

PRINCIPLES FOR

# Effective Education Grantmaking

- principle  
no. **1** **Discipline and Focus**  
In education, where public dollars dwarf private investments, a funder has greater impact when grantmaking is carefully planned and targeted.
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no. **2** **Knowledge**  
Information, ideas and advice from diverse sources, as well as openness to criticism and feedback, can help a funder make wise choices.
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no. **3** **Resources Linked to Results**  
A logic-driven “theory of change” helps a grantmaker think clearly about how specific actions will lead to desired outcomes, thus linking resources with results.
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no. **4** **Effective Grantees**  
A grantmaker is effective only when its grantees are effective. Especially in education, schools and systems lack capacity and grantees (both inside and outside the system) may require deeper support.
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no. **5** **Engaged Partners**  
A funder succeeds by actively engaging its partners—the individuals, institutions and communities connected with an issue—to ensure “ownership” of education problems and their solutions.
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no. **6** **Leverage, Influence and Collaboration**  
The depth and range of problems in education make it difficult to achieve meaningful change in isolation or by funding programs without changing public policies or opinions. A grantmaker is more effective when working with others to mobilize and deploy as many resources as possible in order to advance solutions.
- principle  
no. **7** **Persistence**  
The most important problems in education are often the most complex and intractable, and will take time to solve.
- principle  
no. **8** **Innovation and Constant Learning**  
Even while acting on the best available information—as in Principle #2—a grantmaker can create new knowledge about ways to promote educational success. Tracking outcomes, understanding costs and identifying what works—and what doesn’t—are essential to helping grantmakers and their partners achieve results.