

Education Outcomes and Metrics

It is the aim of the Foundation that the projects that it funds will have long-term impact beyond immediate KPIs and outputs. In your Education application, you will be asked to select up to three long-term outcomes. If only one or two apply, that is fine.

Below is a list of the Education outcomes as of December 2017. The right-hand column indicates some examples of ways to measure these outcomes. The list is by no means exhaustive.

The Ian Potter Foundation also recognises that we all can play a small part in broader global movements and adopts a collaborative approach, both in our grant-making and our outcomes measurement. As such, we are beginning to offer relevant indicators from the [United Nations Sustainable Development Goals](#) as options for outcomes measurement.

These goals are deliberately broad to serve as a collective playbook that governments and private sector alike can use, they can also serve as a much needed shared language across philanthropy and the non-profit sector to signal areas of common interest, and measure shared progress.

While grantees are free to select outcomes measurements that are best suited to their stakeholder needs, as a Foundation we support the global goals and, as such, offer the option to use of the global indicators behind these goals (such options are indicated in *orange italics*, with the goal listed in parentheses). We encourage grantees to learn more about the SDG goals.

Technical

School readiness

Long-term outcome	Example metrics
School readiness	<p><i>Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex (4.2.1, use AEDC)</i></p> <p><i>Participation rate in organised learning (one year before the official primary entry age), by sex (4.2.2)</i></p>

Parental engagement

Long-term outcome	Example metrics
Improved parental engagement	<p>Can include shifts in parental role, self-efficacy, involvement and expectations. See https://www.education.act.gov.au/_data/assets/pdf_file/0006/811878/150900_EATD-Technical-Report_text_rev2-2.pdf for a thorough review of measurement options.</p>

Strategic

Evidence and shared measurement tools for the early childhood sector

Long-term outcome	Example metrics
Promotion/dissemination of best practice/new knowledge	<p># conference presentations; # webinar attendees; # peer-reviewed publications/conference presentations; Awareness/adoption of research findings/resources [translation of findings into practice; take up of resources]</p>

Improved skill base	# employees/teacher demonstrating proficiency in a particular skill
Improved service system/sector collaboration	% service improvement across # organisations; # MOUs signed; # joint publications/projects/conferences

We understand that while some organisations have stellar evaluation systems, others may have limited capacity to evaluate. We also recognise that strong evaluations can often improve sustained service and/or build a case to leverage government and other philanthropic funding. Past Grantees have found it helpful to know their measures at the beginning of a project so that they can collect baseline data (to prove progress). Also, careful data collection can be time-consuming. This is why we are asking questions about outcomes at the application phase.

As part of our commitment to improving the sustainability of our projects, if your grant is successful, our Research and Evaluation Manager will contact you to provide support through the evaluation process (e.g. workshops, mentoring with past grantees, assistance in finding publicly available datasets, [recommendations for external evaluators](#), etc.)