

**THE APPLICATION OF LEARNING & RESEARCH  
TO THE PRACTICE OF PHILANTHROPY**

**EUROPEAN PHILANTHROPY RESEARCH AND TEACHING  
INITIATIVE**

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NOVEMBER 2009**

## PREFACE

This report explores the availability and use within Europe of research into philanthropy and social investment and how a stronger and more effective framework could be built to enhance and extend opportunities for study and for learning in order to improve the practice of philanthropy.

The report was commissioned with the support of The Adessium Foundation, The Atlantic Philanthropies and The Pears Foundation. following an exploratory meeting at the Annual Conference of the European Foundation Centre (EFC) in Rome in May 2009. The meeting was attended by over 40 participants from foundations, universities and philanthropy advisory and consultancy services from across and beyond Europe. The case was made for a study to be carried out which described the current state of philanthropy research and teaching within Europe and which gathered together the views of foundation and academic leaders about what further developments were needed.

Judith Symonds and John R. Healy, aided by Rien van Gendt, took on the leadership of the project, with the assistance of an informal steering group which included representatives of the The Adessium Foundation, and The Pears Foundation as well as the EFC and the European Research Network on Philanthropy (ERNOP).

David Carrington was hired to carry out the study and to prepare this report. The Network of European Foundations (NEF) administered the funding of the work on the study.

The report is intended to provide the basis for further discussion and consultation about future action between philanthropists, foundation leaders, academics and other philanthropy researchers, teachers and consultants – together with the relevant committees of the EFC, especially the Capacity Building Committee and the Communications and Research Committee, member organisations of DAFNE (The National Donors and Foundations' Networks in Europe) and members of ERNOP.

Judith Symonds, John Healy and members of the Steering Group will continue to encourage this project to be taken further. Comments on this report and expressions of interest about participation in future meetings and consultations should be sent to Judith at: [jcs@jcsymonds.com](mailto:jcs@jcsymonds.com)

## ACKNOWLEDGEMENTS

This report is the product of contributions from many people – to whom I am most grateful for their willingness to help, their generosity in setting aside time to assist me and their patience with my questions.

- The project started with my sending a ‘project alert’ to over 100 people across Europe and beyond<sup>1</sup> - those contacted included foundation leaders, academics, philanthropy consultants and advisers.
- Bridget Pettitt (BP Research Consultancy) assisted the data gathering and analysis by collating the information provided to us and web-searching for examples of universities and other organisations involved in philanthropy research and teaching.
- I spoke with more than 40 individuals (see Appendix 1) who are, in many different ways, engaged in work to improve the scale, quality and depth of research and learning about and within philanthropy, seeking their comments and ideas about recent developments, trends and possible future action.
- I was advised and assisted by an informal steering group, co-chaired by Judith Symonds and John Healy, which brought together representatives of the funders of the report, the European Foundation Centre (EFC) and researchers active in the study of philanthropy.
- Gerry Salole and his colleagues at the EFC have provided information and guidance throughout the time spent on the preparation of the report.

I thank them all for their assistance – and for helping to make this a fascinating task for me. The scale and quality of the response was immensely encouraging and useful – and included many that welcomed this study as especially timely.

I am also very appreciative of the support of the three funders throughout my work on this study – for their active participation in the discussions and their always constructive suggestions and guidance. My thanks, too, to the Network of European Foundations (NEF) for administering the grants so efficiently.

The report has been prepared very much to be a ‘stepping stone’ for others to use and to build on. I hope it will prove useful and will help lead to the development of a ‘platform’ for collaboration and joint endeavour between all who have a contribution to make to raising further the standards of philanthropy practice and the quality, breadth and use of research into philanthropy within Europe.

David Carrington  
November 2009

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<sup>1</sup> Colleagues from ‘beyond Europe’ responded from the USA and Canada, Australia, India and South Africa

# THE APPLICATION OF LEARNING AND RESEARCH TO THE PRACTICE OF PHILANTHROPY

## EUROPEAN PHILANTHROPY RESEARCH AND TEACHING INITIATIVE

### INTRODUCTION

#### Scope

The Project Brief set out an ambitious objective – “to create a knowledge infrastructure and a framework for enabling learning and fostering critical thinking and debate on the sector from evidence-based research that will improve the practice of philanthropy”.

The project has sought to explore a substantial agenda:

- How and what type of research into philanthropy and social investment is used by philanthropists and philanthropy practitioners; the perceived gaps in the knowledge base; and how such knowledge and learning could be more effectively and sustainably generated and disseminated?
- What types of philanthropy research and teaching are taking place in Europe?
- Who is setting the agenda for this research and teaching and the channels for communication between practitioners and academics and other researchers?
- How are research and teaching in philanthropy funded currently – and what possibilities exist for further collaboration, standards setting and additional sources of funding?

#### Study Focus & Definition of Philanthropy

In order to focus on this agenda in the consultations upon which this report is based<sup>2</sup>, each interview began with the questions:

- What would be the key components of such an infrastructure and framework?
- What would have to exist in order for such learning, thinking and debate to flourish and be sustainable?
- Looking forward, say, 5-7 years, what would you like the research/teaching ‘landscape’ to look like?

It was inevitable, given the title of the project, that there was considerable diversity among interviewees in their understanding of and use of the term ‘philanthropy’. The briefing used to guide them was as follows:

Within Europe there are many definitions of philanthropy, extending from ‘charitable giving’ along a spectrum that goes well beyond the donation of money to embrace ‘all voluntary action for the public good’.

For this project, we are focusing primarily on the effectiveness and impact of the use and spending of philanthropic resources.

Those resources may derive and be sourced originally from funds given by an individual, a family, a foundation, a company or a community, but, in addition to the provision of financial assets (grants and social investment), they can also involve the use of a foundation’s (or individual philanthropist’s) human assets, knowledge and learning, convening and advocacy activities, policy influence.

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<sup>2</sup> See Appendix 1

We are not including research and teaching on the role, organisation and impact of the generic 'non-profit' and civil society sector as a primary focus of the project. We recognise that many of the research and teaching centres that are most active in the study of philanthropy will also be actively engaged in work on aspects of that wider sector but we wish to concentrate our attention and questions on the use and spending of philanthropic resources and assets.

The preparation of this report has also been described as a stage within a longer project: "the initial phase of a longer term task (or series of investigations, consultations and studies) – an opportunity not only to gather, selectively, a diverse range of expert views and experience, but also to test the extent, availability and quality of existing data and evaluations and to develop a template for information gathering and assessment that, if judged to be successful, can subsequently be used more widely in order to build up a more comprehensive qualitative and quantitative picture of what is currently being achieved and the potential for enhancement and further development."

### **Quantitative Audit**

The project plan combined a qualitative enquiry with a quantitative investigation. The latter was intended to draw on published and web-based material to provide a basic 'map' of what philanthropy research and training is currently being undertaken within Europe.

The initial 'project alert' to philanthropy researchers and other 'thought leaders' within foundations, universities and philanthropy advisory services generated a mass of information and demonstrated that there is already a plethora of data available about research and teaching on many aspects of the non-profit sector including philanthropy and social investment. These include, for example, information resources and networks such as BENPHE (Benchmarking NonProfit Organisations and Philanthropy Educational Programmes)<sup>3</sup>, ARNOVA (Association for Research on Nonprofit Organisations and Voluntary Action)<sup>4</sup> and ISTR (The International Society for Third Sector Research)<sup>5</sup> which already provide lists of and links to university

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<sup>3</sup> BENPHE <http://www.philanthropy.iupui.edu/Partnerships/BENPHE/> is a joint European Union—United States Atlantis programme. European BENPHE partners include the European Foundation Centre (EFC), the University of Bologna (Italy), Oxford Brookes University (UK), Ersta Sköndal University College (Sweden), and Alma Laurea Interuniversity Consortium (Italy). BENPHE partners in the United States include Indiana University-Purdue University Indianapolis, Grand Valley State University, and Arizona State University. The project analyzes graduate programs in non-profit management, social entrepreneurship, and philanthropic studies. The European BENPHE data base includes details of "242 academic programs focusing on non profit organisations (working in local communities or at international level), philanthropy (including volunteering and civil society engagement)." The parallel resource in the USA that has been developed by Seton Hall University has information about courses offered in 294 colleges and universities providing courses in some aspects of non-profit management.

<sup>4</sup> ARNOVA <http://www.arnova.org/> is "a forum committed to strengthening the research community in nonprofit and philanthropic studies..." which "...brings together both theoretical and applied interests, helping scholars gain insight into the day-to-day concerns of third sector organisations, while providing nonprofit professionals with research they can use." The 2009 ARNOVA Annual Conference brought together 600 scholars, teachers and practitioners to debate '*Philanthropy in Communities: Finding Opportunities in Crisis.*'

<sup>5</sup> ISTR is an international association promoting research and education in the fields of philanthropy, civil society and the non-profit sector. ISTR "provides a permanent forum for international research, while at the same time building a global scholarly community in this field." The 'Resources' section of the ISTR website <http://www.istr.org/resources/centers.htm> lists 26 academic centres in a dozen

based activity on a formidable and global scale – far more detailed than this study could aspire to match but also covering a much wider range of programmes than this project is focused on.

Other respondents provided details of university and other research activity within their own countries – again, providing indications of a level of activity well in excess of what had been anticipated.

The audit identified 115 university based centres in Europe that provide some form of research/teaching that could be relevant to the philanthropic sector. However, it was often difficult to unpick within all this data the research work or teaching activity which met the definition of philanthropy that this project has used (see page 1). Moreover, the information is stored in text within Excel and capacity limitations have prevented it being possible to test within this project different ways of presenting such a lot of material in ways that could be made user friendly or an asset for use by a signposting resource. It was, therefore, agreed with the project steering group that the material collected for the quantitative audit would be used to inform the report and its conclusions but that the data – without further verification – would be offered to the European Foundation Centre (EFC) and to the European Research Network on Philanthropy (ERNOP)<sup>6</sup> to strengthen their own information resources and joint ability to provide (and to maintain and keep up to date) signposting guidance to members and enquirers.

### **Report Structure**

The remainder of this report is made up of four sections:

- A reflection on the views gathered from the consultations about the current use of learning within the philanthropic sector
- A summary of why interviewees felt that it is so timely to undertake this project in Europe at present
- A commentary on current challenges to the use and development of philanthropy research and teaching revealed by the consultations, challenges which may undermine or divert further exploration and development – and suggestions for some practical actions which could be taken immediately and which might overcome or ameliorate those challenges
- An outline of what a healthy and robust philanthropy research and teaching ‘ecosystem’<sup>7</sup> might look like in say 5-7 years time – and what actions might be taken in the near future to encourage the emergence and development of such a system of research and applied learning.

It is hoped the use of this ‘imagined future ecosystem’ contrivance will enable philanthropy researchers and leading practitioners to consider together how – through evolution, entrepreneurship and collaborative effort – the “knowledge infrastructure” referred to in the project brief can be developed; a platform on which

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European countries. In addition, it includes 15 centres in the USA, 6 in Canada and 4 in Australia – and 8 in China.

<sup>6</sup> The European Research Network on Philanthropy (ERNOP) brings together more than 40 researchers in 15 countries to advance, coordinate and promote excellence in philanthropic research in Europe: <http://www.ernop.eu/>

<sup>7</sup> Ecosystem: A unit of interdependent organisations which share the same habitat; a system consisting of many organisms that exist in mutual dependence with the other organisms in the system; a system where populations of species group together into communities and interact with each other and their environment; all the factors that allow a healthy environment to function...

the application of learning and critical thinking derived from evidence based research can lead to further improvements in the practice of philanthropy within Europe.

## RESEARCH AND TEACHING IN PHILANTHROPY – THE APPLICATION OF LEARNING AND RESEARCH

Successful philanthropy is rooted in the application of learning – of knowledge gained from experience, one's own and that of peers, from research, from teaching, from lessons learnt from history and current practice. Success in developing well focused funding programmes, in implementing efficient and effective processes, in establishing responsible strategies for endowment management, in measuring and assessing impact and effective use of philanthropic resources – the quality of all these will be significantly enhanced in practice by the assiduous and rigorous application of learning.

This report is intended to explore how opportunities to achieve that success can be made more likely through

- strengthening the practical relevance and intellectual challenge of the philanthropy research agenda
- extending the availability of and practitioner access to philanthropy research and teaching
- enabling philanthropists and foundations to reflect in depth on their work and to improve what they do and how they do it, and to target the use of their philanthropic resources to greater effect.

It also seems likely that potential donors will become more active and effective philanthropists if they can see and be easily referred to evidence for the social value and impact of others' philanthropic endeavours – evidence that is independently researched and documented in ways that are useful to practitioners.

The consultations upon which the report is based suggest that, at present:

- many people within the philanthropy sector do not appear to have applied to their work in a systematic way knowledge that has been gained by their peers or through research – but also that there is not only a growing hunger among philanthropy practitioners for evidence based knowledge about the context, process and impact of their work but also widespread enthusiasm to identify and debate lessons learnt from philanthropic practice
- many researchers do not ensure that the results of their efforts are made directly available to philanthropic practitioners in ways that enable them easily and constructively to apply the learning to their day to day work – but also that a growing number of university based centres and research/consultancy organisations are being established (in Europe, the USA, Australia and elsewhere) that are committed to the production and creative dissemination and exploration of applied research and learning about philanthropy
- there is a deficiency of knowledge within the philanthropic sector about sources of knowledge or evidence that could help practitioners better to understand the arenas within which they have chosen to operate or to improve their practice and competence in applying philanthropic resources to a particular problem or challenge – but that advances in web-based technology means that individual foundations and networks/associations of foundations are increasingly willing to invest in filling knowledge gaps
- practitioners do not pay as much attention as they could (some might argue should) to acquiring knowledge that could help them and their Board members reflect on fundamental questions such as: Do we know enough to do a good job? Do we know if we are doing a good job? Are we learning from

our experience and from the experience and evidence of others? Are we applying that learning to our current and future work?

Philanthropic resources are used in many settings and across many sectors. The consultations reinforced the view that, to apply these resources with conviction and confidence requires an understanding of their potential (and of their past application) within a wide range of policy arenas. The consultations also indicated that philanthropic efforts could be more effective when practitioners engage in consideration of how best philanthropic resources can be used to support or to complement work that is undertaken within the wider non-profit or civil society sector, or within the corporate sector, or in partnership with government, or to influence public policy and action, locally, nationally or internationally.

Much philanthropic wealth is tied up in endowments which are managed primarily to deliver maximum financial return – it is unusual for the stewards or custodians of those endowments to study how they might apply to the management of these assets knowledge or learning which enables investment management strategies and practice to be connected more directly to the charitable mission for which the endowments were first created. Partly because of the financial crisis of the last two years, more foundation leaders, investment analysts and researchers than in the past are willing to question orthodox investment management strategies and to enquire into how a greater mission ‘connection’ and social or environmental impact could be achieved through the investment of foundation assets. The consultations revealed widespread interest in exploring these issues and possibilities.

It was also argued by some interviewees that philanthropic resources are managed by organisations – foundations – many of whose leaders seem to be more reluctant than their equivalent managers in other enterprises to invest in learning about the special leadership, governance or competences that may need to be applied in order to make the most effective use of these resources. As several of the interviewees argued, “there is no reluctance to paying for research into the quality and impact of the work of those those we fund or to pay Universities to carry out research on subjects we are interested in – but there’s a great resistance to investing similar attention on ourselves, on our impact or the added value of what we do.” (Indeed one commentator asserted that “the philanthropy world is too cosy and complacent – and completely resistant to real research into itself”). Other interviewees were less critical of their peers, pointing to new research and learning initiatives that were providing opportunities for greater reflection and self-evaluation – and to the positive impact on the quality of philanthropy practice that had resulted.

Philanthropic resources are limited – never sufficient to meet all the demands that may be made of them. Those who have responsibility for managing those resources will, inevitably, have to ‘ration’ their allocation in some way, making choices between what may seem to be equally admirable options. Given the public benefit obligations that have to drive the allocation of philanthropic resources, such decisions should clearly be based on a full consideration of available evidence (and investment in building new evidence bases where existing ones are insufficient). Furthermore, the public benefit obligation surely also dictates that, having allocated and invested philanthropic resources, attention is then given to analysing and reviewing whether or not those choices have generated the planned outcomes and, if so or if not, appropriate lessons are learnt and applied to future decision making.

This report is intended to assist those who have responsibility for the allocation of philanthropic resources to have access (and to contribute) to the research and learning that can help them meet those obligations through their own practice as well as possible.

## RESEARCH AND TEACHING IN PHILANTHROPY – A TIMELY STUDY

The initiative which led to the commissioning of this study was widely considered by those we have consulted to be timely – indeed, several argued it was long overdue.

Several reasons were suggested:

***New curiosity about philanthropy:*** within Europe, a growing number of foundations, individual philanthropists, philanthropy advisers and commentators have become increasingly curious about the study of philanthropy – about its history, its current organisation, its internal workings and processes, its ‘niche’ within and alongside other resources and agents for change, and its potential. This curiosity has led to greater interest in and enthusiasm for studies and learning about many aspects of philanthropy itself.

This is in addition to the already established interest among foundations in commissioning or undertaking research into the themes and priorities upon which philanthropic resources are to be spent and into the public and other policy arenas within which they are used; and is also in addition to the well developed systems used by foundations for funding academic research in social, natural and other sciences<sup>8</sup>.

Philanthropy studies are, by definition, multi-disciplinary and can involve engagement with specialists in anthropology and history, psychology, ethics and theology as well as economics, finance and management studies, social science and public policy – along with many other subject disciplines. The multi-disciplinary nature of the subject is part of the excitement that the studies can generate, continually promoting further questions.

This growing interest has led some established foundations to provide financial support (and, sometimes, also the time of their experienced staff) to help set up new specialist research and teaching centres within several European universities<sup>9</sup> and also to fund journals and other methods of communicating learning about philanthropy to a wider audience.

***New philanthropists:*** some of those described as ‘the new philanthropists’ (individuals who have acquired substantial wealth within their own lifetimes and decided to use some of it for philanthropic purposes) have brought a fresh critical curiosity to their philanthropy. They do not necessarily shape their philanthropic behaviour or organisation on previous models; they are keen to apply methods of measurement on what they fund so as to learn about impact and social return; and they are surprised that, compared with some other ‘business’ sectors with which they are familiar, there is less specialist research or knowledge transfer within the philanthropy sector. Some of these new philanthropists have already demonstrated that they are more prepared than established philanthropic organisations to invest in filling those knowledge gaps.

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<sup>8</sup> For example The European Forum on Philanthropy and Research Funding, an initiative led by the European Foundation Centre with support from the European Commission and individual funders, which aims to help underpin philanthropic funding for research through the exchange of experiences and best practices, the development of cooperation on research funding, and the promotion of a favourable environment for foundation and private philanthropy undertakings.

<sup>9</sup> For examples of these, see Appendix 2

**Changes within Foundations:** the growing interest in the study of philanthropy is being reinforced, some feel, by the growing proportion of Foundation staff who are 'research aware' – whose educational and previous work experience has made them more confident than, perhaps, many of their predecessors, about the use of research methodologies within their professional 'toolbox.' The creation of posts within foundations focused on knowledge and/or data management has also influenced these developments, posts, for example, like that of the Head of Research in Philanthropy Studies, Historical Archives and Documentation at the Compagnia di San Paolo.

**New philanthropy advisory services:** new energy has also been applied to the study of philanthropy by the emergence in recent years within several major Private Banks within Europe of philanthropy advice services working alongside wealth managers – these services are keen to expand the markets served by their banks and attach importance to being able to document authoritatively the work they describe and promote. Some have been eager to support research into 'giving' and other aspects of philanthropy<sup>10</sup>.

Other advice and consultancy services have also been established in recent years within Europe, ranging from internet based information and networking initiatives (such as Philanthropy UK<sup>11</sup>) to advisory and 'donor education' services as diverse as Active Philanthropy<sup>12</sup> or New Philanthropy Capital<sup>13</sup> or WISE<sup>14</sup> or the Institute for Philanthropy<sup>15</sup>. US based 'blogs' and e-newsletters<sup>16</sup> that focus on aspects of philanthropy are also increasingly read throughout Europe.

The growth in market penetration of a journal such as Alliance ("for philanthropy and social investment worldwide")<sup>17</sup> and the plans by the Voluntary Sector Studies Network (VSSN) to launch in March 2010 a journal of peer reviewed studies, Voluntary Sector Review,<sup>18</sup> are further indications of this new energy and interest within Europe in the way philanthropic resources are used and could be further enhanced and extended in the future.

**Associations of donors and foundations:** in many European countries, national associations of foundations and other philanthropic organisations have become increasingly active in recent years. They provide not only information and guidance to

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<sup>10</sup> For example: *Tomorrow's Philanthropist* by Ledbury Research for Barclays Wealth: [http://www.barclayswealth.com/Images/Tomorrows-Philanthropist\\_UK.pdf](http://www.barclayswealth.com/Images/Tomorrows-Philanthropist_UK.pdf) ; and *Million Pound Donors Report 2009* by Beth Breeze, Centre for Philanthropy, Humanitarianism and Social Justice at the University of Kent for Coutts Bank:

<http://www.coutts.com/files/million-pound-donors-report-2009.pdf>

<sup>11</sup> <http://www.philanthropyuk.org>

<sup>12</sup> <http://www.activephilanthropy.org/>

<sup>13</sup> <http://www.philanthropycapital.org/>

<sup>14</sup> <http://www.wise.net/>

<sup>15</sup> <http://www.instituteforphilanthropy.org/>

<sup>16</sup> For example those produced by Lucy Bernholz, Todd Cohen or Sean Stannard-Stockton and by the Aspen Institute, the Foundation Centre, the National Center for Family Philanthropy and those linked to university centres like the Centre for High Impact Philanthropy at the University of Pennsylvania or 'The Intrepid Philanthropist' (The Center for Strategic Philanthropy and Civil Society at Duke University)

<sup>17</sup> <http://www.alliancemagazine.org>

<sup>18</sup> <http://www.vssn.org.uk/journal/index.htm>

foundations and individual philanthropists, but have also initiated a range of teaching activities, mainly focused on the processes of philanthropic activity. These are often built around peer-to-peer sharing of experience and practice but also provide an opportunity for practitioners to hear about and engage with research findings as part of the learning experience. The individual national associations are brought together to share experiences and to identify shared needs and potential action within Donors and Foundations' Networks in Europe (DAFNE).<sup>19</sup> The secretariat of DAFNE is provided by the European Foundation Centre (EFC).

Transnationally across Europe, and complementing the training and capacity building work of DAFNE members, the EFC has also been developing a range of capacity building resources and 'interest groups' designed to enable foundation staff and leaders to be better informed and confident about the work they do.<sup>20</sup> This increased attention to enhancing learning opportunities for philanthropy practitioners and for initiating and disseminating the results of research into philanthropy endeavours of all kinds is a prominent feature of the EFC's strategy – and, in particular, of the work led by the Communications and Research and the Capacity Building Committees.

**Public Scrutiny:** many who make or influence public policy, nationally and internationally, have expressed increased interest in how philanthropic resources can most effectively be deployed alongside or in ways that are complementary to public or private sector funds. This is happening across much of Europe, albeit at times the starting point for such curiosity may be government interest in how philanthropic funds might be used to replace public spending or the withdrawal of public support from various aspects of public endeavour, or because of queries about the legitimacy of the tax advantages of private foundations or the transparency of their activities.

Whatever the 'trigger' for such interest, however, whether it be negative or positive, it is important that those who hold philanthropic resources are well equipped with knowledge and evidence to engage in these debates – and, by so doing, to act for the benefit of the people, the communities and the culture that those resources have been set aside to support.

**Basic data:** the extent and quality of data on levels of personal giving and foundation activity across Europe vary greatly between countries, depending on disclosure and other regulatory requirements, systems for recording household statistics and the activities of specialist researchers. Improving the quality, consistency and availability of such data is an important 'building block' of developing an infrastructure for philanthropy studies. In recent years a number of initiatives have been taken which encourage the view that more standardised data will be available for research and study in future years. The publication of '*The State of Giving Research in Europe*' by the European Research Network on Philanthropy (ERNOP)<sup>21</sup> at the same time as this project was being commissioned is just one indication of the growing attention that the need for basic data on philanthropy is attracting.

**University research activity:** across Europe, increasing numbers of university based researchers have begun to focus academic attention on philanthropy and related studies. Some of these are specialist centres, focusing all of their efforts on

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<sup>19</sup> <http://www.dafne-online.eu/>

<sup>20</sup> <http://www.efc.be/projects/pippip/>

<sup>21</sup> <http://www.ernop.eu/publications>

philanthropy or directly connected studies. Others are individual or small groups of researchers in established faculties applying knowledge from their own discipline to aspects of philanthropy. (Details of some of these centres and groups are listed in Appendix 2).

This university research agenda is diverse, focused on and giving new prominence, for example, to:

- the exploration of data on giving and on motivations for giving (of time as well as money)
- the historical development of personal and institutional philanthropy; the variations between countries within Europe in these developments and in the context for contemporary philanthropy
- the value of different ways of organising and utilising philanthropic resources
- the merits of different methodologies for impact measurement and evaluation
- research on alternative options for investment strategies and endowment management.

Research activity is also being undertaken on issues as diverse as social justice in philanthropy, philanthropic responses to migration and community intolerance, the use of philanthropic resources in enterprise development, community asset building, environmental protection, and international development.

All the new university centres emphasise in different ways the importance they attach to demonstrating the relevance of their research activity to practice – of wishing to be judged not just by citations for their published research but by the impact of their research findings and publications on the way philanthropic resources are applied and used. The number of post-graduate PhDs and Fellowship opportunities is also growing – adding momentum to these developments.

The recent emergence of ERNOP and of other researcher networks and the commitment to collaboration between universities working on philanthropy and related issues are also encouraging indications of the positive development of the sector. The Master in International Studies in Philanthropy and Social Innovation programme (MISP) at the University of Bologna, for example, is a partnership with universities in several other European countries as well as in the USA and Africa. In a related arena of learning, the Centre for Social Investment at Heidelberg University is working on a leadership programme for managers of non-profit organisations with The Economic Research Institute within the Stockholm School of Economics, the Centre for Nonprofit Management at Trinity College, Dublin and the Institute for Interdisciplinary Research on Nonprofit Organisations at WU Vienna University of Economics and Business Administration.

**University Teaching:** alongside and complementing the increase in research activity within universities has been a fast growth in the number of teaching programmes focused in part or wholly on the ‘non-profit’ sector, and, within that, giving varying degrees of attention to philanthropy and social investment – at both undergraduate and graduate levels. The scale of this teaching activity is clearly illustrated in the BENPHE database<sup>22</sup>.

A number of leading Business Schools have also entered this arena, introducing executive education opportunities and commissioning case study materials built

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<sup>22</sup> <http://www.misp.it/benphe/>

round the management of non-profit organisations, social enterprises/businesses and foundations.

Some links are also in place between the teaching activity within universities and the practice focused peer-to-peer and other learning opportunities that national donor and foundation networks have initiated.

***The US experience:*** as yet, the range and number of philanthropy research and teaching facilities within Europe is microscopic in comparison with what has grown in recent decades in the USA.

The US research and learning capacity includes some notable University based centres (for example at Duke, Stanford, Harvard, Johns Hopkins, Pennsylvania, Grand Valley and Indiana).

But the research and learning 'infrastructure' in the USA also includes a diverse and 'rich' range of other, non-university based, resources:

- Associations of grantmakers and philanthropists, locally, regionally and nationally (e.g. organisations as diverse as Grantmakers for Effective Organisations, the Association of Small Foundations, the National Committee for Responsive Philanthropy and Venture Philanthropy Partners)
- Specialist applied research groups and 'think tanks' (e.g. the Bridgespan Group, the Centre for Effective Philanthropy, FSG Social Impact Advisors and the Monitor Institute)
- Web and paper based guidance and research materials (e.g. Grant Craft, More for Mission, the Stanford Social Innovation Review, the Non Profit Quarterly, 'Philantopic' from the Foundation Centre, 'Linkages' from Rockefeller Philanthropy Advisors).

A growing number of philanthropy practitioners and foundations in Europe are alert to and in contact with these resource providers. Some of the products of US philanthropy research and learning organisations have had considerable influence on philanthropy practice in Europe – and some of the US organisations have established links with colleagues and potential clients within Europe.

The scale and diversity of what has been developed in the USA (and, on a smaller scale, in other countries such as Australia) provide a further timely incentive for this project – to examine, while the 'infrastructure' in Europe remains relatively embryonic, not only lessons learnt from the innovative work of the 'vanguard' of university based and other initiatives within Europe, but also to take note of experience gained in other continents – and to identify what positive steps taken now or in the near future might best ensure effective and healthy further development in the European philanthropy environment.

## **Conclusion**

It may be tempting, given the growing number of philanthropy focused research and teaching initiatives that are currently being undertaken within Europe, to 'let a thousand flowers bloom,' to defer any concerted action but monitor progress and see what happens – as some of the initiatives develop strongly, some fade away; as new mutually supportive collaborations and networks (between universities and between academics and practitioners) emerge, extend and strengthen; as new uses of the internet are taken up and used to inform, guide and inspire practice.

The conclusion of the consultations and discussions upon which this report is based, however, is that a range of interventions would be timely – without being prescriptive or rigid – to explore how the currently often embryonic ‘bridges’ between practice and research and teaching can be strengthened and made more resilient and mutually reinforcing. Success in such efforts to apply learning could be of significant benefit to the future practice of philanthropy throughout Europe.

At present, the existing resources and facilities being devoted to research and teaching in philanthropy within Europe are sufficiently fragmented that they could be described as  $2+2=3$ . The rest of this paper explores both the challenges that need to be overcome and also the ‘ecosystem’ that may need to be encouraged to emerge so that  $2+2 = 5$ .

## RESEARCH AND TEACHING IN PHILANTHROPY: IMMEDIATE CHALLENGES – AND POSSIBLE ACTION

### Is there any shared language?

The focus of this study is research and teaching in philanthropy – during the consultations with colleagues in Europe, almost every interview began with a question about what the project meant by philanthropy?<sup>23</sup> In some countries, the term was not regularly used, or referred only to high profile rich donors; in others it covered all personal giving of money or time; in others it extended to all voluntary action for public good; in others it covered, in effect, the whole non-profit and civil society sectors. For some of the consultees, it included corporate giving, for others such marketing led commercial giving was seen as part of a distinct Corporate Social Responsibility agenda, separate from philanthropy.

The definition used by the European Research Network on Philanthropy (ERNOP) is “voluntary private contributions of money, time or other resources with a primary goal to benefit the public good.” The explanation used in this project is as set out on page 1. The challenge to shared understanding posed by this diversity of definitions is illustrated by the different terms used in the titles of the various university based centres in Europe.<sup>24</sup>

This is not just a semantic debate – or a reflection of the need for the university centres to occupy a subject area that is large enough to be financially viable. Nor are the arguments over whether or not ‘philanthropy studies’ constitutes a legitimate subject for academic study. Strong views on these issues are held across the spectrum.

### **Action:**

1. The conclusion at this stage of this project – reflecting the views of many of those interviewed for the project – is that it is important:

- to avoid rigidity on these issues while the philanthropy research arena is evolving and finding its own shape and boundaries
- to encourage research and teaching along the continuum from the study of the whole of civil society to a narrow focus on ‘giving
- to see philanthropy as a subject not only worth examining in its own right but also having applied to it research spotlights from many other subject disciplines.

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<sup>23</sup> In contrast, almost every discussion with consultees in USA or Australia assumed a single definition – that of the ‘world’ of private, community and corporate foundations and individual donors.

<sup>24</sup> These titles include Charitable Giving and Philanthropy, Philanthropy and Social Innovation, Philanthropy Studies, Philanthropy and Civil Society, Non Profit Management, D’Etude et de Recherche sur la Philanthropie, Strategic Philanthropy, Philanthropy Humanitarianism and Social Justice, Voluntary Sector Research, Civil Society Research, Social Investment and Innovation, Civil Society and Social Economy. Furthermore, those specialist centres that are not fully ‘stand alone’ within their Universities are located in no less a wide range of faculties: a Centre for Charity Effectiveness, an Institute of Labour Studies as well as Schools of Business, Economics, Finance, Management, Social Sciences, Social Policy, Sociology and Social Research.

2. It is vital to ensure that the 'signposting' resources used by practitioners (for example the EFC and national donor associations) are equipped and have the capacity to provide clear information and guidance about the different university offerings and perspectives. For that to happen and to be effective, the researchers and university centres will have to ensure that their individual focus and subject boundaries are communicated with clarity and in the most 'practitioner friendly' terms possible.

3. Practitioners who have participated in the university programmes (whether in research activity or as consumers of teaching) have a potentially valuable ambassadorial role as 'alumni'. Hopefully, as a result of their university based experience, they themselves will be more research aware and committed to the potential value of academic study for enhancing practice and will communicate this with clarity and confidence to their peers and to the leaders of their organisations. Such alumni also have a potentially very fruitful role in advising the university centres and helping to shape their agenda and plans. The foundation employers of such alumni and the university centres should encourage and support such alumni effort – it would be a valued long term investment in applying learning and research awareness to philanthropy practice.

### **Is there a market?**

Is the 'study of philanthropy' something around which a viable research and teaching enterprise can be built? The consultations did not reveal any certainty or specific data to answer this and related questions about:

- the demand for specialist philanthropy focused teaching
- the supply – potential levels or sources of funding that might be available to resource philanthropy research activity
- the scale of the market for specialist 'stand alone' centres alongside the increasing focus on philanthropy within other faculties and disciplines
- the respective roles of university based and independent researchers (and consultancies) as contributors to deepening and extending the philanthropy research agenda and to providing and enhancing opportunities for practitioner learning alongside the capacity building efforts of DAFNE member organisations and the EFC.

There is some urgency for these questions to be clarified as market certainty and financial security are essential if any university centre is to become a credible base for long term research, or for collaboration with other academic disciplines, or for attracting PhD students – or as a base for building programmes of executive education targeted at leading practitioners. It is clearly in the interests of both the academic and practitioner communities for the market, if it is to survive, to be financially healthy and of a scale to be effective.

### **Action:**

1. Existing donors who are supporting the various university centres could collaborate with each other, as well as with the centres that they support, to firm up data on the various markets that the centres seek to address, sharing that data widely to encourage other foundations to follow their lead and to help 'grow' the market.

2. Individual member organisations within DAFNE could convene such discussions at a national level and the EFC could support similar debate transnationally – sharing data and experience.

3. The EFC could provide opportunities for European foundations to learn more about the specific added value of the work of independent research consultancies from their US counterparts and from some of the US research organisations themselves.

#### **Attitudes and mutual confidence between practitioners and academics**

Many examples of positive and mutually supportive joint initiatives and networking emerged during the consultations – but a substantial proportion of the consultations were characterised by classically stereotypical negative attitudes by practitioners of academics, and vice versa. This sort of mutual scepticism is by no means unique to philanthropy sector, but given the embryonic stage that the philanthropy research and teaching infrastructure has reached, achieving scale and momentum could easily be undermined if it is not overcome.

At present, it seems not to be unusual for academics to feel that the philanthropy sector is uninterested in and unwilling to pay for research into their own behaviour, effectiveness or impact; and for practitioners to perceive academics as being prone to the ‘over collection’ of data and inclined to be dismissive of many of the questions that practitioners would like studied.

Furthermore, among the comments received during the consultations were several that argued that, within Europe, neither the philanthropy sector nor the academics that study it were sufficiently committed throughout their practice to knowledge transfer – “it’s an add-on....there’s no real investment in it.....the academics talk to each other as do the practitioners – but they don’t come out of their silos and expose themselves to each other....their language is all wrong for getting the message across” were typical of these comments.

As has already been acknowledged earlier in this report, the philanthropy research and learning ‘infrastructure’ in the USA, in contrast to that in Europe, includes a number of high profile and influential applied research and consultancy groups, ‘think tanks;’ and philanthropy advisers. Most are financially supported in their work by foundations and are regularly commissioned by foundations to research specific aspects of philanthropy. Some of those consulted in this project argued that the prominence of these independent research organisations implies a criticism of university based researchers for not engaging in a similarly direct and entrepreneurial way with research issues perceived to be priorities by foundations. Others argued that this ‘pluralistic’ market of providers of applied research was healthy and that the independent and university based philanthropy specialists had complementary functions – indeed that individual specialist groups in both sectors had acquired distinct ‘niches’ which, in combination, added real value to the learning available to practitioners.

#### **Action;**

1. Turning round the sort of mutual scepticism reported above is not a task that lends itself to a short timetable, but, nonetheless, existing funders of research and teaching – those in the ‘vanguard’ of funding this work within Europe – could themselves invest more actively in celebrating and sharing details with colleague funders, to demonstrate the real added value they are experiencing.

2. The foundations that are committed to the university centres could also help (even require) the centres to develop communication resources as a central feature of their work, not just activated on the day a new research report is published.

3. University centres and their funders could combine (with each other and with national associations of donors and foundations and/or the EFC) to convene practitioner/academic meetings within which leading (and future leading) practitioners could be encouraged to explore how to frame research questions and how best to transfer knowledge between academics and practitioners – and both ‘sides’ could participate in reflection and robust but constructive debate which takes them beyond their usual comfort zones and, as a consequence, helps extend and shape the future research and learning agenda. It would be important for the ‘health’ of the research and learning infrastructure that independent philanthropy researchers and consultants are involved in such meetings as their work complements and extends the research agenda beyond that which is likely to be prioritised within the university centres.

**Basic Data:**

Though some recent improvement in the availability of basic data about philanthropy across Europe has already been acknowledged, it is still very patchy and inconsistent and variable in quality, coverage and definition.

**Action:**

1. The work that ERNOP has initiated on greater standardisation of basic data deserves wider support among the philanthropy sector – ERNOP should be encouraged to identify ways to carry out national and Europe wide comparative studies on who gives, why, and what for: basic studies, maybe, but an essential foundation for more complex investigations

2. Other data gatherers should be encouraged to highlight studies on philanthropy. The BENPHE European data base, for example, does not include philanthropy as one of its long list of subject areas<sup>25</sup> making it difficult to identify easily those centres which claim to offer teaching in philanthropy studies of one form or another. As a member of BENPHE, the EFC could propose that such categorisation be introduced to the data base. Similarly the European participants in ISTR could engineer comparable changes in the ISTR list of Third Sector research centres. Highlighting such activities and disseminating knowledge about them through national associations of donors, the EFC and other networks will make it easier to connect practitioners with relevant academics.

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<sup>25</sup> The subject categories they do use are: Cultural, Leisure or Sport Studies, Economics, Business Administration and Management Studies, Education or Pedagogy, Historical, Philosophical and Religious Studies, International Cooperation and Development Studies, Public Administration, Social or Community Work, Health Care, Volunteering and Civil Society

## RESEARCH AND TEACHING IN PHILANTHROPY: A FUTURE ECO-SYSTEM FOR THE APPLICATION OF LEARNING

### Introduction

The diversity and mutual interdependence of the many people and organisations involved in philanthropy research and teaching produce what can be described as an ecosystem, as was suggested on page 3.

This section of the report pulls together the suggestions and ideas made during the consultation interviews and outlines the possible component parts of what such an ecosystem might be in 2015. This is presented in order to provide a framework for future discussion between all the participants in the existing (but generally fragmented) ecosystem of how the various components identified below could be encouraged to grow and work together. It provides, therefore, a “map of what might be.”

### 2015

#### *University based research capacity*

Specialist ‘stand alone’ philanthropy research centres have become well established and of high academic reputation within at least six European universities and research groups are active within at least a dozen other centres/faculties.

There is a combined academically credible capacity that is able to generate long and short term research focused both on philanthropy as a force within and a dimension of wider society and also on the use and value of philanthropic resources; and to engage and collaborate with practitioners (and with philanthropy advisers) in examination of the increasingly extensive evidence that has been collected about what works/what doesn’t.

These university based research resources are now embedded within their institutions and are becoming increasingly financially viable, drawing on operational funding from research councils (or equivalent national state research funding agencies) and foundations and on income derived from the masters and doctorate opportunities they provide. Their research is valued not only as of high academic standard but also by practitioners as adding tangible value to their work.

As a consequence of the quality of the research product and of practitioner focused communication about it, the researchers are able to encourage:

- the creation of international and interdisciplinary research initiatives
- the recruitment of a cadre of PhDs and of practitioners undertaking dissertations and the support of emerging scholars and practitioner alumni
- the commissioning (by foundations, individual philanthropists, corporates, research councils and governments) of a flow of philanthropy research projects
- the provision of opportunities for practitioners to engage in the design and implementation of research

– and, therefore, to have a growing impact on the quality of philanthropic endeavours.

The research spectrum includes studies of:

- who gives? why do they give? to what do they give? how do they give?
- the historical, philosophical and theoretical meaning of philanthropy across Europe

- the differences within and between different European countries in philanthropic behaviour and the influence on this of different national contexts<sup>26</sup> and other factors such as income inequality, levels of active engagement in religious worship, education, trust in institutions etc
- the stewardship of philanthropic assets
- the management and governance of philanthropic organisations
- the evaluation (real time and retrospective) of philanthropic outputs and outcomes, and of effectiveness and impact measurement
- the place of philanthropy within political and public policy arenas.

Several of the centres collaborate in the regular production of case study materials and the collection of comparative data about the current state of and trends in philanthropy in Europe – of household, foundation and corporate giving and other philanthropic activity.

The centres all invest significantly in communications capacity in order to ensure that no opportunity is missed to disseminate, share and explore research findings with practitioners.

The centres also collaborate within networks and on projects:

- with researchers in other centres within and beyond their own country
- with independent researchers that are not university based but are active in philanthropy research
- with national associations of donors and foundations within their own countries
- with associations of non-profit/civil society organisations within their own countries.

As a result, learning is shared actively between researchers and practitioners – the implementation and application of ‘lessons learnt’ is widespread and has itself become a subject for academic study.

### ***University based teaching capacity***

Teaching resources that are directly relevant to philanthropy practitioners have become well established in at least one university within each country. These are all linked in a variety of ways to the research centres outlined above, to independent researchers working outside universities and to practitioners in the philanthropic and related sectors. In combination, this capacity is able to:

- provide Masters and certificated learning opportunities
- organise and host a diverse range of executive education opportunities
- be involved in teaching activities initiated by donor associations and other networks.

Several Business Schools are also involved in providing some of these opportunities, some designed specifically for philanthropy leaders, some to provide opportunities for philanthropy practitioners to learn alongside people from other sectors.

It is the norm for all of these university based teaching facilities to have practitioners working within them on a secondee or ‘visitor’ basis and for there also to be

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<sup>26</sup> For example government policies, tax incentives, the legislative and regulatory environments, the state of development of the non-profit/civil society sector

opportunities for the appointment of practitioner professors alongside those who have followed an academic career track.

All the teaching centres adopt a fluid and flexible approach to timetabling systems and learning methodology – shaping them to fit their consumers' circumstances rather more than the institutional convenience of university.<sup>27</sup>

### ***Capacity Building***

National associations of donors and other specialist networks provide comprehensive programmes of peer-to-peer capacity building, staff development and other learning opportunities (e.g. action learning groups, learning labs, interest groups, new recruit and emerging leader programmes) for individual philanthropists and the staff and board members of philanthropic organisations.

The EFC encourages and publicises these national programmes and provides similar learning opportunities on a transnational basis, promoting and celebrating excellence and transparency in philanthropy practice.

Throughout all these programmes, opportunities are created to include academic input, carefully prepared and presented to share evidence, to focus on practitioner preoccupations, to challenge practitioner assumptions and to question orthodox approaches.

### ***Independent research and consultancy organisations***

Numerous and diverse independent research and consultancy agencies and 'think tanks' have been set up with – or have extended their work to incorporate – a specialist focus on philanthropic activity and resource utilisation. Though these are independently constituted organisations, most have close associations and operational links with at least one of the university centres.

They focus their work in particular on:

- applied research and programme/project evaluation
- different forms and uses of philanthropic funds and endowments
- studies of how philanthropic activity is perceived and evaluated by the organisations and communities it is intended to support
- cross-sectoral studies
- the exploration of the impact of philanthropically funded advocacy on public policy and on the performance of public institutions.

They all invest extensively in the dissemination and sharing of the findings and practical application of their work – using a wide range of communication methods and systems.

### ***Published materials***

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<sup>27</sup> One example of the sort of programmes that could be developed has been introduced by the Center for Strategic Philanthropy and Civil Society at Duke University. This is a "problem smashing" event, lasting a couple of days, that takes an important problem that could be addressed by philanthropy, but which also necessarily involves government and other experts and stakeholders. The event brings representatives of all the 'players' together – and, "in the process of learning, peer-learning and peer-teaching, the concepts of strategic philanthropy get virally introduced and worked on."

A range of institutional and non-profit publishers of internet and paper materials provide philanthropy practitioners with a constant flow of operational guidance and factual material, dissemination and discussion of research findings, programme and project evaluations, policy debate, and links to relevant evidence and reports from beyond Europe. These publishers are supported financially by established foundations, enabling their materials to be made available free or at below-market price across the philanthropy and related non-profit/civil society sectors, including small organisations within each.

Several high calibre academic journals have been established in Europe covering studies in the non-profit, philanthropic and social investment sectors.

### ***Individual Foundations***

Foundations of all sizes are commissioning research and gathering evidence when considering and planning new funding initiatives and programmes – such practice has become mainstream and routine within foundations as has:

- recruiting research minded practitioners
- introducing research findings to Board away days
- commissioning ‘real time’ evaluations of programmes as they develop and are implemented, proportionate to the scale and nature of the funding
- engagement with the researchers who are active in the foundation’s programme priority areas – drawing on advice and input from academics, advisors and consultants
- engaging with academics on their own agenda setting (for teaching and research)
- seconding staff to study within university centres and encouraging universities to use experienced practitioners in their teaching programme and as advisers to research activity
- supporting and using the services of independent research and consultancy organisations that bring specialist knowledge and experience to the philanthropy sector – including evaluations of the foundations’ own effectiveness and the perceptions of them of the organisations and communities to which they provide resources
- funding knowledge sharing – to guide their own future work, advocacy and influence and to encourage/inspire colleague funders.

Foundations that have in the past been the ‘vanguard’ for funding philanthropy studies (and their comprehensive dissemination) not only continue to be active funders of such work but have been joined by others that had previously been sceptical of the intellectual and practical value of such research – but who have been persuaded to change their views by the demonstrable practical value of the learning that has been generated.

### ***Building bridges and a coordinated system***

A variety of groups and organisations are actively building bridges between practitioners, researchers and teachers and binding together this increasingly ‘critical mass’ of learning capacity.

At the centre of the learning eco-system are the signposting, knowledge diffusing and convening functions of national donor associations and, for the coordination of these functions across Europe, the EFC and its specialist committees on research and on capacity building:

- signposting to teaching, consultancy and research provision that is relevant to philanthropy practitioners (and validating its quality through the collection and analysis of consumer feedback)
- assisting researchers to gather philanthropy data and to study practice by promoting their work and data needs with member organisations
- publicising and providing links to research findings, drawing on Europe wide resources and practitioner focused materials
- convening opportunities for ‘seasoned’ philanthropy practitioners and foundation Board members, researchers, teachers and advisers to gather together to review and reflect on current and recent research, to exchange knowledge, to engage in critical debate, to evaluate trends and future possibilities, and to encourage new research and teaching initiatives.

These functions are proactively and ‘intelligently’ managed so that

- information that is especially relevant to the philanthropy sector is highlighted, celebrated and communicated widely
- the presentation of information by universities and consultants is critically reviewed in order to ensure that the service goes beyond just circulating marketing materials
- a single ‘portal’ has been established, serviced by the EFC in partnership with DAFNE member organisations to provide a single route for philanthropy practitioners and others to locate research products and learning materials
- the increased collaboration between foundations and researchers (within and outside universities) has led to the different centres developing particular ‘niches’ and reputations for especially high quality work on specific subject priorities.

The EFC, in collaboration with DAFNE member organisations and networks such as ERNOP, maintain and update regularly the ‘mapping and audit’ data first gathered by this project about universities and other organisations that provide learning opportunities that are relevant to philanthropy practitioners.

Those managing these functions within the EFC (supported proactively by member foundations – and especially the individual members of the research and the capacity building committees) are actively building and maintaining a ‘presence’ across the practitioner/researcher bridge by attending events hosted within the research ‘community.’ They also ensure that the signposting and other information is not just available to their members but is accessible to philanthropic, civil society and governmental organisations throughout Europe.

At the heart of the learning ecosystem, nationally and across Europe, are groups of alumni – practitioners who have become a research committed community within philanthropy, providing support and encouragement to newer recruits to take up learning opportunities and ensuring that their Boards have access to research data and evidence based learning. The alumni groups have also built up a crucial role as consumers who provide colleagues with validation of the quality and relevance of research and teaching from a practitioner perspective. Providing this feedback is encouraged by the research and teaching centres and shared with donor associations, philanthropy publications and other research/teaching centres as a necessary and valued part of building a transparent and collaborative market place within which consumer evaluations are seen as key elements in the guidance and signposting provided to practitioners about research and teaching opportunities.

David Carrington  
November 2009

## APPENDIX 1

### RESEARCH & TEACHING IN PHILANTHROPY – INTERVIEW LIST

<b>Foundations</b>	
Dawn Austwick	Chief Executive, Esmée Fairbairn Foundation
Marco Demarie	Head, Research in Philanthropy Studies, Historical Archives, Documentation, Compagnia di San Paolo
Michael Göring	President, Zeit-Stiftung
Charles Keidan	Director, Pears Foundation
Colin McCrae	Senior Vice President, Programmes at The Atlantic Philanthropies
Stephen Pittam	Trust Secretary, Joseph Rowntree Charitable Trust
Gerry Salole, Alessandra Nervi-Cristensen & Triona Keaveney	European Foundation Centre
Lenka Setkova	Director of the Democracy and Civil Society Programme, Carnegie UK Trust
Pieter Stemerding & Jasmijn Melse	Adessium Foundation
Nalini Tarakeshwar	Senior Manager, Performance Measurement and Effectiveness, Children's Investment Fund Foundation
Anthony Tomei	Director, Nuffield Foundation (& Chair EFC Communications & Research Committee)
Rien v Gendt	Chair, The Association of Foundations in the Netherlands (FIN)
Pier Mario Vello	Secretary General, Fondazione Cariplo
Bettina Windau	Bertelsmann Stiftung (& Chair EFC Capacity Building Committee)
<b>Advisers/Commentators</b>	
Martin Brookes	Chief Executive, New Philanthropy Capital
Michael Alberg-Seberich & Felicitas von Peter	Executive Partner/Managing Partner, Forum for Active Philanthropy
Etienne Eichenberger	Executive Director, WISE
Karen Hadem	Philanthropy Practice, McKinsey & Co
Jérôme Kohler	Director, L'Initiative Philanthropique
Salvatore LaSpada	Chief Executive, Institute for Philanthropy
Diana Leat	Philanthropy Researcher
Susan Mackenzie	Philanthropy UK
<b>Universities - Europe</b>	

Charles Erkelens	Director, The Erasmus Centre for Strategic Philanthropy (ECSP), Rotterdam University
Giuliana Gemelli	Research Centre on Philanthropy and Social Innovation & Masters in International Philanthropy Programme, University of Bologna
Reinhard Millner & Hanna Schneider	Nonprofit Management Group, Vienna University of Economics and Business
Cathy Pharoah & Jenny Harrow	Centre for Charitable Giving and Philanthropy, Cass Business School, City University, London
Marta Rey	Associate Professor at University of A Coruña
Georg Schnurbein	Director, Centre for Philanthropy Studies (CEPS) Basel
Theo Schuyt	Department of Philanthropic Studies / FSW VU University Amsterdam
Rupert Graf Strachwitz	Director, Maecenata Institut für Philanthropie und Zivilgesellschaft, Humboldt University, Berlin
Volker Then	Managing Director, Heidelberg CSI
<b>Non-Europe</b>	
Phil Buchanan	President, Centre for Effective Philanthropy
Margery Daniels	Executive Director, International Society for Third Sector Research
Susan Wolf Ditkoff	Partner, The Bridgespan Group
Jacob Harold	Program Officer, Philanthropy, Hewlett Foundation
Mark Kramer	Managing Director, FSG Social Impact Advisers
Don Mohanlal	President & CEO, Nand & Jeet Khemka Foundation
Katherina Rosqueta	Executive Director at Center for High Impact Philanthropy, University of Pennsylvania
Ed Skloot & Dara Major	Professor of the Practice of Public Policy; Director, Center for Strategic Philanthropy and Civil Society, Sanford School of Public Policy, Duke University
Brad Smith	President, Foundation Centre

## APPENDIX 2

### UNIVERSITY CENTRES

Among the European Universities within which there are special centres focusing all or a substantial amount of their attention on philanthropy are:

#### Austria

***Institute for Interdisciplinary Research on Nonprofit Organisations (NPO-Institute), Wirtschaftsuniversität Wien WU Vienna University of Economics and Business***

Establishing a central institution for academic research on philanthropy within Austria  
<http://www.npo.or.at/ueberuns/englishversion.htm>

#### Belgium

***Centre for Sociological Research, Catholic University of Leuven***

Carrying out a study on non-profit sector with a focus on the scope and impact of the associations and foundations and surveys on volunteering, participation and giving, on transnational giving and remittances. At the same University, research on philanthropy is being undertaken within the ***Higher Institute of Labour Studies (HIVA)*** into, for example, Diaspora Philanthropy and, as part of the programme of the European Foundation Research Task Force, on Foundations in Europe and Belgium

<http://soc.kuleuven.be/ceso/en/index.htm> and

<http://www.kuleuven.be/research/researchdatabase/researchteam/50000752.htm>

#### Germany

***Centre for Social Investment at the University of Heidelberg***

Working in co-operation with the business, social science, law and theological faculties, the Centre aims to improve the theoretical and practical understanding of social investment, philanthropy, civil society, and social economy institutions, to inform policy-making at local, regional, national and international levels, to build managerial and governance capacity and to foster leadership and organizational effectiveness, and to monitor developments affecting social investment and philanthropy and civil society institutions. Projects include strategies for impact in philanthropy, a European foundation project, governance in hybrid organisations

[http://www.csi.uni-heidelberg.de/index\\_e.htm](http://www.csi.uni-heidelberg.de/index_e.htm)

***The Maecenata Institute for Philanthropy and Civil Society within Humboldt University, Berlin***

Set up to promote knowledge and understanding of civil society and private philanthropy. Themes for research include international civil society, civic engagement and third sector in Germany, Islamic models of philanthropy, roles and visions of foundations in Europe

<http://www.maecenata.de/>

#### Italy

***Research Centre on Philanthropy and Social Innovation (PHaSI), University of Bologna***

Established the Masters in International Studies in Philanthropy and Social Entrepreneurship. Research study areas include Religions and Philanthropy; From

Corporate Philanthropy to Civic Entrepreneurship; Social Entrepreneurship; Arts and Literature in Philanthropy

[www.misp.it/](http://www.misp.it/)

### **The Netherlands**

#### ***Department of Philanthropic Studies, Vrije Universiteit (VU), Amsterdam***

Has managed since 1993 a biannual study of giving behaviour in Netherlands. Research project themes include: the influence of the legal structure of public welfare institutions and their functioning; corporate social responsibility facts, trends and antecedents; ethnic philanthropy. The coordinating base for the European Research Network on Philanthropy (ERNOP)

<http://www.fsw.vu.nl/en/index.asp>

#### ***Erasmus Centre for Strategic Philanthropy (ECSP), Erasmus University, Rotterdam***

Set up in September 2009 as a joint venture between the Schools of Economics and of Management and the Adessium Foundation

[http://www.irim.eur.nl/ERIM/Research/Centres/Erasmus\\_Centre\\_for\\_Strategic\\_Philanthropy](http://www.irim.eur.nl/ERIM/Research/Centres/Erasmus_Centre_for_Strategic_Philanthropy)

### **Sweden**

#### ***The Institute for Civil Society Studies at Ersta Sköndal University College, Stockholm***

Research studies include several focused on civil society organisations, the social dimensions of civil society and on trust and social vulnerability

<http://www.esh.se/en/research/institute-for-civil-society-studies.html>

### **Switzerland**

#### ***Centre for Philanthropy Studies, University of Basel***

Set up in 2008 to provide research and professional education on the foundation sector and philanthropy. Studies focus on the creation, legitimacy, governance, management and performance of foundations and on philanthropy and social capital

<http://ceps.unibas.ch/en/home/>

### **UK**

#### ***Centre for Charitable Giving and Philanthropy (CGAP)***

Set up in 2008, CGAP brings together research staff at the National Council for Voluntary Organisations (NCVO) and research teams at the Hunter Centre for Entrepreneurship at the **University of Strathclyde**, the Centre for Humanitarianism and Social Justice at the **University of Kent**, the Centre for Public Services Research at **Edinburgh University Business School**, the School of Social Sciences at the **University of Southampton**, and the Cass Business School, **City University**, London. The CGAP mission is “to build a better understanding of charitable giving and philanthropy for donors, charities and policy-makers...and “to promote the strategic role of philanthropy in meeting today’s social needs.” Studies include Individual and Corporate Giving, Charity and Social Redistribution, Institutions of Philanthropy and Giving Data

<http://www.cass.city.ac.uk/philanthropy/>

### **Business Schools**

A diverse range of Business Schools across Europe have initiated research or studies of aspects of philanthropy – these include:

- The Centre for NonProfit Management, School of Business, Trinity College, Dublin, Ireland
- the European Business School, Wiesbaden, and the Centre for Entrepreneurial and Financial Studies at Technische Universitat, Munich, Germany
- the Institute for Social Venturing and Entrepreneurship, Nyrenrode Business University, The Netherlands
- the Social Innovation Centre at INSEAD, France
- and, in the UK, the Aston Centre for Voluntary Action Research (AVCAR) at Aston University, Birmingham; the London Business School; Cranfield School of Management; the Judge Business School, Cambridge; the Centre for Public Leadership and Social Enterprise at the Open University Business School; and the Skoll Centre for Social Entrepreneurship, Said Business School, Oxford.