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# **CASE Fundraising in International Schools Report 2016**

Findings from data collected for the academic year 2014-15

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# Introduction

The CASE Fundraising in International Schools Survey (FRIS) provides a set of measurement standards for advancement programmes at international schools around the world. The survey was first conducted in 2009 among practitioners to trace the expansion and innovation of development and external relations initiatives in international schools. Given that schools are of different sizes and in different locations across the world, the survey enables colleagues at international schools to:

- gather data to support targeted investment
- promote best practice and demonstrate both successes and challenges in development programmes
- provide advancement professionals with an annual snapshot and year-on-year data
- see how their activities compare to other international schools—worldwide and by region
- develop and manage expectations for their programmes

The first survey was conducted in 2009 but the number of respondents was insufficient for analysis.

There were 19 respondents to the 2010 survey, the findings from which were presented at the CASE International Schools Conference in Rome in October 2010.

There were 36 respondents from 19 countries to the 2011 survey, allowing CASE to present the data by region (Asia, Europe and the rest of the world). The findings were presented at the CASE/ECIS (European Council of International Schools) Pre-conference in April 2012. The survey was since conducted on a biennial basis and the next was launched in 2013.

The 2013 survey was open from September 9, 2013, through January 16, 2014. Thirty-five schools from 23 countries completed the survey.

The survey in 2015 was launched on 1 October 2015 and closed on 15 December 2015. Thirty-nine international schools took part from 23 countries.

This findings report contains top-line trends and figures. The final report will be accompanied by a FRIS 2016 Tables and Charts dashboard.

## Top-line findings

The survey has 134 questions in eight sections (A to H). This report is based on data from 39 schools.

- Section A: About your institution
- Section B: About your students
- Section C: About your parents
- Section D: About your alumni
- Section E: About your faculty and staff
- Section F: About your governance
- Section G: About your budget
- Section H: About your fundraising

### Section A: About your institution

- All but two of the 39 international schools are private international schools.
- All but one of the 39 international schools are not-for-profit schools.
- Year established
  - One international school was founded before 1900 (in 1888)
  - Fifteen international schools were founded before 1960 and 19 international schools were founded between 1960 and 1989.
  - Eight of the 18 founded between 1960 and 1989 are located in Europe; those same 8 account for 57 per cent of the 14 respondents from Europe
- Location
  - More than one-third (14) of the 39 are located in Europe, including three in Belgium and two each in Germany, UK and Switzerland
  - There are 12 respondents in Asia, including six in Hong Kong and three in Singapore
  - Nine respondents from Latin America, including 4 in Mexico and 2 in Brazil
  - Of the four located in countries in the rest of the world, three are in Africa and one in USA

### Section B: About your students

- The 38 international schools have a total of 50,153 students, with a median of 1,098.
- The smallest student body is 171 and the largest 5,525.
- The median minimum age of entry is 3 years and the median maximum age of exit is 19 years.
- Twenty per cent (median) of the students are citizens of the country where the responding international schools are located.
- The median number of different nationalities represented in the current student bodies of the 38 respondents was 55
  - Seventeen international schools report American as the nationality that makes up the highest per cent of their student body

- Four international schools each reported Mexican, British and Chinese as the nationality that makes up the highest per cent of their student body
- Across the 17 respondents who reported American as the nationality that made up the highest per cent of their student body, on average 32.6 per cent of their student body was American.
- The median value for the per cent of nationality with the highest representation in the student body is 31.5 per cent and the same figure for the second highest represented nationality is 15 per cent.
- The median value of the average turnover rate of students was 10 per cent.

## Section C: About your parents

- Median values regarding living and contactable parents in schools' databases
  - 1098 parents of currently enrolled students (52,017 total)
  - 672 parents of alumni (48,590 total)
  - 35 parents of current students who are also parents of alumni (6,350 total)
  - Total number of living and contactable parents in a school's database was 94,257 and a total of 6,105 parents donated making 5,786 donations
- Median per cent of parents who were expatriates i.e. individuals who are not citizens of the host country was 75 per cent.
- Median number of donations received from parents last year
  - 52 from parents of currently enrolled students (5,786 total)
  - 2 from parents of alumni (599 total)
  - 0 parents of current students who are also parents of alumni (280 total)

## Section D: About your alumni

- A median of 2,100 living and contactable alumni (former students who attended or graduated) are in respondent databases (110,968 total)
- A median of 3 alumni donated (total 2,857) to their international schools last year
- Seventy-four per cent of the 39 participating schools have an online presence that allows alumni to network
  - A median of 350 alumni use the institution's online presence to network
- The median number of alumni that are in touch with their alma mater through social networks was 761
- Forty-one total number of chapters/offices/branches the respondents have worldwide across 17 international schools
  - 22 of the 39 respondents had no chapters
  - Among the 11 with a chapter(s), 13 have only one chapter

## Section F: About your governance

- All 39 international schools have a governing Board of Directors/Trustees/Regents.
- A typical board is made up of (mean values):
  - 15 seats
  - 13 voting seats and 2 non-voting seat
  - 1 seat each for institution staff (57 per cent international schools had these seats as non-voting), a corporate representative with no family ties to students and a representative from the local government or an embassy
  - 2 seats for a parent of a former student and a former student
  - 8 seats for parents of current students
- Boards of schools in Europe and Asia-Pacific tend to be slightly larger with 24 international schools in those regions reporting board sizes of 10-35 seats.
- The smallest board is 2 and the largest 50.
- Median number of board members who made a donation was 7:
  - At 13 of the 37 schools, none of the board members donated
  - At 7 international schools, all of the board members made a donation last year and some but not all board members made donations at 17 other international schools
  - Among those 24 international schools where at least one board member made donations last year board donations per institution were:
    - a median of \$18,302
    - as little as \$800
    - as much as \$730,000
    - collectively \$2,201,367

## Section G: About your budgeting

- Among the 33 respondents who gave this data, institutional operating budget were:
  - A median of \$17.5 million
  - \$1.5 billion collectively
  - International schools in Asia have a higher median (\$38 million) than those in Europe (\$30 million), Africa (\$16 million) and Latin America (\$11 million)
- Across 35 international schools who provide this data the majority of tuition fees is covered as follows:

	<b>Mean</b>	<b>Median</b>
Self-paid	52%	59%
Paid by the corporation/employer	44%	40%
Covered by institution for children of faculty & staff	9%	5%
Covered by scholarships	18%	3%

- Twenty-three of the 35 international schools had students whose expenses were covered by scholarships. Of the 23 that did, four schools reported that over 50 per cent or more current students had their tuition fees covered by scholarships.

## Section H: About your fundraising

### PHILANTHROPIC INCOME

Collectively, the 30 schools reporting data raised \$53 million in philanthropic income last year:

- \$47 million from individuals
  - \$3.7 million from alumni
  - \$37.4 million from parents of current students
  - \$1.4 million from parents of alumni
  - \$4.5 million from other individuals
- \$6 million from organisations
  - \$1.4 million from corporations
  - \$2.7 million from foundations
  - \$1.9 million from other organisations

### PHILANTHROPIC DONORS

- Overall, parents of current students account for 71 per cent of all philanthropic support.
- Among schools in Asia-Pacific, the parents of current students account for 88 per cent of philanthropic support.
- Across the 29 schools, 171 median number of donors in 2015 were reported with a total of 9,416 donors.
- Twenty-nine per cent international schools reported that the nationality that made up highest per cent of their current donors were Americans (USA) while 14 per cent reported that Mexicans were comprised of the highest per cent of current donors.

### FUNDRAISING PROGRAMS

- Fifty-nine per cent international schools had an annual fund program, 49 per cent have a USA-based foundation and 33 per cent have an Endowment
- The median value of their annual fund was \$194K with a total value of \$12 million across the 20 international schools and 52 per cent international schools reported that their annual fund primarily supports their programmes
- Endowments across 12 international schools that reported this data had a total current market value of \$363 million with a median of \$5.2 million and a mean of \$30 million

### STAFF AND FUNDRAISING BUDGET

- Eighty-two per cent international schools have a fundraising and development office with 102 full-time staff across the 32 international schools and 39 front-line fundraisers
- Twenty-seven international schools reported \$8 million in total as the operating budget for the fundraising and development office with a median operating budget of \$179K
- Median budget for fundraising software was \$5,400

## CAMPAIGN

- Thirty-nine per cent international schools have run a campaign in the last five years and 53 per cent of those schools said that the primary objective of the campaign was to support a capital project
- Eight international schools completed their campaigns, 3 of those exceeded their campaign target and 4 international schools secured 100 per cent of their campaign target
  - 1.8 FTE staff (median figure) was allocated to work on capital campaigns across 13 international schools

## EVENTS

- Fifty-nine per cent international schools stage fundraising events
- Nineteen international schools organised 39 fundraising events (median is 2) raising \$3.5 million (median is \$50K) in total
- Median fundraising budget for event was \$10,000

## COMMUNICATIONS

- Fifty-one per cent of the respondents have a dedicated webpage for fundraising; the per cent is higher among schools in Asia-Pacific (67 per cent) while lower among schools in Latin America (11 per cent).
- Forty-one per cent of the respondents use social media for fundraising.
- Median budget for fundraising publication was \$5,000.

## VOLUNTEERING

- Parents, students and alumni contributed their time and talent as volunteers:
  - 75% of schools in Asia-Pacific received assistance from parents (61% of parents across all the participating international schools)
  - 33% of all schools involved assistance from students; 28% from alumni.
  - 5% was the median per cent of the schools total philanthropic funds raised by volunteer parents, students and alumni; the other 95% was raised by the professionals in the development office.
- Thirty-nine per cent international schools report that parents and alumni give between 1 per cent and 5 per cent of their time to volunteer in fundraising roles.
- Eighty per cent of the respondents have a parent/alumni association; the per cent is higher among schools in Asia-Pacific (92 per cent).

## CLASS GIFT

- Ninety per cent of the schools are secondary schools and about one-third (31 per cent) of them have a class gift.
  - Among the nine schools that reported the per cent donated by final year parents: the median was 10 per cent and among the 12 schools that reported the per cent donated by final year students: the median was 50 per cent

# Participants

## Africa

1. International Community School of Addis Ababa
2. International School of Kenya
3. Lincoln Community School

## Asia-Pacific

1. American Embassy School
2. Chinese International School
3. Dalat International School
4. Hong Kong Academy
5. Hong Kong International School
6. International College Hong Kong - Hong Lok Yuen
7. Li Po Chun UWC of Hong Kong
8. Singapore American School
9. South Island School
10. Tanglin Trust School
11. United Nations International School of Hanoi
12. UWC South East Asia

## Europe

1. American International School of Bucharest
2. American School of Warsaw
3. American Section-Lyceee International
4. Frankfurt International School
5. International School of Zug and Luzern
6. St. John's International School
7. The American School in London
8. The British School of Brussels
9. The International School of Brussels
10. The International School of Prague
11. UWC Atlantic College
12. UWC Robert Bosch College
13. Vienna International School
14. Zurich International School

## Latin-America

1. American School Foundation of Guadalajara
2. American School of Tampico
3. Carol Morgan School
4. Colegio Nueva Granada
5. Escola Americana De Campinas
6. Escuela John F. Kennedy, S. C.
7. International School of Curitiba
8. The American School Foundation, A.C.
9. UWC Costa Rica

## North America

1. United World College – USA

## Methodology

The Fundraising in International Schools Survey Committee reviewed the 2013 survey and approved a final version for 2015. The survey was placed in the CASE Benchmarking Toolkit. This fourth year of benchmarking invited 138 schools from CASE's database to participate in the online survey in autumn 2015. The survey was closed on 15 December 2015. 39 schools completed the survey with all results being finalised for the report. All the data submitted to the survey is self-reported data; it is not audited.

Not all participating international schools provided usable responses to every question in the survey. The base size mentioned in the tables and figures refers to the number of schools answering a particular question or set of questions, rather than the total number participating in the survey.

Data processing was carried out by CASE. Data checks were included in the online survey and checks were carried out to check outliers and resolve observable errors. Where possible, missing or inconsistent data was queried with the schools to check that they were correct before conducting any analysis.

Some institutions may have found it difficult to collect the appropriate data for submission or may have misinterpreted some of the guidelines for completion. Therefore, CASE made calls to schools whose data raised some issues and in many cases the data returns were improved.

There was a significant variation in fundraising results, especially across regions. This meant that the mean figures were usually much higher than the median figures. Median figures should be used as the preferred benchmarking measure, but we have also retained mean figures in our findings for reference purposes.

CASE Europe compiled this overview report which was disseminated in May 2015. Participating schools are also able to benchmark their results against other similarly-structured international schools using the [online CASE Benchmarking Toolkit](#).

## Acknowledgements

Firstly we would like to thank all the international schools and development staff who gave up their time to complete the survey.

We would also like to thank members of the Fundraising in International Schools Committee, who have been involved in the development of the survey from the very beginning. Between them they have helped chair committee meetings, provided design advice for the online survey, contributed content for this overview report and gave moral support, wisdom and guidance throughout.

## About CASE

The Council for Advancement and Support of Education (CASE) is a professional not-for-profit association serving educational institutions and the advancement professionals who work on their behalf in alumni relations, communications, development, marketing and allied areas.