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Nonprofit and Philanthropic Studies: International Overview of the Field in Africa, Canada, Latin America, Asia, the Pacific, and Europe

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The growth of nonprofit organizations (NPOs) and nongovernmental organizations (NGOs) around the world has been accompanied by a concomitant growth in the number of education and training programs developed to provide management training to the leaders of these organizations. This article reports on the current configuration of international academic programs in nonprofit and philanthropic studies in Africa, Asia, the Pacific, Europe, and the Americas (apart from the United States), describing the various forms of education and training programs from country to country and continent to continent. The authors examine the similarities and differences in nonprofit management education programs in different parts of the world, seeking to explain why education programs have a range of forms in different parts of the world, according to different historical, institutional, and cultural contexts, thus furthering understanding of the asymmetries and complexities of existing NPO and NGO education and training programs.

Keywords: *nongovernmental organizations; education; training; nonprofit management; philanthropic studies; international education programs*

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During the latter part of the past century, there was a tremendous increase in the number of civil society organizations in every part of the world. There is not a corner of the globe that has not experienced an exponential increase in the number and scope of organizations that exist within the third sector. The growth in nonprofit organizations (NPOs) and non-governmental organizations (NGOs) has been accompanied by a concomitant growth in the number of education and training programs both preparing managers for a career in these organizations and supporting current managers to lead these organizations through in-service learning. Civil society organizations have needed to become active learning organizations to address the complexity of their work. Apart from their internal organizations' learning, they have sought external learning from research, workshops, organizational development consultancies, peer and individual mentoring, networking, and other opportunities. There has been a growth in both nonprofit sector-based organizations offering education, training, research, and management support and academic programs mostly offered by universities. Drawing on data collected through online surveys, interviews, exploration of Web sites, and analysis of evaluative materials, this article reports on the growth of academic programs, seeking to understand the various forms these education programs take from place to place. Information has been collected from 189 universities in 62 countries outside the United States.

METHOD

The following is a brief discussion of the research design developed for project implementation. Three survey instruments were developed and made available on the World Wide Web to collect information from specific types of NPO and NGO education and training efforts within universities. To ensure representativeness of the sample, the link for the questionnaire was shared both electronically and via regular mail with the membership of several associations of nonprofit academics and researchers, including the Association for Research on Nonprofit Organizations and Voluntary Action and the International Society for Third Sector Research. Information collected through the online system was subsequently verified through personal correspondence and review of materials available on the Internet. Data were also collected through interviews and personal correspondence with directors of these programs. Finally, extensive effort was made to ensure the inclusion of all programs through systematic review of master lists of universities around the world and exploration of the Web sites of a large number of organizations.

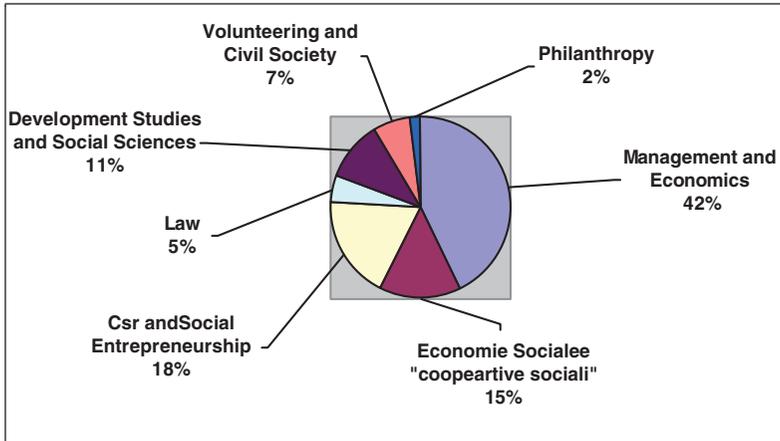


Figure 1. Nongovernmental Organization Education Programs Offered Within National Borders by Location

FINDINGS

UNIVERSITIES OFFERING PROGRAMS WITHIN NATIONAL BORDERS

At present, there are 189 universities and colleges that provide educational programs in nonprofit management education (NME) for students within their national borders. A list of these programs and their regional location is included as the appendix. This compares to 240 universities and colleges offering NME programs within the United States. As these findings on U.S.-based programs have been documented elsewhere by Mirabella (2006; see <http://tltc.shu.edu/np/>), U.S. data are not included in the findings reported below.

As depicted in Figure 1, colleges and universities located in Europe—including some countries in the Mediterranean basin, such as Turkey and Israel, and Eastern European countries that are not yet part of the European Union—account for 38% of all institutions in this study with courses in nonprofit or third-sector studies, about 37% of which are located in the United Kingdom. The next largest group of programs is located in Africa, which has 52 programs, or 28%. The Asia and Pacific region is home to 15% of these programs, eight in Japan, nine in Australia, and seven in South Korea, whereas Canadian programs represent the next largest group, with 19 programs. With information on only six programs each, the Middle East and South Asia regions have the smallest number of programs in the sample.

DEGREE TYPES AND LOCATION

The programs are offered at various educational levels throughout the university, including postgraduate, graduate, undergraduate, and multiple

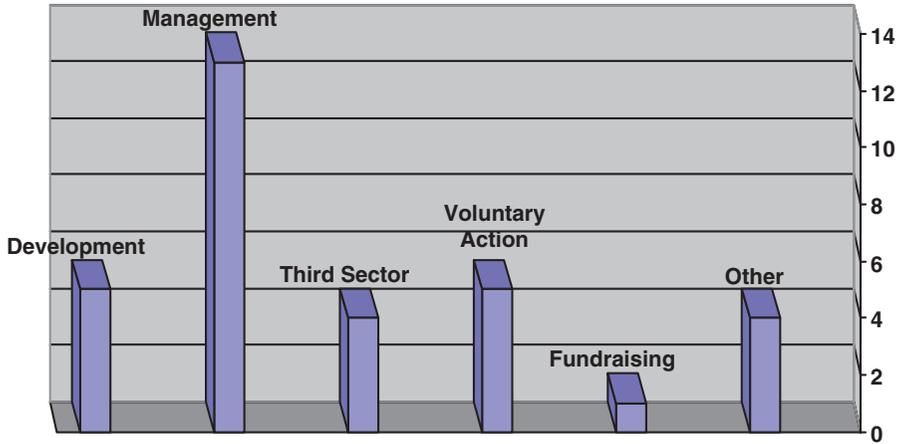


Figure 2. Certificates in Nonprofits, Nongovernmental Organizations, or Third-Sector Studies

combinations of courses. A total of 48 universities and colleges have an undergraduate program in NGO or third-sector studies leading to the baccalaureate degree, including bachelor’s of science degrees in community development and social sciences and bachelor’s of arts (BA) degrees in community development, sociology, social policy, voluntary sector studies, and public administration. There are 59 programs with a postgraduate diploma in NGO or third-sector studies. About 27% offer a postgraduate diploma in community and development studies and another 27% award a diploma in nonprofit management, voluntary sector, or philanthropic studies, whereas the other certificates include social welfare diplomas and a business and community or a community enterprise diploma, with marketing, fund-raising, grant making, and culture management rounding out the group of postgraduate diploma programs. Of the colleges and universities responding, 91 offer a graduate degree, including master’s of business administration (21%), master’s of development studies (20%), master’s of social work (16%), master’s of public administration (17%), master’s of arts (10%), or other type of master’s degree (15%). Included in this other category are master’s of voluntary action, philanthropy, and public policy. Finally, a wide variety of certificate programs in nonprofit, NGO, or third-sector studies are offered by 42 universities and colleges (Figure 2). About 4 in 10 of the certificates are in nonprofit management and leadership, another 16% are development certificates, certificates in civil society and voluntary action account for another 28%, and the remaining certificates are in fund-raising, social sciences, social care leadership, and advocacy.

The NME education programs are housed in a variety of locations within the university setting. About one in three are offered through a school of social science, about 29% are located in a school of business or management, about 11% are offered through a school of social work or social development,

Table 1. Centers and Institutes Housing Third-Sector Studies Programs

Center for Social Entrepreneurship and Administration in the Third Sector	Universidade de São Paulo
Center for Third Sector Studies	Fundacao Getulio Vargas
Center for Voluntary Sector Research	Sheffield Hallam University
Centre for Charity Effectiveness	City University, London
Centre for Civil Society	London School of Economics
Centre for Community Leadership	Niagara College
Centre for Development Studies	University of South Africa
Centre for Institutional Studies	University of East London
Centre for Non-Profit and Voluntary Sector Management	University of Surrey Roehampton University
Centre for Voluntary Sector Studies	Ryerson Polytechnic University
Charity Law Unit	University of Liverpool
Institute for Development Policy and Management	University of Manchester
Institute of Local Government Studies	University of Birmingham
Political Studies and Public Administration	American University of Beirut
Research Center of Master in International Studies in Philanthropy and Social Entrepreneurship	Italian University of Bologna
Centre for Civil Society	University of KwaZulu-Natal
Institute of Development Studies and Department of Social Policy	University of Helsinki

and, interestingly, only 10% are within a school of public affairs, public policy, or administration. This is quite a variation from the predominance of U.S.-based programs, which are located in schools of public affairs and administration (Mirabella & Wish, 2001). The remainder of the programs are found in other locations, including schools of law, education, or community studies or interdisciplinary programs. Many of the courses are offered through a center or institute that is housed within the school or college. In fact, many research centers are likely to be found alongside the teaching programs, with many courses supported by an active research center or institute. Table 1 is illustrative of the variety of centers and institutes found around the world.

REGIONAL VARIATIONS—AFRICA

“By international standards, Africa is the least developed region in terms of higher education institutions and enrollments” (Teferra & Altbach, 2004, p. 22). That Africa has more than 50 programs in NME, philanthropy, and development is quite impressive considering that, as a continent of 54 countries, it has only 300 institutions of higher learning (Teferra & Altbach, 2004). Some African countries have more universities than others, such as Nigeria, South Africa, and Egypt, whereas others have none, including Gambia, Sao Tome, and Cape Verde. A few countries have lost institutions of higher learning because of political conflict in the region. Our findings support this geographic distribution of programs.

Table 2. African Development Studies Programs by Region

	<i>Country^a</i>	<i>Percentage</i>
Northern Africa	Egypt (3)	12
	Morocco	
	Sudan (2)	
Eastern Africa	Eritrea	29
	Ethiopia	
	Kenya (5)	
	Madagascar	
	Mauritius	
	Tanzania	
	Uganda (5)	
Western Africa	Burkina Faso	14
	Gambia	
	Ghana (2)	
	Nigeria (3)	
Central Africa		
Southern Africa	Botswana	45
	Malawi	
	Namibia	
	South Africa (18)	
	Swaziland	
	Zimbabwe	
Total	N = 51	

a. Each county listed has at least one program. Multiple universities for individual countries are indicated numbers in the parentheses.

The title for this article, “Nonprofit and Philanthropic Studies: International Overview of the field in Africa, Canada, Latin America, Asia, Pacific, and Europe,” with its use of Eurocentric or Western definitions, does not translate well to the African experience. On review of the more than 50 programs found in various parts of Africa, it was very clear that the placement of these programs within the university, the degrees offered, the curricular content, and the very goals of these programs are quite different from those found in other parts of the world, particularly those in North America and Europe. Within the Western model, the courses focus on development skills for “good management,” whereas in the African experience, the focus appears to not be on management at all. Rather, it can be summed up in one word—development.

There are more than 50 colleges and universities in Africa with curricular offerings in the area of development, social work, or development administration. Most of the existing programs can be found in the southern and eastern regions of Africa (45% and 29%, respectively; see Table 2). In the southern region, South Africa is the country with the most programs, with 18 (35%) of all the programs identified. In fact, South Africa has more universities offering coursework than any other country in Africa. In the eastern region, both Kenya and Uganda have five programs each. There are far fewer programs in development found in the northern and western regions

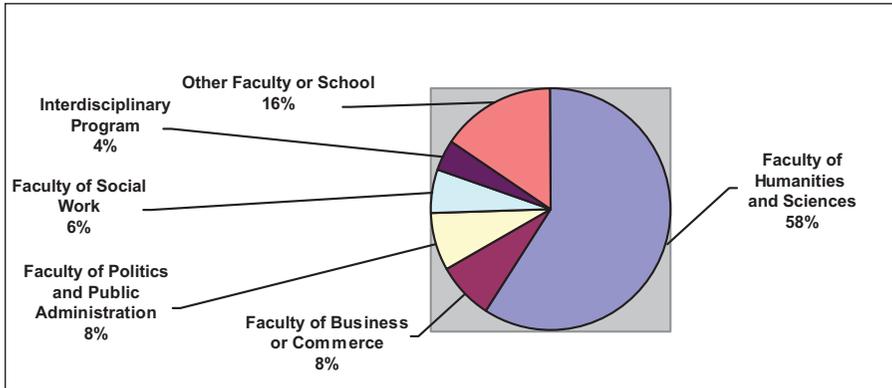


Figure 3. Institutional Location of African Programs

of Africa, and we did not locate any programs or curricular offerings in universities located in Africa's central region, not surprising given the amount of political and social turmoil in these regions.

Where within the university are these programs housed? Figure 3 details the institutional location for these programs by faculty or school. The majority of the development programs, about 58%, are offered by the faculty of humanities and social sciences. The next largest group of programs, about 16%, are offered by other faculties or schools, including graduate schools, health science schools, or extension education schools. There are an equal number of programs offered by a faculty of public administration and a faculty of business, about 8%. Finally, two of the development studies programs were interdisciplinary. The degree in social work and development at Madagascar's University of Antananarivo is offered by the faculties of sociology and management, economy, and law, whereas the University for Development Studies in Ghana offers a BA with an interdisciplinary focus including planning, environmental studies, political and historical studies, economics, and African studies.

What degrees are offered by these universities and colleges? There are more than 80 different types of degree or diploma programs in development studies currently available in African universities, more than three fourths of which grant either undergraduate or graduate degrees. More than half of all the degrees offered through African universities are in development studies (see Table 3). The development degrees are rather evenly split between undergraduate and graduate, with fewer postgraduate diplomas (18%) or diploma programs (14%). A degree or diploma in administration is the next most commonly provided program in this area. There are slightly more graduate degrees than undergraduate (11 vs. 9), three postgraduate diploma programs, and no diploma programs. Degrees or diplomas in social work or sociology or anthropology were found far less frequently, with the undergraduate degree being the most common type offered.

Table 3. African Development Studies Programs by Degree

	Diploma Program (%)	Undergraduate Degree (%)	Postgraduate Diploma (%)	Graduate Degree (%)	
Development studies	86	45	67	47	52
Administration	—	29	25	34	28
Social work	14	10	8	13	11
Sociology and anthropology	—	16	—	6	9
Total (n)	7	31	12	32	82

REGIONAL VARIATIONS—CANADA AND LATIN AMERICA

There are 29 programs in nonprofit or philanthropic studies in the Americas included in our database.¹ More than two thirds of the programs in the Americas are located in Canada. The rest of the programs are in Latin America and the Caribbean, most of which are located in Brazil, with six programs (18%), whereas one program was identified in each of the following countries: Argentina, Jamaica, Mexico, and Puerto Rico. The institutional locations of these programs are displayed in Figure 4. About 29% of the programs were found in business schools, 11% were found in schools of public affairs and administration, colleges of arts and sciences and interdisciplinary programs accounted for 7% each, and there was only one program in NME in the Americas within a school of social work. As is evident from the chart, there is not a natural home for these programs within the university setting, as 42% were found within other schools or colleges, including graduate studies, continuing education, applied arts and technology, education, and health sciences. For example, students at Mount Royal College in Alberta, Canada, can earn a certificate in nonprofit management through the School of Continuing Education. At the University of the Sacred Heart in Puerto Rico, students work toward a master’s in nonprofit management within the School of Graduate Studies. In Canada, there are also several programs located within departments of community studies, where students can find a variety of degree and certificate programs, including a postgraduate diploma in fund-raising, a certificate in voluntary sector leadership, or a master’s in community development.

The late development of NME programs within Latin American universities may be attributed, in part, to the weak presence of schools of public administration and public policy, which are rare in Latin America. The public policy programs that do exist are more likely to have an analytical rather than a management focus. This sharply contrasts to, for example, the experience of the United States, where many of these programs are located within schools or departments of public administration and public policy. As a result, there has been a limited number of faculty interested in this area of work and study, particularly in the 80s and 90s, when the number of these programs in the United States was sharply increasing. Consequently, the few

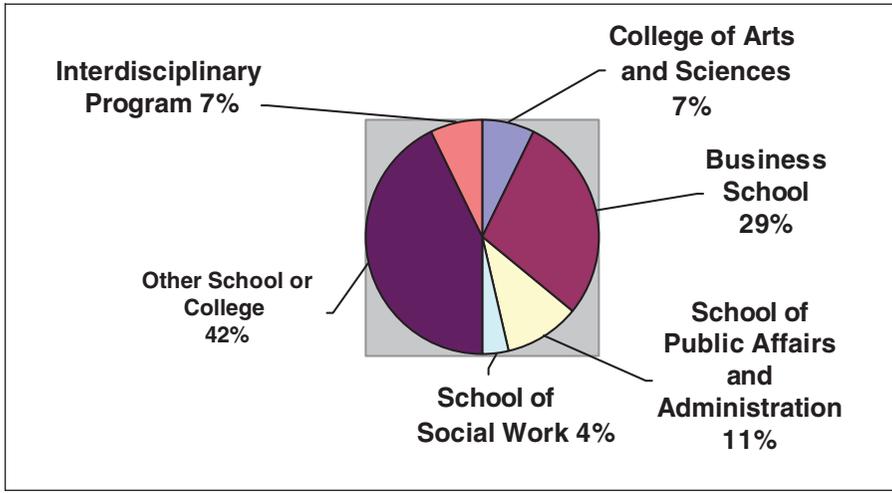


Figure 4. Institutional Location of Canadian and Latin American Programs

Note: Excludes the United States.

programs that do exist tend to depend on faculty outside the management field, with varied backgrounds such as social policy, economics, business administration, or social sciences.

An interesting example of this is the graduate program in social development and civil society in Buenos Aires, a collaborative program between two universities, the Universidad de San Andres and the Universidad T. Di Tella, and an independent research center, CEDES, the Center for the Study of the State and Society. The program's structure draws on the expertise of the various faculty within each institution to develop and implement academic programs to address the needs of professionals in the nonprofit sector. The diversity of the program is further illustrated by its location within the three institutions. At the Universidad de San Andres, the program is housed within the Administration Studies Department, whereas the Political Science and International Studies Department is the institutional location within the Universidad T. Di Tella, and CEDES houses the program in its Department of Civil Society and Social Development. The curriculum of the program is also reflective of the interdisciplinary institutional location. Among the nine core courses in the graduate curriculum, two concentrate on broad conceptual issues—civil society questions—one analyzes the third sector through a sociological and economic lens, and the introduction to civil society course has a decidedly political focus.

Several factors can be identified as enablers of the development of nonprofit management programs in Latin American.

1. The role of nonprofit and civil society organizations has grown since the mid-90s after consolidation of democratic processes in some

- countries (e.g., Argentina and Brazil) and the impact of globalization on contacts, information sharing, and even internationalization of the actions of some NGOs from developed countries.
2. Some programs in the United States have become more institutionalized, which has served as a source of legitimacy to faculty in Latin America who were working in this area and negotiating within their own schools to introduce this field.
 3. Some U.S.-based foundations have supported the introduction of civil society studies in Latin American universities, such as the W.K. Kellogg Foundation, which made grants to programs and supported the participation of academics and researchers through the Building Bridges Initiative, connecting selected Latin American universities with programs in the United States. The Ford Foundation and the InterAmerican Foundation also played roles in supporting university-based research on the sector. At the same time, comparative studies, such as the International Nonprofit Comparative Study lead by Lester Salamon, contributed to strengthened knowledge about the sector in some universities.
 4. In the same period, corporate social responsibility as a movement in the region has emerged, which has engaged some corporations in the support of the nonprofit sector and provided funds to university based programs. For example, another NME program in Cordoba, Argentina, was launched with the support and partnership of two major corporations.
 5. More recently, the launching of the Social Enterprise Knowledge Network in 2001, with the support of the Avina Foundation, composed of eight Latin American business schools, Harvard Business School, and ESADE Business School from Spain, encouraged the involvement of business schools in NME by engaging faculty in research and supporting course development.

REGIONAL VARIATIONS—ASIA

Asia is home to 36 programs in nonprofit management, community development, social planning, and management. There are 6 programs in southern Asia, 3 in Bangladesh and 3 in India, whereas the Asia or Pacific region is home to 30 programs, 9 in Australia, 8 in Japan, 7 in South Korea, 2 each in New Zealand and Thailand, and 1 each in China, Taiwan, and the Philippines. About one fourth of these programs are found within a college of arts and sciences, whereas a little less than one fourth are located within a school of social work or school of business (Figure 5). About 13% are found within a school of public policy or public administration, whereas 16% are located within another school or college, including a school of social design, a program in global studies, and a school of regional development studies.

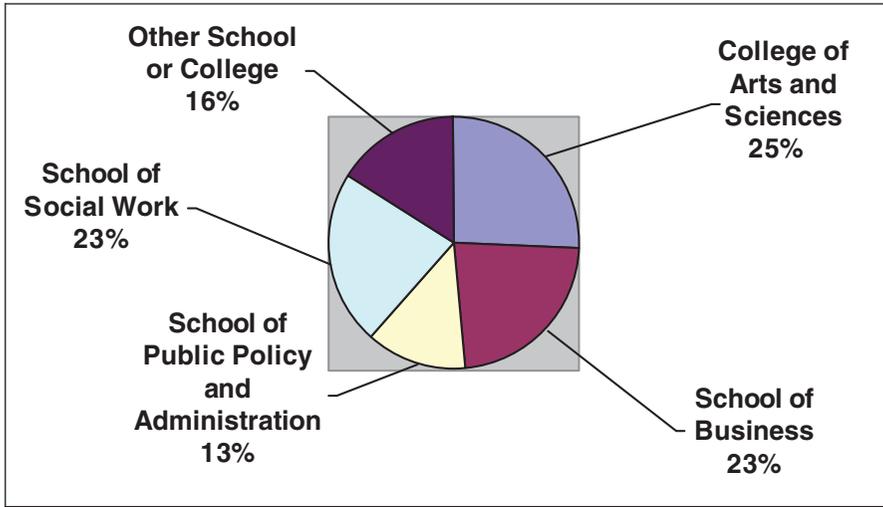


Figure 5. Institutional Location of Asian Programs

The Asia or Pacific data raise an interesting contradiction. Japan and Korea, with perhaps the youngest civil society sector in the region in terms of what the Western world would call NGOs or NPOs, have a relatively large number of academic programs. By contrast, southern Asian countries have some of the largest numbers of NGOs in the world outside the United States and yet have relatively few academic programs. NGOs in southern Asia tend to be highly developed and often very professional, and they often have a very strong political or structural analysis. They range from very small village-based community-based organizations to reputedly the largest NGO in the world, BRAC in Bangladesh, which has its own extensive training program and a global partnership that enables NGO managers to obtain master's degrees from the School of International Training in the United States. This partnership also offers graduate diplomas through NGO-based education centers in Bangladesh, Zimbabwe, the Philippines, and Peru.

India, Bangladesh, and Pakistan all have a strong tradition of NGO sector-based centers providing management training and are also active in researching and advocating policy issues affecting the sector. For example, India's PRIA (Society for Participatory Research in Asia; <http://www.pria.org>) has a partnership with the University of Victoria, British Columbia, Canada, offering a certificate in international perspectives on participation, research, and evaluation, and has very recently begun its own postgraduate certificate in managing participatory development projects. The Centre for Alternative Development Initiatives (<http://www.cadi.ph>) in the Philippines is another example of a community sector-based organization working on sustainable development, critiquing the globalization agenda, and developing its own "threefolding" model for civil society, business, and government collaboration.

It is involved in a variety of activities including alternative education approaches that advance cultural renewal and strengthen civil society to engage with sustainable development initiatives.

More research is needed to fully understand the cultural and historical reasons for these subregional differences among eastern, southern, and southeastern Asia and the southern Pacific region. What has been the role of civil society sector-based learning initiatives in supporting effective management and leadership of NGOs in many parts of Asia compared to the role of university programs? What value can university programs add in offering a qualification? How are power dynamics between NGO and academic sectors managed? What mechanisms are in place to support NGO ownership or influence of the academic program agenda?

The historical and cultural context of the Asian region highlights the importance of these issues in bridging the academic-practitioner divide. For example, New Zealand's graduate diploma in not for profit (NFP) management run by Unitec New Zealand embeds active sector relationships through ensuring that all teaching staff have civil society sector management experience, that all students are current sector practitioners, and that local, national, and regional sector capacity-building organizations in New Zealand and the Pacific are key partners in marketing the program to participants and providing feedback on strategic direction. This goes some way toward managing the different agendas and power imbalances between academic institutions and the sector these programs are designed to serve. It is interesting that the leading institutions in Australasia (New Zealand and Australia) in this field are universities of technology. These organizations place a stronger emphasis on real-world learning, with practical application of theory to the fields their students work in or will work in and a stronger sense of accountability to the industries that their qualifications serve, than mainstream universities have traditionally had.

In Australia and New Zealand, the university-based programs have grown in response to the civil society sector's need for quality, accessible, relevant, and recognized qualifications. This has been driven not only by growth in the civil society sector with the changing role of the state, especially since the late 1980s, but also by the changing expectations of this sector that came with devolution of state-sector services. As state funding moved from grants to contracts, new managerial expectations sought to "develop the capacity and professionalism" of the sector in its own (state sector) image. The state sector sought to overcome the civil society sector's historical suspicion (especially from grassroots organizations) of management per se and its underinvestment in organizational capacity (so clearly outlined by the work of Letts, Ryan, & Grossman, 1999), even though its funding underestimated the true cost of addressing this.

However, the learning space created by these university programs became a place not just to learn technical management skills but also to seriously debate and question the new managerialism. Good management and

leadership practice could be redefined based on civil society organizations' culture and values and their search for more effective impact in the community development process. Critical thinking about Western and indigenous approaches to management or leadership knowledge went hand in hand with encouraging "reflective practitioner" competencies. This required a highly participatory learning approach and assumed that one size will never fit all. Management concepts were to be tested against core values, a mission bottom line, and the cultural context. The ensuing debate has highlighted how the civil society sector has a long history of managing complexity and uncertainty and being responsive to and seeking to influence the community, including the economic, political, and societal context in which it is working. Many of its management and leadership practices and skills were therefore ahead of, not behind, what was to become more mainstream business and public sector management thinking by the 21st century.

The mission of the Unitec New Zealand program goes beyond the individual student, aiming to affect at least three levels—to influence individual students' professional and personal development, to influence the organization's development, and to strengthen the civil society sector itself through the networks, identities, and common language and space created, a community development approach sharing much in common with the development approach of the African region. The strong NFP sector relationships built in Australia through research and teaching work and the location of much Asian management training within NGO capacity-building organizations suggest that this is an important goal for others in this region too. The growth of NFP research centers across various parts of the region during recent years provides for the development of an indigenous knowledge base in each country, testing concepts and developing new understandings relevant to each context.

Data on location of the programs are interesting in the light of this context. Marginalization of the civil society sector can be easily reflected in the same struggle within a university setting to create a critical mass that can hold its own identity. Location within a social policy, social work, community, or international development studies environment has been essential for some to support a developmental approach. Others have created a sufficiently strong critical thinking base within a business school to create a bridge to practitioners suspicious of mainstream management language and culture as a potentially colonizing force.

The philanthropic sector has in the past decade moved to having more professional paid staff, and with this has come a more conscious learning orientation, as their role has grown and changed, especially in relation to state partial funding of civil society organizations. This sector in Australia and New Zealand is at least at the stage of initiating its own learning, networking, research, and support of civil society organizations to engage with academic programs. Swinburne University in Australia represents the first major program in the southern part of this region especially focused on philanthropic studies.

REGIONAL VARIATIONS—EUROPE

The peculiarity of Europe is that the growth of the sector—which is relevant for NPOs and philanthropic institutions—and related educational programs does not stand on a solid institutional base and historical framework, as has been the case for the United States since the beginning of the past century. Regarding the philanthropic sector, despite the fact that some European foundations are today listed among the top 10 foundations worldwide (e.g., the Wellcome Trust in the United Kingdom, the Cariplo Foundation and the Monte dei Paschi in Italy), in Italy, France, Germany, and Spain the creation of foundations as grant-making institutions is a relatively recent phenomenon. In the perspective of the enlarged European Union, including Eastern European countries, the growth of the sector has been emphasized by the evolution of the political and social context since 1989 and the increasing development of civil society organizations. Actually, Eastern European countries have been the first to understand the need for networking to strengthen educational programs on NPOs, including programs at the level of the university system. One should observe the different impact of networking on the development of educational programs in Eastern Europe and in other European countries. Indeed, in Eastern Europe there has been a prevailing development of elective courses (mainly in law and management of NPOs), whereas in most of the other European countries, thanks also to the creation of a large number of centers for civil society, the process of academicization of university-based programs, including graduate and postgraduate programs, has been quite consistent. This process concerns European business schools as well.

The data collected for this study confirm and even enhance for Europe what Steven Heydemann observes about the United States: “The standing of philanthropy and the nonprofit sector in the social sciences and humanities remains uncertain as does the relations between the field and the disciplines” (Heydemann, 2004). It is a fact that, despite asymmetries in numbers, there is a basic similarity between the two continents in terms of the relation between the limited consolidation of the intellectual and institutional autonomy of the field and the increasing interest of heterogeneous disciplines in the issues. Figure 6 shows how some disciplines played a more relevant role than others in the development of educational programs. Disaggregated data of disciplines by countries reveal that management is the core discipline for most of the elective courses and graduate programs, whereas social and human sciences remain peripheral. A peculiarity of European programs is that philanthropy is underrepresented and is poorly connected with educational programs in NPOs, with few exceptions. The predominance of management as a disciplinary field reveals an attempt to set up a rapid professionalization for the nonprofit sector and philanthropic institutions’ officers through a strong focus on technical educational training.

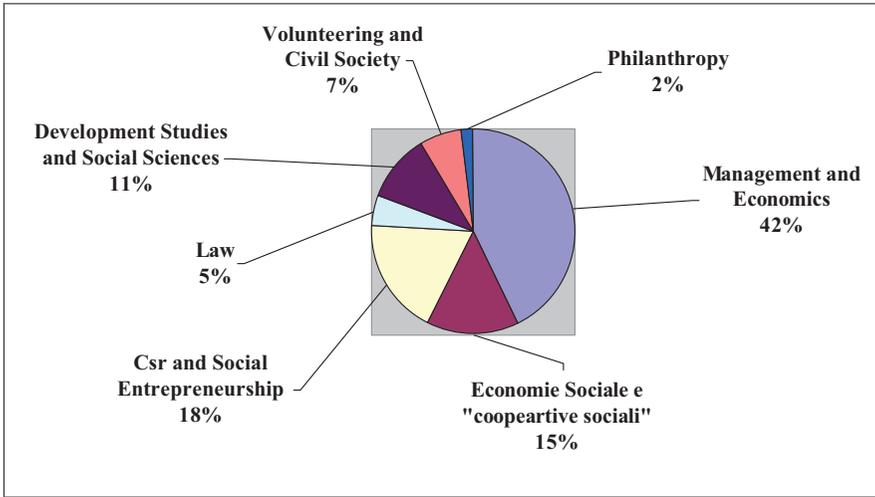


Figure 6. Institutional Location of European Programs

The consequent risk is to reduce the potential impact of research and critical scholarship and enhance the skepticism of practitioners vis-à-vis the quality of university programs in teaching and in research. It is a matter of fact that both in the United States and in Europe the social representation of the relation between academic program and the real world is built up on the skepticism of practitioners vis-à-vis academic training. This is compounded by the fact that control of the market for the professionalization of nonprofit personnel is sometimes based on the transferring of competencies originally related to banks, state bureaucracies, or companies to the nonprofit sector, simply bypassing the problems of professional identification and legitimization of this specific field.

In Europe, the low esteem in which nonprofit scholarship is held has not helped

the new centres as they struggle for elbow room within the university's brutally competitive institutional structure. Scholars should deal directly, and on uneven terms, with powerful, largely indifferent, and sometimes antagonistic internal university interests, especially university administration, and deans and host faculties of various traditional schools and departments. (Heydemann, 2004, p. 7)

Nonprofit centers have had and still have a difficult time attracting long-term, "hard" funding for endowed chairs or full-time academic positions within the universities, leaving them dependent on "soft," short-term, outside funding from private foundations. The process of institutionalization of the field is also hindered by the fact that research work is carried out by

scholars who do not identify themselves within the field. For example, in the disciplinary field of history, a large number of colleagues are interested in philanthropy only from the point of view of their academic perspectives in social history, economic history, and history of religions.

The main European feature is asymmetry between the large number of programs in NPOs and the very limited number of programs in philanthropy. This divide not just is a matter of educational policies but is deeply rooted in the differentiated theoretical patterns that characterized European traditions in the framework of civil society: *Economie sociale* in France and Spain, volunteering and social cooperatives in Italy, and charities in the United Kingdom are the historically rooted figures of a differentiated isomorphism. Seen from this perspective, the dominant role of management studies seems to be a way to reduce complexity and create a technical framework that facilitates the marketing of programs on national and international scales. It is quite significant that social sciences and human sciences are underrepresented and that the creation of new programs is more related to the usual patterns of competition in the academic world rather than to the development of patterns of collaborations among European universities, which could lead to the consolidation of the institutionalization of the field rather than its fragmentation in several disciplinary areas. The fact that management of NPOs is overrepresented at the level of university courses does not mean that it is the most innovative approach. The fact that philanthropy is underrepresented does not mean that it is the most traditional. What is implied is the representation of philanthropy in European societies. With the exception of the United Kingdom and the Nordic countries, in most European countries and particularly in countries dominated by Catholic tradition, philanthropy has not had the connotation of scientific philanthropy; rather, it is frequently associated with the concept of compassionate capitalism, of scattered benevolence. Basically, philanthropy is not considered as a vehicle of relational goods and reciprocity. The Janus-like aspect of the very limited evolution of scientific philanthropy in Europe is related to the fact that Catholic associations have been for a long time, particularly in Spain, Italy, France, and, to some extent, Germany, the main drivers of the development of the voluntary sector. Moreover, it is quite evident that the new patterns of philanthropic activity, such as venture philanthropy, community development funding, strategic innovation, and social investments, are almost unknown in European universities with few exceptions, including the international master's program in Bologna, which is significant given that its creation was based on an international partnership.

The resistance of university programs and of the European Commission to legitimize the academicization and institutionalization of philanthropic studies reflects the reluctance of most European foundations to accept the dimension of strategic philanthropy (not only grant making but also social investment) as a relevant feature of their present and future roles in society.

Addressing the argument of benchmarking, it is relevant that we are facing a rapid process of innovation from which a new conceptual and practical relationship between social entrepreneurship and philanthropic giving is being shaped through the emerging concept of social investment. It is within this emerging framework that the big divide between NPOs and philanthropy can be overcome to produce innovative effects in educational programs. This process is particularly evident at the level of business schools that are shifting their programs from a primary focus on management to a strategic focus on leadership, shifting from a strong concern for corporate social responsibility to a deeper conceptualization focused on social responsibility of wealth, which reshapes the old concept of philanthropy into the new operational pattern of social investment. It is interesting to observe that the business schools in Europe are the conveners in the creation of new networks in this specific field and the few university centers that are developing programs and research in social entrepreneurship as a cross-disciplinary framework and as a framework in which economic and social values are interconnected.

The Said Business School in Oxford recently organized a still-informal gathering of directors of centers whose research programs and educational training are related to social entrepreneurship. This meeting has been quite promising in terms of networking strategies between business schools and universities, except from a very concrete perspective. Traditionally, business schools do not accept formally defined collaboration programs based on the exchange of students, researchers, and scholars or, more extensively, the equivalence of degrees with university courses, especially if the students do not have a BA in business administration or at least in economics. Once again, we are facing—as indicated by Heidemann—the limits imposed by the control of marketing of educational programs to the efforts to broaden “the boundary zone, making the boundaries more porous rather than more consolidated” (Heydemann, 2004). According to this perspective, one should address two questions that probably bypass the regional boundaries of Europe: Is social entrepreneurship a transdisciplinary field or just a new discipline that supports a new promising market? Is it a new, more attractive specialization of management studies or a potential dynamic silo of knowledge at the intersection between thought and action?

PROGRAM VARIATIONS: APPROACHES TO QUESTIONS OF CIVIL SOCIETY

The development of civil society as understood by Ferguson (2003) and Gramsci (2003) takes place alongside the development of the political society, the former concerned with the “private” matters of social functioning, the latter focused on the “legal” enforcement of the rule of law. Ferguson comments on the consequences of development, particularly those “that

result from the advancement of civil and commercial arts." In his scheme, each person has a particular calling, "a place to which he is fitted."

And the servants of the public, in every office, without being skillful in the affairs of state, may succeed, by observing forms which are already established on the experience of others. They are made, like the parts of an engine, to concur to a purpose, without any concert of their own; and, equally blind with the trader to any general combination, they unite with him, in furnishing to the states its resources, its conduct, and its force. (Ferguson, 2003, p. 41)

We can trace the development of management education to this early understanding of bureaucracy and bureaucratic form. Bureaucracy is the perfection of form based on specialization and compartmentalization. Gramsci (2003) refers to these servants as members of the "bourgeois class," an open caste positing "itself as an organism in continuous movement, capable of absorbing the entire society, assimilating it to its own cultural and economic level" (p. 197). The emergence of the bourgeois class makes way for the growth of professionalism, also providing the means through which the lower classes could move up and be absorbed by the bourgeois class.

Many years later, in his classic work on organization theory, James D. Thompson (1967) suggests that there are three levels of responsibility within every organization: technical, managerial, and institutional. The technical level performs the tasks of the organization, the making of widgets, the delivery of meals, and the patrolling of streets. The institutional level interacts and seeks to adapt to the environment, particularly regarding inputs and outputs. The managerial level, Thompson maintains, mediates between the two levels, seeking to insulate the technical level from environmental shifts or movements while at the same time providing responsiveness to those at the institutional level of the organization. Thompson's managerial level is at the "nexus" of the organization between the technical, closed system and the institutional, open system. The organization is a rational system seeking to maintain closure, an adaptive system seeking to be open.

Are these not similar to the conceptual understanding of the development of civil society as explored by Ferguson (2003) and Gramsci (2003)? Historically, the elites are the freemen the aristocratic class, those at the institutional level seeking to best position the organization to maximize profit and minimize loss. The laborers in this understanding are the slaves, those at the technical level and those with very specific skills or abilities to carry out particular tasks. The development of bureaucracy provided for the emergence of a new class of individuals, the professionals who form the managerial level, the bourgeois or middle class. In Thompson's (1967) understanding, this group of individuals plays a pivotal role in mediating between the other two levels. And it is this group, in particular, that must be educated to "con-

sent" to the rule of the state—to consent to the operation of the organization by the elites or institutional level. Yet in their pursuit of perfection, Ferguson posits, the professional class "substitutes form in place of ingenuity, and . . . withdraw(s) individuals from the common sense of occupation, on which the sentiments of the heart, and the mind, are most happily employed" (p. 54).

Fast forwarding to today, Bellah, Madsen, Sullivan, Swidler, and Tipton (2003) refer to this as a "crisis of civic membership . . . with the rich growing richer and the poor poorer, but also a shrinking middle class increasingly anxious about its future" (pp. 332-333). To renew civic membership, they suggest we turn "away from preoccupation with the self and toward some larger identity" (p. 343). Are our third-sector studies programs part of the problem of the crisis of civic membership, or are they part of the solution? To what extent do our curricular offerings embrace preoccupation with the self (organizational survival), or do they promote examination of critical issues in the larger community?

There are a variety of nonprofit, NGO, and third-sector study programs offered through universities and colleges, including development studies, social development administration, community management, and several programs focused on indigenous populations, social design studies, nonprofit, voluntary sector, and NGO management, volunteer management, social welfare management, civil society and third-sector studies, social enterprise and cooperative studies, philanthropy, corporate philanthropy and sustainable development, and social care leadership and management. How do the programs around the world answer the question posed by Bellah et al. (2003)? "How ought we to live?"

Many of the programs found in our census primarily focus on what we have previously referred to as "internal management functions" (Mirabella & Wish, 2000, p. 225). For example, the program in the Division of Public Administration within Bucconi University's School of Management (Italy) offers a series of modules on the questions and functions of business, corporate governance, human resources, marketing and fund-raising, and financial management. Some of these are at the boundaries of the organization (fund-raising and marketing), but mostly to insulate the technical level from environmental fluctuations. These programs primarily focus on the "self," the individual organization and its survival within the larger community. These programs are less concerned with how we ought to live and more concerned with organizational survival. They are very much cast in the "profit-loss" model of traditional business school programs.

The curriculum of the Third Sector Management Program in Brazil's UPIS-Faculdades Integradas goes beyond the internal management function and organizational survival and begins to examine larger issues regarding the community and state. In addition to the internal management courses, this program provides an examination of external functions through courses titled Third Sector: A Global Associative Revolution, Social Responsibility

and Corporate Citizenship, Resource Acquisition and the Challenge of Sustainability, and Third Sector and Reform of the State. One objective of this postgraduate specialization in the management of social organizations is for students to reflect on “the factors that directly influence the management of non-profit organizations . . . toward the common good” (see http://www.upis.br/posgraduacao/pos_gestao_sociais.asp). This coursework begins to answer the larger question of how we ought to live.

The School of Development within the University of KwaZulu-Natal in South Africa provides coursework in development studies directly addressing the crisis of civic membership with a focus on “key economic, political and social concerns—inequality and poverty, uneven or inadequate economic growth, maldistribution of resources and institutional failures” (see <http://sds.ukzn.ac.za/default.php?6,0,0,0,0>). Through coursework, students are encouraged to draw connections between South Africa’s political and economic development and the role of civil society in this process. Courses include Civil Society and Development, Development Management, and Civil Society and Public Policy. Again, the coursework offered in this program appears to strike a balance between management for survival and management for the common good.

The trend in mainstream management and leadership thinking from Newtonian rationalism to new science whole-systems thinking to manage chaos, complexity, and uncertainty may soon see a reduction of this asymmetry across regions between a developmental approach and a management-for-survival approach. Many civil society practices that were developed to manage ambiguous ownership and multiple stakeholders, to motivate voluntary contributions of time and money, and to clearly hold to mission and values have during the past decade become recognized as leading-edge management and leadership thinking. The new science critique of traditional management thinking pioneered by writers such as Margaret Wheatley (2000), the research of Jim Collins (2001) and others in search of what the critical difference is between good and great organizations, and Covey’s (1992) work on principle-centered leadership have affirmed conclusions of southern NGO development writers such as Alan Kaplan (1999), who emphasizes the tangible and (the more complex and important) intangible aspects of organizational capacity. His approach is about

building robust and sustainable organisations which are capable of sovereign focus and direction, of strategising and innovation, of responding with flexibility and adaptability to changing circumstances, and of acting decisively to impact on and change their circumstances and social context.

Ebrahim's (2003) work in reviewing the lessons from northern and southern NGOs in terms of what makes for effective capacity building confirms the need for a more developmental approach not simply technical managerial training. He concluded that the essential tools for practitioners were around analytical abilities and processes to monitor, assess, respond, and adapt, always with a clear understanding of the context in which they are working, plus the patience to engage with the long-term iterative and participatory learning process of uncovering and solving problems.

Interviews in support of this research indicate that some university programs are supporting this analytical and adaptive capacity building, creating a space for learning among organizations, peer mentoring, networking, and ongoing communities of practice. For example, recent research on New Zealand's NFP program indicates that it is having an impact on all of the aspects of organizational capacity outlined by Kaplan (1999), including students' understanding of the context in which they are working, their organizational culture, values, vision, and strategy, and structure, skills, and material resources. Some of the topics covered reflect the technical and tangible management skills needed for effective governance and management of staff, volunteers, teams, and finances. The introductory course on culture and values of the NFP sector sets the scene for the whole program's emphasis on value-based, mission-centered management, critical thinking, and reflective practice. The role of civil society organizations as agents of social change, not simply a "shadow state" service delivery mechanism, is further emphasized in courses on treaty relationships, social policy, social change, community research, social audit, and ethical management of change.

In the next phase of this research, this type of analysis will be expanded to include all programs in the census, including those offered by universities outside their national borders and education and training programs provided by local, national, international, and hybrid NGO organizations. This phase will include an examination of the regional approach to third-sector studies, with an analysis of the correspondence between development of civil society and educational approaches and the respective role of civil society organizations and academic institutions in adding value to this learning.

Appendix
Nongovernmental Organization Education Programs Offered
Within National Borders by Location

Table with 3 columns: Region, Country, and University. Lists various NGO education programs across Africa, Madagascar, Malawi, Mauritius, Morocco, Namibia, Nigeria, South Africa, Sudan, Swaziland, Tanzania, Uganda, and Zimbabwe.

Appendix (continued)

<i>Region</i>	<i>Country</i>	<i>University</i>	
Asia or the Pacific	Australia	James Cook University	
		Flinders University of South Australia	
		University of Technology, Sydney	
		University of Sydney	
		Queensland University of Technology	
		Australian National University	
		University of Western Sydney, Australia	
	China	Japan	University of Melbourne
			Swinburne University of Technology
			Tsinghua University
			Ryukoku University
			Tokyo University
			Hosei University
			Consortium of Universities in Kyoto
			Sophia University
			Rikkyo University
			Osaka University
	New Zealand	The Philippines	Meiji University
			University of Waikato
	South Korea	Taiwan	Unitec New Zealand ^a
			University of the Philippines
Central and Eastern Europe	Thailand	Sogang University	
		Kyung Hee University	
		Sungkonghoe University	
		Pusan National University	
		Kyungpook National University	
		Chonbuk National University	
		Honam University	
		National Chung Cheng University	
		Asian Institute of Technology	
		Prince of Songkla University	
Europe	Germany	National Institute of Education	
		University of Veliko Turnovo	
		Zagreb University	
		Charles University	
		Eötvös Lorand University Teachers Training College	
		Department of Adult Education and Art Management	
		Kazakhstan Institute of Management, Economics and Strategic Research	
		Saint-Petersburg State University	
		Vienna University of Economics and Business Administration	
		Catholic University of Leuven	
Finland	France	University of Liège	
		University of Tampere	
		University of Joensuu	
		University of Helsinki	
Germany	Germany	Universite de Paris I—Sorbonne	
		von Humbolt University of Berlin	

(continued)

Appendix (continued)

Region	Country	University
		Westfaelische Wilhelms-Universitaet Hochschule für Musik Theater Hamburg Fachhochschule im Deutschen (University of Applied Sciences of German Red Cross)
	Ireland	University of Muenster University College Cork Trinity College
	Italy	Universita degli Studi de Trento Bocconi University University of Bologna
	The Netherlands	Vrije Universiteit Amsterdam Erasmus University Rotterdam
	Norway	University of Bergen
	Scotland	University of Glasgow Glasgow Caledonian University
	Spain	Universitat de Barcelona Ramon Llull University
	Sweden	Sodertorns Hogskola Sodertorns Hogskola Ersta Sköndal högskola
	Switzerland	Universita della Svizzera italiana University of St. Gallen Universität Freiburg
	Turkey	Istanbul Bilgi University
	United Kingdom	University of Manchester London School of Economics University of Surrey Roehampton University Henley Management College University of Ulster University of East London University of Liverpool Royal Holloway University of London University of Sussex University of Cambridge University of Bradford London South Bank University University of Dundee University of Londong University of Birmingham University of Wales, Lampeter Sheffield Hallam University University of Southampton City University, London Open University Glasgow Caledonian University University of Cambridge University of Bath University College London

(continued)

Appendix (continued)

<i>Region</i>	<i>Country</i>	<i>University</i>
Latin America and the Caribbean	Argentina	Universidad Nacional de San Martín–UNSAM
	Brazil	Federal University of Bahia
		SENAC Sao Paolo
		UPIS–Faculdades Integradas
		Universidade Vale do Rio do Sinos- UNISINOS
		Fundacao Getulio Vargas
Jamaica	Universidade de São Paulo	
	University of the West Indies	
Mexico	El Colegio Mexiquense	
	Univeristy of the Sacred Heart	
Middle East	Puerto Rico	Ben Gurion University of the Negev
	Israel	University of Haia
		Hebrew University of Jerusalem
		Ben-Gurion University of the Negev Interdisciplinary Center, Herzliya
North America	Lebanon	American University of Beirut
	Canada	University of Montreal
		Carleton University
		Grant MacEwan College
		University of Toronto
		Cegep de Sorel-Tracy
		Humber College
		Niagra College
		Cape Breton University
		University of Victoria
		Georgian College of Applied Arts and Technology
		St. Francis Xavier University
		York University
		University of Waterloo
		Queens University
		University of Quebec at Montreal
Ryerson Polytechnic University		
South Asia	Bangladesh	Mount Royal College
		Trent University
		Dalhousie University
	India	University of Dhaka
		East West University
		Independent University, Bangladesh
Tata Institute of Social Sciences	University of Mysore	
	Nitte Education Trust	

a. Also offered in Papua New Guinea, Vanuatu, Fiji, and Samoa in partnership with the Pacific Island Association of Nongovernmental Organizations.

Note

1. We did not include information on U.S.-based programs in our study. Much has been written and documented about the institutional locations of these programs and can be found in other publications (Mirabella & Wish, 2001; O'Neill & Fletcher, 1998).

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