and contexts, not all personas were tested across all schools.

As a result, sample sizes differ by persona, while still providing a robust and representative view of enquiry experiences across the cohort.

## Appendix 3: Definitions and assumptions

### How long did the mystery shoppers wait for a response?

A maximum allowable response time was set for each channel. If a school did not respond within this timeframe, the mystery shopper stopped waiting and the enquiry was recorded as unanswered.

Response time was measured from the moment the enquiry was submitted to the point at which the mystery shopper received a meaningful response from a person who could assist with their enquiry. Automated acknowledgements were not counted as a response.

Phone enquiries were only made during a school's published business hours or stated service hours. If technical issues or connection problems occurred, a second attempt was made where possible.

The maximum allowable response time varied by channel:

- Phone: 15 minutes
- Social and WhatsApp: 1 week
- Email and enquiry form: 3 weeks

### How were responses scored if a school did not respond in the minimum time frame?

If no response was received within the maximum time frame for that channel, the enquiry received a score of zero for responsiveness and communication quality.

All other criteria were scored as normal, based on what could reasonably be assessed from the enquiry journey.

### What is lost opportunity score?

Some schools did not respond to all mystery shopping enquiries placed with them. The lost opportunity score is an estimate of how many points a school's overall Enquiry Experience Score may have increased if all enquiries had received a response.

### How was communication quality evaluated?

All scores were reviewed and moderated by Edified's communications specialists to ensure consistency and fairness.

There were 25 different evaluation criteria covering clarity, relevance, personalisation, persuasiveness and mobile friendliness. The scorecard included a mix of objective and subjective questions, such as:

- Did the staff member ask questions to find out more about you?
- What was the tone of the communication?
- Did the staff member tell you their name?

### How was 'follow-up' communication defined?

Follow-up communication was defined as any additional contact from the school within two weeks of the initial response to the mystery shopper's enquiry.

This included all channels and formats, such as emails, phone calls, messages, newsletters or invitations to events. Follow-up was assessed separately from the initial response to understand how effectively schools continued the conversation with prospective families.

### How was impact evaluated?

The impact score reflects how mystery shoppers felt after completing the full enquiry journey with a school. It captures the emotional and perceptual outcome of the experience, rather than operational performance alone.

This measure helps schools understand how their enquiry experience may influence confidence, trust and enrolment decision-making.