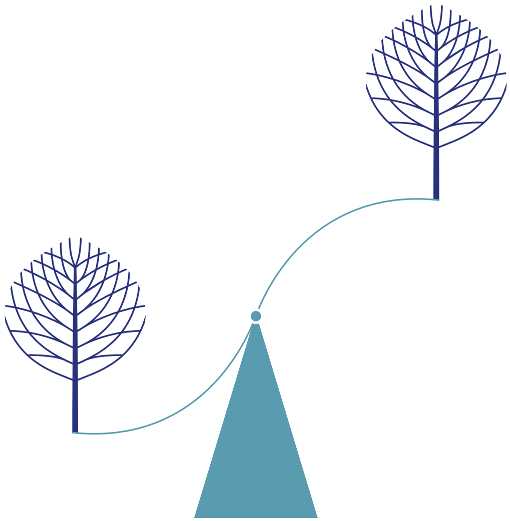
Burkhard Gnärig

How do I assess the effects of my contribution?



How do I assess the effects of my contribution?

by Burkhard Gnärig

Imprint

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Foreword

Simpy wanting to do good is not enough to earn you recognition as a donor these days. Most donors want to know exactly what impact their supported project has, and how successful their own support is to it. Added to this, the public is increasingly demanding, wanting reassurance that donations have been used meaningfully. Donors who consistently demonstrate interest for the results of their work have the opportunity, with time, to optimise their charitable involvement and to become more productive toward bettering society.

The process of establishing advancement and results begins with the introduction of concrete goals for the cause, and accompanies all the charitable work. The important questions that must be raised are offered in this guide: it answers, for example, questions about the timing and method of project evaluation, as well as who should perform such an evaluation, and how it in turn can be applied to further work. The author, Dr. Burkard Gnärig, provides clear and applied examples, and gives donors sound recommendations for their work.

This brochure is part of an Active Philanthropy series of guides designed to help donors develop a systematic and strategic approach towards their charitable commitment. The focal points and questions of Burkhard Gnärig's other publications span the topics: choosing a cause and a solid organisation, assessing the work performed by civil society organisations[1], clarifying the ideals and targets that underpin one's own commitment and active participation in the supported project. These guides can be read both in one go, as well as used for reference, were a particular chapter's advice is required.

As a non-profit forum, Active Philanthropy supports families and individuals in developing and applying a personal giving strategy. The forum offers a safe-haven for donors to exchange, learn and cooperate, as well as find practical advice for improving the concept of 'donating' as a whole. This is made possible through a variety of services – from useful publications, workshops and excursions to administrative support as well as individual consulting. Our activities are themselves made possible by similar means, with the charitable involvement of entrepreneurial families who support Active Philanthropy with words and deeds.

The Active Philanthropy 'Toolbox' contains publications concerning choice causes, e.g. 'children' or 'climate change', as well as methods and management-themes essential for effective giving. Donors are thereby given a leg-up toward a particular cause, and the ability to find their niche – they are given practical advice and step-by-step instructions how to effectively donate. The guides contain one of two approaches – either accounts of successful donors and their stories and advice, or advice and pointers from experts from the respective areas.

Objectivity is fundamental to all our work, including our publications. Some examples and suggestions are drawn from the author's experience. We would ask you to respect that the approaches and the selection of organisations presented can be neither comprehensive, nor are they subject to any assessment or rating by either Active Philanthropy or the author.

We are grateful to the author, Dr. Burkhard Gnärig, CEO of the Berlin Civil Society Center, for synthesising his 25 years of experience at the forefront of varying civil society organisations in this guide. We owe equal thanks to the donors who read the initial drafts. Without their constructive advice and criticisms the book would lack its current polish. We would be very happy if this guide were to help donors to optimise their productivity through systematic evaluation of results and successes, and, therefore, to impact even more on society.

If, upon reading this brochure, you would like to learn more about the evaluation of charitable work, the Active Philanthropy publication 'Effective Philanthropy: Evaluative thinking' by Dr. Edward Pauly would be a sensible expansion.

Dr. Felicitas von Peter
Managing Partner

Michael Alberg-Seberich
Executive Partner

[1] Civil Society Organisation: sometimes also called NGO = Non-Governmental Organisation or simply Charity. We use Civil Society Organisation or CSO here because we believe that this is the most comprehensive description of what these organisations are.

Welcome

In this guide we will look at the success and failure of philanthropic intervention from two perspectives: the first being what exactly the project has achieved and the second which achievements – or lack thereof – are due to my contribution? We will start by exploring the issue of mutual accountability as the basis of successful projects; then point out the importance of having clear and realistic goals from the very start of the project; next look at the criteria for assessing the project's results against the goals we have set; and finally discuss how you can examine the effects of your own role on the outcome of the project. At this point it is important to underline that measuring success has to be an ongoing exercise throughout the project: from the very outset, when you should record the status quo and identify measurable goals for the planned activities, to measuring progress in the course of the project, and to a final evaluation at the end of the intervention.

Accountability

The Concept · Accountability to Donors · Accountability to Beneficiaries

Accountability is a crucial element of any successful cooperation. Cooperation usually comes about because the different parties involved bring to the table the different skills and resources which are required for the planned activity. In our case the donor brings money, advice, etc. while the civil society organisation (CSO) brings implementation capacity and experience. In order to make sure both sides deliver what they have committed to, they hold each other accountable for their commitments. In voluntary partnerships like the one between a donor and a CSO the explicit commitments of both parties are the basis for holding each other accountable. It is therefore important to put some effort into the process of clarifying exactly what the partners' commitments are: how much money does the donor provide? Which activities, benefiting how many people will the CSO conduct at what time? Etc. Only if the give and take of all partners involved is clearly agreed at the outset can there be appropriate accountability.

As a donor you will want to hold your partners accountable for how successfully they have used the inputs you have provided. Foundations and experienced philanthropists who provide significant amounts of money usually have clear expectations about how they want to hold the recipients of their support accountable. Many have reporting frameworks of their own which determine which data the donor expects, and by when, in order to monitor the project's progress and results. While you may not need to have such a framework of your own, you should still have some milestones against which you assess the effect of your contribution. Usually the best way to identify these milestones is to sit down with the CSO you are supporting and jointly agree key deliverables and how and when the CSO will report to you about their delivery.

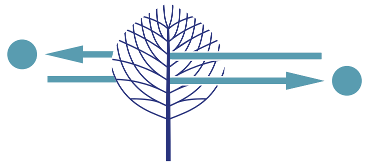
In any fair and equal partnership accountability is a mutual obligation and process. It is therefore important to think about your own accountability towards the CSO you are working with. In what way and how far you are accountable depends very much on what exactly your commitment is. If you have just made a commitment to paying a certain amount of money at a specific date you are accountable to your partners for paying the agreed sum of money at the agreed date. But even in this most simple case of cooperation your accountability may go beyond paying the money on time. For example: civil society organisations generally have to manage the risk of unknowingly receiving funds from inappropriate sources such as money coming from the trade in drugs or arms or from other unethical or illegal sources. All organisations of a certain size and especially those with a strong brand reputation will want to be certain that the funds they accept come from acceptable sources. In a partnership with you they may want to hold you accountable for the ethically appropriate source of the funds you contribute. This is not a sign of distrust towards you as a donor; it is rather an encouraging sign of the professional approach of the CSO to managing their own risk. You should welcome and support such a demand for donor accountability if only because it limits your own risk of being involved with an organisation which may be exposed in a publicly reported scandal for having accepted 'dirty' funds from some other sources.

Recommendations

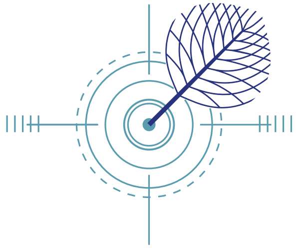
Put some effort into clarifying the commitments of the partnership you are entering into: What are the CSO's commitments and what are your own?

Accept accountability as a mutual give and take: not only is the CSO accountable to you; as a donor you are also accountable towards the recipients of your support.

Agree with the CSO how and at which point(s) in time you will hold each other accountable for fulfilling your commitments.



Goals



Identify the Goals First • Agree the Goals • Agree the Timetable

At the end of a project surprisingly often philanthropists find it difficult to assess the effect of their contribution. The main reason for their difficulty is usually the lack of a clear definition at the outset of what they wanted to achieve. If, before the start of the project, the goals to be reached have not been clearly defined, it will be impossible to appropriately evaluate the project afterwards. Therefore one of the most crucial first steps in agreeing on a project is identifying the goals to be achieved.

The goals may be laid down as part of a project proposal a CSO presents to you, or they may arise from a joint process between the CSO and yourself in which you agree the scope and direction of a project. Often the goals are there first (e.g. we want to offer primary education to all children in a specific community) and the project is then defined in order to reach the goals. Whatever the way in which the goals are taking shape they should be formally agreed between you and the CSO before you deliver your contribution. The process of agreeing the goals both sides want to achieve is a very important step, as it helps the partners to better understand the project and its challenges as well as each other's intentions in engaging for the project.

A potentially costly omission of some project plans is the lack of a clear timetable. Especially for the potential beneficiaries of your support it may make a big difference whether they have to wait for one year or even three to five years before their new school, water supply system or health post is inaugurated. For the CSO, on the other hand, your project may not be very high on the priority list and will have to wait until implementation capacity and expertise are available. In order to avoid your money sitting on the CSO's bank account waiting to be spent on the agreed project it is advisable to agree a clear timetable for the project implementation and to adjust the transfer of your funds accordingly. On the other hand, especially if the project is located in remote and/or crisis affected areas, delays in implementing the project and spending your funds will most probably be unavoidable. This is perfectly acceptable and the schedule should be adapted – if necessary regularly – to the changing conditions. But such a situation should not be an excuse for not having a timetable for the project at all.

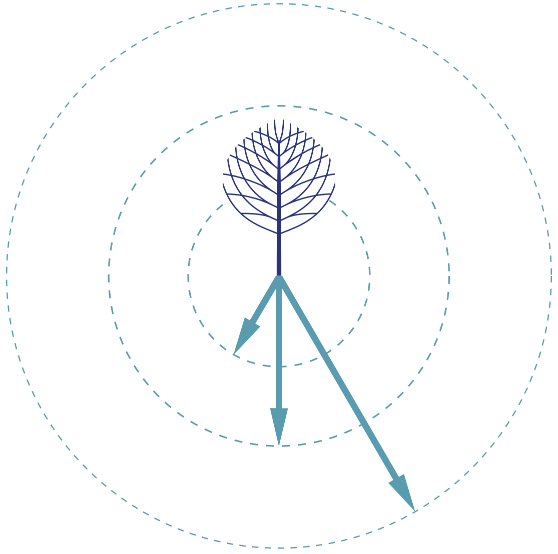
Recommendations

Make sure the goals of a project you want to support are defined very carefully and that they are laid down before the project is started.

Use the process of agreeing the project's goals with the CSO to strengthen your understanding of the project and to familiarise yourself with the intentions of your partners.

Make sure the project has a clear timetable and time your resource inputs accordingly.

Results



Output · Outcome · Impact

When looking at the results of our intervention we need to think about the depth we want to choose in our analysis. We usually talk about three levels at which results can be measured: output, outcome and impact. I will illustrate the difference between the three by giving an example.

One of the first projects I visited many years ago in an African country was a women's bakery cooperative. The women used an oven made out of an old oil drum to bake a flatbread which they sold to the villages nearby. The leaders of the group offered me their delicious bread and asked for advice: Even though their bread was highly popular in the area and they had sold a lot of bread over the last few months their project did not generate any income: they had nearly spent all of their seed capital and would have to close down very soon. The women were certain that none of them was a thief stealing the money and they were at a total loss how to explain the draining of their funds. The answer was simple: they had agreed on a price for their bread which was below their production costs and – inadvertently – subsidised each single loaf of bread they sold from their seed money. The more successful they were in selling the bread the faster they were approaching bankruptcy. Setting a price which covered their cost and provided some small profit was the answer.

Looking at the output of the project we can draw a very positive conclusion: the project's output was a large quantity of tasty bread. This positive conclusion looks quite different when you look at the outcome of the project: A small group of local women who had put all the money they owned into a project had lost most of it and, even though they had worked hard to make the project a success, were worse off now than before they started their activities. In the context in which I visited the project I did not have the chance to explore the possible impact of the project. Here are some issues I might have discovered: now that the women had lost most of their cash they were no longer able to cover the school fees for their children and, as a result, their children had dropped out of the local school; or: the women had used wheat (which had to be imported from abroad) for their bread dough instead of millet which was grown locally and, together with other initiatives, over time caused a shift of the local taste to wheat, which led to local farmers having problems with marketing their millet; or: as a result of the changed preference for wheat farmers, they started growing it locally, achieving a higher income. Furthermore, while the women's cooperative went bankrupt, local eating habits had changed and wheat production strengthened the local economy. Etc.

Depending on which level we choose to analyse the results of our project we may come to rather different assessments in terms of success or failure:

Output:	lots of tasty bread → success
Outcome:	cooperative nearly bankrupt → failure
Impact:	children dropped out of School → failure;
	and/or: local economy strengthened through introduction of wheat → success

Looking at these examples it becomes clear that measuring output can only be useful as one element of assessing a project's effects. Limiting our assessment to an output analysis will normally not give us the full picture of what we have achieved. Looking at the outcome of a project gives us a more detailed overview and will normally tell us whether we have achieved the immediate goals of our project. But only if we also measure a project's impact will we get the full picture. I have seen projects which were impressively successful in lifting the participants out of poverty while at the same time damaging others who were equally poor but not able to participate in the project. An impact analysis should include the intended and unintended effects a project has beyond its immediate reach: on the local or regional community, on the environment, etc.

Recommendations

When assessing the results of a project you should look at all three levels: output, outcome and impact.

An impact analysis, including the intended and unintended effects the project has on the outside world, is normally indispensable if you want to know the full story of a project's success or failure.

When to Measure

Before Starting the Project · In the Course of the Project · At the End of the Project · Some Time after the End of the Project

Most people rightly have a sound distrust of statistics as they know that depending on how you set statistics up, what you measure, how you measure and when, can lead to very different results. And, even if we have undisputed facts, we occasionally come across opposite points of view basing their positions on the same set of data. But while we acknowledge that measuring output, outcome and impact will never provide us with totally objective data, not measuring at all is not an alternative if we want to know what we have achieved.

In order to produce the most reliable data we have to observe a few key requirements. The first, is to record the situation we want to influence before we start the project. Let us look at an example: a village community has asked for a school to educate all the children aged 6 to 14. You consider supporting the building of the premises and the running of the school. Even before taking the decision to support this project you might want to measure – e.g.: How many children of the age range live in the village? Let's say you find 300. – How many of these are illiterate? If you find only 28 you will have to ask where all the others learned to read and write – and you might discover that they go to a school in the next village, 2 km away, where they receive a good education; but as there is a fierce competition between the two villages' headmen the chief of 'your' village wants a school of his own. You will probably say 'no' to that. But if you find that 280 of the children are illiterate and that there is no school anywhere near you may decide to support the project. If you do not measure at this early stage you will find it difficult first of all to identify appropriate and realistic goals and secondly to assess any success or failure afterwards. For example, should you find that seven years later all the children who are 14 years old can read and write, how could you say that your project was successful if you could not prove that the situation was totally different when the project started?

The next time you should measure is during the course of the project. The number of times you measure depends very much on the size and duration of the project. In our example we would probably start measuring progress of building the school premises against the agreed timetable and, once the school buildings are there, we would measure school enrolment of the 300 children (or at least the 280 who are illiterate). Once the school has been running for a year we would measure literacy[2] and hopefully find that the number of totally illiterate children has dropped. We would continue measuring literacy on an annual basis and recommend improvements if we find that progress is not satisfactory. Measuring in the course of the project is so important because it allows us to intervene as early as possible if this is necessary to prevent a project from failing.

[2] ...and numeracy and a number of other indicators which we do not discuss here for lack of space.

While there are still quite a number of projects which do not undertake these two crucial assessment exercises, most projects measure results at the end of their activities. As discussed, this does not make too much sense if you haven't measured before. But if you have collected relevant data before the start and during the course of the project it is important to measure at the end as well. In our example you might find that after the end of the year which marks the end of your support, 90% of all 14 years old children are able to read and write. Given the data you collected seven years ago this is a highly satisfactory success.

Finally, and especially if you are interested in the impact of your intervention, measuring some time after the project has ended is valuable. You may want to ask questions like: How many of the students who went through the school went on to secondary or even tertiary education? Did the better education of the village youth contribute to improving the quality of life in the village? Or did better education encourage migration of the younger generation to the cities searching for jobs while leaving the old and ailing behind?

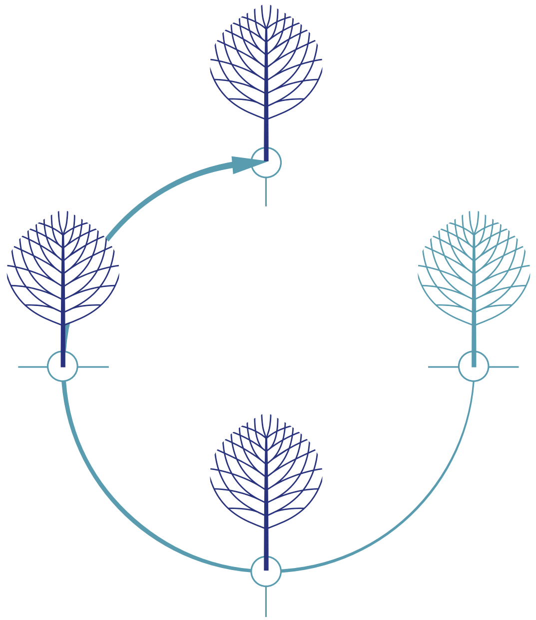
Recommendations

If you are serious about assessing the effects of a project it is crucial to collect relevant data before the project starts. Only if you do this will you be able to show that the project has made a difference.

Measuring in the course of the project enables you to detect and address underperformance and avoid failure of the project.

If you have recorded the status quo before you started the project collecting data at the end will provide you with a good basis to find out what the project has achieved – and what not.

Trying to assess the impact of a project usually requires going back and recording relevant data some time after the project has ended.



How and What to Measure

Who Asks the Questions · What is being Asked · Who Answers the Questions

How and what you measure will be decisive in coming to an objective and reliable picture of the achievements of a project. This starts with the question, who assesses the outcome of a project? Projects with a significant budget, and those which run over a longer period of time, should usually be assessed by qualified external experts. The advantage of this approach is that the assessors' perspective is usually untainted by any personal involvement in setting up or running the project. This is clearly a major asset, especially if the project has consumed or still consumes a lot of resources. The disadvantage, besides often considerable costs, is usually the assessors' lack of insider/local knowledge which can lead to crucial facts being overlooked or misinterpreted. This disadvantage disappears if, instead, a member, or some members, of the concerned project team are chosen to be the assessors. The challenges of this approach are often the assessors' personal involvement in the running of the project and a resulting lack of objectivity in evaluating their peers', or sometimes even their own, contributions. Mixed assessment teams, consisting of both external and internal experts, while possibly expensive and time-consuming at least partly avoid these shortfalls. Quality projects – which usually have a strong element of local participation in the project's decision making – will often involve beneficiaries in some form or other in the project's assessment team.

Finally, for a philanthropist who is actively involved in a project, participating in a project assessment may be advantageous to do from a couple of different perspectives. The first is clearly an intense exposure to the project's detailed ins and outs. As part of an evaluation team you will come across information you will hardly ever obtain otherwise. The second is gathering experience of how to evaluate projects which can be useful not only to understand and put into perspective the findings of future evaluations but also in much earlier phases of project development starting with the setting of precise and measurable goals. The third aspect is learning more about the organisation you have been partnering with. The way in which the organisation sets up the evaluation process, whom they select to conduct it and with what remit, which resources and with what kind of support, will tell you a lot about their sincerity and depth of engagement. How the organisation involves local staff and beneficiaries and how they treat their inputs as part of the overall outcome will show how serious the organisation is in their commitment to partnership and participation at local level. While these are all very attractive features from the philanthropist's perspective the organisation you work with will look at your potential participation from a different angle: They need to think about how large an assessment team they can send to a project without seriously interfering with the project's running or hampering the potential findings of the team; they need to think about whether the presence of (one of) the key supporters in the assessment[3] will in any way lead to biased results, either because the assessment team may shy away from digging for information at points where it might lead to less than flattering results or because the beneficiaries and other sources might adapt the information they provide to what they think you might want to hear etc. All together, while it might be very desirable from your perspective to be involved in a project assessment, this will probably only be possible in exceptional cases and in a situation of strong mutual trust between all participants.

Which questions are being asked is one of the most important issues in assessing what has been achieved. Let us stick with the example of the previous chapter: many assessments in the field of education work with school enrolment rates. They look at how many children are registered at a school. But, since we know that in many schools in developing countries quite a significant percentage of children who are registered at the school either never attend lessons or drop out in the course of the school year, the enrolment rate is not a very reliable indicator of success. A little more relevant are figures about how many children finished form one, form two, etc. or successfully finished school. But all of these are typical output data: so many children into school, so many leaving. These sets of data are of little relevance since many children leave school after years of attending lessons and still do not know how to read and write. We need to assess outcome rather than output. The key question of our assessment should be: to what extent have the children learned what they were supposed to learn according to their school's curriculum? The answer to this question will necessarily include both quantitative (how many children?) and qualitative (learned how well?) data.

[3] As a matter of fairness and transparency the background and interests of all members of the assessment team should be known to all who contribute to the assessment.

Let's look at quantity first: the growing influence commercial management practices are gaining in civil society activities has strengthened the demand for quantitative data. In a field which mainly defines itself in its doing things better rather than in doing more of them, this is a hotly discussed development. Many people rightly point out that – as our example of school enrolment shows – quantifying results alone often create an unreliable or even misleading picture. Looking at the quality of teaching and learning processes and the depth and relevance of learned content are crucial elements in assessing the success of education programmes. On the other hand looking at qualitative information only usually does not provide the full answer either: counting how many children really have successfully completed their education and how many have failed is an essential part of the evaluation.

As discussed before, assessments should generally take place against the goals originally set for the project. But, as we have also seen in some of the examples provided, projects can, and usually will, have effects beyond the ones intended by those who developed the project. These unintended effects can sometimes be much stronger than the intended ones. Assessments which do not shy away from looking beyond output and outcome and into impact will frequently come across effects, often outside the project itself, which were not foreseen when designing the project and defining its goals. In order to reach this level of depth in an assessment the question of whom the assessment team asks to provide information, is of crucial importance. Let us look once again at our education example: do you only talk to the headmaster and the teachers, or do you include the students and their parents? Do you limit yourself to the inside of the project or do you talk to others who might have useful perspectives to add, like the village council about social issues around the school, or local employers about the employability of the school leavers etc. – or, to go back to our example of the women's bakery cooperative, if you talk to the customers you will probably get the positive assessment: 'good bread at a cheap price'; if you talk to the cooperative's members you will get a negative one: 'we lost our money' and if you talk to the local farmers you may get, depending on the scenario, either a negative: 'we cannot sell our millet any more' or a positive: 'we are earning more money now by growing wheat'.

Recommendations

In exceptional cases, usually after having worked with an organisation for some time, you may have the chance to participate in a project assessment. This is one of the best opportunities to learn about the work you support and to sharpen your own analysis of what you can and should contribute.

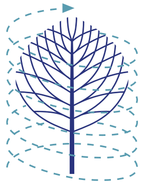
What is being asked in a project's assessment can strongly influence the outcome. A solid project assessment usually contains both quantitative (how many?) and qualitative (how well?) data. If one of these is missing you might want to explore why.

Who is being asked to provide inputs into the assessment is another key element. A credible in depth assessment will look beyond the project proper and talk to key people around the project to find out what impact the project has had in a wider context.

Learning and Improving

Project · Organisation · Philanthropist

With this chapter we come to the end of a normal project cycle: the project has been conceived, implemented and assessed and now the question is: what can we learn from our findings and what can we improve in the next project cycle? Do we need to rethink our approach? We will look at this question in three sections: that which we have learnt for (and from) the project, for the organisation and for ourselves.



Let us look at what the project has taught us: In an earlier guide we have introduced the concept of resilience[4]. Resilience of a project means that it is able to adapt to a constantly changing environment and, as we are living in fast changing times, resilience is of ever increasing importance. In order to secure resilience, a project should be conceived in such a way that it is continually responding to changes in its environment; in brief, it needs to be a 'learning project'. In such a project, the cycle of conceiving, implementing, learning and improving does not happen just once but permanently throughout the course of the project. The final assessment of such a project would be the conclusion of an ongoing evaluation process focussing its findings on improving the learning and evaluation processes of future projects of that kind. If we look at less advanced projects a good set of learnings would be a list of things which worked well together with a brief analysis of why and in which context they worked well and a list of things which did not work satisfactorily, together with an analysis of why they did not. A less abstract way of keeping the project's learning would be designing a next-project stage or a follow-on project, or even a new approach for another generation of projects of that kind based on the learnings of the completed project containing the required changes in goals, approaches, techniques etc.

For the organisation which has been implementing the project, learning from its own successes and failures is equally important. Some of the key questions the organisation should consider are: Do we have the right organisational set-up to run projects like these effectively? Did we use our available resources most efficiently? Have we developed our experience and knowledge base concerning the project area appropriately? Has the project contributed to achieving our overall strategy? What can we learn from the project's successes or failures for other, possibly unrelated, areas of our work? And so on. As organisations usually exist longer than projects, resilience is even more important at organisational level – so is learning. The concept of a 'learning organisation' is being widely discussed across different sectors; it is of growing importance for civil society organisations as well. Establishing and maintaining a learning organisation is one of the key strategic tasks which have to start at the top layers of governance and management. Learning organisations like learning projects will look at assessment and subsequent improvements as an ongoing process and not as one which only happens at some point in time. And learning organisations will find it much easier to conceive and implement learning projects.

Finally let's talk about the 'learning philanthropist'. As you may already have experienced, becoming or being a learning philanthropist is not as easy as it first looks. Especially those who have been working with organisations and projects in the Southern Hemisphere will have had the experience of coming across a situation or an incident where they thought: what a silly mistake – I could have done so much better than the locals did… Most will find out a little later that they had misjudged the situation and what they had assessed as a silly mistake had been a totally rational and perfectly appropriate perspective, approach or behaviour. In these situations acquiring the humility to accept that poor and illiterate people living in extremely basic conditions often understand better and know more about both the challenges they face and the tools for overcoming these, is an essential quality of a learning philanthropist. Assuming that you might be wrong rather than the others is a good starting point in many situations.

[4] Please see the guide 'How do I engage with the selected project?', by Burkhard Gnärig, Active Philanthropy, 2009

When looking at the final assessment of a project you have supported you might want to draw some conclusions about whether and how you may have to change your personal approach in order to become even more effective. In this context some of the questions you might wish to consider are: Have I been involved too much or too little in the project? Have my interests and approaches unduly influenced the course of the project and possibly hampered its results – if so, how can I avoid this in the future? Has my personal intervention made a positive difference for the project – and, if so, how can I maximise this effect next time I am actively engaged in a project? How can I achieve even more in my philanthropic endeavours, e.g. by becoming more strategic in my approach, by focussing more or even less, maybe by bringing others on board?

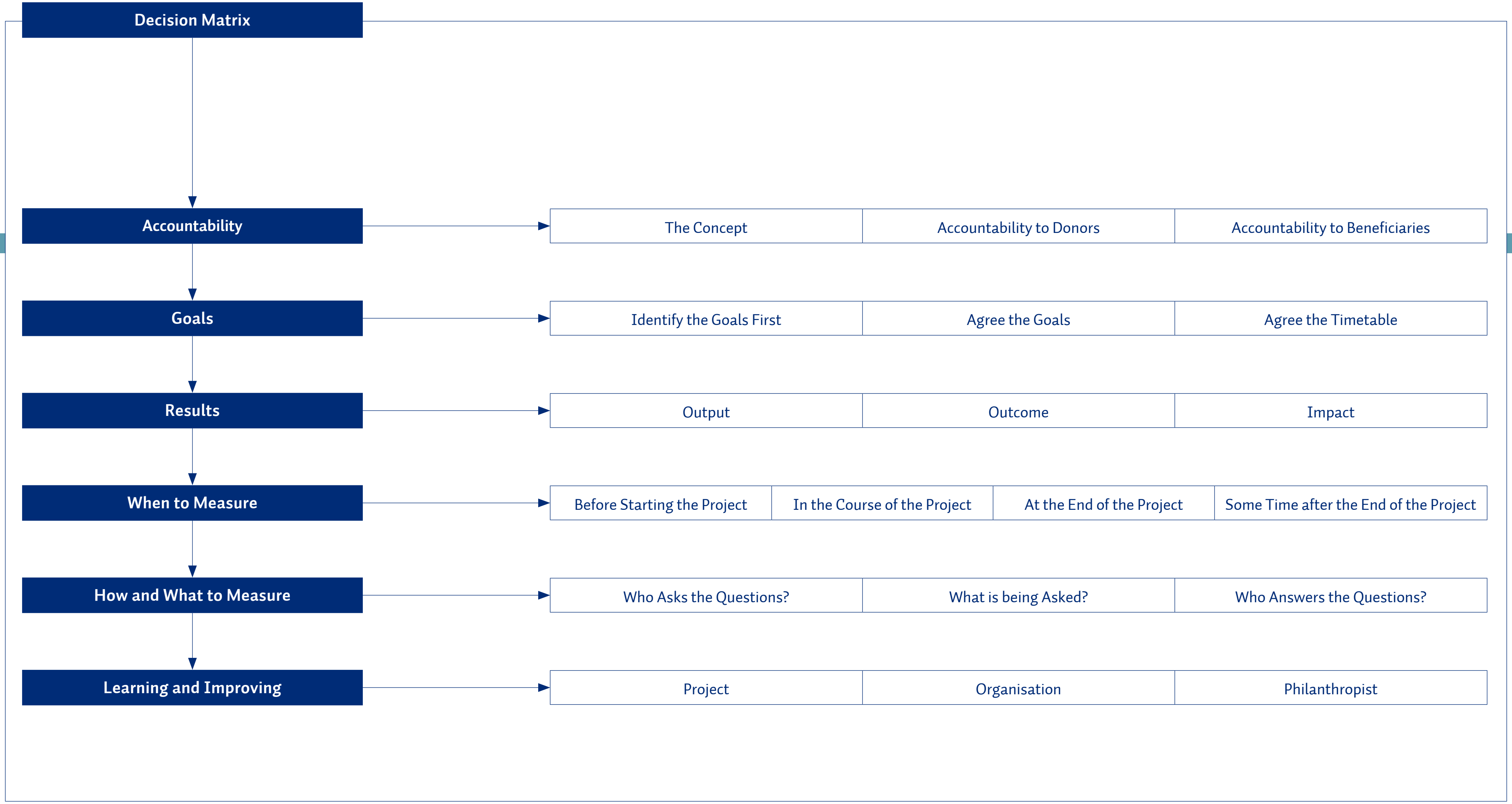
And so it goes on. While some philanthropists may consider these and other questions on their own, others might wish to discuss their experiences with their families; others again may ask the organisation they have partnered with for their assessment – or even ask some of the beneficiaries of their support. Whomever you consult and whatever answers you may find, they will hopefully make you feel that you can be proud of what has been achieved with your support and motivate you to take the next steps on your personal path to becoming an ever more active and successful philanthropist.

Recommendations

The steps of learning and improving should not be reserved to the end of a project. The best projects are run on a cycle of conceiving, implementing, learning and improving which does not just happen once but permanently throughout the course of the project.

Best positioned to run 'learning projects' are 'learning organisations' which, starting with the very top of their leadership, are based on continuous improvement of all aspects of their work.

An ideal to match these is the 'learning philanthropist' who continuously strives to optimise her or his contribution in openness and humility and by applying analytical skills and a strategic approach.



Other Resources

If you found this guide helpful for your own decision making you may wish to consult other texts from the same author:

What do I want to achieve with my support?
How do I find the right Civil Society Organisation to support?
How do I assess the work of Civil Society Organisations?
How do I engage with the selected project?

Notes:

ACTIVE PHILANTHROPY

Dr. Burkhard Gnärig **Executive Director, Berlin Civil Society Center**

Dr. Burkhard Gnärig is Executive Director of the Berlin Civil Society Center. As head of the Center he provides management, governance and strategy support to large international civil society organisations. Before establishing the Center he held the positions of CEO of Save the Children, Greenpeace and terre des hommes. He has led both terre des hommes and Save the Children through a redefinition of purpose, reorganisation and significant growth. Burkhard has been a board member or chair of civil society organisations in Germany, Italy, Switzerland, India, Korea and Japan.