



**Leading Learning
in Education and
Philanthropy**

2012 Survey Report

Schools, not-for-profits, philanthropic foundations and trusts in Australia

Building knowledge to maximise the impact of philanthropy in education

30 November 2012

(This report is best printed in colour to aid the readability of graphs.)



Tender Bridge™
Support for Schools with ideas



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GLOSSARY

This brief glossary is designed to provide some understanding of what we mean by engagement and when we speak of the three sectors in this report: philanthropic, schools and not-for-profits. It is not intended to be exhaustive. A more comprehensive glossary was developed as part of the *LLEAP Dialogue Series Guide* (discussed throughout this report), which can be viewed via: <http://www.acer.edu.au/lleap>

Engagement	The use of the term ‘engagement’ in LLEAP signals the importance of some form of mutual commitment in the relationship to bringing about an improvement for a learner(s), irrespective of the longevity or nature of the engagement.
Philanthropy	<p><i>‘The planned and structured giving of money, time, information, goods and services, voice and influence to improve the wellbeing of humanity and the community.’</i> (Philanthropy Australia)</p> <p>Philanthropy is about finding <i>‘opportunities to fund work which is innovative and imaginative, and where the grant has a good chance of making a difference’</i>. (Joseph Rowntree Charitable Trust, UK)</p>
Not for Profit	<p>Almost all philanthropic trusts and foundations will require that a grant recipient organisation is run as a not-for-profit.</p> <p>‘Not-for-profit’ means that an organisation is not run for the profit of its directors, members or shareholders. Not-for-profit organisations aim to either provide services to members (for example, a professional association or club), or to address an environmental, social, health, educational or other community issue or need. They do not distribute any net surplus to directors, members or shareholders and instead reinvest these funds in their organisation to achieve their objects. (Catherine Brown, <i>Great Foundations</i>, 2010)</p> <p>For the purposes of the LLEAP project, we identified not-for-profits that have an education focus and have worked with or for the benefit of schools. Often, the not-for-profits play an intermediary or brokerage role between philanthropy and schools (especially government schools).</p>
Schools	The LLEAP project has involved schools across all sectors (Catholic, Independent and Government); across every state and territory; and across all learning/year levels.

EXECUTIVE SUMMARY OF KEY FINDINGS

Until doing this survey I was unaware that these organisations were available to apply to or contact – so very limited information sources.

(School respondent, 2012)

Introduction

LLEAP – Leading Learning in Education and Philanthropy helps take the guesswork out of philanthropy in education so outcomes for learners most in need in schools and communities throughout Australia can be improved.

LLEAP began because of a widespread view that effective engagement of philanthropy in education was hampered, in many cases unnecessarily, by gaps in knowledge, understanding and ways of doing things better. LLEAP explores issues from the perspectives of philanthropic education grant making foundations and trusts, schools, and not-for-profits working with schools. One key part of LLEAP is a national annual survey.

In 2012, the LLEAP Survey received a total of 507 responses from 359 school (Government 69%; Independent 20%; Catholic 11%, from every state and territory), 87 not-for-profit and 61 philanthropic foundation or trust respondents. This brings the total survey response across 2011-2012 to 809. The survey covered five areas, with questions in two sections (in italics below) modified to better fit a philanthropic audience:

- Demographics and characteristics
- Education grant seeking priorities/*Education grant making priorities*
- Experiences in seeking and securing grants/*The nature of philanthropic support in education*
- Learning
- Philanthropy in schooling – Gonski review.

Key findings

The LLEAP 2011 and 2012 findings show that many schools are ‘pressed up against the glass’ and wondering what they are looking at when it comes to philanthropy in schooling. A big knowledge gap for schools exists in Australia. Not-for-profits are generally the ‘old hands’ in this space. In part, this is because their very existence depends on philanthropic support. But more than this, historically they have served as an important linchpin between philanthropy and learners. Nothing in the findings from LLEAP 2012 suggests that this role is diminishing.

While the LLEAP surveys are not designed to be comparative in nature (i.e. from year to year), there is a noticeable shift this year with regard to the reported philanthropic desire to engage more directly with education, particularly working in collaboration with schools and not-for-profits around common areas of need for learners.

1. New versus old territory

➤ **Is philanthropy in schooling part of our mindset in Australia?**

- 1.1. The same finding from the school survey as last year emerged: philanthropy is a whole new world for 9 out of 10 schools in Australia. Whereas 8 out of 10 not-for-profits report they are experienced or expert in grant seeking.
- 1.2. Philanthropy has been around for more than a century in Australia, but tends to fly under the radar. About one third of not-for-profits were unsure whether the schools they were working with knew the support from them was made possible from philanthropic sources.
- 1.3. Philanthropic education grant budgets in the previous financial year reflect a wide range of organisational budgets from the 61 respondents: \$521 through to \$2,711,000.
- 1.4. Philanthropy is more than dollar support in the education space.

Proposition 1: Effective school-community relationships are an important tool for addressing locally identified learner needs. Philanthropy is and continues to be part of this landscape.

2. Target groups and priority areas

- *Who are the beneficiaries of philanthropy in education?*
- *Around what priorities are grants sought and offered?*
- 2.1. 'Disadvantage' was the most common term used in association with the main beneficiaries of a philanthropic education-related grant. Beneficiaries spanned from birth to 25 years of age.
- 2.2. Interpretations of disadvantage typically were associated with specific groups: common across survey responses were references to Indigenous¹; parents; people with cultural or linguistic barriers and those with disabilities.
- 2.3. Interpretations of disadvantage were coupled strongly with the local context and circumstance of a learner. Viewed in this way, disadvantage is dynamic, local and not a label bestowed on particular individuals, groups and communities.
- 2.4. Student engagement was seen as a common need to address. Beyond this, nine associated needs (e.g. retention, health and wellbeing) appeared to drive and underpin overarching priorities to:
 - overcome barriers to student learning
 - create effective learning environments for students
 - broaden and connect learning for students.
- 2.5. The top specific priority for schools and philanthropic foundations and trusts was to broaden and connect learning for students via some type of 'learning/academic focus area'. This priority was second only to 'access to expertise' for the not-for-profits. Literacy, numeracy and music-based areas of focus were the strong contenders from the school responses. These also featured in philanthropic and not-for-profit responses but alongside broader (e.g. leadership) and specific (e.g. dairy/agriculture) areas of focus.
- 2.6. A harsh reminder that basic barriers to student engagement exist in Australia, is the identification of 'material assistance' within the top three priorities across all three groups (e.g. uniforms, assistive technologies, school supplies etc).
- 2.7. A further reminder that more sophisticated relationships are required to address the needs of learners, is the finding that 'community building' and direct 'parent/family learning and support' fell within the top six specific priority areas of both not-for-profits and philanthropics, and within the top ten priorities for schools.

Proposition 2: Identify and understand priorities. This will focus local decisions for greater learner impact.

3. Support

- *Where is additional funding support for learners and learning sought?*
- *What kinds of support are sought and offered?*
- 3.1 Schools rarely connect with philanthropy as part of their fundraising approach. They stay close to 'home base' with school-based fundraising events or government funding (this year federal and state) being their equal major sources of additional support sought (34%). In contrast, philanthropy is the most commonly sourced form of major funding support for not-for-profit respondents (67%) from within their broad range of funding sources, including business.

¹ For the purpose of this survey/report, the term Indigenous is used to refer to Aboriginal people and Torres Strait Islander people.

- 3.2 Not-for-profits and philanthropics are well aligned when it comes to their top responses of grant support for 'new or improved', 'pilot projects' and 'ongoing projects'. Less well aligned are the most important types of grants for schools—grants for 'infrastructure' and 'professional learning'.
- 3.3 Those in philanthropy are also sources of introductions to other potential supporters and facilitators of ideas exchange. Types of support also included advice with evaluation and governance.
- 3.4 Important to not-for-profits, but less well aligned across the three groups was the assistance sought and offered around *additional funds to have the project evaluated by another group*.
- 3.5 Support for those looking to bring about a positive change for a learner(s) is a strong theme this year. It makes sense that the effectiveness of a grant made in education will also rely on the capacity and capabilities of those charged with its implementation and longer-term sustainability and impact.

Proposition 3: Support beyond the financial is an untapped strength of philanthropy.

4. Enablers and barriers

- *What helps and hinders the possibility for maximum engagement of philanthropy in education?*
- 4.1 Tax requirements limit the potential for many philanthropic foundations and trusts to make grants directly to schools, should they seek to do so. On the other hand, schools have no or limited funds set up to maximise their potential fundraising (e.g. only 7% of school respondents had a scholarship fund but 43% of philanthropic respondents indicated they can support bursaries and scholarships).
- 4.2 There is room to build better internal organisational governance knowledge. This would include, knowledge of tax status: 47% of schools had no fund set up for fundraising purposes; 80% of principal respondents, largely from government schools, were unsure of what funds (e.g. building fund) they had set up for fundraising purposes. Seven percent of philanthropics and 9% of not-for-profits were unsure of whether their organisation can support schools.
- 4.3 The biggest barriers to more effective philanthropic engagement in education for philanthropics are structural issues – from the legacy of their own foundation's or trust's way of grant making through to tax-related constraints on their education grant making.
- 4.4 For schools and not-for-profits, capacity issues present as their biggest barriers. Being time poor was common to both. Not-for-profit responses attributed this to perceptions of unnecessary application processes and the struggle to align these across multiple funders. For schools, it was the perceived additional workload to 'play' in this space, coupled with limited experience and expertise.

Proposition 4: It is hard to maximise the impact of philanthropy in education, if the basis for engaging with donors or the beneficiaries of donations has not been set up or understood.

5. Actions

- *Where might energies best be directed to improve engagement of philanthropy in education?*
- 5.1 Small, 'today-type' actions could be taken to improve engagement. The way information is sourced and used is one such example. Points of difference are evident around the main information sources used to inform decision making: not-for-profits (46%) make direct contact with a foundation or trust; schools use personal networks (31%). Beyond this, not-

for-profits go directly to a foundation or trust website (22%). Schools (24%) were sometimes unsure where to source information. Neither group (0%) used annual reports from philanthropy as a main source of information.

- 5.2 As brokers and facilitators, philanthropics are themselves looking at broader, more strategic collaborative practices. The main type of philanthropic activity they would like to do more of is 'co-funding with other foundations or trusts for joint grant making' (45%), followed by 'strategic planning with a cluster of schools around a key area of need' (23%).
- 5.3 Schools and not-for-profits have a different picture of where philanthropics might best direct their energies. Pooling funds was the highest 'not at all' ranked issue considered important for improving engagement.
- 5.4 However, not-for-profits ranked investing in 'knowing what the priority areas are of grant makers' (65%) as their major issue to focus attention on. This is a direct match with what philanthropics (47%) also ranked as their top major issue to focus on and is consistent with their desire to plan with a cluster of schools.
- 5.5 The major issue for schools was to see energies focused around 'balancing the effort required to apply for a grant versus the grant amount' (60%).
- 5.6 Ten factors perceived as critical to successful philanthropic engagement in education were identified from the 2011 LLEAP survey responses. In 2012, we asked what people thought were the most important and most challenging to enact. Aside from the factor of a 'good fit', not one of the factors selected in either category was the same across the groups. The most important factors were: 'making a well-informed decision' (philanthropy); 'good communications' (not-for-profits) and 'build capacity' (schools). The most challenging factors to enact were: 'being impact focused' (philanthropy); 'committing appropriate resources' (not-for-profits) and 'a good fit' (schools). These findings offer further insight into what matters most to the groups and a starting point for more sophisticated engagement.
- 5.7 A major review of funding for schools was published in late 2011. Known as the Gonks review, in it were a number of recommendations to the Australian Government. Recommendation 41 related specifically to philanthropy in schooling. So this year we asked respondents to consider what the perceived benefits and disadvantages of establishing a national fund to improve philanthropy in schooling might be from their organisation's perspective. A total of 251 responses about benefits and 242 responses about disadvantages were received and analysed.
- 5.8 In general, the findings highlight that a national fund should be underpinned by guiding principles and practices. The principles tended to cluster around issues of purpose – to address inequities for learners most in need; maximising donor engagement – overcome tax barriers; and the 'mechanics' of its administration – provide useful and unbiased information to donors and donor recipients through a single repository.
- 5.9 All respondent groups identified potential benefits and disadvantages (to avoid or overcome). Nine benefits and 10 disadvantages were identified.
- 5.10 There was a striking consistency overall across the three groups in the categories of perceived benefit. The most frequently mentioned types of benefits were linked to issues of building greater capacity for engagement and improved coordination of information through a 'one-stop-shop' repository. However, while a perceived benefit may be shared, the ways this might be evident in practice differed depending on the respondent group.
- 5.11 A disadvantage raised by all three groups was a view that somehow a national fund may constrain how the fund was implemented. For not-for-profits and schools, this concern was expressed in, for example, schools not being able to 'innovate' around their own locally identified needs. Philanthropics expressed a concern that one of the hallmarks of philanthropy – their nimbleness – could be eroded in the context of a national fund.
- 5.12 Strong caveats to the idea of establishing a national fund were canvassed around whether, for example, the fund would be 'truly' independent from government.

Proposition 5: Identifying points of commonality and difference opens up the possibility to facilitate more sophisticated relationships of philanthropy in education.

6. Impact

➤ *What kinds of impact might effective engagement of philanthropy in education reap?*

- 6.1 Schools (31%) and not-for-profits (34%) saw the main role of philanthropy in education as to 'support and encourage innovation'. Philanthropics viewed their role in education at either end of a continuum. Most frequently they saw themselves as a 'catalyst for change' (25%), followed by their role to 'fill an immediate need' for a learner (18%) at the other end.
- 6.2 In addition to specific project outcomes, five categories of outcomes – Learner; Practice; Knowledge transfer; Relationship; and Process – were identified in LLEAP 2011. Across the categories were nine specific outcomes. Given the education focus of all three responding groups, it was not surprising that the highest mean score (i.e. considered important to all groups) was 'the grant resulting in improved access to learning for the target audience.'
- 6.3 The second identified area of importance for philanthropics was the 'funded project leading to a new or refined model of practice'. This resonates with the concept of their role as a 'catalyst for change'. For not-for-profits, 'the grant leading to new or further opportunities for the target audience' was highlighted as important, aligning with ideas of longer-term impacts. 'Improved school-community relationships' were seen as important to schools.
- 6.4 The biggest difference across the groups relates to 'providing a final acquittal report on the grant received'. Schools rated this much lower than philanthropic or not-for-profit respondents.
- 6.5 A free text question also invited respondents to identify any additional outcomes. Schools tended to drill down into specific knowledge and skill outcomes of learners. Both school and not-for-profit respondents rated relationship outcomes with the local community as important. Both sought greater community engagement and appreciation of a learner's context and/or situation. Philanthropic responses appeared to seek additional 'scale' and 'influence' outcomes as evidence of the impact of their grant in education.

Proposition 6: A shared view about the outcomes sought will better guide realistic measures for change.

Feedback on the use and assistance of LLEAP

The LLEAP project findings and products are reported as being used to assist:

- strategic planning processes
- to explore collaborative opportunities
- to help prepare proposals.

The LLEAP project is assisting to:

- improve knowledge of philanthropy in education
- help inform planning
- provide new resources.

SECTION 1: BACKGROUND AND INTRODUCTION

Purpose

The LLEAP (Leading Learning in Education and Philanthropy) project is a multi-year, multi-perspective national project that began in 2011. The purpose of the LLEAP project is to create a unique knowledge base and collaborative opportunities through which to:

- identify and clarify how those working in the education space from school and not-for-profit perspectives grow and resource their education-focused project ideas
- identify and understand the impact of the philanthropic sector in education from philanthropic and education perspectives
- document and disseminate best practice approaches to improving learner outcomes.

The findings from Year 1 have been widely disseminated and shared throughout 2011-2012 via the project website: <http://www.acer.edu.au/lleap>; through the release of the 2011 Survey Report and publication of the *LLEAP Dialogue Series Guide* and *Companion Cases Document*; and through multiple presentations and workshops. For example, a highly successful special event with UK Professor Bill Lucas was held in October 2012 with a specific focus on student engagement, as the LLEAP surveys from 2011 and 2012 showed that this is a common area of focus for all three groups (schools, not-for-profit organisations and philanthropy). Reference was also made to the LLEAP study in *The Age* and the *Sydney Morning Herald* in February 2012.²

Now in its second year, LLEAP has in 2012 focused on exploring and applying the findings from Year 1 to improve the impact of philanthropy in education. The project's key objectives for this second year have been to:

- assist grant makers and grant seekers in making informed decisions
- explore and develop new models of collaborating within philanthropy for maximum impact
- generate better ways of networking (within and across philanthropy and education).

The surveys

As in 2011, three national surveys were developed and distributed in July-August 2012 – to schools, to philanthropic foundations and trusts, and to not-for-profit organisations that engage with schools. The original content of the 2011 survey instrument was informed by 40 interviews with individuals from philanthropy and education; a review of the literature; feedback from the LLEAP Advisory Group; and the project team's own knowledge from working in education and/or philanthropy. The Year 2 (2012) survey involved a further refining of the questions to ensure clarity of purpose, as well as some additional questions. The latter related specifically to perceptions around the challenges and positives of the Gonski Report Recommendation 41: *Australian Government should create a fund to provide national leadership in philanthropy in schooling and to support schools in need of assistance to develop philanthropic partnerships.*

² See *The Age* - February 6, 2012 - <http://www.theage.com.au/national/education/white-knight-takes-on-a-tax-dragon-20120203-1qx4ff.html>; and *Sydney Morning Herald* - February 6, 2012 - <http://www.smh.com.au/national/education/public-and-private-donors-face-uneven-playing-field-20120205-1qzx4.html>

Survey content

Questions were asked of school and not-for-profit respondents within the following survey sections:

1. Demographics and characteristics
2. Education grant seeking priorities
3. Experiences in seeking and securing grants
4. Learning
5. Philanthropy in schooling – Gonski review

Philanthropic survey sections:

1. Demographics and characteristics
2. Education grant making priorities
3. The nature of philanthropic support in education
4. Learning
5. Philanthropy in schooling – Gonski review

Sample

As in 2011, both the philanthropic and not-for-profit surveys were convenience samples. This means the people who received the survey were identified by the project team or LLEAP Advisory Group members, or received the survey through a referral from someone else they knew in the sector.

The school survey was a random sample. Schools have been sampled once again using Australian Council for Educational Research's (ACER) Sampling Frame, with 1500 primary and 1500 secondary schools sampled nationally (including second and third replacement schools). ACER's approach to sampling, as well as our experience with weighting survey data following data collection, will ensure that the major population subgroups (e.g. by sex, sector, location) are represented in the sample estimates appropriately according to their population proportions. The sample drawn was thus representative of sector, geographic location and socioeconomic status (SES). Our experience gathered through administration of many surveys of teachers, however, is that even with best practice approaches to data collection, and regardless of the sampling design employed, a moderate level of non-response can be expected. The target audience for the school survey was school leaders (i.e. principals and deputy principals and their equivalents) at the primary and secondary levels.

Ethics approval from each of the relevant education authorities was sought. This included every state and territory government education authority and 25 Catholic education offices (some were approached at the state level, others by diocese). Independent schools were approached through the principal. Approval from all state/territory government education authorities was granted and 23 out of the 25 Catholic education offices also granted ACER permission to approach schools sampled for the LLEAP study. On this basis, the sample for the school component was drawn.

Survey limitations

The convenience sampling of the not-for-profits and philanthropics means that we cannot generalise beyond the respondents to the LLEAP survey with as great a level of confidence as we can for the school responses. Unlike the school sampling process, no definitive and current list of

not-for-profits offering a service or program to schools exists. More detailed lists of philanthropics exist, but these lists were either prohibitive in cost for this project or unobtainable due to privacy policies.

In addition to these limitations, in a small number of cases, it was clear that a question had been misinterpreted or interpreted in different ways by respondents. This may be an indication of a lack of knowledge on the part of the respondent. But it also may reflect an issue with the question itself. In either case, both present an opportunity to review the LLEAP survey and project activities next year. For example, the question in the philanthropic survey, 'Over your last financial year about how many grants would the foundation or trust make in the following dollar ranges?' (and a list of dollar ranges were provided) resulted in some respondents writing their total dollar amount within the range listed rather than the number of grants. The data for this question could not be reported on with confidence in this year's survey report and so have been omitted.

A series of steps is being planned next year to overcome such limitations.

Administration

Information about the LLEAP project was provided with the survey and each invited participant was provided with a URL to access the survey online. The online surveys remained open for up to 10 weeks in order to maximise the opportunities for participation. If a participant did not have access to the internet or had difficulty with accessing the online survey, a paper-based reply-paid post option was provided.

How the survey results are organised

For readability, results have been clustered together under specific themes (rather than in a sequential fashion), as was done for the 2011 results. This design allows us to draw comparisons between schools, philanthropic foundations and trusts, and not-for-profits within those themes, to enhance our knowledge of the grant seeking and grant making landscape.

As a further aid to readability, the graphs presented throughout the report have been created using a simple colour code for each of the sectors – **green** for philanthropy; **blue** for schools and **red** for not-for-profits.

It should be noted that missing data (i.e. where a respondent has skipped a question) have been removed to provide valid percentages for those that did respond. The convention we've used in presenting figures is to 'round' to the nearest whole number; where figures contain a half (0.5) they are rounded to the nearest whole *even* number (e.g. 45.5% reads as 46% and 46.5% also reads as 46%).

How LLEAP findings and products are used

We want to ensure that the resources emanating from the LLEAP study are as practical and useful as possible, so we are constantly seeking feedback to see how they are used and whether there are additional components that we can consider in developing materials. To this end, when the 2011 *LLEAP Guide* and *Companion Cases* documents were officially launched at our 'Celebrate and Learn' forum in April this year, we asked delegates at the forum to indicate how they anticipated using these materials. The most common response was as part of a '**strategic planning process**', followed closely by '**to explore collaborative opportunities**' and then '**to help prepare a proposal**'.

A similar question was asked of all three respondent groups (schools, not-for-profit organisations and philanthropic foundations and trusts) in the 2012 LLEAP Survey. Of those who answered the question, 80% of philanthropic respondents said that the LLEAP findings and resources had **'improved our knowledge of philanthropy in education'** (to a moderate or major extent); 50% of not-for-profit respondents said that they had **'helped inform our planning'** (to a moderate or major extent); and 27% of school respondents said that they **'provided us with new resources'** (to a moderate or major extent).

SECTION 2: SURVEY RESULTS – ABOUT RESPONDENTS

Introduction

This section outlines the results from the LLEAP Survey 2012 around some fundamental questions, including: Who completed the LLEAP 2012 surveys? Where are these respondents located? What is the grant making 'reach' of philanthropic respondents? What are the legal and tax parameters in which all respondents are working? And, how experienced are schools and education-focused not-for-profits in seeking and applying for philanthropic grants?

Respondents

A total of 507 responses were received for the 2012 LLEAP Survey consisting of: 359 school responses, 87 not-for-profit responses; and 61 philanthropic responses. This brings the total survey response across 2011 and 2012 to 809.

Just over ninety percent (91%) of the school questionnaires were completed by the principal, teaching principal or deputy principal of the school. Government, Catholic and Independent school sectors were all represented, with Government schools accounting for 69% of responses, Catholic schools for 11% and Independent schools for 20%. The ACER sample used for the survey distribution was representative of the three sectors; however, two Catholic dioceses declined participation in the 2012 LLEAP Survey citing heavy commitments for their schools this year. Almost four percent of schools responding to the survey identified as Special Schools.

The not-for-profit survey was completed mainly by the chief executive officer or an equivalent (40%) in their organisation; the second largest group was fundraising or grant managers (18%). Similarly, the philanthropic surveys were completed largely by the chief executive officer or an equivalent (38%); with the second largest group representing a management position (30%).

Support for schools

To find out the potential availability of education-related support from philanthropics, this group of respondents was asked whether they could support schools either directly or indirectly (through a not-for-profit organisation) and, if so, which school sectors they could support.

Just over forty percent (41%) of respondents indicated that they could support all school sectors. However, 20% indicated that they could fund *directly* to Government schools, 20% that they could fund Independent schools *directly*, and 20% could fund *directly* to Catholic schools.

Of not-for-profit respondents, 55% indicated that they could support all school sectors. Across the sectors, 61% indicated that they could support Catholic schools, 72% Government schools and 66% Independent schools. Given these figures, it is apparent that the not-for-profits are important in brokering relationships between philanthropic foundations and trusts and schools.

Of those philanthropics who could support all school sectors, 23% could fund nationally. The majority fund in Victoria, at 43%.

Interestingly, 7% of philanthropic respondents were not sure whether they could support schools, and 9% of not-for-profits either could not or were not sure whether they could provide such support. This suggests that there is still room for building internal knowledge about philanthropic

and not-for-profit engagement with schools. It also raises a question about why these respondents might be interested in LLEAP, given that schools may not be one of their key audiences or focuses.

Location details

In general terms, the LLEAP Survey results reflect the state and territory distribution of schools in Australia. School respondents were drawn from every state and territory. Most of the respondents were from Victoria (31%) and New South Wales (25%).

The not-for-profit respondents also reflected this general distribution, with the greatest number of not-for-profit respondents being located in Victoria (54%). Nine percent (9%) of respondents indicated that they are a national not-for-profit.

Philanthropic respondents were asked to indicate in which state or territories they could make a grant. 'Victoria' was the most common response, at 62%. Beyond this, the responses showed a fairly even distribution. In total, 36% indicated that they could make grants nationally.

Fifty-five percent of school respondents described their school's location as being either regional (19%), rural (27%) or remote (9%). The most common response was urban (45%). When asked in which geographic locations their foundation or trust could provide support, the most common response for philanthropics was rural (69%), while for not-for-profits it was urban (69%). The table below illustrates the spread of responses across the categories.

Table 1: Geographic locations of schools and support from philanthropy and not-for-profits

Location of school respondents	General not-for-profit support by geographic area	General philanthropic support by geographic area
urban (45%)	urban (69%)	rural (69%)
rural (27%)	regional (61%)	regional (67%)
regional (19%)	rural (54%)	urban (62%)
remote (9%)	remote (39%)	remote (39%)
	overseas (12%)	overseas (16%)

Philanthropics and not-for-profit organisations were asked in what locations they could support schools. Of those philanthropics that could support Government schools (directly or indirectly), 96% could fund in rural locations; 87% could fund regionally; 77% in urban areas; and 55% in remote areas. A similar distribution was evident for those philanthropics who could fund Catholic and Independent schools (directly or indirectly). Not-for-profits that offered programs in Government schools did so according to the following geographic location percentages: 81% urban; 75% regional; 68% rural and 51% remote (again, with a similar distribution for Catholic and Independent schools).

Table 2: Geographic locations of not-for-profit and philanthropic support to Government schools (directly or indirectly)

Not-for-profit support in government schools by geographic area	Philanthropics who could support government schools (directly or indirectly) by geographic location
urban (81%)	rural (96%)
regional (75%)	regional (87%)
rural (68%)	urban (77%)
remote (51%)	remote (55%)

Once again, the role of not-for-profit organisations as brokers is indicated by Tables 1 and 2 in the ‘match’ of urban school locations with urban support, while philanthropic support is most commonly provided in rural areas.

Legal and tax status

Schools and not-for-profit organisations were asked to identify their legal status from a list of options. Five percent (5%) of school respondents did not respond to this question and 8% were not sure of their legal status. By far the most common response, at 67%, was a ‘State/Territory Government Entity’. Almost 20% of not-for-profits did not answer this question, while 4% were not sure of their status. The most common response at 52% was ‘Company Limited by Guarantee’, followed by ‘Incorporated Association’, at 35%.

Schools and not-for-profits were also asked to identify their tax status from a list of options. Five percent (5%) of school respondents skipped this question and 20% were unsure of their school’s tax status. Of these respondents, 85% were principals or deputy principals. Again, the most common response for schools to this question, at 56%, was ‘State/Territory Government Entity’.

Only 11% of school respondents indicated that they had Deductible Gift Recipient (DGR) status, yet 38% of philanthropic foundation and trust respondents indicated that they require any fund recipient to have *at least* DGR. Similarly, 25% of philanthropic respondents indicated that they required Tax Concession Charity (TCC) status, but only 6% of school respondents reported they had such status. In contrast, of the not-for-profit respondents, 77% reported that they had DGR status and 59% had TCC status. Again, this highlights the capacity of not-for-profits in connecting philanthropy to education in schools.

When asked about the type of DGR status their not-for-profit had, the most common response among respondents was ‘Public Benevolent Institution’ (36%), followed closely by ‘Public Fund on the register of Cultural Organisations’ (24%).

The most common response from philanthropics when asked what type of foundation or trust they were, was ‘Private Foundation’ (28%), followed closely by ‘Community Foundation’ (22%). When asked what their fund type was, the most common response for philanthropic respondents was ‘Private Charitable Fund which is not a Private Ancillary Fund’ (35%).

Funds for specific fund raising purposes

Schools were asked to identify types of funds that they had established for specific purposes, ticking as many as applicable. The results are presented in Figure 1 below.

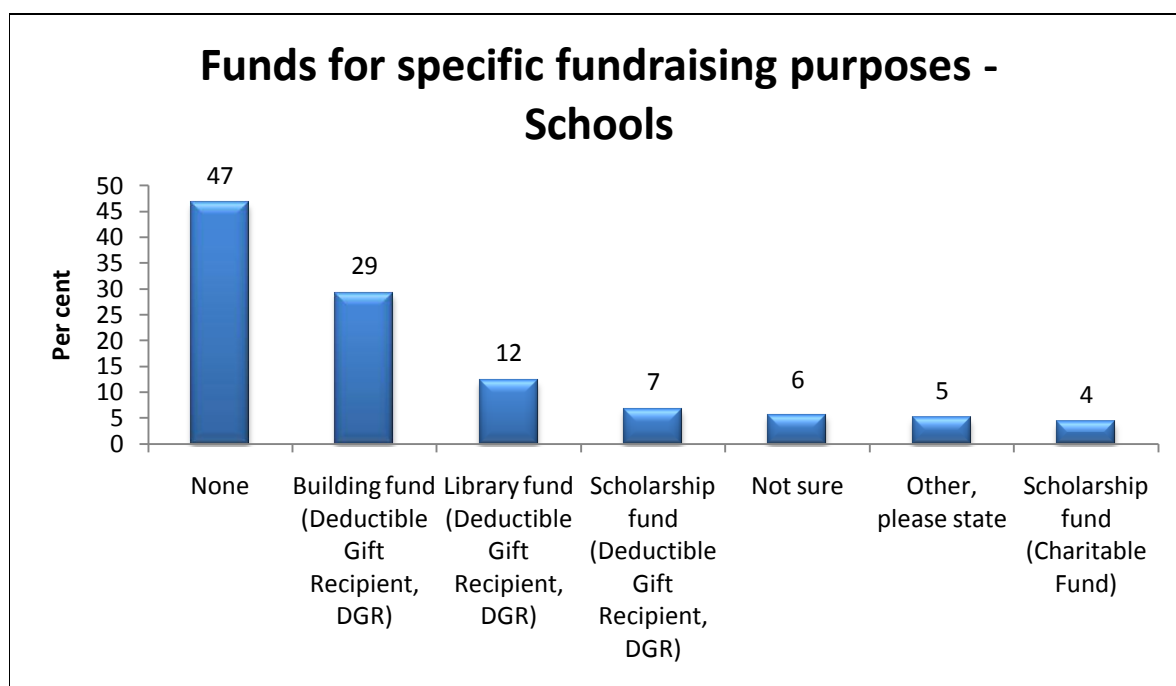


Figure 1: What funds have schools set up for specific fundraising purposes?

Six percent (6%) of the school responses indicated 'other' funds for specific fundraising purposes. These 'others' included Chaplaincy funds, as well as Parents and Citizens (P&Cs) and Parents and Friends Associations (P&Fs). However, it is clear on reading the 'other' responses, that a number of the respondents were interpreting the word 'fund' as a monetary resource (e.g. *Money raised through fund raising events for specific purposes, e.g. playground improvements*) as opposed to a formal legal structure, perhaps again indicative of the need for greater understanding in this area.

As illustrated in Figure 1 above, 29% of schools indicated that they had a building fund (which could be used to raise funds for infrastructure projects). This seems to provide a good 'match' with the philanthropic funding being allocated, with 30% of philanthropic respondents indicating that they currently support infrastructure grants in education (see Figure 16 and further discussion in Section 4).

In contrast, however, only 7% of schools indicated that they had a scholarship fund, while 43% of philanthropic respondents indicated that they supported bursaries and scholarships.

Of those responding 'not sure' to the question 'What funds do you have set up for specific fundraising purposes?' 80% were principals, largely from Government schools. Similarly, the majority of schools that said they had no specific fund (47%), were from Government schools (93%).

If a respondent ticked 'none', this triggered a follow-up question about why they don't have a fund or funds set up for specific fundraising purposes.

From the 165 respondents (154 of which were Government schools) who had earlier indicated that they had no specific fund set up to assist with their fundraising purposes, reasons were provided but they were not as one might have expected. That is, time-related reasons (at only 2%) don't appear to be a strong factor in the decision making of schools; neither did a lack of knowledge as to how to set one up (at only 1%).

The most common response to the question (at 92 responses or 61%) was that the school had not set up a fund because they didn't *'believe that my community would be in a position to contribute financially to a fund'*. The assumption here is that setting up a fund is for local community contributions. The idea that setting up a fund may facilitate or enable a diversity of relationships both internal and external to the community does not appear to feature in the thinking of those who responded.

Of these respondents, all but three were from Government schools (i.e. 89 out of the 92) spread across all states and territories (except Tasmania). In terms of the geographic locations of those respondents with no specific fund, 34% were from rural areas; 34% from urban; 19% from remote and 12% regional.

Level of experience in grant seeking and applying for philanthropic grants

The discussion above provides some indication that the world of grant seeking, specifically in terms of understanding tax and legal status and setting up funds, is not familiar territory for many, particularly for school respondents. This is made more explicit in the information gathered around a specific question relating to levels of experience.

As in the 2011 survey, school and not-for-profit respondents were asked to indicate their level of experience in grant seeking against one of four categories: 'new to this activity'; 'inexperienced'; 'experienced' or 'expert'. In total, 216 out of 359 school and 52 out of 87 not-for-profit respondents selected one of these four categories. The results are provided in Table 3 below and graphically represented in Figure 2.

Table 3: Not-for-profit and school levels of experience in grant seeking

Level of experience	School %	Not-for-profit %
new to this activity (we have never applied)	43	0
inexperienced (tried it once or twice)	49	19
experienced	8	73
expert	1	8

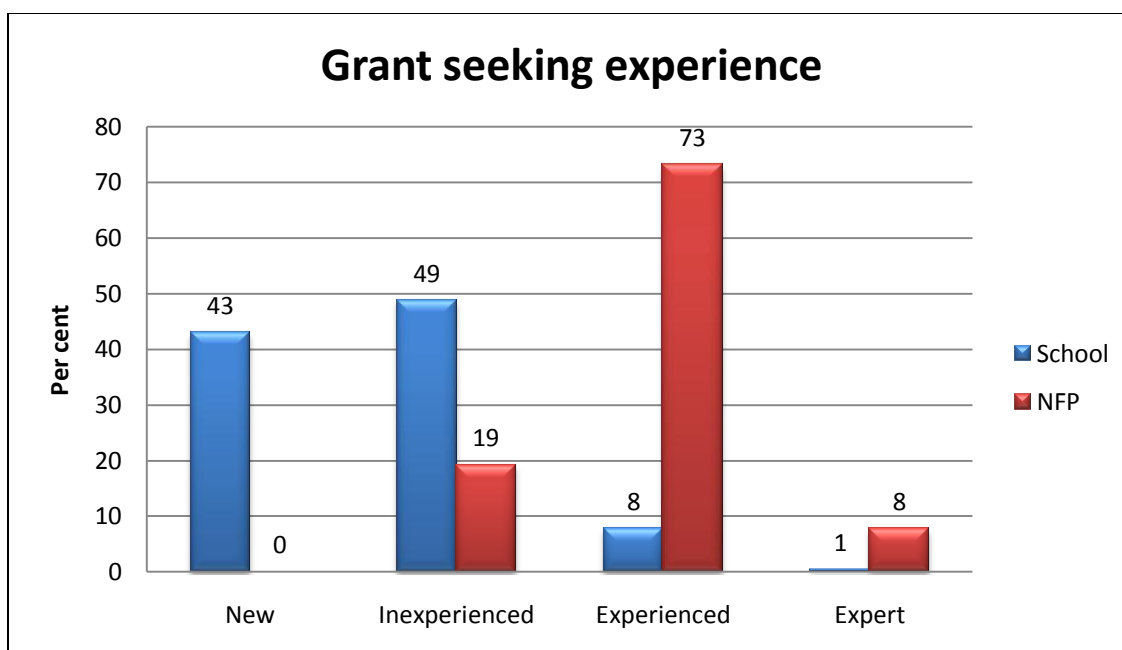


Figure 2: Not-for-profit and schools levels of experience in grant seeking

With results highly reminiscent of those from the 2011 LLEAP survey, it is clear that not-for-profit organisations working in education are far more experienced in seeking philanthropic grants than are their school colleagues. Just over 80% of not-for-profit respondents indicated that they considered their organisation to be ‘experienced’ or ‘expert’ in this area. In contrast, 92% of school respondents considered their school was ‘inexperienced’ or ‘new’ to grant seeking activities.

Decision making of grant seekers and grant makers

A question was asked about what information grant seekers use to inform their decision making about whether to apply for a grant from a philanthropic foundation or trust. As a point of comparison to the school and not-for-profit responses, the philanthropic respondents were asked to identify what they use to inform their decisions about their own target groups and education priority areas.

Table 4 below provides the school and not-for-profit responses to this question. These are graphically represented in Figure 3.

Table 4: Main source of information used by schools and not-for-profits to inform their decision about whether to apply for a grant

	School %	Not-for-profit %
advice from a person with this as their dedicated role in the school/not-for-profit	5	0
consultancy services	1	2
internet searches	7	6
informal discussions with experienced grant seeker colleagues	9	0
media reports	3	0
membership or subscription service	3	6
personal networks	31	12
reading a foundation's or trust's annual report	0	0
reading a foundation's or trust's website	6	22
direct contact with the foundation or trust (e.g. phone call)	0	46
not sure	24	0
other, please state...	5	6

The results highlight once again that this is fairly new territory for schools, with 24% indicating that they were 'not sure' what information they would use and 30% relying on 'personal networks' to gain access to information. Not-for-profit organisations, however, once again demonstrate their experience and active approach to grant seeking, with 46% indicating that they contact foundations or trusts directly – an approach that no school respondents identified with.

Nine school respondents made a comment in the 'other' category. Of those, seven related to the fact that they had never applied or were too busy to even consider it. The other two comments were '\$ amount of money available' and 'Documentation sent to the school through various media sources. Word of mouth'. Three not-for-profits provided an 'other' comment as follows: 'A mix of a number of the above'; 'Philanthropy Australia list of Trusts and Foundations'; and 'registered artists with the Fund apply directly to foundations/trusts for support'.

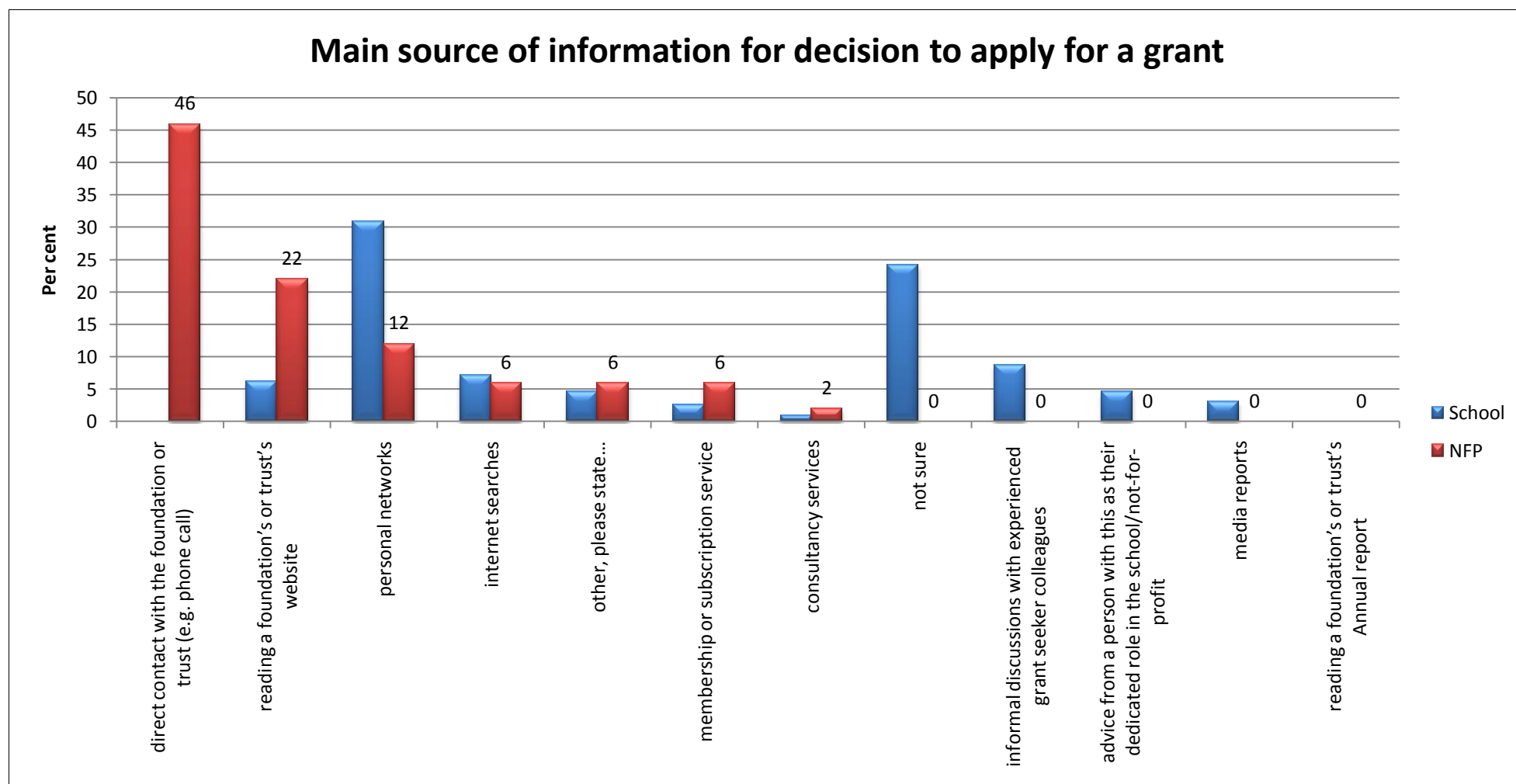


Figure 3: Main source of information for decision to apply for a grant

In terms of decision making, respondents from philanthropic foundations or trusts were asked to identify the main source of information they used to inform their decisions about the target groups and priority areas of their organisation. Table 5 below provides the responses to this question and these are graphically represented in Figure 4.

Table 5: Main source for informing decisions about target groups and priority areas

	Philanthropy %
reference to the foundation or trust purposes	26
informal discussions with different groups involved in education	17
advice from a formal Advisory Group or Committee	9
published research reports	6
analysis of trends and/or patterns in acquittal reports	3
research on an issue undertaken or commissioned by the foundation or trust	17
media reports	0
analysis of trends and/or patterns in grant applications	3
issue papers written by foundation or trust staff	0
alumni relationships	0
formal consultation process (e.g. 'think tank'; forum or focus group discussions)	6
personal interests of the Board	6
external review of giving processes	0
not sure	0
other, please state	7

As might be expected, the most common response to this question at 26% was 'reference to the foundation or trust purposes'. Philanthropic foundations or trusts also use equally formal (research on an issue undertaken or commissioned by the foundation or trust, 17%) and informal (informal discussions with different groups involved in education, 17%) sources. 'Other' comments (4) were arguably sub-sets of those provided above.

Comparing these results with those of schools and not-for-profits, it is interesting to note that while reference to foundation or trust purposes is important to philanthropy, reading a foundation's or trust's website (where reference to the philanthropic's purposes might be expected to appear) as a main source of decision making information received only 6% of school responses although it was the second highest category of response for not-for-profits at 22%. This suggests that the engagement of schools with philanthropy via web-based mediums is virtually non-existent. In addition, reading a foundation's or trust's annual report (again, where purposes would be clearly identified) did not elicit a single response as a main source of information from either school or not-for-profit respondents.

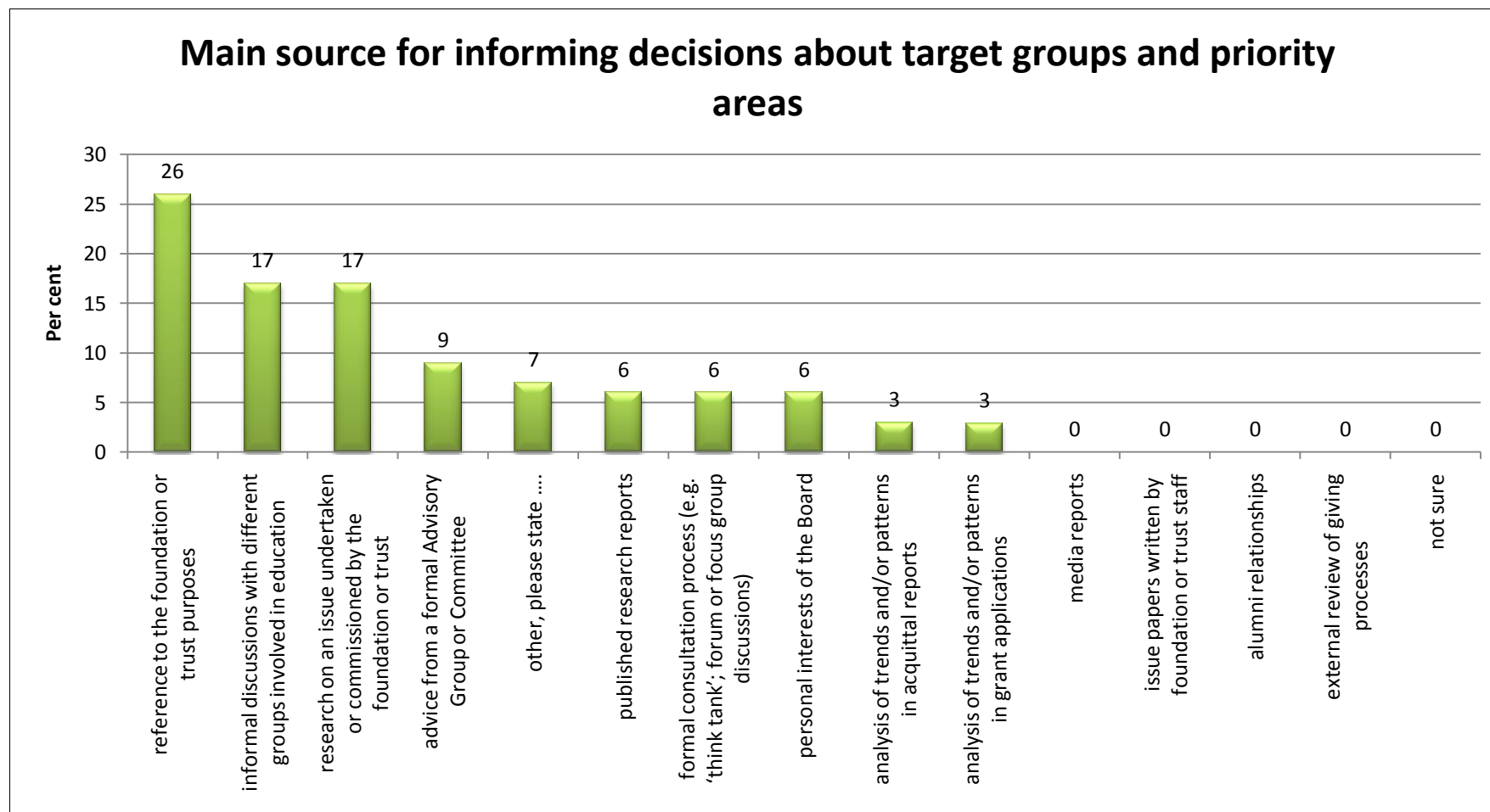


Figure 4: Main source for informing decisions about target groups and priority areas

SECTION 3: SURVEY RESULTS – TARGET GROUPS AND PRIORITY AREAS

Introduction

This section provides qualitative data relating to the target audiences and priority areas identified by grant seekers and makers. In this part of the LLEAP philanthropic survey, we also gave foundations and trusts the option of identifying themselves.

Section 3 also explores the types of grants sought by schools and not-for-profits and those offered by philanthropic foundations and trusts.

Target groups

Respondents were asked who their main target group for their education grant making or seeking was. Responses from 235 schools, 39 philanthropics and 54 not-for-profits were received.

Disadvantage

‘Disadvantage’ was an overarching banner for the most frequently mentioned target group across the qualitative responses in the LLEAP survey.

The term was used in two distinct ways; it either referred to ‘experiencing some form of disadvantage’ or was used to refer to ‘the disadvantaged’. The former suggests more socially inclusive language and a recognition that disadvantage is dynamic and contextual and could happen to anyone. While it could be argued that the distinctions are semantic, ‘the disadvantaged’ moves away from thinking of disadvantage as an issue, to it becoming a label bestowed on particular individuals, groups and communities.

There was evidence that philanthropics are particularly interested in ‘the most disadvantaged’, ‘highly disadvantaged’, ‘the most vulnerable’ or ‘the most marginalised’. The not-for-profits did not apply such adjectives in their responses.

Age and gender

Unlike the not-for-profit and philanthropic respondents, school respondents unsurprisingly generally used the term ‘student’ rather than youth or children. They were most concerned with the age groups associated with the entry into school, school years and transition out of Year 12 but not beyond 18 years of age. Evidence of a wider age range was identified in philanthropic and not-for-profit responses, for example, 0 to 15/18 or 12 to 24/25. Overall, the age span of the target groups mentioned went from 0 to 25 years of age. (Obviously, these age groups do not apply to specific target groups, such as directors of an organisation.

There did not appear to be an explicit gender focus across the responses. If gender was mentioned, it tended to be associated more with boys than girls, but given the small number of these explicit references (less than 10 from school respondents and nil from the philanthropic and not-for-profit respondents), no conclusion about gender can or should be made.

Respondents referred to specific target individuals or groups as illustrated in the table below. In addition to the groups identified by schools, a number of responses made the statement that ‘all students’ were their target group.

Table 6: Specific target individuals or groups

Individuals or groups

Schools	Not-for-profit	Philanthropics
<ul style="list-style-type: none"> students (e.g. Boys 13-14, NESB boys; Low SES boys; LBOTE girls aged 12–18; girls from low SES backgrounds; Indigenous and Aboriginal students; humanitarian entrant students; EAL – English as an additional language students; students with disabilities) parents refugees ‘at risk’ (often referred to in the context of ‘dropping out of school’ or ‘disengagement’ or financial or family hardship) 	<ul style="list-style-type: none"> aboriginal children children ‘at risk’ children and young people (pre-during-post school) parents culturally and linguistically diverse (CALD) refugees recovering addicts hearing impaired 	<ul style="list-style-type: none"> indigenous children ‘at risk’ children and young people (pre-during-post school) parents CALD refugees asylum seekers newly arrived high migrant population communities disabled

On several occasions, school respondents also highlighted that they wished to target ‘more capable’ or ‘gifted and talented’ students. These students may or may not be experiencing the combinations and/or concentration of disadvantage noted in the previous tables. One not-for-profit wrote that their target group was ‘high achievers with leadership capabilities and potential’.

In addition to target groups who experience some form of disadvantage, in a smaller number of cases there was also evidence of targeting individuals, groups or organisations with a capacity building agenda in mind.

Table 7: Targeting individuals, groups or organisations for capacity building

Schools	Not-for-profit	Philanthropics
<ul style="list-style-type: none"> staff parents and citizens associations community organisations 	<ul style="list-style-type: none"> directors and staff of not-for-profits artists young writers 	<ul style="list-style-type: none"> leadership development university academics (e.g. researching some aspect of biodiversity conservation) not-for-profit organisational training or development teachers (e.g. professional development)

With respect to the locations of target groups, this generally appears to align with the broad categories of urban, regional, rural and remote and is a common feature across all respondent groups. However, prominent within the free text responses was the importance of ‘the local’ when it comes to supporting specific individuals or groups or communities.

Table 8: Location of target groups

Locations

Schools	Not-for-profit	Philanthropics
<ul style="list-style-type: none"> ▪ urban ▪ regional ▪ rural ▪ remote ▪ specific local areas (e.g. in south western Sydney; who attend our school; and PNG: in particular, Canteen Creek in Northern Territory and the Barai tribe in the Oro Province, PNG; Geelong area; Yarra Valley; local Anglican community) 	<ul style="list-style-type: none"> ▪ urban ▪ regional ▪ rural ▪ remote ▪ specific states (e.g. rural New South Wales; Perth, Victoria) ▪ specific local area (e.g. Inverell, Tingha, Kootingal, west Melbourne, northern suburbs of Perth) 	<ul style="list-style-type: none"> ▪ urban ▪ regional ▪ rural ▪ remote ▪ Australia ▪ specific states (e.g. Victoria, South Australia) ▪ specific local area (e.g. Greater Sydney; limestone coast region; rural dairy communities)

Analysis of the open-ended responses in the 2012 LLEAP Survey suggests that respondents are identifying these target groups because of such factors as access and participation difficulties due some form of exclusion (see Table 9 below) or where the issue is difficult to address due to the combinations and/or concentration of disadvantage experienced. For example, not-for-profit respondents referred to:

- hard to alleviate circumstances: disadvantaged communities require long term concerted effort to effect change
- homelessness
- poverty.

Table 9 shows there is clear recognition by all three groups of the significance of family circumstances for learners and learning.

Table 9: Access and participation difficulties associated with target groups

Schools	Not-for-profit	Philanthropics
<ul style="list-style-type: none"> language: NESB students and families, CALD diagnosed learning disabilities such as Dyslexia or social disabilities (Autism/Aspergers) family circumstances (e.g. new arrivals, low SES, families on a fixed income, or receive supplementary government support, many of whom are from single parent families; single parents; very low socio-economic groups - many parents unemployed or in low paying occupations; not enough or nutritious food, breakfast or lunch; family circumstances may have changed as a result of divorce, business failure, death etc.) limited life experiences (so broadening learning opportunities, horizons, experiences rarely visit museums, art galleries, theatres, participation in excursions, access to technology; facilitate access to things unreachable due to cost) so students can access a broader curriculum (e.g. the Arts and sports) 	<ul style="list-style-type: none"> language: CALD hearing impairment family circumstances (addiction, poverty; high levels of unemployment, low education; families affected by relationship breakdown and stress) economic, financial, socio-economic geographic (urban, regional, rural, remote), especially low SES being a small school limited life experiences (so broadening opportunities, horizons, experiences) race-based discrimination those who struggle to access education (e.g. to music, the Arts) 	<ul style="list-style-type: none"> language: CALD being newly arrived having a disability family situations of potential disadvantage (e.g foster care; socio-economic) geographic location (urban, regional, rural, remote), especially low SES access to health services limited life experiences (so broadening opportunities, horizons, experiences) provide opportunities to reach their educational and social potential (0-25 year olds). those who struggle to access education.

Priority areas for grant seekers and grant makers

Within their target groups, respondents were also asked to write what their main priorities in education were: 219 school, 38 philanthropic and 51 not-for-profit responses were received.

From the analysis of the school responses, at the heart are school improvement needs to be addressed for students. Student engagement was an overarching need and within this there were nine specific areas evident in the free text comments. These are presented in Table 10 below.

Table 10: Key areas of need schools seek to address

attendance	retention	health
participation	improving learning and achievement for <u>all</u>	(re-) engagement
geographic isolation	wellbeing (including resilience)	disruptive behaviour

For philanthropic and not-for-profit respondents, the issue of student engagement (40% philanthropics; 16% not-for-profits) was the standout priority need to address. Not-for-profit respondents also highlighted the need to address attendance, retention, wellbeing, geographic isolation and behavioural issues.

The needs in Table 10 appear to drive and underpin what respondents identified as their key priority areas. (For brevity, the term ‘student’ covers different learner age groups). From a thematic analysis, three overarching areas of priority emerged:

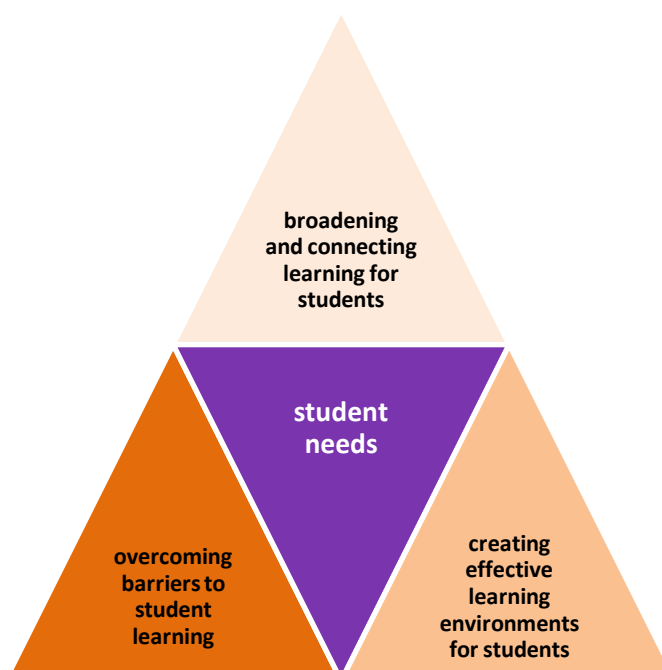


Figure 5: Overarching areas of priority

For each overarching theme, specific priorities were also identified. In Tables 11, 12 and 13, each column has four sub-themes. Each sub-theme is listed from the most frequent to least frequent priority in descending order.

The top three overall priority areas from school respondents within each sub-theme were: first, learning focus areas (with the most frequent reference being 33% literacy and 21% numeracy and music); second, material assistance (with 19% uniforms); and third, learning spaces (with 61% of responses linked to buildings or capital works).

Table 11: Specific priorities identified by schools

schools		
overcoming barriers to student engagement and learning	creating effective learning environments for students	broadening and connecting learning for students
material assistance (stationery, books, uniforms, shoes, fees, food, assistive technologies, accommodation / boarding) (2 nd)	learning spaces (gardens, performing arts, library, research hub, cafes, kitchens, digital learning environments, suitable facilities) (3 rd)	learning/academic focus areas (literacy and numeracy; creative and performing arts strong focus on music; sport and recreation; languages; technology; science, alternative curriculum provision) (1 st)
access to expertise (tutors, mentors, specialists) (5 th)	technology equipment (computers, ipads, whiteboards, connected learning) (7 th)	access to experiences (incursions, excursions, tours, camps) (4 th)
travel / transport (bus, isolation issues) (10 th)	parents / families learning support (learning, engagement, literacy, respite) (8 th)	vocational and education pathways (learn and earn) (6 th)
scholarships (access and opportunity) (12 th)	professional learning / capacity building (quality teaching) (11 th)	community building (partnerships, cultural diversity, active citizens) (9 th)

Consistent with the school respondents, learning/academic focus areas ranked as equal first for philanthropics and second for not-for-profits. Literacy, numeracy and music-based areas of focus were the strong contenders from the school responses. These also featured in philanthropic and not-for-profit responses but alongside broader (e.g. leadership) and more specific (e.g. dairy/agriculture) areas of focus.

Reflecting a mutually identified need, and consistent with philanthropy's perceived role of filling an immediate need, the priority area of material assistance sits within the top three priorities across all three groups. This finding is a harsh reminder that, similar to Maslow's Hierarchy, for many students and families, basic barriers to student engagement and learning still exist.

A further reminder that more sophisticated relationships are required to address the needs of learners is that funding community building and direct parent/family learning and support fell within the top six priority areas of not-for-profits and philanthropics and within the top ten priorities for schools.

Table 12: Specific priorities identified by philanthropics

philanthropics		
overcoming barriers to student engagement and learning	creating effective learning environments for students	broadening and connecting learning for students
material assistance (uniforms, shoes, fees, assistive technologies, mobility assistance) <div>(=3rd)</div>	professional learning/capacity building (quality teaching; capacity building of leaders; research) <div>(=3rd)</div>	learning/academic focus areas (literacy and numeracy; creative and performing art; science-based learning; dairy/agricultural education and career development; early childhood programs; biodiversity conservation; nature education; outdoor education, sport and social enterprise; digital learning) <div>(=1st)</div>
scholarships (access and opportunity) <div>(=4th)</div>	learning spaces (vegetable gardens, innovative educational playgrounds; physical facilities, disabled access) <div>(=4th)</div>	community building (whole of community focus; partnerships, cultural diversity; life roles of young people alongside education; partnerships schools and conservation groups; engaging with business and community) <div>(=1st)</div>
Travel/ transport (access and opportunity) <div>(=6th)</div>	parents/families learning support (parental-school engagement, literacy; parenting skills and connections with other families; develop high expectations of learn or earn pathways for their children) <div>(=5th)</div>	vocational and education pathways (learn and earn; regional and rural students' transition to employment and training) <div>(2nd)</div>
access to expertise (specialist study assistance; mentoring) <div>(7th)</div>	technology equipment (computers, ipads, whiteboards, connected learning) <div>(=5th)</div>	access to experiences (incursions, excursions, tours, camps) <div>(=6th)</div>

Table 13: Specific priorities identified by not-for-profits

Not-for-profits		
overcoming barriers to student engagement and learning	creating effective learning environments for students	broadening and connecting learning for students
access to expertise (tutors, coaches; mentors; early intervention specialists; medical specialists; trauma specialists; youth work support staff; volunteers; role models; musicians; artists) <div>(1st)</div>	professional learning/capacity building (teacher training and leadership development; not-for-profit governance, marketing, budgeting, project management) <div>(=3rd)</div>	learning/academic focus areas (literacy; numeracy; science and other related disciplines; health & wellbeing - nutrition; life skills and self-identity; visual and performing arts – music; arts and culture; drama; art therapy; early childhood program; leadership programs; alternative education programs; environmental education - conservation, sustainability) <div>(2nd)</div>
material assistance (educational resources; toys, vehicle maintenance; basic needs support - food, toiletries, basic school supplies; fees) <div>(=3rd)</div>	parents / families learning support (engagement in their child's education, school readiness; mothers' group; support programs) <div>(6th)</div>	vocational and education pathways (transition learn and earn; employment/work experience for rural youth studying in the city; arts and culture pathways; workplace mentoring) <div>(4th)</div>
scholarships (access and opportunity) <div>(7th)</div>	learning spaces (vegetable gardens, innovative educational playgrounds; physical facilities) <div>(=8th)</div>	community building (connections between individuals and groups around specific areas - artists and students; health and wellbeing, trauma; culture; connections between community services, tertiary institutions, business and schools; new schools in communities) <div>(=5th)</div>
travel/transport <div>(-)</div>	technology equipment (computers, ipads, whiteboards, connected learning) <div>(=8th)</div>	access to experiences (incursions, excursions: performance-based; leadership; holidays for families) <div>(=5th)</div>

Table 14 provides another way to compare and contrast at a top line level the priority areas and how they are ranked by frequency of response across the three groups.

Table 14: Thematic analysis of priority areas and comparisons across surveys

schools			not-for-profits			philanthropics		
learning /academic focus areas (1 st)	2 nd	= 1 st	access to expertise (1 st)	4 th	7 th	learning /academic focus areas (=1 st)	1 st	2 nd
material assistance (2 nd)	=3 rd	3 rd	learning /academic focus areas (2 nd)	1 st	1 st	community building (=1 st)	9 th	=5 th
learning spaces (3 rd)	8 th	4 th	professional learning / capacity building (=3 rd)	11 th	=3 rd	vocational and education pathways (2 nd)	6 th	=4 th
access to experiences (4 th)	=5 th	=6 th	material assistance (=3 rd)	2 nd	=3 rd	professional learning / capacity building (=3 rd)	11 th	3 rd
access to expertise (5 th)	1 st	7 th	vocational and education pathways (4 th)	6 th	2 nd	material assistance (=3 rd)	2 nd	=3 rd
vocational and education pathways (6 th)	=4 th	2 nd	access to experiences (=5 th)	4 th	=6 th	scholarships (=4 th)	12 th	7 th
technology equipment (7 th)	=8 th	=5 th	community building (=5 th)	9 th	=1 st	learning spaces (=4 th)	3 rd	=8 th
parents/families learning support (8 th)	6 th	=5 th	parents/families learning / support (6 th)	8 th	=5 th	parents/families learning/support (=5 th)	8 th	6 th
community building (9 th)	=5 th	=5 th	scholarships (7 th)	12 th	=4 th	technology (=5 th)	7 th	=8 th
travel / transport (10 th)	-	=6 th	learning spaces (=8 th)	3 rd	=4 th	travel/transport (=6 th)	10 th	-
professional learning / capacity building (11 th)	3 rd	=3 rd	technology (=8 th)	7 th	=5 th	access to experiences (=6 th)	4 th	=5 th
Scholarships (12 th)	7 th	=4 th	travel/transport (-)	10 th	=6 th	access to expertise (7 th)	5 th	1 st

Key:

schools



not-for-profits



philanthropic



SECTION 4: SURVEY RESULTS – SUPPORT

Introduction

Under the broad banner of ‘support’, this section covers the sources of funding support sought by schools and not-for-profits as well as the types of grants sought from school and not-for-profit respondents and offered by philanthropic respondents. The broader topic of collaborative approaches taken by respondents in their grant seeking and grant making is also explored.

Sources of additional funds for education and for what purposes

Schools and not-for-profit respondents were asked to what extent (across a four-point scale from ‘not at all’ to ‘major’) they sought additional funding and support from the following sources:

- business (e.g. sponsorship)
- local government
- state and territory government
- federal government
- philanthropic foundations or trusts (e.g. grants)
- school or organisational-based events (e.g. fetes, fundraisers)
- awards.

Figure 6 below provides a graphical representation of the ‘major’ category for schools and not-for-profits across each category.

Consistent with their grant seeking experience, schools rarely connect with philanthropy as part of their fundraising approach (Figure 2). They stay close to ‘home base’ with additional school-based fundraising events or government funding (federal and state) their equal major sources of support sought (34%). In contrast, philanthropy is the most sourced form of major funding support for not-for-profit respondents within their broad range of funding sources, including business (67%).

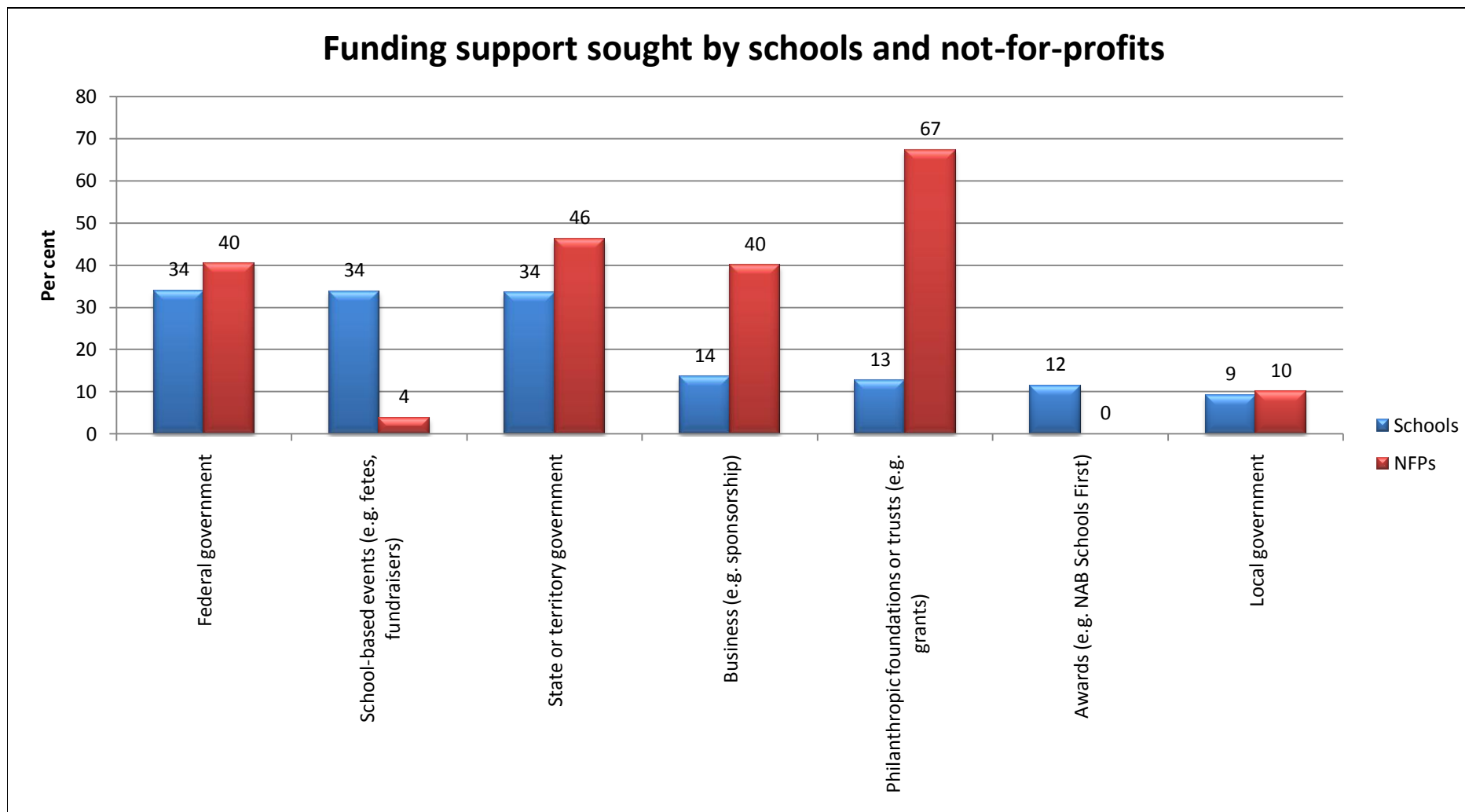


Figure 6: Sources of additional funding sought by schools and not-for-profits – ‘major’ category only

Types of assistance sought and offered

Philanthropic foundations and trusts were asked to indicate their total annual education grant budget in the previous final year. Results reflect a wide range of organisational budgets, ranging from \$521 through to \$2,711,000.

In addition to a philanthropic grant as a form of support, respondents were asked to select from the following list of other assistance sought (schools and not-for-profits) or offered (philanthropics):

- introductions to other potential supporters or contacts
- support with publicity and/or promotion
- additional funds to have the project evaluated by another group
- convening a group so you can present your idea
- advice on how to evaluate your project
- an opportunity to listen to speakers on a specific issue
- use of facilities
- financial management advice
- governance advice
- access to equipment
- other, please state...
- not sure

All three respondent groups took up the option to suggest 'other' types of assistance that they might like to seek or offer. School respondents highlighted the need for more human resources, for ongoing mentoring, and one simply stated that they needed '*A chance to represent our kind of school - left out of most targeted programs*'. Not-for-profit respondents highlighted advocacy and lobbying, as well as technical advice. Like schools, philanthropic respondents raised the issue of mentoring; they also commented on the idea of '*bringing grantees together who are working for a similar outcome to share notes and for practical skills exchange*'. Another noted the offer of '*telephone advice on how best to formulate an application*', something that will be discussed more specifically later in relation to improvements in the grant seeking process.

As with the findings from the 2011 survey, the 2012 results again show that philanthropic engagement in education goes beyond the provision of grants. Table 15 shows the top five listed types of other assistance sought and offered, while Figure 7 shows all responses highlighting that those in philanthropy are also potential sources of introductions to other potential supporters and facilitators of ideas exchange, among other things.

Table 15: Top five types of assistance, other than a grant, sought and offered

schools			not-for-profits			philanthropics		
1 st introductions to other potential supporters or contacts (32%)	1 st	1 st	1 st introductions to other potential supporters or contacts (51%)	1 st	1 st	1 st introductions to other potential supporters or contacts (46%)	1 st	1 st
2 nd support with publicity and/or promotion (22%)	2 nd	4 th	2 nd support with publicity and/or promotion (40%)	2 nd	4 th	2 nd convening a group so the grantee can present their idea (33%)	6 th	4 th
3 rd opportunity to listen to speakers on a specific issue (21%)	=6 th	=5 th	3 rd additional funds to have the project evaluated by another group (36%)	13 th	6 th	3 rd use of facilities (25%)	7 th	=6 th
= 3 rd access to equipment (21%)	8 th	9 th	4 th convening a group so the grantee can present their idea (34%)	6 th	5 th	4 th support with publicity and/or promotion (23%)	2 nd	2 nd
4 th advice on how to evaluate their project (20%)	5 th	5 th	5 th advice on how to evaluate their project (28%)	4 th	5 th	5 th advice on how to evaluate their project (21%)	4 th	5 th
5 th not sure (15%)	11 th	10 th				=5 th opportunity to listen to speakers on a specific issue (21%)	3 rd	=6 th

Key:

schools



not-for-profits



philanthropic



Overall, there is a good match between what school and not-for-profit respondents might seek assistance for from philanthropic foundations and trusts and what the philanthropic respondents indicated that they can potentially offer. This is most evident with the top listed response for each respondent group: *introductions to other potential supporters or contacts*.

Consistent with a need to show whether a school or not-for-profit is making a difference, the issue of evaluation features within the top five listed responses of assistance sought or offered across all three respondent groups. In this context, there is a good alignment across the groups around assistance in the form of *advice on how to evaluate their project*. Less well aligned across the three groups was the assistance sought and offered around *additional funds to have the project evaluated by another group*. This featured as the third top listed type of assistance sought by not-for-profit respondents, with the issue of evaluation featured twice within their top five types of support potentially sought from philanthropy.

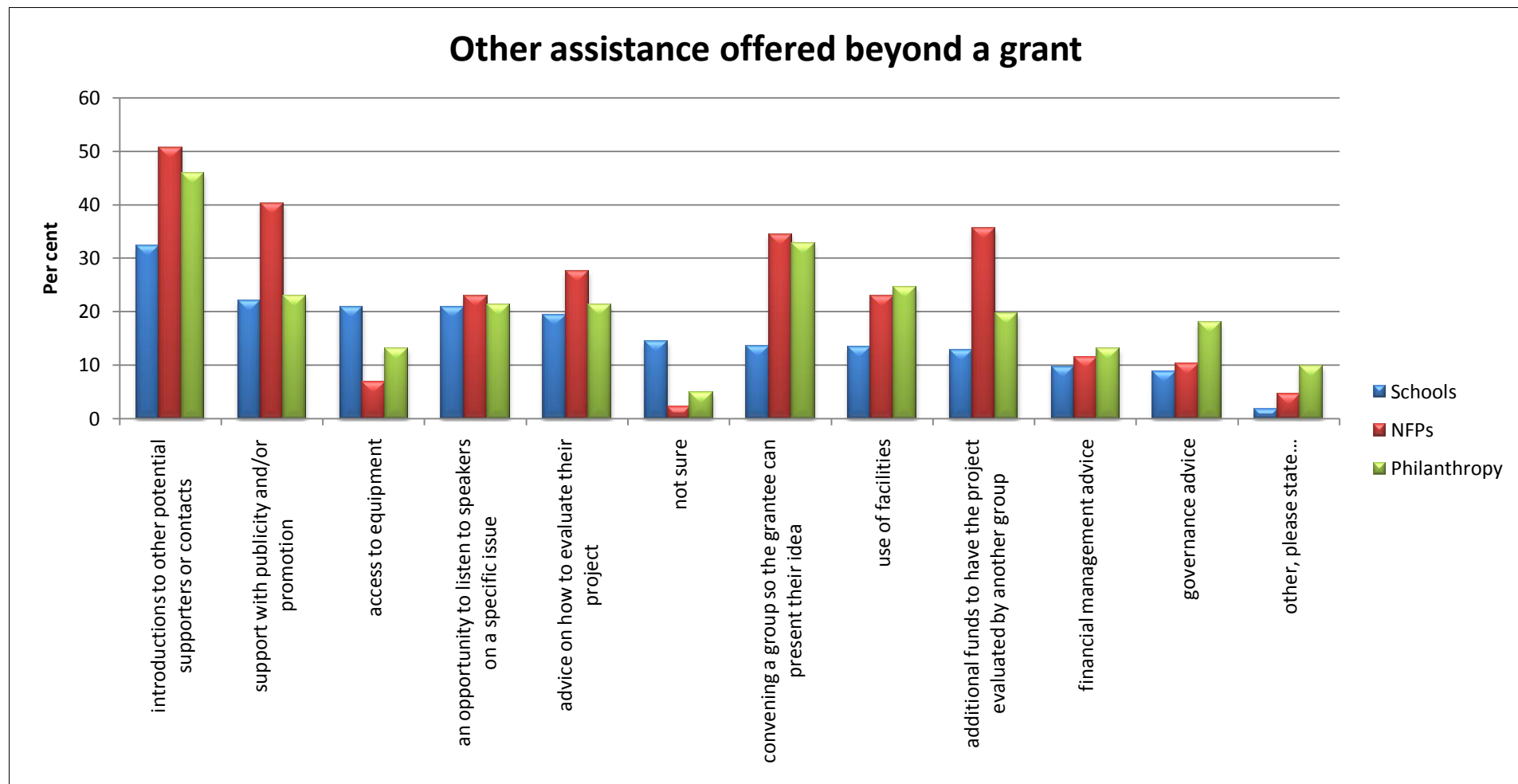


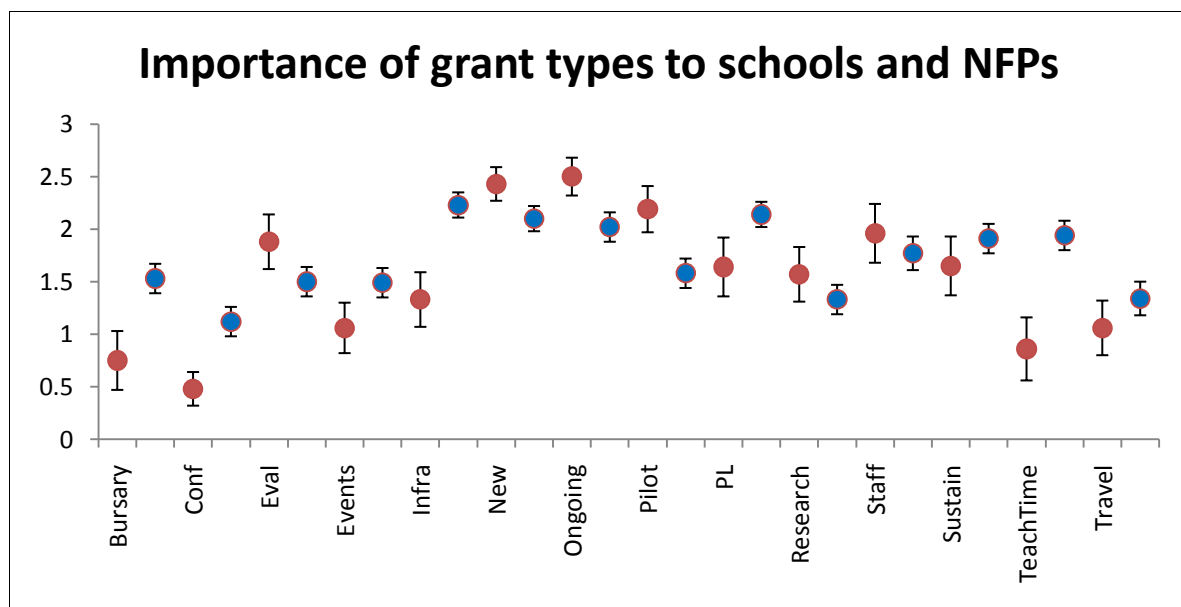
Figure 7: Other assistance sought by schools and not-for-profit organisations and offered by philanthropic foundations or trusts

Importance of grant types to schools and not-for-profits

Schools and not-for-profit respondents were asked to what extent (across a four-point scale from 'not at all' to 'major') the following types of grants were important to them:

- pilot projects
- new or improved projects
- ongoing projects
- professional learning
- research
- evaluation
- infrastructure (capital and/or equipment)
- bursaries or scholarships
- staffing
- events
- travel
- conference fees
- teacher time release associated with an activity of the project
- sustainability activities (e.g. post-grant planning and development)

Figure 8 provides a graphical representation of the 'mean' scores across the four-point scale within each category. It illustrates that for not-for-profit respondents the most important grant types were in the categories of 'ongoing projects', 'new or improved', and 'pilot projects'. For schools, the most important types of grants were 'infrastructure' (as indicated in the discussions around building funds), 'professional learning' and 'new or improved projects'.



Legend: ● = Not-for-profit organisations; ● = Schools

0 = not at all; 1 = minor; 2 = moderate; 3 = major

Figure 8: Importance of different types of grants to schools and not-for-profit organisations

Using the same categories as above, philanthropic respondents were asked to tick all those that their foundation or trust could currently support. Table 16 below illustrates the philanthropic responses to that question.

Table 16: What grants made in education currently support

Item	Philanthropy %
pilot projects	56
new or improved projects	56
ongoing projects	31
professional learning	28
research	34
evaluation	21
infrastructure (capital and/or equipment)	30
bursaries or scholarships	43
staffing	36
events	26
travel	21
conference fees	12
teacher time release associated with an activity of the project	20
sustainability activities (e.g. post-grant planning and development)	13
not sure	2
other, please state	5

The most common responses from philanthropy, at 56% each, were ‘new or improved projects’ or ‘pilot projects’ followed by ‘ongoing projects’. While in reverse order, these represent the same top three identified by not-for-profits, indicating a strong alignment between what not-for-profits are seeking to support and what philanthropics currently support.

Philanthropic responses to this question also resonate with their understanding of the role of philanthropy in education (this is discussed in more detail later), with the first and third most common responses being to ‘be a catalyst for change’ and ‘support and encourage innovation (new ways of thinking and/or doing)’ respectively.

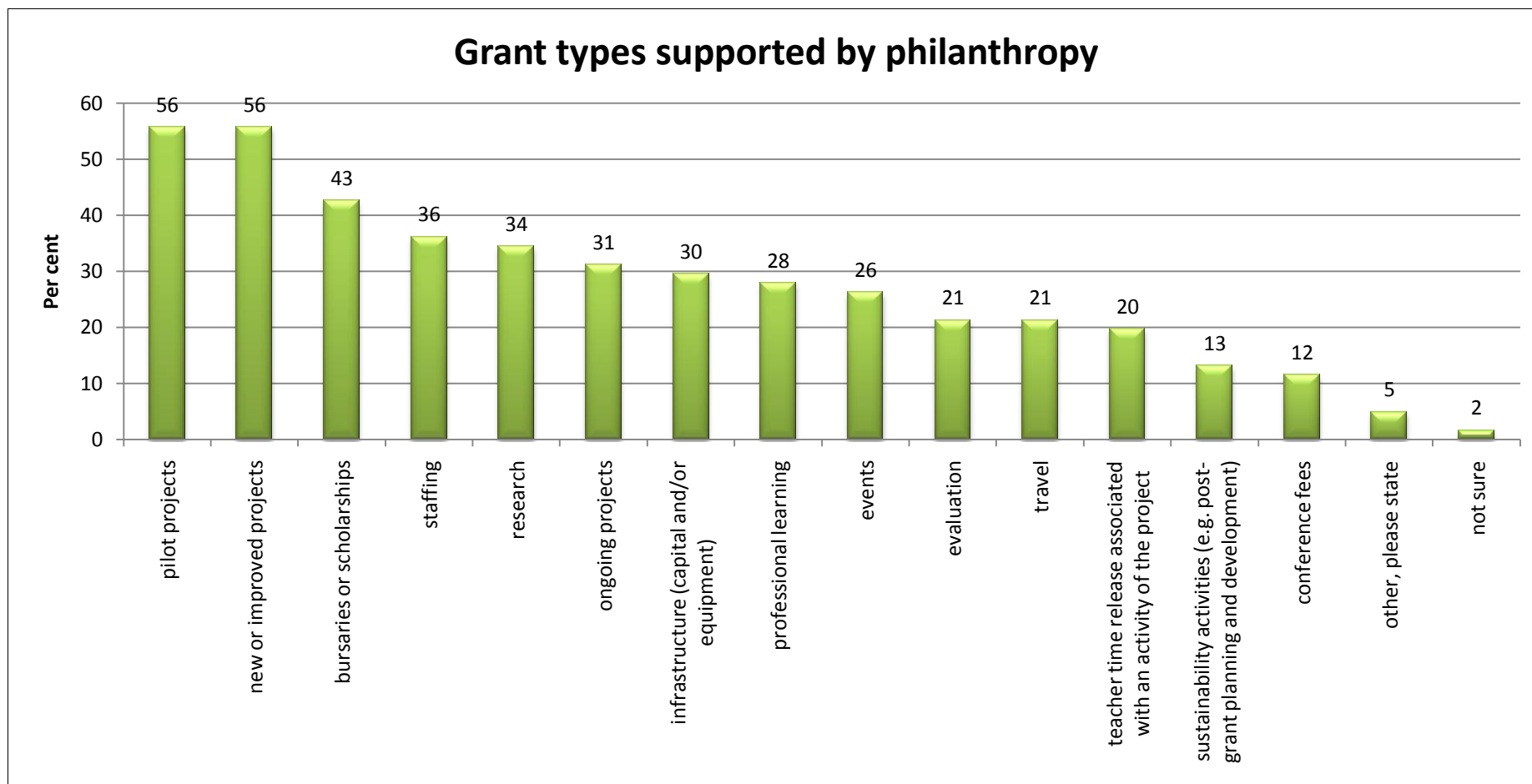


Figure 9: Types of grants supported by philanthropy

Collaboration in grant seeking from philanthropic foundations or trusts

Those school and not-for-profit respondents that identified as having tried grant seeking at least once, were asked whether in the previous 12 months they had collaborated with an eligible organisation in seeking a grant from a philanthropic foundation or trust. 'Eligible' in this context meant an organisation that had the relevant tax status to apply to a philanthropic foundation or trust. Of the 359 schools respondents, 121 answered this question, as did 51 of the 87 not-for-profits. The results are presented in Figure 10 below.

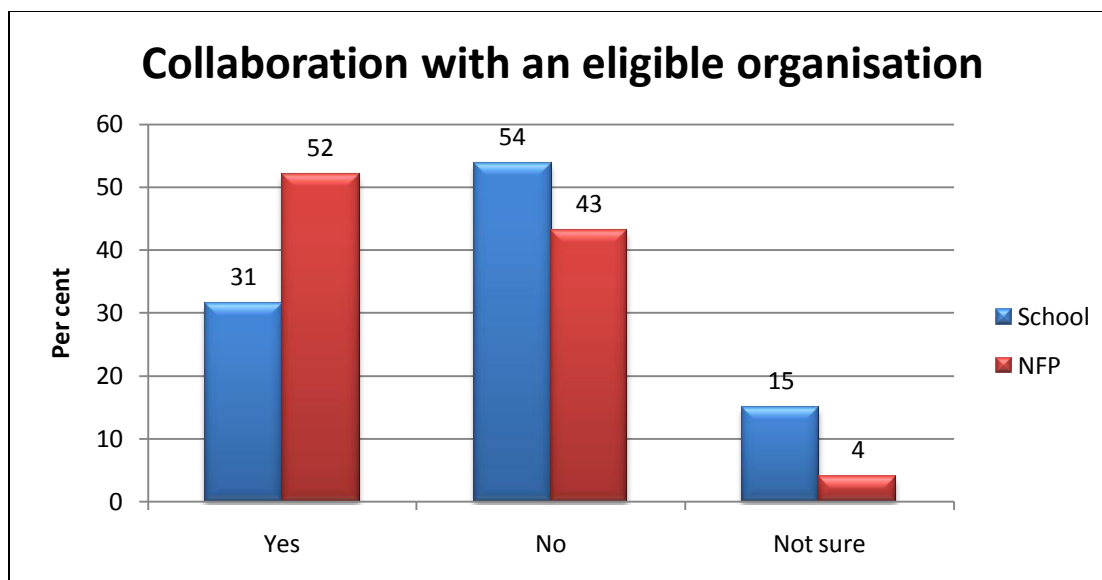


Figure 10: School and not-for-profit collaboration

As illustrated, 52% of not-for-profit respondents indicated that they had collaborated with an eligible organisation, while 31% of school respondents had done so. Not-for-profit organisations also indicated that in cases where they had collaborated with a school, 66% of these collaborations had been initiated by the school (see Table 17 below).

Table 17: Not-for-profit collaborations with a school(s) that were initiated by the school(s)?

Response	Not-for-profit %
Yes	66
No	26
Not sure	8

Almost 15% of school respondents indicated that they were 'not sure' whether they had collaborated with an eligible organisation, once again suggesting a limited knowledge of this 'space' even for those schools that had sought a philanthropic grant at least once. Lack of knowledge or a 'disconnect' also becomes apparent in the results of a question posed to not-for-profit respondents. This group was asked whether schools know where the funds for the support or programs that their not-for-profit offers come from. As indicated in Table 18 below, 31% of not-for-profits were not sure whether schools were aware of this fact.

Table 18: Do schools know where funds for the support or programs not-for-profits offer come from?

Item	Not-for-profit %
Yes	57
No	12
Not sure	31

Collaboration was also a key component of the philanthropic survey, with respondents asked to identify the main type of collaborative activity that they would like the foundation or trust to *do more of*. The responses to this question are provided in Table 19 and Figure 11 below.

Table 19: Collaborative activities philanthropy would like to do more

Item	Philanthropy %
co-funding with other foundations or trusts for joint grant making	45
strategic planning with a cluster of schools around a key area of need	23
strategic planning with other philanthropics on new initiatives	10
other, please state	10
providing a single application for grant seekers	7
offering or seeking advice informally from colleagues around specific issues	3
discussing with groups outside the sector issues of mutual interest	3
co-funding with business for joint grant making	3
not sure	3
Philanthropy Australia Affinity group meetings	0
co-funding with government for joint grant making	0
providing a single acquittal form for grant recipients	0
initiating a project and seeking support for it in schools	0
hands-on involvement in the project with the grant recipient	0

As illustrated, the most common responses to this question related to a broader more strategic approach to collaboration, including ‘co-funding with other philanthropic foundations or trusts’ (45%). The second most common response at 23% was ‘strategic planning with a cluster of schools around a key area of need’, an approach that may well address some of the ‘disconnect’ between school and philanthropic understanding of the purposes and priority areas of the other, as discussed earlier. The ‘other’ responses could be seen largely as sub-sets of those items identified above (e.g. cross-sector partnerships). One respondent stated *‘hearing from schools about what they need and want, we should not be initiating anything before they put their case’*.

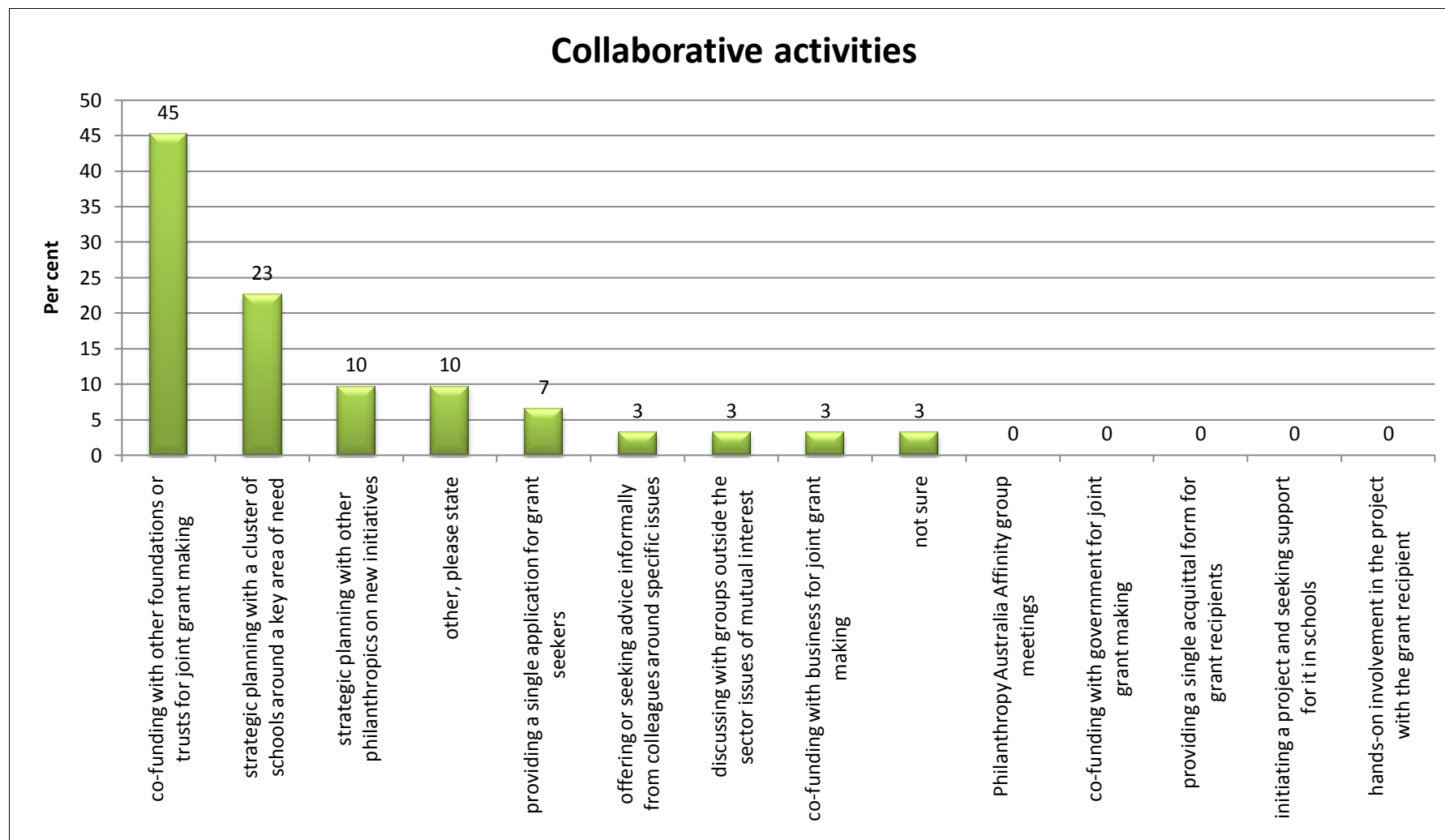


Figure 11: The main type of collaborative activity philanthropy would like to do more

Developing networks of mutual interest and support

In the spirit of collaboration, the 2012 LLEAP Survey asked philanthropic and not-for-profit respondents whether they gave permission for the LLEAP project team to display their organisation's name next to their target groups and priority areas responses. Twenty-one philanthropic and 36 not-for-profit organisations gave such permission. The information, in consultation with these organisations, will be incorporated into the next *LLEAP Guide* due for release in April 2013. For copies of the *2012 LLEAP Guide* and *Cases companion document* go to: <http://www.acer.edu.au/lleap>

SECTION 5: SURVEY RESULTS – IMPACT

Introduction

This section presents quantitative and qualitative data relating to the perceived role of philanthropy in education and what outcomes are sought from philanthropic grants.

Role of philanthropy in education

All three groups of respondents were asked to indicate what they believe to be the main role of philanthropic foundations or trusts in education. Results from each sector can be seen in Table 20 and these are graphically presented in Figure 12.

Table 20: The main role of philanthropy in education

item	school %	not-for-profit %	philanthropy %
be a catalyst for change	9	13	25
fill an immediate need	9	0	18
support and encourage innovation (new ways of thinking and/or doing)	31	34	15
prevention and early intervention	8	26	10
leverage support	3	0	8
create the space for longer-term approaches to addressing issues	6	15	5
encourage and facilitate partnerships	11	2	5
build public awareness about an issue	1	2	3
not sure	7	2	3
advocate for public education	10	0	0
build new knowledge	3	0	0
educate others about philanthropy	1	2	0
influence policy	2	0	0
inspire people to become donors in the future	2	2	0
other, please state	1	2	10

Schools and not-for-profits indicated that the main role of philanthropy in education is to open new frontiers for them through ‘supporting and encouraging innovation’. Further to this view, schools saw philanthropy as ‘encouraging and facilitating partnerships’. Not-for-profits reported that they see philanthropy’s main role as ‘creating the space for longer-term approaches to grant making’.

Those from the philanthropic sector saw their number one ranked role as ‘being a catalyst for change’. This role was closely followed by a view that philanthropy is there to ‘fill an immediate need’ in education. Consistent with their listed priority areas for grant making in education, philanthropic respondents had a role at both ends of the continuum: innovation and immediate need.

Perceived roles in the ‘other’ category included: ‘Support each school's critical priority as identified by that school’ and ‘Support not-for-profits with multi-year funding and administration costs’.

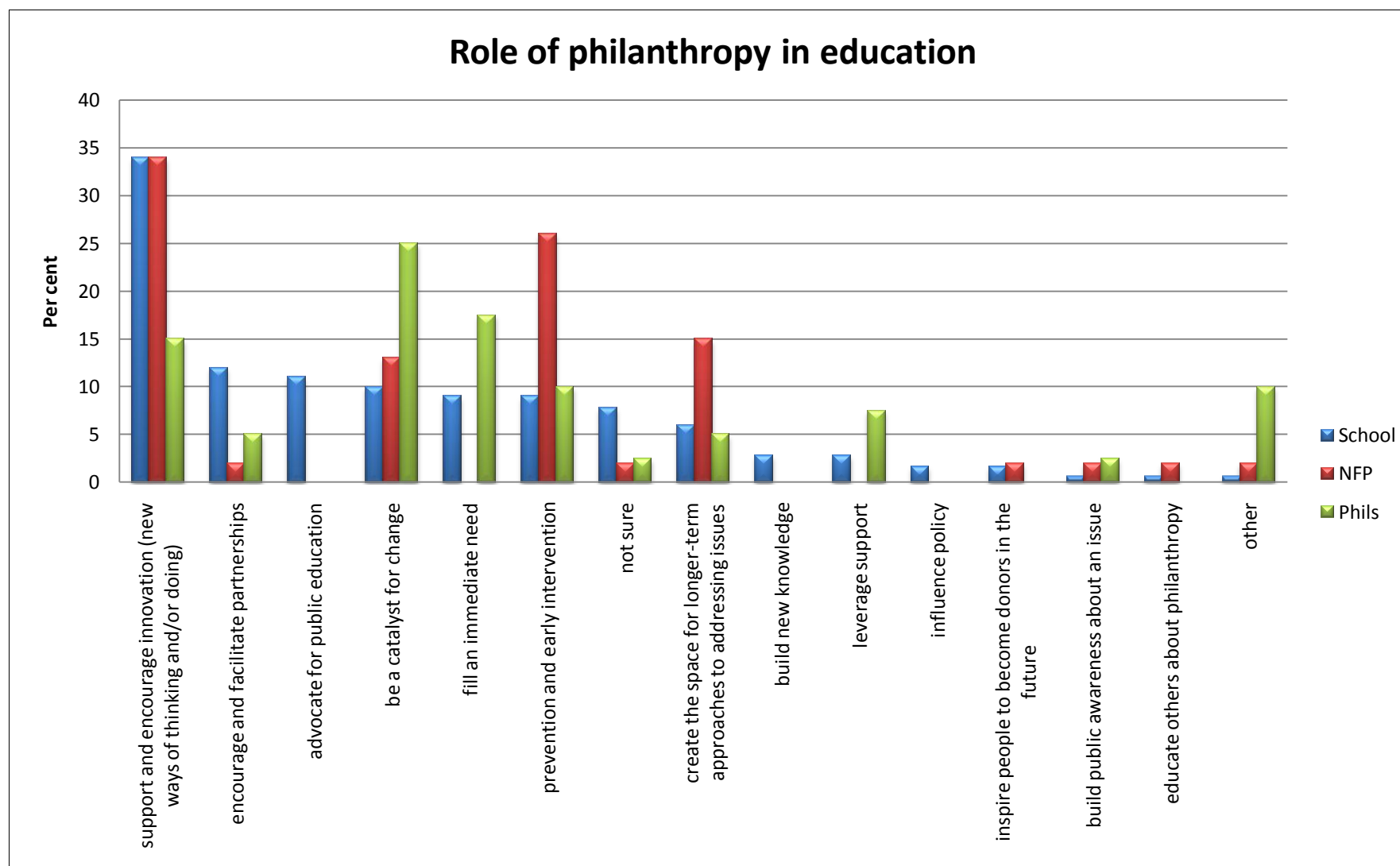


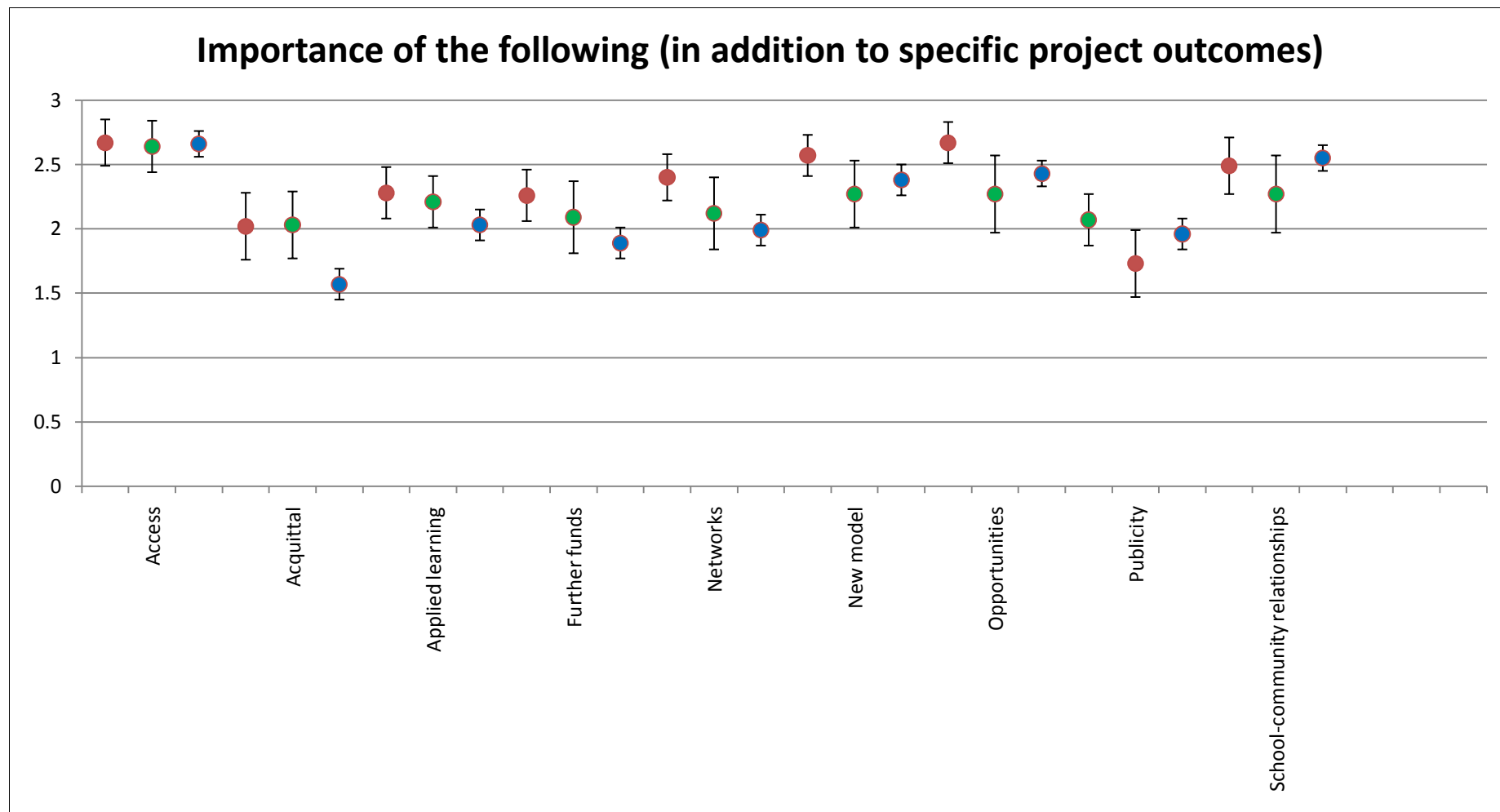
Figure 12: The main role of philanthropy in education

Outcomes

All three groups of respondents were asked ‘In addition to the specific outcomes of a project, to what extent is each of the following *[from a list of nine items]* important to your school/not-for-profit/philanthropic foundation or trust?’ Table 21 presents the results from an analysis of responses across the three groups against the four-point scale of ‘not at all’, ‘minor’, ‘moderate’, and ‘major’. The ‘mean’ results are presented in Figure 13.

Table 21: Important considerations beyond specific outcomes

Item	Not at all			Minor			Moderate			Major		
	School %	NFP %	Phil %	School %	NFP %	Phil %	School %	NFP %	Phil %	School %	NFP %	Phil %
the grant leading to new or further opportunities for the target audience	2	0	3	6	4	19	38	24	29	54	38	48
applied learning from the funded project into another project	5	0	0	17	13	10	48	46	61	30	41	29
the funded project leading to a new or refined model of practice	2	0	0	11	4	19	34	34	32	53	62	48
the grant resulting in improved access to learning for the target audience	2	0	0	4	9	6	20	15	26	74	76	68
further funding has been secured	6	0	3	25	15	16	42	45	48	27	40	32
new or expanded networks resulting from the project	4	0	3	17	7	16	55	47	48	24	47	32
improved school-community relationships	1	4	3	3	2	16	25	33	36	66	60	45
providing a final acquittal report on the grant received	10	4	0	35	24	29	42	37	42	13	35	29
the project receiving wider publicity	4	2	3	22	15	36	48	56	48	26	26	13



Legend: ● = not-for-profit organisations; ● = philanthropic foundations or trusts ● = schools

0 = not at all; 1 = minor; 2 = moderate; 3 = major

Figure 13: Important considerations beyond specific outcomes

Given the education focus of all three responding groups, it is not surprising that the highest mean score (i.e. considered important to all groups) is 'the grant resulting in improved access to learning for the target audience.'

The second identified area of importance for philanthropics was the 'funded project leading to a new or refined model of practice'. This resonates with the concept of their role as a 'catalyst for change'. For not-for-profits, 'the grant leading to new or further opportunities for the target audience' was highlighted as important, aligning with ideas of longer-term impacts. 'Improved school-community relationships' was seen as important by schools.

The biggest difference across the groups relates to 'providing a final acquittal report on the grant received', with schools rating this much lower than philanthropic or not-for-profit respondents.

A free text question invited respondents to identify any additional outcomes to the list. In many cases, the additional free text responses could be viewed as subsets of the list in Table 21 or the same outcome expressed in a different way. In these cases, the outcomes have not been repeated again in Table 22 below.

Instead, Table 22 shows five overall outcome categories – learner outcomes; practice outcomes; knowledge transfer outcomes; relationship outcomes and process outcomes – and how the list in Table 21 might map against these categories. This is followed by specific examples of what respondents suggested as additional important outcomes.

Illustrative of the comments made with respect to additional important outcomes included:

Engagement of other partners, including parents, in projects around the school: Parents who put together successful grant applications tend to have ownership and keep participating in the project. (School respondent, 2012)

The wider community gaining a better understanding of the needs of our target group and the project. (Not-for-profit respondent, 2012)

We try to be realistic about the outcomes of the grant and restrict our expectations to what are identified as the direct outcomes. We are extra pleased if any of the below occurs: collaboration and cooperation between service providers – the organisation funds the continuation; other funders invest; government funds materialise; replication of the project elsewhere. (Philanthropic respondent, 2012)

The school respondents' additional important outcomes tended to drill down into specific knowledge and skills of learners, unlike philanthropic respondents who are unlikely to have the same level of direct connection with learners.

Both school and not-for-profit respondents rated relationship outcomes with the local community as important. Both sought greater community engagement and appreciation of a learner's context and/or situation.

Philanthropic responses appeared to seek additional 'scale' and 'influence' type outcomes as evidence of the impact of their grant in education.

Table 22: Additional outcomes identified by schools, not-for-profits and philanthropics

Outcome categories	Listed in LLEAP 2012 survey	School respondents	Not-for-profit respondents	Philanthropic respondents
learner outcomes	<ul style="list-style-type: none"> the grant leading to new or further opportunities for the target audience the grant resulting in improved access to learning for the target audience 	<ul style="list-style-type: none"> improved student knowledge and skills in specific areas higher student aspirations improved student confidence improved student behaviour 	<ul style="list-style-type: none"> affect a 'positive' change on the target audience 	-
practice outcomes	<ul style="list-style-type: none"> the funded project leading to a new or refined model of practice 	<ul style="list-style-type: none"> improved teaching and learning evidence of a learning culture among staff and students new or improved post-school pathway practices 	<ul style="list-style-type: none"> improved workforce development community partnerships in new locations wider reach of program 	<ul style="list-style-type: none"> improved teaching and learning built capacity of partners for improved program delivery traction of the project into school or regional plans
knowledge transfer outcomes	<ul style="list-style-type: none"> applied learning from the funded project into another project the project receiving wider publicity providing a final acquittal report on the grant received 	-	<ul style="list-style-type: none"> project learnings shared with a broad range of stakeholders new ideas to address a learner need identified 	<ul style="list-style-type: none"> the funded project being scaled-up or used to influence another project or group or policy
relationship outcomes	<ul style="list-style-type: none"> new or expanded networks resulting from the project improved school-community relationships 	<ul style="list-style-type: none"> improved community perception community engagement 	<ul style="list-style-type: none"> public recognition for project's achievements community understands why project was needed improved community understanding of the learners' needs 	<ul style="list-style-type: none"> achievement of foundation or trust objectives inter-agency / organisation cooperation and collaboration
resource outcomes	<ul style="list-style-type: none"> further funding secured 	-	<ul style="list-style-type: none"> financially viable model 	<ul style="list-style-type: none"> a plan for sustainability

SECTION 6: EFFECTIVENESS

Introduction

As in the 2011 LLEAP Survey, respondents were asked to identify the barriers they faced in grant seeking and grant making and what was needed to improve the impact of philanthropy in education. Unlike last year, however, responses were provided as free text rather than ranked against a pre-identified list.

Philanthropic respondents were also asked whether they believed that grant seekers could improve in the pre-application, application and acquittal phases.

Respondents in all groups were also asked to indicate the importance of key factors for successful philanthropic engagement in education as well as some of the challenges.

Biggest barriers

Respondents were invited to write what the 'main' barriers to effective grant making in education were for them. Below lists the top three barriers from most to least frequently mentioned.

Table 23: Main barriers to effective grant making

Schools	Not-for-profits	Philanthropics
individual and organisational capacity issues (time, experience, expertise, people available)	individual and organisational capacity issues (time, funds for staff and development costs)	structural issues (tax status requirement constraints; historical set up and practice; narrow funding priorities)
knowledge and access issues (awareness, relevance, ease, opportunity)	collaboration issues (time needed to identify and develop deep understanding)	collaboration issues ('how to', 'who with' and lack of collaboration between prospective grant recipients)
matching issues (effort vs success; need vs offering; geography vs eligible partners)	matching issues (single vs multi-year funding; need vs offering; short-term vs long-term impact; prevention vs crisis intervention)	matching issues (long-term vs short-term grant; immediate vs bigger picture change; which need to address)

Despite not-for-profits having far greater levels of reported experience and expertise in seeking support from philanthropy, like their school counterparts they too are feeling time poor. Much of this is attributed in their responses to 'getting multiple funding sources lined up in the same place and the same time' and the 'different application processes and content'.

Matching issues are common for all three groups, but play out with slightly different areas of emphasis. Already time poor school leaders are sceptical about investing time in something that may not 'come off'. Not-for-profits have sustainability and accountability issues on their mind. Philanthropics are dealing with a limited pool of funds and wondering how best to allocate it and gather feedback on its impact.

School illustrative quotes
Capacity <i>As a small school with a Parents and Citizen's group of three people, being the teaching principal leaves little time or energy to seek out and apply for grants.</i> <i>Time and personnel, as well as knowhow. There is no culture of grant seeking.</i>

Knowledge and access
<i>Apart from well known grants, such as NAB³ Schools First ... [we] lack any knowledge at all about where and how to find non-government grants.</i>
Matching
<i>... the right grant for the right project.</i>
<i>...success with a grant application can be ore dependent on the quality of the application than the demonstrated student need.</i>

Not-for-profit illustrative quotes
Capacity
<i>The lack of human resources – balancing the requirement to deliver excellent programs against the labour requirements of fundraising.</i>
<i>Understanding and maintaining relations with philanthropic stakeholders with highly diverse priorities, decision making processes and varying levels of expertise in the education sector.</i>
Collaboration
<i>Getting schools to engage in a possible collaboration before it is funded is challenging. Often they prefer to know the project is funded and can happen before really engaging with us, but this can make it difficult to put together a project that meets the criteria of funders.</i>
Matching
<i>My organisation delivers long-term community development programs, rather than immediate or highly tangible outcomes...It is difficult to compete on this level as long-term outcomes are more difficult to quantify for trusts and foundations looking to make immediate impact.</i>

Philanthropic illustrative comments
Structural
<i>Schools can be doing the work we would like to fund but as they don't offer the correct tax status, we have to decline.</i>
Collaboration
<i>Too many individual schools/institutions seeking funds for similar things. It would be much more effective for all of them to get in touch and collaborate and seek funds for a major project instead.</i>
Matching
<i>There are so many immediate needs in education that it is often difficult to prioritise the bigger picture such as policy change.</i>
<i>Lack of clear internal purpose and direction. This is a barrier as it limits external understanding of what we do and also tends to lead to ad hoc activity.</i>

Applications

Philanthropic foundations or trusts were asked to select against a specific list, the main area in the pre-application phase that grant seekers from education could improve. Figure 14 provides a graphical representation of responses. What is clearly illustrated in the graph is that 'discussing their idea with the foundation or trust' (at 42%) is of key importance to philanthropics in the pre-application phase and is an area that requires greater attention.

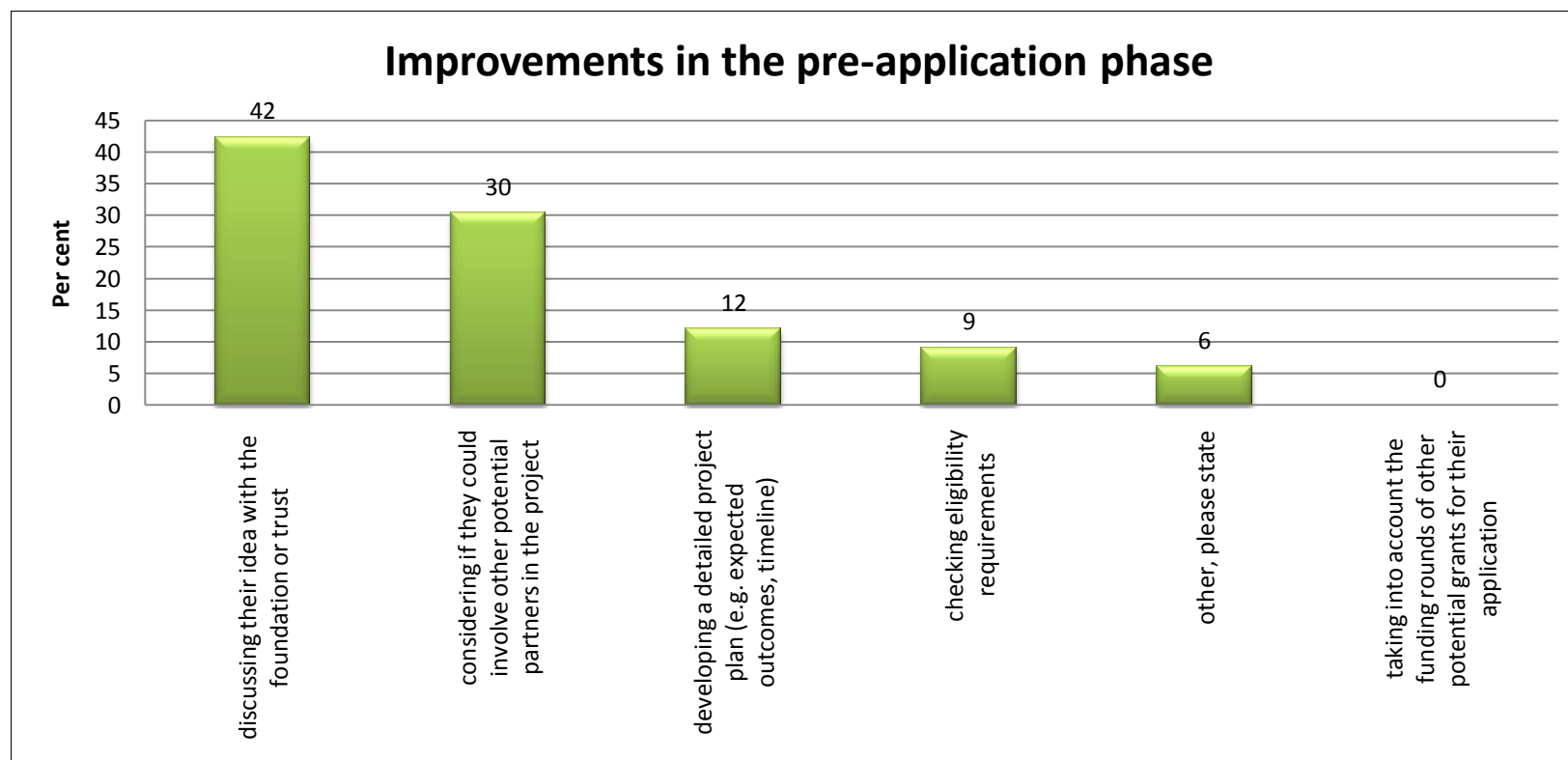
Philanthropic foundations and trusts were also asked to select the main area for improvement in the application phase. The findings from responses to this question are presented in Figure 15,

³ NAB – National Australia Bank is a business, and while it is involved in philanthropic activities, it is not a philanthropic grant making foundation or trust.

with 'ensuring the objectives of the project align with the objectives of the foundation or trust' representing the most common response at 39%.

Once again these results highlight the importance of understanding philanthropic purposes during the decision making process (as discussed earlier) and suggests that the lack of direct contact made by schools is having an impact on the application process.

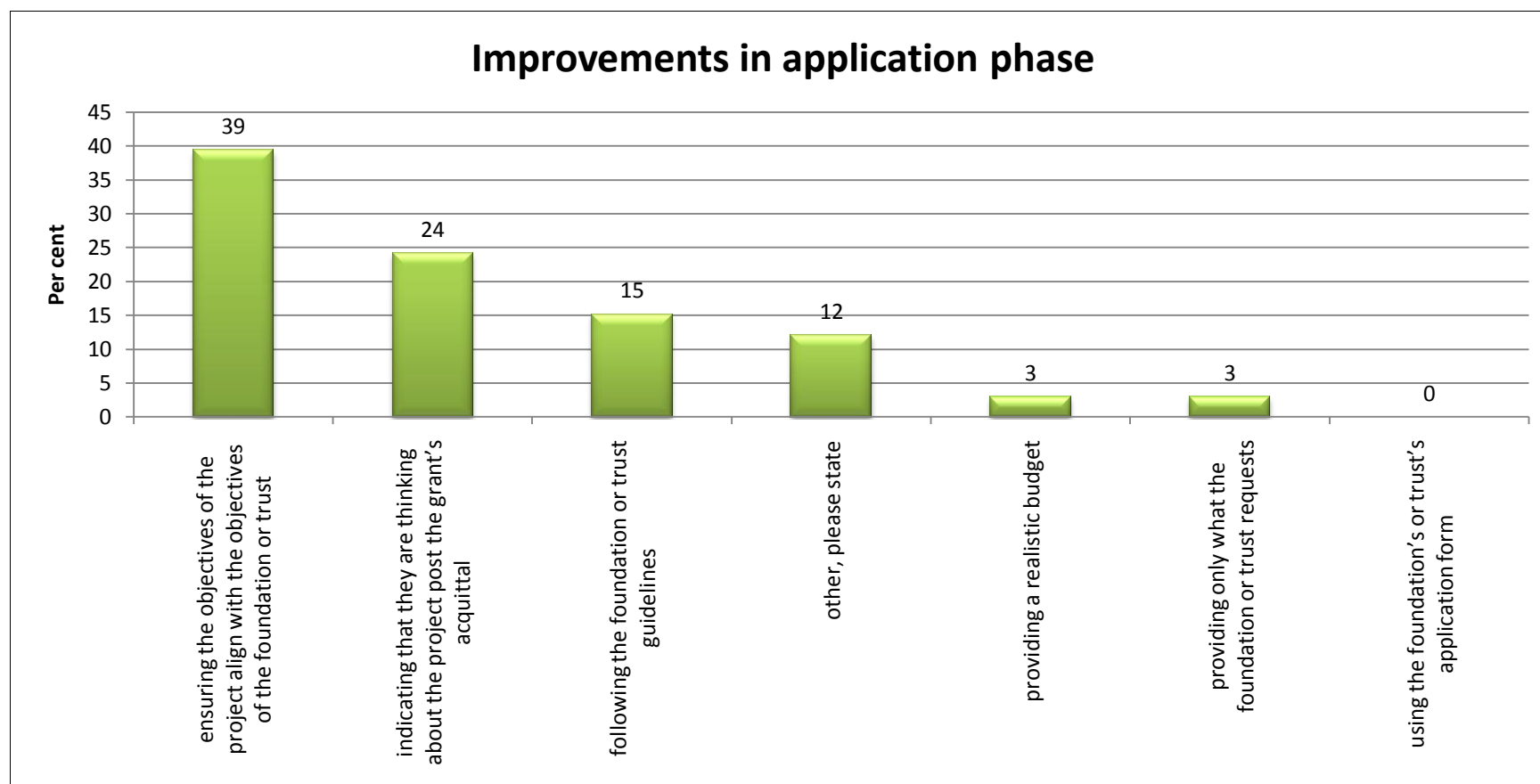
In the acquittal phase, the most common response in terms of improvements needed in this area, presented in Figure 16, was 'reporting on intended and unintended outcomes'.



'Others' comments were:

- considering more the aspect of sustainability.
- ensuring buy in from target groups in a meaningful way - the school or teachers have to want to be involved before funding is sought

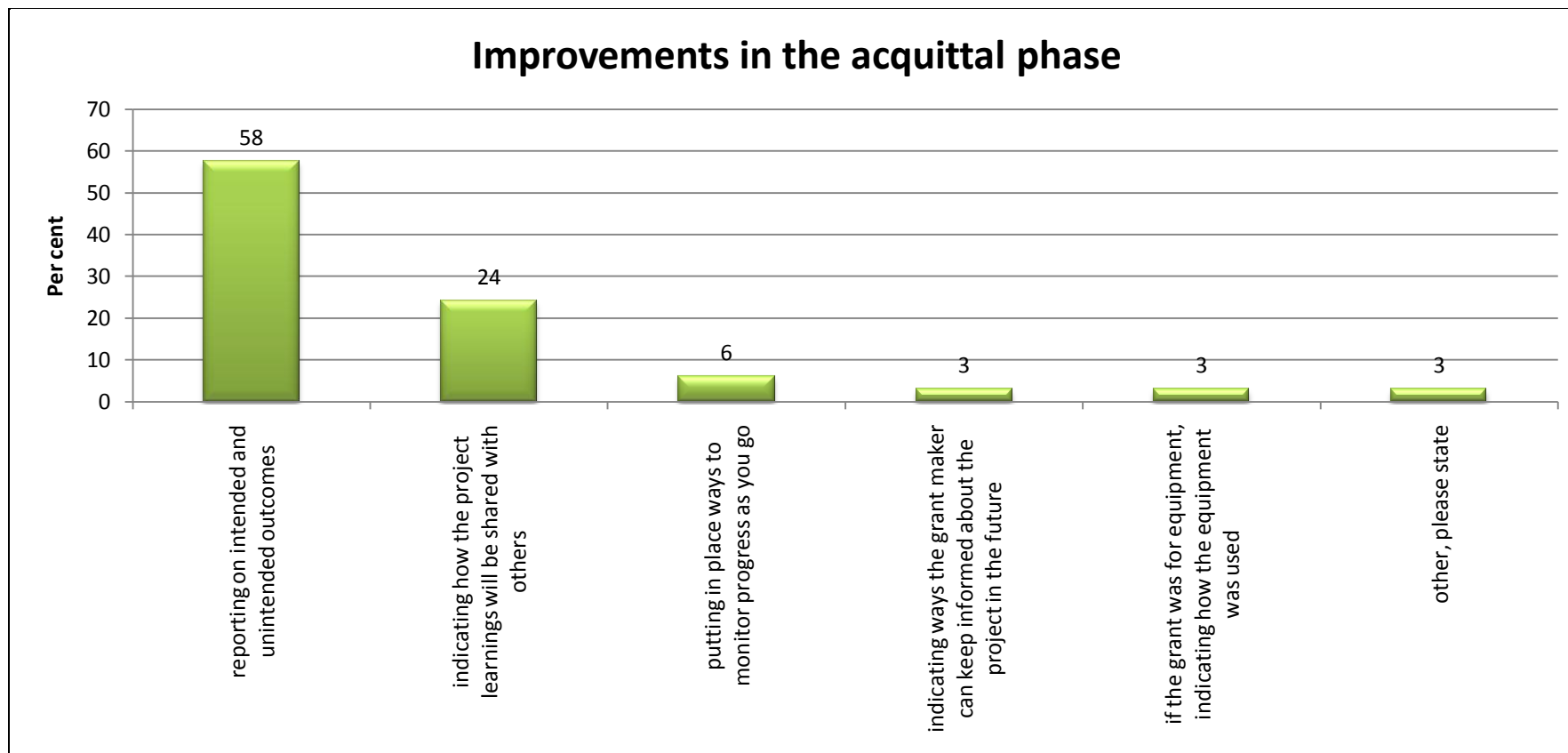
Figure 14: Identified improvements needed in the pre-application phase of grant seeking



'Others' were:

- clear indication of Grant seeker contribution, disassociated with wages
- clearly articulating the intended outcomes and how they will be measured or otherwise demonstrated
- no application process
- discussion through the application phase if needed

Figure 15: Identified improvements needed in the application phase of grant seeking



'Other' was:

- provide an acquittal without being reminded.

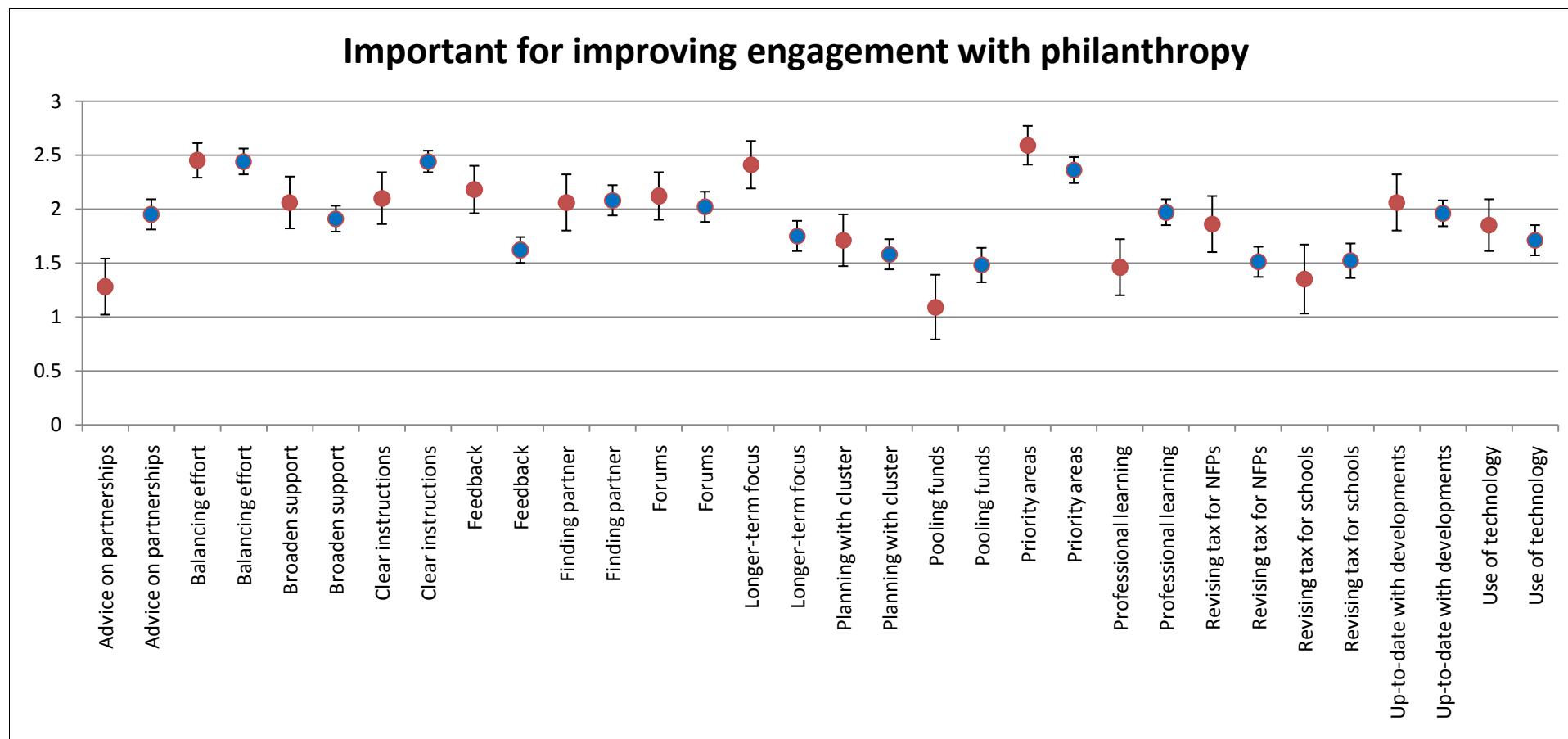
Figure 16: Identified improvements needed in the acquittal phase of grant seeking

Ways to improve engagement with philanthropy

School and not-for-profit respondents were asked to rate, against a four-point scale, the importance of different factors relating to improving philanthropic engagement in education. Table 24 presents the results from an analysis of responses across the two groups. The 'mean' results are presented in Figure 17.

Table 24: Issues considered important for improving the engagement of education in philanthropy

Item	Not at all		Minor		Moderate		Major	
	School %	NFP %	School %	NFP %	School %	NFP %	School %	NFP %
finding an eligible partner to collaborate with	10	8	15	14	17	41	23	37
advice on how to form partnerships	6	20	24	41	37	30	32	9
broadening what a foundation or trust can support	8	4	18	17	47	48	47	31
knowing what the priority areas are of grant makers	4	0	6	6	39	29	51	65
balancing the effort required to apply for a grant versus the grant amount	3	0	10	4	28	47	60	49
strategic planning with a cluster of not-for-profits around a key area of need	11	6	37	38	35	37	17	20
improved feedback processes from grant makers	12	20	30	14	42	47	8	37
forums that bring grant seekers and grant makers together	8	2	18	16	37	49	35	32
professional learning on the grant seeking and acquittal processes	6	12	21	42	43	33	30	12
simple and clear instructions on eligibility	3	4	8	15	33	48	57	33
revising the tax laws to enable better access for schools	17	4	34	35	29	33	20	29
foundations and trusts pooling funds more	21	39	32	24	25	26	22	11
revising the tax laws to enable better access for schools/not-for-profits working in education	21	27	27	26	29	26	22	18
taking a longer-term focus to grant making	12	0	25	16	40	26	24	57
making better use of technology in the grant making and acquittal processes	12	2	26	33	41	42	21	23
keeping up-to-date with developments in philanthropy	7	6	20	16	44	43	29	35



● = not-for-profit organisations; ● = schools
 0 = not at all; 1 = minor; 2 = moderate; 3 = major

Figure 17: Issues considered important for improving the engagement of education in philanthropy

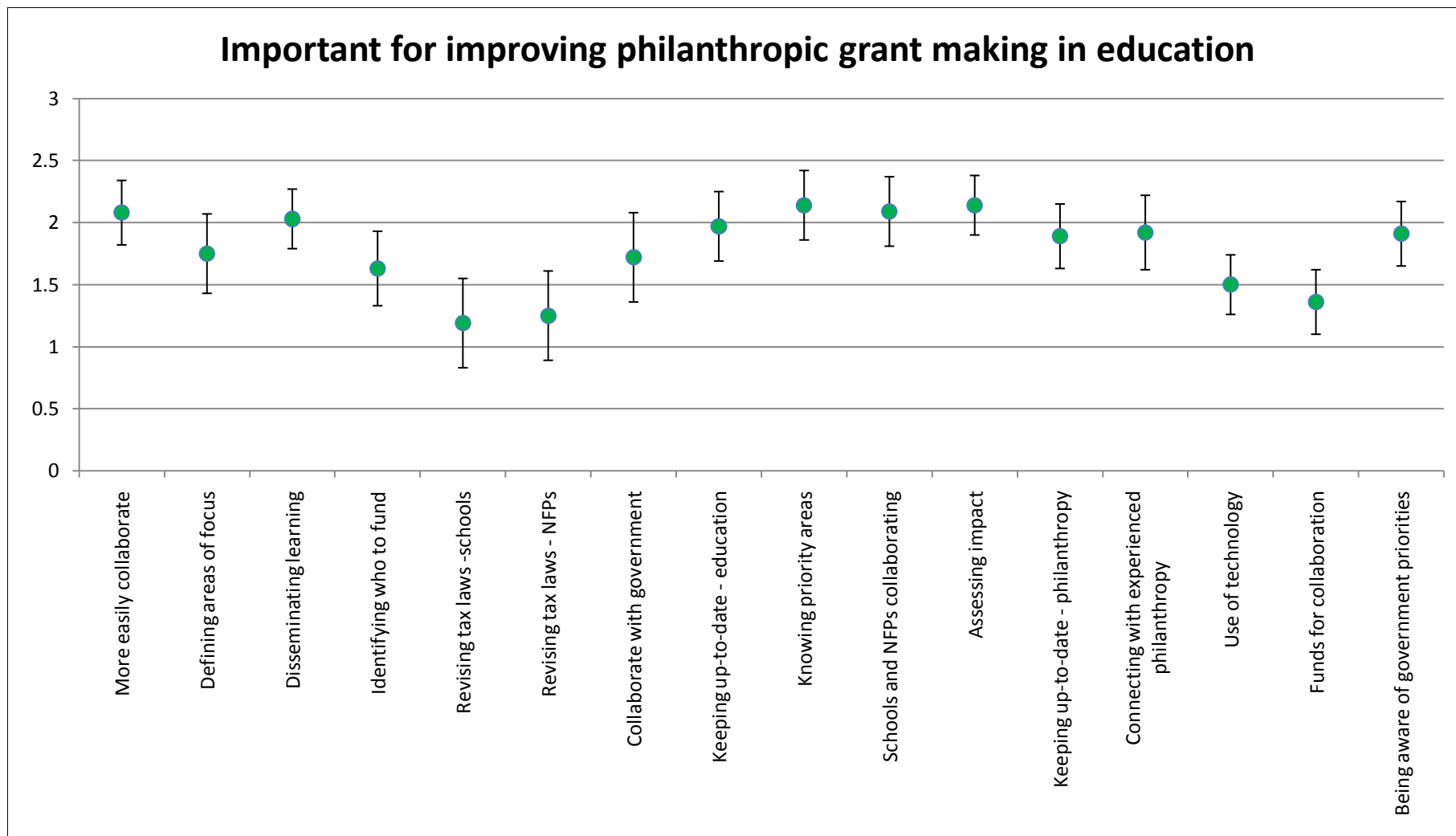
Important aspects for schools relate to the ‘mechanics’ of grant seeking, with the highest ‘mean’ scores for school respondents representing ‘balancing the effort required to apply for a grant versus the grant amount’ and ‘simple and clear instructions on eligibility’. For not-for-profit respondents, ‘balancing’ was also important, but so too was ‘knowing what the priority areas are of grant makers’.

Philanthropic respondents were also asked to rate factors against the same four-point scale in relation to improving their foundation’s or trust’s grant making in education. The results are presented in Table 25 and graphically represented in Figure 18.

Table 25: Issues considered important for improving philanthropy in education

Item	Not at all	Minor	Moderate	Major
	Phil %	Phil %	Phil %	Phil %
how to more easily collaborate with others in the philanthropic sector	3	18	53	32
defining key areas of focus for grant making in education	9	35	35	26
disseminating the learning from funded applications	0	26	50	29
how to identify who to fund	12	30	48	15
revising tax laws to increase school access to philanthropic funds	32	38	18	18
revising the tax laws to enable better access for not-for-profits working in education	32	29	29	15
how to collaborate with government(s)	18	24	35	29
keeping up-to-date with developments in education	3	27	46	30
knowing what the priority areas are of grant seekers	0	32	27	47
schools and education-focused not-for-profits collaborating	0	30	36	39
how to assess individual project and overall foundation or trust impact	0	18	54	33
staying up-to-date with developments in philanthropy/education	0	38	41	26
connecting with more experienced philanthropic foundations or trusts	6	26	44	29
making better use of technology in the grant making and acquittal processes	6	50	41	9
providing funds to support activities of the grant recipient associated with collaborating	12	53	32	9
being aware of changes in government priorities	6	18	61	21

In the philanthropic responses, the narrative of ‘listening’ and ‘working with’ schools more directly comes through. 47% of respondents identified ‘knowing what the priority areas are of grant seekers’ as the major area of improvement. Second at 39% were schools and education-focused not-for-profits collaborating, perhaps reflecting the current disconnect between philanthropy in schooling.



Legend: ● = philanthropic foundations or trusts. 0 = not at all; 1 = minor; 2 = moderate; 3 = major

Figure 18: Issues considered important for improving philanthropy in education

Factors for effective engagement of philanthropy in education

In the 2011 LLEAP Survey, a free-text question asked respondents to identify what they perceived to be the key ingredients for successful philanthropic engagement in education. More than 250 were identified. These were analysed and produced 10 interrelated factors. Respondents were asked in the 2012 survey to indicate which of these factors (in addition to 'good fit') they considered most important for engaging effectively with philanthropic foundations and trusts. Results are presented in Table 26 below and graphically represented in Figure 19.

Table 26: Factors of effective engagement

Item	School %	NFP %	Philanthropy %
capacity building by the grantee (e.g. improve knowledge and capabilities of grantees)	17	2	3
having made well-informed decisions (e.g. evidence-based identification of need)	8	7	33
having relevant and extensive knowledge (e.g. knowledge of the community or context for the grant)	12	4	15
having committed appropriate levels of resourcing (e.g. longer-term granting relevant to the needs of the project)	12	11	3
role clarity (e.g. partners in the project having clearly defined roles and objectives)	6	0	3
reciprocity (e.g. bringing strengths to the philanthropic and education relationship)	3	16	0
having built relationships based on trust (e.g. perceptions of competence)	16	7	9
having effective communications (e.g. communicating clearly and openly)	6	29	15
being impact focused (e.g. clarity around what is being sought to change)	15	24	15
other, please state ...	1	0	3

Aside from the factor a 'good fit', not one of the factors selected was the same across the groups. The most important factors were: 'making a well-informed decision' (philanthropy); 'good communications' (not-for-profits) and 'build capacity' (schools).

School 'others' were: 'capacity building of grantee and philanthropics' and 'we are not eligible for these grants as all our students are internationals' highlight both gaps in knowledge and understanding as well as the need for additional support in this 'space'.

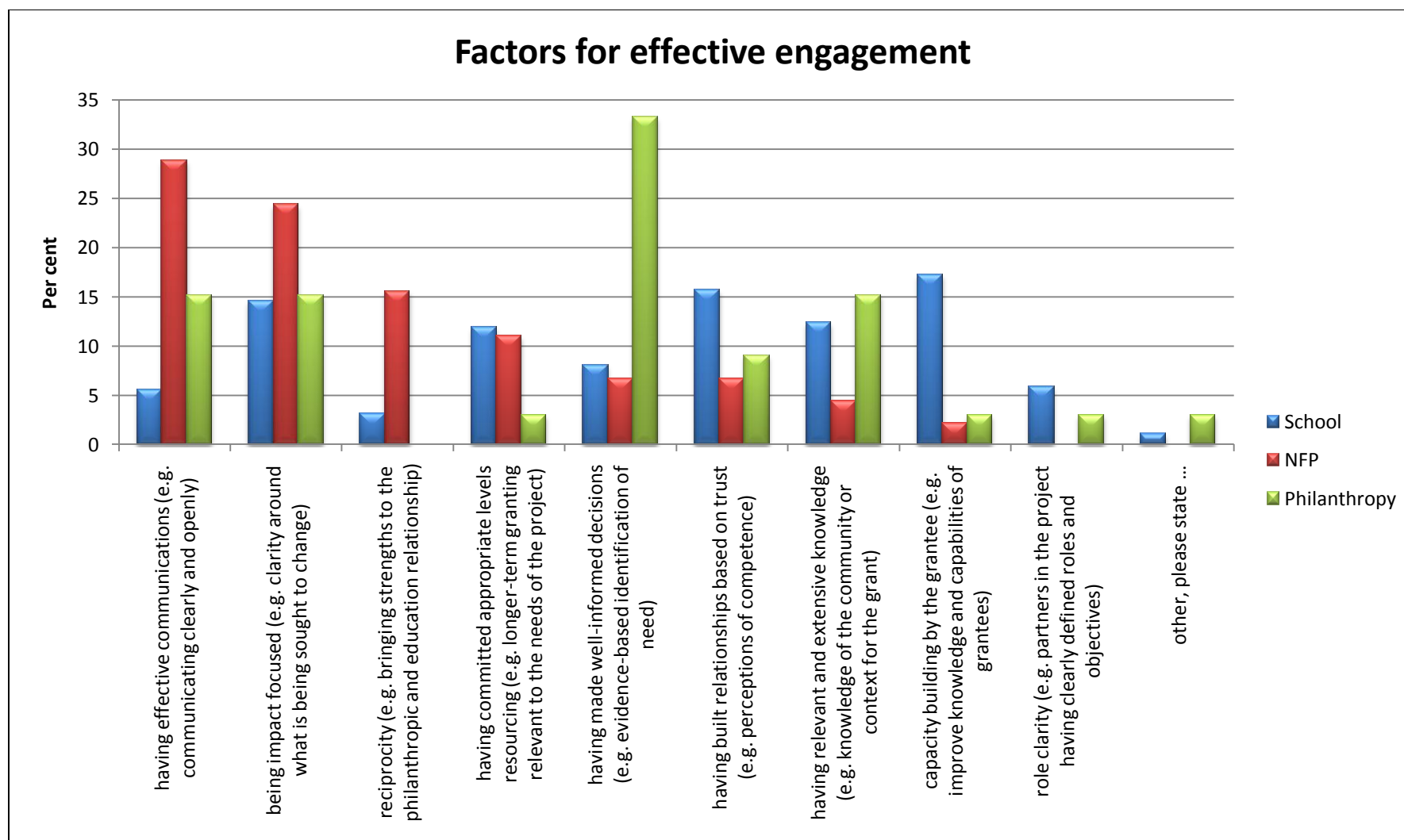


Figure 19: Factors of effective engagement

Respondents were also asked to indicate which of the 10 factors they considered most challenging for engaging effectively with philanthropic foundations and trusts. Results are presented in Table 27 below and graphically represented in Figure 20.

Table 27: Challenges to engagement

Item	Schools %	NFP %	Philanthropy %
a 'good fit' (e.g. aligned values, objectives, priorities)	25	18	21
capacity building by the grantee (e.g. improve knowledge and capabilities of grantees)	9	7	0
having made well-informed decisions (e.g. evidence-based identification of need)	8	0	0
having relevant and extensive knowledge (e.g. knowledge of the community or context for the grant)	20	4	12
having committed appropriate levels resourcing (e.g. longer-term granting relevant to the needs of the project)	16	31	6
role clarity (e.g. partners in the project having clearly defined roles and objectives)	5	4	9
reciprocity (e.g. bringing strengths to the philanthropic and education relationship)	4	4	0
having built relationships based on trust (e.g. perceptions of competence)	6	7	6
having effective communications (e.g. communicating clearly and openly)	5	9	12
being impact focused (e.g. clarity around what is being sought to change)	4	13	27
other, please state ...	7	2	6

Again, the top responses were different for each group. The most challenging factors to enact were: 'being impact focused' (philanthropy); 'committing appropriate resources' (not-for-profits) and 'a good fit' (schools). These findings offer further insight into what matters most to the groups and a starting point for more sophisticated engagement.

School 'others' were:

- explaining the relevance of our model to changing society for the better
- finding a philanthropic foundation willing to sponsor this school
- having somebody available to build the relationship
- having the right strategy
- I can't answer this as I have never engaged with the above
- I don't know
- sorry don't know
- time - lack of
- time and availability of funding
- time and frustration of going through a process for no outcome
- unsure
- we are not eligible for these grants as all our students are internationals.

NFP 'other' was:

- timely decision making process and feedback

Philanthropy 'others' were:

- having a logical strategy (from need/issue to solution) - that generally requires most of the above
- staff time limitations.

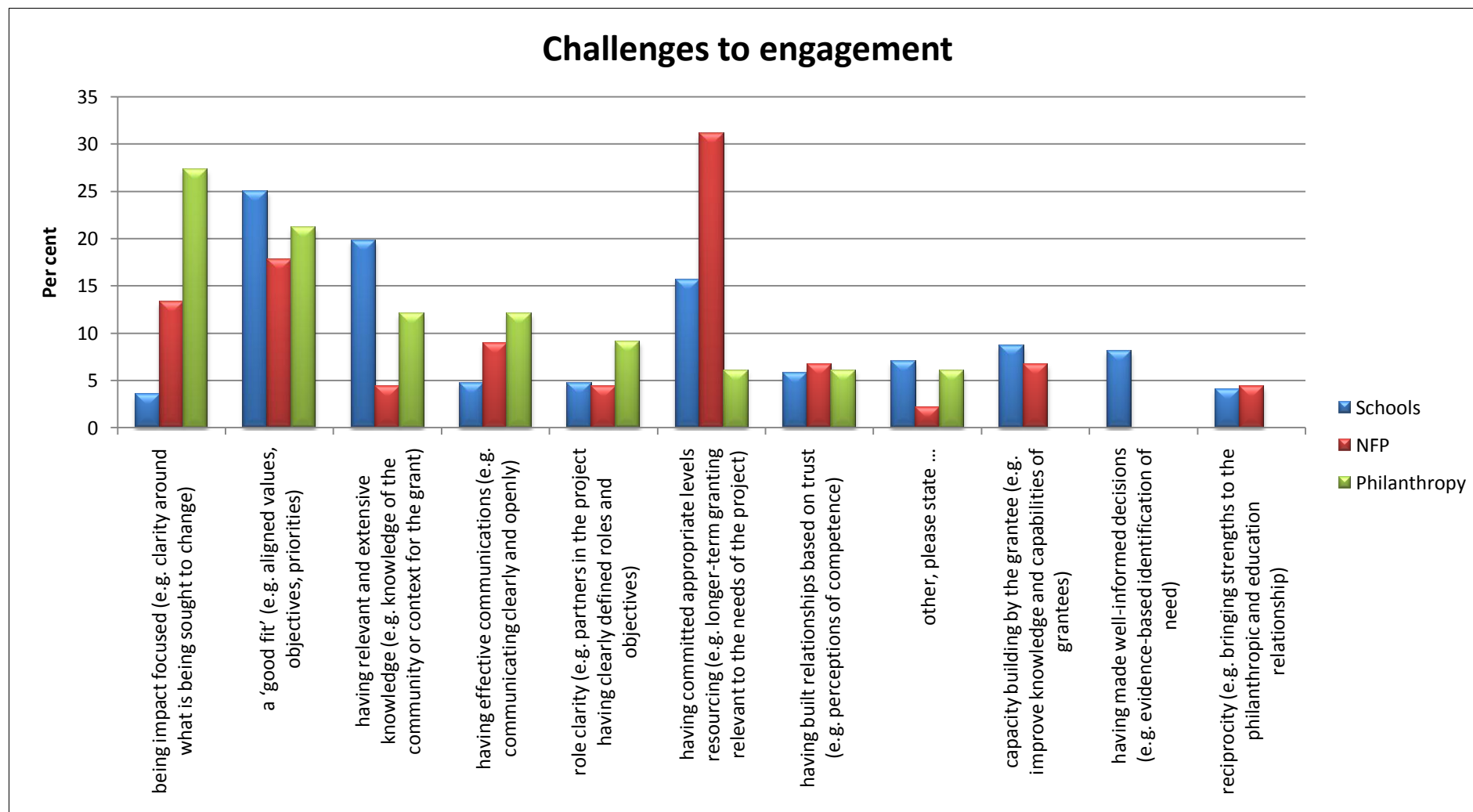


Figure 20: Challenges to engagement

SECTION 7: PHILANTHROPY IN SCHOOLING

Introduction

A major review of funding for schools was published in late 2011. Known as the Gonksi review, in it were a number of recommendations to the Australian Government. One of the recommendations related specifically to philanthropy in schooling:

The Australian Government should create a fund to provide national leadership in philanthropy in schooling and to support schools in need of assistance to develop philanthropic partnerships (Recommendation 41).

The 2012 LLEAP survey asked what the **benefits** and **disadvantages** of setting up a national fund to improve philanthropy in schooling might be for a school, not-for-profit and philanthropic foundation or trust. A total of 251 responses about benefits and 242 responses about disadvantages were received and analysed.

Guiding principles and caveats for establishing a national fund

In general, the findings highlighted that the fund should be underpinned by guiding principles and practices. The analysis of free text responses suggests that a national fund should, for example:

- better focus and target funds to address inequities in education for learners most in need
- be accessible by all schools with a focus on learners most in need without disadvantaging those schools least equipped to seek support
- be given the proper tax status to maximise donor engagement, making it easier to access funds and other support than within current arrangements
- provide useful and unbiased information to schools, not-for-profits and donors through a single point of access
- reduce workload
- reduce the risk for donors
- reduce duplication
- utilise local networks
- have a leadership function building the capacity of donors and beneficiaries.

All groups could identify potential benefits and disadvantages (to avoid or overcome) to establishing a national fund to provide leadership in philanthropy in schooling. With these suggestions, however, came a number of caveats:

From schools, it depends on whether:

- the fund is 'truly' independent from government
- how much time it will take to engage with philanthropy
- there are the same rules for all sectors: same framework in which to engage with the fund
- compliance issues result in excluding a school(s), especially Government schools
- government sees this as a way to reduce their funding to education
- philanthropy appropriately values local school knowledge.

From not-for-profits, it depends on:

- whether they support how distributions are to be made
- who decides what the priority areas and/or funding themes will be
- whether implications as a consequence of a decision lead to further restrictions.

From philanthropics, it depends on:

- who would be in control of the national fund

- whether the fund will be accessible to all schools equally
- whether the fund really adds value to the current arrangements
- whether proper tax status is attached, as the idea 'falls over' without it.

What follows are more specific responses from respondents about the perceived benefits and disadvantages. Comparison across respondent groups is also shown.

Benefits of establishing a national fund

If a national fund was established, potential benefits were framed in terms of the underpinning principles, role and scope of the fund. From the 251 responses:

- 175 out of 358 school respondents answered this question. Of these, 68 said they didn't know or were unsure what the benefits might be.
- 47 out of 87 not-for-profit respondents answered this question. Of these, 13 said they didn't know or were unsure what the benefits might be.
- 30 out of 61 philanthropic respondents answered this question. Of these, 9 said they didn't know or were unsure.

Each respondent group was asked to think about the benefits, if any, that setting up a national fund might make to their organisation's engagement with philanthropy or, in the case of philanthropic foundation and trust respondents, to their engagement with schools.

Illustrative of the sorts of free-text responses about possible benefits were comments such as:

Schools:

Might help build a better understanding of what's out there and help build the expertise within schools with respect to applying for grants.

(School respondent, 2012)

We need legs to do this valuable work as we have so many priorities. It would be useful if a national fund helps establish a link person that engages all parties and does the paperwork. (School respondent, 2012)

... help to build an understanding and greater focus on the importance of philanthropy for the education sector which will have a positive effect for all in our industry. (School respondent, 2012)

Schools would have the opportunity to put their case for increased resourcing: Thus allowing teachers to foster new ideas and programs that would assist the development of young people. (School respondent, 2012)

Not-for-profits:

Schools will become more knowledgeable about forming partnerships with NFPs, and identifying what types of partnerships are available and that they would like to source funds for; schools will have the resources to lead the innovation of programs to meet student outcomes. (Not-for-profit respondent, 2012)

It would improve our engagement with schools, which is very important in identifying potential scholarship recipients. (Not-for-Profit respondent, 2012)

Philanthropics:

For these foundations that are limited by their tax status it can provide an avenue to fund schools directly. It could serve as a mechanism to pool resources to achieve greater impact in particular areas. (Philanthropic respondent, 2012)

If the fund offered more than pure dollars i.e. brokerage and needs analysis/research that would be shared then that would be great ...
(Philanthropic respondent, 2012)

From the analysis of the school, not-for-profit and philanthropic respondent responses, Table 28 list a total of 10 potential benefits of establishing a national fund. The benefits are listed in order of frequency for each respondent group and in comparison to the other two respondent groups.

Table 28: Potential benefits of a philanthropy in schooling national fund

Schools			Not-for-Profits			Philanthropics		
build capacity (1 st)	1 st	1 st	build capacity (1 st)	1 st	1 st	build capacity (1 st)	1 st	1 st
repository (2 nd)	=2 nd	=2 nd	repository (=2 nd)	2 nd	=2 nd	repository (=2 nd)	2 nd	=2 nd
help address educational inequities (3 rd)	-	-	overcome tax barriers (=2 nd)	-	=2 nd	overcome tax barriers (=2 nd)	-	=2 nd
school directed (4 th)	4 th	=4 th	bridge (=2 nd)	6 th	=2 nd	bridge (=2 nd)	6 th	=2 nd
advocacy/awareness (5 th)	3 rd	3 rd	advocacy / awareness (3 rd)	5 th	3 rd	advocacy / awareness (3 rd)	5 th	3 rd
bridge (6 th)	=2 nd	=2 nd	school-directed (4 th)	4 th	=4 th	encourage giving (=4 th)	-	-
streamline (7 th)	-	-				school directed (=4 th)	4 th	4 th
overcome tax barriers (8 th)	=2 nd	=2 nd						

Key:

schools  not-for-profits  philanthropics 

There was a striking consistency overall across the three groups in the categories of perceived benefit. The most frequently mentioned types of benefits linked to issues of building greater capacity for engagement and improved coordination of information through a 'one-stop-shop' repository.

There were also differences in the categories. These were evident in two ways. First, there was a difference in the type of benefit. In a number of cases, the school respondents were very explicit about their school context and the ability of a national fund to assist in addressing specific inequities for improved student learning, wellbeing and achievement. They were also explicit about a national fund streamlining the capacity for better and easier engagement. This benefit links to their perceived concern about a national fund adding to their workload in an already time poor schooling environment.

The philanthropic comments also suggest that a national fund might offer the benefits of 'adding credibility'. This kind of benefit was not mentioned in any overt way by the other respondent groups.

Second, there was a difference in the way the same benefit might be evident in practice. Table 29 below shows, for example, that 'advocacy/awareness' had similar and different interpretations across the groups. Within not-for-profit responses, there was a view that a national fund would assist in affirming their position between philanthropy and schools. This sort of view was perhaps reflecting a concern that a national fund may open up the possibility of 'by-

passing' not-for-profits or make a limited pool of funds from philanthropy even more difficult to access because of increased competition. This is not a great surprise given that for 67% of the not-for-profit respondents, philanthropy is their most-sought form of funding support.

Table 29: Ways benefits of a national fund might be evident

Benefit	Ways might be evident ...
build capacity	S NP: direction and advice S/NP: deliver programs (e.g. how to secure funds, form partnerships, clustering between not-for-profits and schools) P: help scale up successful projects
repository	S/NP/P: education-related centralized data base of fund information and other information (e.g. examples of how to engage effectively)
help address educational inequities	S: students reaching their educational potential S: increased community pride
school directed	S/NP: schools identifying innovative ideas and leading these.
advocacy/awareness raising	S: more schools aware of opportunities that might be available. NP: draw attention to a commitment of not-for-profits working with schools and vice-versa. NP: enable more not-for-profits to be in schools. P: encourage giving by raising the profile of philanthropy in education
bridge	S: helping schools to partner with the broader community. NP: creating opportunities for schools and not-for-profits to work together P: assist bring groups together for collaborative funding.
streamline	S: easier access through one source and less paperwork
overcome tax barriers	S/NP/P: assist under-resourced schools better access to philanthropic funding.
add credibility	P: legitimate body with due diligence assurances

Key: S (school); NP (not-for-profit); P (philanthropic)

Disadvantages of establishing a national fund

Respondents were also asked about the disadvantages, if any, that setting up a national fund might make for their organisation's engagement with philanthropy or schooling. A total of 242 responses were received. Responses were as follows:

- 172 out of 358 school respondents answered this question. Of these, 71 said they didn't know or were unsure.
- 41 out of 87 not-for-profit respondents answered this question. Of these, 15 said they didn't know or were unsure.
- 29 out of 61 philanthropic respondents answered this question. Of these, 7 said they didn't know or were unsure.

Illustrative of the sorts of free-text responses about possible benefits were comments, such as;

Schools:

An issue if the process is time consuming and school's lose 'a say' on how the funds are spent. (School respondent, 2012)

If the current pattern is maintained, some schools will get a lot of funding and many schools, mostly comprehensive government schools in poorer (but not poorest) communities will miss out. (School respondent, 2012)

Innovation and change may be compromised as 'norms' or 'trends' may direct funding. Smaller schools may not have the capacity to invest in the time and effort to apply for these grants and well established schools may be better positioned to apply for grants. (School respondent, 2012)

Perception of irrelevance by general school population who are not involved in new ideas or seeking grants etc. (School respondent, 2012)

Not-for-profits:

Have seen groups apply in both scenarios central funding and separate funding: will always come down to relationship building. (Not-for-profit respondent, 2012)

It could dictate the project - the fund could become limiting in scope of what it funds -privileging a few as power in the hands of a few - rather than encouraging all philanthropics to support education/not-for-profit partnerships/collaborations. (Not-for-profit respondent, 2012)

The almost guaranteed likelihood that such a fund will make round holes fit square pegs and create further nonsense categories and assessments. (Not-for-profit respondent, 2012)

Philanthropics:

A national fund is too far removed from where education takes place – in schools and communities. Local control and place-based approaches may be lost... (Philanthropic respondent, 2012)

Big is not necessarily best, some funds are effective because they are nimble. There is a risk of creating funding paralysis... (Philanthropic respondent, 2012)

From the thematic analysis of open-ended responses, 10 perceived disadvantages emerged (Table 30). The perceived disadvantages are listed in order of frequency for each respondent group and in comparison to the other two respondent groups.

Table 30: Potential disadvantages of a philanthropy in schooling national fund

Schools			Not-for-Profits			Philanthropics		
increases inequity (1 st)	2 nd	=1 st	constrain (1 st)	4 th	4 th	increases inequity (=1 st)	1 st	2 nd
overly bureaucratic (2 nd)	=3 rd	5 th	increases inequity (2 nd)	1 st	=1 st	raises unrealistic expectations (=1 st)	-	6 th
increases workload (3 rd)	-	-	detached (=3 rd)	6 th	2 nd	detached (2 nd)	6 th	=3 rd
constrain (4 th)	1 st	4 th	relinquish government responsibility (=3 rd)	7 th	3 rd	relinquish government responsibility (3 rd)	7 th	=3 rd
increases competition (5 th)	5 th	-	overly bureaucratic (=3 rd)	2 nd	5 th	constrain (4 th)	4 th	1 st
detached (6 th)	=3 rd	2 nd	cost to administrate (4 th)	8 th	6 th	overly bureaucratic (5 th)	2 nd	=3 rd
relinquish government responsibility (7 th)	=3 rd	3 rd	increases competition (5 th)	5 th	-	cost to administrate (6 th)	8 th	4 th
cost to administrate (8 th)	4 th	6 th	raises unrealistic expectations (6 th)	-	=1 st			
			Duplication (7 th)	-	-			

Key:

schools  not-for-Profits  philanthropics 

Overall, the most frequent disadvantage related to a perception that a national fund could actually further increase inequities by creating a situation whereby those learners most in need are not reached. Table 31 shows the ways perceived disadvantages might be evident.

Table 31: Ways disadvantages of a national fund might be evident

Disadvantage	Ways might be evident ...
increases inequity	S/NP/P: those in need may be least equipped to access funding
overly bureaucratic	S/NP: excessive accountabilities and 'red tape'
increased workload	S: processes time consuming
Constrain	S: diminish identity of current philanthropic bodies S/NP: decreases diversity of funds S/NP: restricted opportunities for schools to innovate around their needs P: philanthropy is 'nimble': a national fund might affect this attribute
increases competition	S: improved awareness increases number of applications NP/P: opens up an already limited pool of funds to a wider audience
detached	S: distract from the 'main game' in schools S/NP/P: distant from understanding local school or community context P: no option for contact post donation
relinquish government responsibility	S/NP: government cuts education funding NP/P: increased reliance by government on philanthropy to fund education
cost to administrate	S: reduced amount of a fund going to a school(s) NP: increased costs associated with processing applications. P: another infrastructure to establish
duplication	NP: potential for the fund to become 'just another fund'

raise unrealistic expectations	<p>NP: increase expectations and ‘hoops’, which may not translate to appropriate levels of support at local level of need.</p> <p>P: increased expectation of additional funds but the philanthropic pool of funds will not have changed</p> <p>P: a number of philanthropics will prefer to do their own thing or be unable to contribute because of the restrictions on how they were set up.</p>
---------------------------------------	--

Key: S (school); NP (not-for-profit); P (philanthropic)

Concern from philanthropics was expressed in their comments about the fund raising unrealistic expectations of the dollar amount that philanthropy could offer. This view was also fuelled by another view expressed from some philanthropics that they would not or could not support education through such a fund.

All respondent groups agreed that a national fund might further constrain how the fund was implemented. For not-for-profits and schools, this concern was expressed in, for example, schools not being able to ‘innovate’ around their own locally identified needs. Philanthropics expressed a concern that one of the hallmarks of philanthropy – their nimbleness – could be eroded in the context of a national fund.

APPENDIX 1: SURVEY QUESTIONS AND ITEMS

Philanthropic survey

SECTION 1: DEMOGRAPHICS & CHARACTERISTICS

1. If you are responding to the LLEAP Survey as an 'umbrella' foundation or trust (e.g. a trustee company), then some questions in the survey will not be applicable. Please tick 'yes' and only those questions applicable to you will be shown.

- ☐ Yes, I am responding to the survey as an 'umbrella' foundation or trust
- ☐ No

1a. About how many of the sub-funds or trusts you manage have an education focus?

2. **What position or role do you hold with the foundation or trust?** (Please tick as many as applicable).

- ☐ Chief Executive Officer or equivalent
- ☐ Manager (e.g. program, grants, research, communications etc)
- ☐ Board Chair
- ☐ Board Member
- ☐ Trustee
- ☐ Administrator
- ☐ Advisor
- ☐ Other, please state

3. **What type of foundation or trust is it?** (Please select one).

- ☐ Community Foundation
- ☐ Family Foundation
- ☐ Private Foundation
- ☐ Corporate Foundation
- ☐ Trustee Company
- ☐ Sub-fund (e.g. within a Trustee Company)
- ☐ Not sure
- ☐ Other, please state

4. **What is the fund type of the foundation or trust?** (Please select one)

- ☐ Private Charitable Fund which is not a Private Ancillary Fund
- ☐ Private Ancillary Fund
- ☐ Public Ancillary Fund
- ☐ Company managing a variety of funds (e.g. trustee company)
- ☐ Not sure
- ☐ Other, please state

5. **What are the foundation's or trust's tax eligibility requirements that grant recipients must meet?** (Please tick as many as applicable).

- ☐ Deductible Gift Recipient
- ☐ Tax Concession Charity
- ☐ Charitable purpose
- ☐ Charitable institution
- ☐ Australian Business Number (ABN)

- ☐ Not sure
- ☐ Other, please state
- 6. In which states or territories of Australia can the foundation or trust make grants in?**
(Please tick as many as applicable).
 - ☐ Australian Capital Territory
 - ☐ New South Wales
 - ☐ Northern Territory
 - ☐ Queensland
 - ☐ South Australia
 - ☐ Tasmania
 - ☐ Victoria
 - ☐ Western Australia
- 7. In which of these geographical areas does your foundation or trust provide support?**
(Please tick as many as applicable).
 - ☐ Urban
 - ☐ Regional
 - ☐ Rural
 - ☐ Remote
 - ☐ Overseas
 - ☐ Not sure
 - ☐ Other, please state
- 8. Given the foundation's or trust's eligibility requirements, which of the following is it currently directly, or indirectly, able to support?** ('Indirectly' means through another eligible organisation). (Please tick as many as applicable).
 - ☐ Special schools
 - ☐ Catholic schools
 - ☐ Independent schools
 - ☐ Government schools
 - ☐ Higher education institution (universities only)
 - ☐ Technical and further education institutions (TAFEs)
 - ☐ Not sure

These questions are triggered if a respondent ticks one or more of the school sectors:

- 8a. Government schools: Can the foundation or trust provide a grant ...** (Please tick as many as applicable).
 - ☐ Directly to government school(s)
 - ☐ Via a Building Fund
 - ☐ Via a Library Fund
 - ☐ Via a Scholarship Fund
 - ☐ Only via an eligible not-for-profit partner
 - ☐ Not sure
 - ☐ Other, please state
- 8b. Catholic schools: Can the foundation or trust provide a grant ...** (Please tick as many as applicable).
 - ☐ Directly to catholic school(s)
 - ☐ Via a Building Fund
 - ☐ Via a Library Fund

- ☐ Via a Scholarship Fund
- ☐ Only via an eligible not-for-profit partner
- ☐ Not sure
- ☐ Other, please state

8c. Independent schools: Can the foundation or trust provide a grant ... (Please tick as many as applicable).

- ☐ Directly to the school(s)
- ☐ Via a Building Fund
- ☐ Via a Library Fund
- ☐ Via a Scholarship Fund
- ☐ Only via an eligible not-for-profit partner
- ☐ Not sure
- ☐ Other, please state

9. About what was the annual total education grant budget in your last financial year?
(Please state)

10. Over your last financial year about how many grants would the foundation or trust make in the following dollar ranges? (Please write a number next to each item. Write '0' next to a category if no grants were made.)

- ☐ Under \$5,000
- ☐ Over 5,000 – 10,000
- ☐ Over 10,000 – 30,000
- ☐ Over 30,000 – 50,000
- ☐ Over 50,000 – 100,000
- ☐ Over 100,000 – 150,000
- ☐ Over 150,000 – 300,000
- ☐ Over 300,000 – 500,000
- ☐ Over 500,000 – 1 million
- ☐ Over 1 million

SECTION 2: EDUCATION GRANT MAKING PRIORITIES

11. Who are the main target groups for the foundation's or trust's grants in education?

(Please list your main target groups, and be as specific as possible. For example, if your main target group is 'the disadvantaged', please indicate what this means from your foundation's or trust's perspective: a particular age group, gender, geographic location etc)

12. Within your target groups, what are your main priorities for education?

(Please list your main priority areas)

YOUR CONSENT:

Do you give permission for the LLEAP project team to display your foundation or trust name next to your target groups and priority areas responses?

- ☐ Yes – Our foundation or trust name is: _____
- ☐ No
- ☐ Not sure – please contact me to discuss via _____

SECTION 3: THE NATURE OF PHILANTHROPIC SUPPORT IN EDUCATION

13. What do you see as the foundation's or trust's main role in education? (Please select one)

- ☐ prevention and early intervention
- ☐ be a catalyst for change
- ☐ support and encourage innovation (new ways of thinking and/or doing)
- ☐ fill an immediate need
- ☐ advocate for public education
- ☐ create the space for longer-term approaches to addressing issues
- ☐ build public awareness about an issue
- ☐ leverage support
- ☐ build new knowledge
- ☐ educate others about philanthropy
- ☐ encourage and facilitate partnerships
- ☐ influence policy
- ☐ inspire people to become donors in the future
- ☐ not sure
- ☐ other, please state

14. Within the foundation's or trust's target groups and priority areas, what can a grant made in education currently support? (Please tick as many as applicable. Please note that in this survey 'project' can also mean 'program').

- ☐ pilot projects
- ☐ new or improved projects
- ☐ ongoing projects
- ☐ professional learning
- ☐ research
- ☐ evaluation
- ☐ infrastructure (capital and/or equipment)
- ☐ bursaries or scholarships
- ☐ staffing
- ☐ events
- ☐ travel
- ☐ conference fees
- ☐ teacher time release associated with an activity of the project
- ☐ sustainability activities (e.g. post-grant planning and development)
- ☐ not sure
- ☐ other, please state

15. Within the foundation's or trust's target groups and priority areas, in addition to a grant, what other kinds of assistance might be offered to a grant recipient? (Please tick as many as applicable)

- ☐ convening a group so the grantee can present their idea
- ☐ financial management advice
- ☐ governance advice
- ☐ an opportunity to listen to speakers on a specific issue
- ☐ introductions to other potential supporters or contacts
- ☐ support with publicity and/or promotion
- ☐ use of facilities
- ☐ access to equipment
- ☐ advice on how to evaluate their project

- additional funds to have the project evaluated by another group
- not sure
- other, please state...

16. Over your last financial year about how many grants would the foundation or trust make for the following lengths of time? (Please write a number next to each item. Write '0' next to a category if no grants were made.)

- 1 year or less
- up to 2 years
- up to 3 years
- up to 4 years
- Up to 5 years
- Over 5 years

17. What is the main source of information used by the foundation or trust to inform its decisions about target groups and priority areas? (Please select one).

- reference to the foundation or trust purposes
- informal discussions with different groups involved in education
- advice from a formal Advisory Group or Committee
- published research reports
- analysis of trends and/or patterns in acquittal reports
- research on an issue undertaken or commissioned by the foundation or trust
- media reports
- analysis of trends and/or patterns in grant applications
- issue papers written by foundation or trust staff
- alumni relationships
- formal consultation process (e.g. 'think tank'; forum or focus group discussions)
- personal interests of the Board
- external review of giving processes
- not sure
- other, please state

18. To what extent is each of the following important to improve the foundation's or trust's grant making in education? (Please rate each item choosing either 'not at all', 'minor', 'moderate', 'major').

- how to more easily collaborate with others in the philanthropic sector
- defining key areas of focus for grant making in education
- disseminating the learning from funded applications
- how to identify who to fund
- revising tax laws to increase school access to philanthropic funds
- revising tax laws to enable better access for not-for-profits working in education
- how to collaborate with government(s)
- keeping up-to-date with developments in education
- knowing what the priority areas are of grant seekers
- schools and education-focused not-for-profits collaborating
- how to assess individual project and overall foundation or trust impact
- staying up-to-date with developments in philanthropy
- connecting with more experienced philanthropic foundations or trusts
- making better use of technology in the grant making and acquittal processes
- providing funds to support activities of the grant recipient associated with collaborating
- being aware of changes in government priorities.

19. What are the main barriers to effective grant making in education for the foundation or trust? (Please list your main barrier(s), and be as specific as possible. For example, if your main barrier is collaboration, please indicate in what way it is a barrier)

20. What strategy(ies) has your foundation or trust used to overcome the main barriers to effective grant making in education? (Please list your main strategy(ies), and be as specific as possible. If you have not used a strategy, then please just say so).

SECTION 4: LEARNING

21. Just as a reminder, this survey is asking about philanthropy's engagement in education.

What main type of collaborative activity would the foundation or trust like to do more of now? (Please select one).

- ☐ offering or seeking advice informally from colleagues around specific issues
- ☐ co-funding with other foundations or trusts for joint grant making
- ☐ discussing with groups outside the sector issues of mutual interest
- ☐ Philanthropy Australia Affinity group meetings
- ☐ strategic planning with other philanthropics on new initiatives
- ☐ co-funding with business for joint grant making
- ☐ strategic planning with a cluster of schools around a key area of need
- ☐ providing a single application for grant seekers
- ☐ co-funding with government for joint grant making
- ☐ providing a single acquittal form for grant recipients
- ☐ initiating a project and seeking support for it in schools
- ☐ hands-on involvement in the project with the grant recipient
- ☐ not sure
- ☐ other, please state

22. In addition to the specific outcomes of a project identified by the grant recipient, to what extent is each of the following important to the foundation or trust? Evidence of ... (Please rate each item choosing either 'not at all', 'minor', 'moderate', 'major').

- ☐ the grant leading to new or further opportunities for the target audience
- ☐ applied learning from the funded project into another project
- ☐ the funded project leading to a new or refined model of practice
- ☐ the grant resulting in improved access to learning for the target audience
- ☐ further funding has been secured
- ☐ new or expanded networks resulting from the project
- ☐ improved school-community relationships
- ☐ providing a final acquittal report on the grant received
- ☐ the project receiving wider publicity

23. In addition to the specific outcomes of a project, are there other major important outcomes to the foundation or trust?

- ☐ No
- ☐ Yes, evidence of ... (please state)

24. What is the one main area in the pre-application phase that grant seekers from education could improve? (Please select one).

- ☐ discussing their idea with the foundation or trust
- ☐ checking eligibility requirements
- ☐ considering if they could involve other potential partners in the project
- ☐ developing a detailed project plan (e.g. expected outcomes, timeline)
- ☐ taking into account the funding rounds of other potential grants for their application
- ☐ other, please state

25. What is the one main area in the application phase that grant seekers from education could improve? (Please select one)

- ☐ ensuring the objectives of the project align with the objectives of the foundation or trust
- ☐ following the foundation or trust guidelines
- ☐ indicating that they are thinking about the project post the grant's acquittal
- ☐ providing a realistic budget
- ☐ using the foundation's or trust's application form
- ☐ providing only what the foundation or trust requests
- ☐ other, please state

26. What is the one main area in the acquittal phase that grant seekers from education could improve? (Please select one)

- ☐ reporting on intended and unintended outcomes
- ☐ indicating how the project learnings will be shared with others
- ☐ indicating ways the grant maker can keep informed about the project in the future
- ☐ if the grant was for equipment, indicating how the equipment was used
- ☐ putting in place ways to monitor progress as you go
- ☐ other, please state

From the 2011 LLEAP survey responses, more than 250 'ingredients' for successful philanthropic engagement in education were identified. These were analysed and produced 10 interrelated factors. We ask you about these 10 factors in the next two questions.

27. Of the 9 factors listed below, in addition to 'good fit' (aligned values, objectives, priorities etc), which is the most important for engaging effectively with grantees in the education sector? Evidence of ... (Please select one)

- ☐ capacity building by the grantee (e.g. improve knowledge and capabilities of grantees)
- ☐ having made well-informed decisions (e.g. evidence-based identification of need)
- ☐ having relevant and extensive knowledge (e.g. knowledge of the community or context for the grant)
- ☐ having committed appropriate levels resourcing (e.g. longer-term granting relevant to the needs of the project)
- ☐ role clarity (e.g. partners in the project having clearly defined roles and objectives)
- ☐ reciprocity (e.g. bringing strengths to the philanthropic and education relationship)
- ☐ having built relationships based on trust (e.g. perceptions of competence)
- ☐ having effective communications (e.g. communicating clearly and openly)
- ☐ being impact focused (e.g. clarity around what is being sought to change)
- ☐ other, please state ...

28. Of the 10 factors below, which is the most challenging to engaging effectively with grantees in the education sector? Evidence of ... (Please select one)

- ☐ a 'good fit' (e.g. aligned values, objectives, priorities)
- ☐ capacity building by the grantee (e.g. improve knowledge and capabilities of grantees)
- ☐ having made well-informed decisions (e.g. evidence-based identification of need)
- ☐ having relevant and extensive knowledge (e.g. knowledge of the community or context for the grant)
- ☐ having committed appropriate levels resourcing (e.g. longer-term granting relevant to the needs of the project)
- ☐ role clarity (e.g. partners in the project having clearly defined roles and objectives)
- ☐ reciprocity (e.g. bringing strengths to the philanthropic and education relationship)
- ☐ having built relationships based on trust (e.g. perceptions of competence)
- ☐ having effective communications (e.g. communicating clearly and openly)
- ☐ being impact focused (e.g. clarity around what is being sought to change)
- ☐ other, please state ...

29. Did you or someone else from your foundation or trust respond to the 2011 LLEAP Philanthropic Survey?

- ☐ Yes (triggers question 29a)
- ☐ No
- ☐ Don't know

29a. We are interested to learn whether the LLEAP project findings or resources have been used by you or someone else from the foundation or trust. To what extent has LLEAP ... (Please rate each item choosing either 'not at all', 'minor', 'moderate', 'major').

- ☐ helped inform our planning
- ☐ improved our knowledge of philanthropy in education
- ☐ led us to have a better awareness of issues from school and not-for-profit perspectives
- ☐ helped us develop confidence in this area
- ☐ helped us identify new contacts or networks
- ☐ provided us with new resources

SECTION 5: PHILANTHROPY IN SCHOOLING – GONSKI REVIEW

A major of review of funding for schooling was published in late 2011. Known as the Gonski review, in it were a number of recommendations to the Australian Government. One of the recommendations related specifically to philanthropy in schooling:

Australian Government should create a fund to provide national leadership in philanthropy in schooling and to support schools in need of assistance to develop philanthropic partnerships (recommendation 41).

30. What benefits, if any, might setting up a national fund make to your foundation's or trust's engagement with schools? (Please state. If you don't know, then please just say so.)

31. What disadvantages, if any, might setting up a national fund make to your foundation's or trust's engagement with schools? (Please state. If you don't know, then please just say so.)

SECTION 1: DEMOGRAPHICS & CHARACTERISTICS

1. What position or role do you hold at your school? (Please tick as many as applicable)

- ☐ Principal
- ☐ Teaching principal
- ☐ Deputy / Assistant / Vice Principal
- ☐ Business Manager
- ☐ Development Manager
- ☐ Head teacher
- ☐ Classroom teacher
- ☐ Other, please state

2. What sector is your school from? (Please select one)

- ☐ Catholic
- ☐ Government
- ☐ Independent

3. Is your school a Special School? (Please select one)

- ☐ No
- ☐ Yes

4. In which state or territory is your school located? (Please select one)

- ☐ Australian Capital Territory
- ☐ New South Wales
- ☐ Northern Territory
- ☐ Queensland
- ☐ South Australia
- ☐ Tasmania
- ☐ Victoria
- ☐ Western Australia

5. Describe your school's location? (Please select one)

- ☐ In a capital city (urban)
- ☐ In a major or provincial city (regional)
- ☐ Rural
- ☐ Remote

6. What is your school's legal status? (Please select one)

- ☐ Company Limited by Guarantee
- ☐ Incorporated association
- ☐ Incorporated by an Act of Parliament
- ☐ State/territory government entity
- ☐ Part of a larger incorporated entity
- ☐ Not sure
- ☐ Other, please state...

7. What is your school's tax status? (Please select one)

- ☐ Deductible Gift Recipient (DGR)
- ☐ Tax Concession Charity (TCC)
- ☐ State/territory Government Entity
- ☐ Not sure
- ☐ Other, please state...

8. What funds do you have for specific fundraising purposes? (Please tick as many as applicable)

- ☐ Building fund (Deductible Gift Recipient, DGR)
- ☐ Library fund (Deductible Gift Recipient, DGR)
- ☐ Scholarship fund (Deductible Gift Recipient, DGR)
- ☐ Scholarship fund (Charitable Fund)
- ☐ None
- ☐ Not sure
- ☐ Other, please state

If 'none' was selected, this triggered Q8a.

8a. Why don't you have a fund(s) set up for specific fundraising purposes?

- ☐ Don't need one
- ☐ Don't know how to set one up
- ☐ Know how to set one up but don't want to go through the steps
- ☐ Don't have time
- ☐ Don't believe that my community would be in a position to contribute financially to a fund
- ☐ Don't know how a library, building or scholarship fund increases our fundraising capacity
- ☐ Not sure
- ☐ Other, please state

SECTION 2: EDUCATION GRANT SEEKING PRIORITIES

9. Who are the school's main target groups for an education-related grant from a philanthropic foundation or trust? (Please list your main target groups, and be as specific as possible. For example, if your main target group is 'the disadvantaged', please indicate what this means from your school's perspective: a particular age group, gender, geographic location etc.)

10. Within the school's target groups, what are its main priorities for an education-related grant from a philanthropic foundation or trust? (Please list your main priority areas)

11. Within the school's target groups and priority areas, to what extent is each of the following important to your school? Grants for ... (Please rate each item choosing either 'not at all', 'minor', 'moderate', 'major').

- ☐ pilot projects
- ☐ new or improved projects
- ☐ ongoing projects
- ☐ professional learning
- ☐ research
- ☐ evaluation
- ☐ infrastructure (capital and/or equipment)
- ☐ bursaries or scholarships
- ☐ staffing

- events
- travel
- conference fees
- teacher time release associated with an activity of the project
- sustainability activities (e.g. post-grant planning and development)

12. Within your school's target groups and priority areas, are there any other major important needs you might seek a grant for?

- No
- Yes, grants for ... (please state)

SECTION 3: EXPERIENCES IN SEEKING & SECURING GRANTS

13. To what extent from the following sources do you seek additional funding and support for your school's priority areas and target groups? (Please rate each item choosing either 'not at all', 'minor', 'moderate', 'major')

- Business (e.g. sponsorship)
- Local government
- State or territory government
- Federal government
- Philanthropic foundations or trusts (e.g. grants)
- School-based events (e.g. fetes, fundraisers)
- Awards (e.g. NAB Schools First)

14. In the area of seeking and applying for grants from philanthropic foundations or trusts, would you consider that your school is... (Please select one)

- new to this activity (we have never applied)
- inexperienced (tried it once or twice)
- experienced
- expert

Question 14a is triggered if a respondent ticks (inexperienced, experienced, expert) for question 14.

14a. Over the last 12 months, about how many grants from philanthropic foundations or trusts has your school directly or indirectly applied for in the following dollar ranges? ('Indirectly' means collaborating with an eligible partner who is the applicant, for example, a not-for-profit organisation. Please write a number next to each item. Write '0' next to a category if grants were not sought for this dollar range.)

- Under \$5,000
- Over 5,000 – 10,000
- Over 10,000 – 30,000
- Over 30,000 – 50,000
- Over 50,000 – 100,000
- Over 100,000 – 150,000
- Over 150,000 – 300,000
- Over 300,000 – 500,000
- Over 500,000 – 1 million
- Over 1 million

Questions 14b & 14c are triggered if a respondent writes a number in any of the dollar ranges for question 14a.

14b. Over the last 12 months, has your school collaborated with an eligible organisation to seek a grant from a philanthropic foundation or trust? (Please select one. Note: An 'eligible organisation' means an organisation that has the relevant tax status to apply to a philanthropic grant making foundation or trust. For example, this could be an organisation from the not-for-profit sector.)

- ☐ No
- ☐ Yes
- ☐ Unsure

14c. Over the last 12 months how many of your grant applications to a philanthropic foundation or trust have been successful? (This can mean the school as the applicant or the school in collaboration with an eligible organisation. Please write a number. Write '0' if you no philanthropic grant applications were successful.)

15. Within the school's target groups and priority areas, in addition to a grant, what other kinds of assistance might be you like from a foundation or trust? (Please tick as many as applicable)

- ☐ convening a group so you can present your idea
- ☐ financial management advice
- ☐ governance advice
- ☐ an opportunity to listen to speakers on a specific issue
- ☐ introductions to other potential supporters or contacts
- ☐ support with publicity and/or promotion
- ☐ use of facilities
- ☐ access to equipment
- ☐ advice on how to evaluate your project
- ☐ additional funds to have the project evaluated by another group
- ☐ not sure
- ☐ other, please state...

16. What is the main source of information used by the school to inform its decision about whether to apply for a philanthropic foundation or trust grant? (The word 'apply' in this question means directly to a foundation or trust, or indirectly, via an eligible partner. Please select one.)

- ☐ advice from a person with this as their dedicated role in the school
- ☐ consultancy services
- ☐ internet searches
- ☐ informal discussions with experienced grant seeker colleagues
- ☐ media reports
- ☐ membership or subscription service
- ☐ personal networks
- ☐ reading a foundation's or trust's Annual report
- ☐ reading a foundation's or trust's website
- ☐ direct contact with the foundation or trust (e.g. phone call)
- ☐ not sure
- ☐ other, please state...

17. To what extent is each of the following important to improve the school's engagement with philanthropic foundations and trusts? (Please rate each item choosing either 'not at all', 'minor', 'moderate', 'major').

- ☐ finding an eligible partner to collaborate with
- ☐ advice on how to form partnerships
- ☐ broadening what a foundation or trust can support
- ☐ knowing what the priority areas are of grant makers
- ☐ balancing the effort required to apply for a grant versus the grant amount
- ☐ strategic planning with a cluster of schools around a key area of need
- ☐ improved feedback processes from grant makers
- ☐ forums that bring grant seekers and grant makers together
- ☐ professional learning on the grant seeking and acquittal processes
- ☐ simple and clear instructions on eligibility
- ☐ foundations and trusts pooling funds more
- ☐ revising the tax laws to enable better access for schools
- ☐ revising the tax laws to enable better access for not-for-profits working in education
- ☐ taking a longer-term focus to grant making
- ☐ making better use of technology in the grant making and acquittal processes
- ☐ keeping up-to-date with developments in philanthropy

18. What are the main barriers to effective grant seeking in education for the school? (Please list your main barrier(s), and be as specific as possible. For example, if your main barrier is collaboration, please indicate in what way it is a barrier).

19. What strategy(ies) has your school used to overcome the main barriers to effective grant seeking in education? (Please list your main strategy(ies), and be as specific as possible. If you have not used a strategy, then please just say so.)

SECTION 4: LEARNING

Just as a reminder, this survey is asking about philanthropy's engagement in education.

20. What do you see as a philanthropic foundation's or trust's main role in education?

(Please select one)

- ☐ prevention and early intervention
- ☐ be a catalyst for change
- ☐ support and encourage innovation (new ways of thinking and/or doing)
- ☐ fill an immediate need
- ☐ advocate for public education
- ☐ create the space for longer-term approaches to addressing issues
- ☐ build public awareness about an issue
- ☐ leverage support
- ☐ build new knowledge
- ☐ educate others about philanthropy
- ☐ encourage and facilitate partnerships
- ☐ influence policy
- ☐ inspire people to become donors in the future
- ☐ not sure
- ☐ other, please state

21. In addition to the specific outcomes of a project, to what extent is each of the following important to the school? Evidence of ... (Please rate each item choosing either 'not at all', 'minor', 'moderate', 'major').

- ☐ the grant leading to new or further opportunities for the target audience
- ☐ applied learning from the funded project into another project
- ☐ the funded project leading to a new or refined model of practice
- ☐ the grant resulting in improved access to learning for the target audience
- ☐ further funding has been secured
- ☐ new or expanded networks resulting from the project
- ☐ improved school-community relationships
- ☐ providing a final acquittal report on the grant received
- ☐ the project receiving wider publicity

22. In addition to the specific outcomes of a project, are there other major important outcomes to the school?

- ☐ No
- ☐ Yes, evidence of ... (please state)

From the 2011 LLEAP survey responses, more than 250 'ingredients' for successful philanthropic engagement in education were identified. These were analysed and produced 10 interrelated factors. We ask you about these 10 factors in the next two questions.

23. Of the 9 factors listed below, in addition to 'good fit' (aligned values, objectives, priorities etc), which is the most important for engaging effectively with grantees in the education sector? Evidence of ... (Please select one)

- ☐ capacity building by the grantee (e.g. improve knowledge and capabilities of grantees)
- ☐ having made well-informed decisions (e.g. evidence-based identification of need)
- ☐ having relevant and extensive knowledge (e.g. knowledge of the community or context for the grant)
- ☐ having committed appropriate levels resourcing (e.g. longer-term granting relevant to the needs of the project)
- ☐ role clarity (e.g. partners in the project having clearly defined roles and objectives)
- ☐ reciprocity (e.g. bringing strengths to the philanthropic and education relationship)
- ☐ having built relationships based on trust (e.g. perceptions of competence)
- ☐ having effective communications (e.g. communicating clearly and openly)
- ☐ being impact focused (e.g. clarity around what is being sought to change)
- ☐ other, please state ...

24. Of the 10 factors below, which is the most challenging to engaging effectively with philanthropic foundations and trusts? Evidence of ... (Please select one)

- ☐ a 'good fit' (e.g. aligned values, objectives, priorities)
- ☐ capacity building by the grantee (e.g. improve knowledge and capabilities of grantees)
- ☐ having made well-informed decisions (e.g. evidence-based identification of need)
- ☐ having relevant and extensive knowledge (e.g. knowledge of the community or context for the grant)
- ☐ having committed appropriate levels resourcing (e.g. longer-term granting relevant to the needs of the project)
- ☐ role clarity (e.g. partners in the project having clearly defined roles and objectives)
- ☐ reciprocity (e.g. bringing strengths to the philanthropic and education relationship)
- ☐ having built relationships based on trust (e.g. perceptions of competence)
- ☐ having effective communications (e.g. communicating clearly and openly)
- ☐ being impact focused (e.g. clarity around what is being sought to change)
- ☐ other, please state ...

25. Did you or someone else from your foundation or trust respond to the 2011 LLEAP Philanthropic Survey?

- Yes (triggers question 25a)
- No
- Don't know

25a. We are interested to learn whether the LLEAP project findings or resources have been used by you or someone else from the foundation or trust. To what extent has LLEAP ... (Please rate each item choosing either 'not at all', 'minor', 'moderate', 'major').

- helped inform our planning
- improved our knowledge of philanthropy in education
- led us to have a better awareness of issues from school and not-for-profit perspectives
- helped us develop confidence in this area
- helped us identify new contacts or networks
- provided us with new resources

SECTION 5: PHILANTHROPY IN SCHOOLING – GONSKI REVIEW

A major review of funding for schooling was published in late 2011. Known as the Gonski review, it contained a number of recommendations to the Australian Government. One of the recommendations related specifically to philanthropy in schooling:

Australian Government should create a fund to provide national leadership in philanthropy in schooling and to support schools in need of assistance to develop philanthropic partnerships (recommendation 41).

26. What benefits, if any, might setting up a national fund make to your school's engagement with philanthropy? (Please state. If you don't know, then please just say so.)

27. What disadvantages, if any, might setting up a national fund make to your school's engagement with philanthropy? (Please state. If you don't know, then please just say so.)

SECTION 1: DEMOGRAPHICS & CHARACTERISTICS

- 1. What position or role do you hold at your not-for-profit?** (Please tick as many as applicable)
 - ☐ Chief Executive Officer or equivalent
 - ☐ Development manager
 - ☐ Fundraising/grants manager
 - ☐ Project officer
 - ☐ Research manager
 - ☐ Program manager
 - ☐ Other, please state ...
- 2. Our not-for-profit can offer support or programs for schools from which sector?** (Please tick as many as applicable)
 - ☐ Catholic
 - ☐ Government
 - ☐ Independent
 - ☐ not sure
 - ☐ none
- 3. Do schools know where the funds for the support or programs you offer come from?**
 - ☐ Yes
 - ☐ No
 - ☐ Not sure
- 4. If you have collaborated with a school(s), were any of the collaborations initiated by the school(s)?**
 - ☐ Yes
 - ☐ No
 - ☐ Not sure
- 5. In which state or territory is your not-for-profit located?** (Please tick as many as applicable)
 - ☐ Australian Capital Territory
 - ☐ New South Wales
 - ☐ Northern Territory
 - ☐ Queensland
 - ☐ South Australia
 - ☐ Tasmania
 - ☐ Victoria
 - ☐ Western Australia
- 6. In which of these geographical areas does your not-for-profit provide support?** (Please tick as many as applicable)
 - ☐ Urban
 - ☐ Regional
 - ☐ Rural
 - ☐ Remote
 - ☐ Overseas
 - ☐ Not sure
 - ☐ Other, please state ...

7. What is your not-for-profit's legal status? (Please select one)

- ☐ Company Limited by Guarantee
- ☐ Incorporated association
- ☐ Incorporated by an Act of Parliament
- ☐ State/territory government entity / statutory
- ☐ Part of a larger incorporated entity
- ☐ Not sure
- ☐ Other, please state ...

8. What is your not-for-profit's tax status? (Please select one)

- ☐ Deductible Gift Recipient (DGR)
- ☐ Tax Concession Charity (TCC)
- ☐ State/territory Government Entity
- ☐ Not sure
- ☐ Other, please state...

Questions 8a triggered if a respondent selected DGR in Question 8.

8a. What type of DGR is your not-for profit? (Please select one)

- ☐ Public Benevolent Institution (item 4.1.1)
- ☐ Public University (item 2.1.1)
- ☐ Approved Research Institute (item 3.1.1)
- ☐ Public Fund on the register of Harm Prevention Charities (item 4.1.4)
- ☐ Public Fund on the register of Environmental Organisations (item 6.1.1)
- ☐ Public Fund on the register of Cultural Organisations (item 12.1.1)
- ☐ Public Art Gallery (item 12.1.4)
- ☐ School Building fund (item 2.1.10)
- ☐ Scholarship fund (item 2.1.13)
- ☐ Not sure
- ☐ Other, please state ...

SECTION 2: EDUCATION GRANT SEEKING PRIORITIES

9. Who are your main target groups for an education-related grant from a philanthropic foundation or trust? (Please list your main target groups) (Please list your main target groups, and be as specific as possible. For example, if your main target group is 'the disadvantaged', please indicate what this means from your not-for-profit's perspective: a particular age group, gender, geographic location etc)

10. Within your not-for-profit's target groups, what are its main priorities for an education-related grant from a philanthropic foundation or trust? (Please list your main priority areas)

YOUR CONSENT:

Do you give permission for the LLEAP project team to display your not for profit name next to your target groups and priority areas responses?

- ☐ Yes – Our not-for-profit name is: _____
- ☐ No
- ☐ Not sure – please contact me to discuss via _____

SECTION 3: EXPERIENCES IN SEEKING & SECURING GRANTS

11. To what extent from the following sources do you seek additional funding and support for your not-for-profit's priority areas and target groups? (Please rate each item choosing either 'not at all', 'minor', 'moderate', 'major')

- ☐ Business (e.g. sponsorship)
- ☐ Local government
- ☐ State or territory government
- ☐ Federal government
- ☐ Philanthropic foundations or trusts (e.g. grants)
- ☐ Not-for-profit-based events (e.g. fetes, fundraisers)
- ☐ Awards (e.g. NAB Not-for-profits First)

The remaining questions in this section focus specifically on your not-for-profit's involvement directly or indirectly with philanthropic foundation and trust funding.

12. Within your target groups and priority areas, to what extent is each of the following important to your not-for-profit? Grants for ... (Please rate each item choosing either 'not at all', 'minor', 'moderate', 'major')

- ☐ pilot projects
- ☐ new or improved projects
- ☐ ongoing projects
- ☐ professional learning
- ☐ research
- ☐ evaluation
- ☐ infrastructure (capital and/or equipment)
- ☐ bursaries or scholarships
- ☐ staffing
- ☐ events
- ☐ travel
- ☐ conference fees
- ☐ teacher time release associated with an activity of the project
- ☐ sustainability activities (e.g. post-grant planning and development)

13. Within your not-for-profit's target groups and priority areas, are there any other major important needs you might seek a grant for?

- ☐ No
- ☐ Yes, grants for ... (please state)

14. In the area of seeking and applying for grants from philanthropic foundations or trusts, would you consider that your not-for-profit is... (Please select one)

- ☐ new to this activity (we have never applied)
- ☐ inexperienced (tried it once or twice)
- ☐ experienced
- ☐ expert

Question 14a is triggered if a respondent ticks (inexperienced, experienced, expert) for Question 14.

14a. Over the last 12 months, about how many grants from philanthropic foundations or trusts has your not-for-profit applied for in the following dollar ranges? Please write a number next to each item. Write '0' next to a category if grants were not sought for this dollar range.)

- ☐ Under \$5,000
- ☐ Over 5,000 – 10,000
- ☐ Over 10,000 – 30,000
- ☐ Over 30,000 – 50,000
- ☐ Over 50,000 – 100,000
- ☐ Over 100,000 – 150,000
- ☐ Over 150,000 – 300,000
- ☐ Over 300,000 – 500,000
- ☐ Over 500,000 – 1 million
- ☐ Over 1 million

Questions 14b & 14c are triggered if a respondent writes a number in any of the dollar ranges for question 15a.

14b. Over the last 12 months, has your not-for-profit collaborated with a school(s) to seek a grant from a philanthropic foundation or trust? (Please select one)

- ☐ Yes
- ☐ No
- ☐ Not sure

14c. Over the last 12 months how many of your grant applications to a philanthropic foundation or trust have been successful? (This can mean the not-for-profit as the applicant or the not-for-profit in collaboration with another organisation. Please write a number. Write '0' if you no philanthropic grant applications were successful.)

15. Within the not-for-profit's target groups and priority areas, in addition to a grant, what other kinds of assistance might be you like from a foundation or trust? (Please tick as many as applicable).

- ☐ convening a group so you can present your idea
- ☐ financial management advice
- ☐ governance advice
- ☐ an opportunity to listen to speakers on a specific issue
- ☐ introductions to other potential supporters or contacts
- ☐ support with publicity and/or promotion
- ☐ use of facilities
- ☐ access to equipment
- ☐ advice on how to evaluate your project
- ☐ additional funds to have the project evaluated by another group
- ☐ not sure
- ☐ other, please state...

16. What is the main source of information used by your not-for-profit to inform its decision about whether to *apply* for a philanthropic foundation or trust grant? (The word 'apply' in this question means directly to a foundation or trust, or indirectly, via an eligible partner. Please select one.)

- ☐ advice from a person with this as their dedicated role in the not-for-profit
- ☐ consultancy services
- ☐ internet searches
- ☐ informal discussions with experienced grant seeker colleagues
- ☐ media reports
- ☐ membership or subscription service
- ☐ personal networks
- ☐ reading a foundation's or trust's Annual report
- ☐ reading a foundation's or trust's website
- ☐ direct contact with the foundation or trust (e.g. phone call)
- ☐ not sure
- ☐ other, please state...

17. To what extent is each of the following important to improve your not-for-profit's engagement with philanthropic foundations and trusts? (Please rate each item choosing either 'not at all', 'minor', 'moderate', 'major').

- ☐ finding an eligible partner to collaborate with
- ☐ advice on how to form partnerships
- ☐ broadening what a foundation or trust can support
- ☐ knowing what the priority areas are of grant makers
- ☐ balancing the effort required to apply for a grant versus the grant amount
- ☐ strategic planning with a cluster of not-for-profits around a key area of need
- ☐ improved feedback processes from grant makers
- ☐ forums that bring grant seekers and grant makers together
- ☐ professional learning on the grant seeking and acquittal processes
- ☐ simple and clear instructions on eligibility
- ☐ revising the tax laws to enable better access for schools
- ☐ foundations and trusts pooling funds more
- ☐ revising the tax laws to enable better access for not-for-profits working in education
- ☐ taking a longer-term focus to grant making
- ☐ making better use of technology in the grant making and acquittal processes
- ☐ keeping up-to-date with developments in philanthropy

18. What are the main barriers to effective grant seeking in education for your not-for-profit? (Please list your main barrier(s), and be as specific as possible. For example, if your main barrier is collaboration, please indicate in what way it is a barrier)

19. What strategy(ies) has your not-for-profit used to overcome the main barriers to effective grant seeking in education? (Please list your main strategy(ies), and be as specific as possible. If you have not used a strategy, then please just say so.)

SECTION 4: LEARNING

Just as a reminder, this survey is asking about philanthropy's engagement in education.

20. What do you see as a philanthropic foundation's or trust's main role in education? (Please select one).

- ☐ prevention and early intervention
- ☐ be a catalyst for change
- ☐ support and encourage innovation (new ways of thinking and/or doing)
- ☐ fill an immediate need
- ☐ advocate for public education
- ☐ create the space for longer-term approaches to addressing issues
- ☐ build public awareness about an issue
- ☐ leverage support
- ☐ build new knowledge
- ☐ educate others about philanthropy
- ☐ encourage and facilitate partnerships
- ☐ influence policy
- ☐ inspire people to become donors in the future
- ☐ not sure
- ☐ other, please state

21. In addition to the specific outcomes of a project, to what extent is each of the following important to your not-for-profit? Evidence of ... (Please rate each item choosing either 'not at all', 'minor', 'moderate', 'major').

- ☐ the grant leading to new or further opportunities for the target audience
- ☐ applied learning from the funded project into another project
- ☐ the funded project leading to a new or refined model of practice
- ☐ the grant resulting in improved access to learning for the target audience
- ☐ further funding has been secured
- ☐ new or expanded networks resulting from the project
- ☐ improved not-for-profit-community relationships
- ☐ providing a final acquittal report on the grant received
- ☐ the project receiving wider publicity

22. In addition to the specific outcomes of a project, are there other major important outcomes to your not-for-profit?

- ☐ No
- ☐ Yes, evidence of ... (please state)

From the 2011 LLEAP survey responses, more than 250 'ingredients' for successful philanthropic engagement in education were identified. These were analysed and produced 10 interrelated factors. We ask you about these 10 factors in the next two questions.

23. Of the 9 factors listed below, in addition to 'good fit' (aligned values, objectives, priorities etc), which is the most important for engaging effectively with philanthropic foundations and trusts? Evidence of ... (Please select one)

- ☐ capacity building by the grantee (e.g. improve knowledge and capabilities of grantees)
- ☐ having made well-informed decisions (e.g. evidence-based identification of need)
- ☐ having relevant and extensive knowledge (e.g. knowledge of the community or context for the grant)
- ☐ having committed appropriate levels resourcing (e.g. longer-term granting relevant to the needs of the project)
- ☐ role clarity (e.g. partners in the project having clearly defined roles and objectives)
- ☐ reciprocity (e.g. bringing strengths to the philanthropic and education relationship)
- ☐ having built relationships based on trust (e.g. perceptions of competence)
- ☐ having effective communications (e.g. communicating clearly and openly)
- ☐ being impact focused (e.g. clarity around what is being sought to change)
- ☐ other, please state ...

24. Of the 10 factors below, which is the most challenging to engaging effectively with philanthropic foundations and trusts? Evidence of ... (Please select one)

- ☐ a 'good fit' (e.g. aligned values, objectives, priorities)
- ☐ capacity building by the grantee (e.g. improve knowledge and capabilities of grantees)
- ☐ having made well-informed decisions (e.g. evidence-based identification of need)
- ☐ having relevant and extensive knowledge (e.g. knowledge of the community or context for the grant)
- ☐ having committed appropriate levels resourcing (e.g. longer-term granting relevant to the needs of the project)
- ☐ role clarity (e.g. partners in the project having clearly defined roles and objectives)
- ☐ reciprocity (e.g. bringing strengths to the philanthropic and education relationship)
- ☐ having built relationships based on trust (e.g. perceptions of competence)
- ☐ having effective communications (e.g. communicating clearly and openly)
- ☐ being impact focused (e.g. clarity around what is being sought to change)
- ☐ other, please state ...

25. Did you or someone else from your not-for-profit respond to the 2011 LLEAP Not-for-Profit Survey?

- ☐ Yes (triggers question 25a)
- ☐ No
- ☐ Don't know

25a. We are interested to learn whether the LLEAP project findings or resources have been used by you or someone else from the foundation or trust. To what extent has LLEAP ... (Please rate each item choosing either 'not at all', 'minor', 'moderate', 'major')

- ☐ helped inform our planning
- ☐ improved our knowledge of philanthropy in education
- ☐ led us to have a better awareness of issues from not-for-profit and not-for-profit perspectives
- ☐ helped us develop confidence in this area
- ☐ helped us identify new contacts or networks
- ☐ provided us with new resources

SECTION 5: PHILANTHROPY IN SCHOOLING – GONSKI REVIEW

A major review of funding for not-for-profit was published in late 2011. Known as the Gonski review, it contained a number of recommendations to the Australian Government. One of the recommendations related specifically to philanthropy in schooling:

Australian Government should create a fund to provide national leadership in philanthropy in schooling and to support schools in need of assistance to develop philanthropic partnerships (recommendation 41).

26. What benefits, if any, might setting up a national fund make to your not-for-profit's engagement with philanthropy? (Please state. If you don't know, then please just say so.)
27. What disadvantages, if any, might setting up a national fund make to your not-for-profit's engagement with philanthropy? (Please state. If you don't know, then please just say so.)