

GROWING GIVING PARLIAMENTARY INQUIRY

Part One: Growing up Giving - Summary of Evidence

May 2013



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Forewords

Britain has a proud tradition of giving time and money to charity. However, research has shown that this isn't always consistent across the different age groups in society. The proportion of overall donations to charity made by people under 30 has more than halved in the last 40 years. Statistics like that show that we cannot sit back and take our generosity for granted.

When I agreed to Chair the Charities Aid Foundation's Growing Giving Parliamentary Inquiry, looking at how to address this disparity or 'generation gap', my first thought was that we should start with those who are just beginning to form ideas about charity and giving.

Young people in Britain are already extremely charitable – they fundraise, volunteer and frequently give to good causes – but how can we ensure that they follow this through in later life?

The 'Growing Up Giving' strand of the Growing Giving inquiry has looked at exactly this challenge: how can we ensure young people develop a lifetime connection to charity and that they have the right opportunities to participate? How do we encourage more young people to take a responsible, hands on role in a charity – for example, by becoming a trustee? And how can we make sure that there are new, digital methods of giving that work for the next generation of donors?

This report gives a summary of some of the ideas and examples we have received from submissions of written evidence and from our oral evidence session in parliament, where over 20 organisations and experts came to give us their views.

This provides an overview of what we have learned so far. I am looking forward to the later stages of the inquiry, when we will take some of these ideas and produce recommendations for lasting and worthwhile changes that will build upon young peoples' innate charitable nature, and ensure our culture of generosity continues in the years to come.



Rt. Hon. David Blunkett MP
Chair, Growing Giving Inquiry

The generosity and support of the public remains the bedrock of the voluntary sector in the UK. Donations from individuals are the most important source of income for charities, making up 43 per cent of their total income in 2010/11. That is why we were alarmed by the findings of our Mind the Gap report last year, which revealed a potential donation deficit as younger generations fail to give at the same levels as the generations that preceded them.

In response to these findings we launched our Growing Giving parliamentary Inquiry, chaired by David Blunkett MP and co-chaired by Baroness Tyler and Andrew Percy MP. The idea of the Inquiry is to gather evidence from a range of experts on the factors that influence charitable behaviour over the course of an individual's life. This will help us to understand the nature of the challenges and also enable us to bring together some of the great ideas for addressing these challenges that are already out there. Our aim is eventually to produce recommendations that help to ensure people engage with charities at all stages throughout their lives.

This report outlines the findings from the initial "Growing up Giving" strand of the Inquiry, which focuses on engaging young people with charities. I would like to thank all those who contributed by providing oral or written evidence, as well as the aforementioned parliamentarians who kindly gave their time to chair our oral evidence session. The evidence we received has raised many interesting issues and ideas, a selection of which are summarised here.

CAF has been working for over 80 years to support charities and encourage people to give effectively to them. We recognise that charities are currently facing a particularly difficult set of circumstances in terms of rising demand for services and falling public funding, so it is crucial that we do as much as we can to ensure that charitable giving remains strong in our country. The work of the Growing Giving Inquiry in understanding the "generation gap" in giving and identifying ways of closing this gap is a vital part of achieving this goal.



Dr John Low
Chief Executive, Charities Aid Foundation

Background

For this, the first strand of the Growing Giving Parliamentary Inquiry, we invited anyone with an interest in young people and charity to submit their experiences, ideas and recommendations, under the broad terms of reference below.

Growing up Giving

What is the role of education in helping young people to learn about and engage with charity? What opportunities are there for young people to become involved in charity? How can we make giving opportunities fit for the digital age?

As a guide to help start the debate, we produced these questions that we hoped this strand of the inquiry would address.

- How can we ensure that primary and secondary education instil the value of charity in young people?
- How can we ensure that higher and further education provide opportunities for young people to continue to be involved with charities?
- How can we encourage more young people to become charity trustees?
- How do we ensure young people make a lifetime connection with charity through volunteering, work placements and social action?
- How are young people engaging with charity in a digital world?
- How can we make sure giving is fit for the digital age?

We received a number of responses from a wide range of individuals and organisations, both in writing and at our oral evidence session held in Parliament.

An electronic copy of the transcript for the oral evidence session is available by contacting: campaigns@cafonline.org

Below is a selection of the contributions we received. Later in the inquiry, we will be taking these and the other evidence we receive to produce a more detailed report and recommendations.

How can we ensure that primary and secondary education instil the value of charity in young people?

Plan UK works extensively with schools across the UK. We find that often the best advocates for the needs of young people in developing countries are their counterparts in the UK. These UK school pupils are actively involved in our mass campaigns and political campaigns, and through this they are left with a clear understanding of the work of the voluntary sector.

Leon Ward – Trustee, Interact Worldwide and Plan UK

Make it normal and fun for them to engage. Young people like doing something. So give them something to do such as organising a fundraising event. Then they'll associate those good memories of them achieving something that makes them and others proud, with charity.

Matt Kepple, Makerble, YTFN

Practical volunteer work: A school volunteer programme could easily do this by providing placements for students and offering them support throughout a placement. Just half an hour a week at the local elderly home or hospital ward to talk to people, for example, can provide a young person with the view that charity work is worthwhile and beneficial.

Awareness: young people need to understand what charities do, and even what they are. As a part of a form of citizenship education, young people should be taught about the issues that charities address locally, regionally, nationally and internationally and how charities interact with other sectors.

Lauren Eaves, A Level Student

The value of charity can only be instilled in young people when they are given the opportunity to engage with current societal challenges as part of a whole school curriculum.

A survey of teachers by Think Global found that nearly 65 per cent of teachers say they carry out fundraising with their students at least once a term. Of these, over 20 per cent get their students involved in fundraising more than six times a year. However, the survey also found that 73 per cent of teachers reported sometimes feeling uncomfortable about the approaches charities make to them to involve their students in fundraising.

The survey also found that over 70 per cent of teachers did not always feel that the charities they fundraise for give them the support and information they need to make fundraising an educational experience for students. Participating in charitable fundraising activities is not enough to instil the value of charity in young people; there needs to be a stronger link made between fundraising activities and learning in order to have a longer term impact on young people.

Think Global

We take part in the Giving Nation Challenge, done through the Citizenship Foundation. The main premise of the Giving Nation Challenge is that we want the children or the young people not to raise money - raising money is a by-product - we want them to get an understanding that giving is about giving time, it's about volunteering, campaigning and social action, and not just about giving money. I think the girls do a lot of raising money and I'm pleased that through the Giving Nation Challenge they do this enterprise, they do plan a project.

I think that young people form really strong relationships with their teachers: their teachers are people they trust and that they care about and they have this bond, and that's why I think schools are so important for charities.

Gabriella Nocivelli, PSHE - Queen Elizabeth's Girls School, Barnet

Personally I feel that my experience of giving has been a lot different to most of my peers. When I entered secondary school, I was thrown into this exciting world of all these different clubs and different charities that I could be a part of, and I found that really exciting.

I think finding ways to be more innovative with getting people to be more aware of your cause is really, really important, because people will remember that.

Anice Oussoulian, Year 10 Student - Queen Elizabeth's Girls School, Barnet

We're brought up to do things quickly - you just click something and it's great. And I think accessibility of giving to charity is important, but I also think that if we want to look for sustainable ways to give to charity, and ways that will keep people interested as they grow up, I think that's going to decrease the amount of interest that people have in giving to charity. I think if you give to someone just by clicking on something and say, 'Yeah I gave that, I gave £1,' or whatever, you will think about it for a few minutes, and then forget about it and you haven't really understood the cause or learnt about the cause.

I think that something that is lacking within schools and within the education system is an encouragement to learn about charities and learn about the reasons that people need to give. That is absent.

Ellie Miles, Year 13 Student - Queen Elizabeth's Girls School, Barnet

The main barrier at the moment (to more charity in schools) is the current high stakes accountability regime within the education sector and its resultant impact on curriculum delivery within schools. This current accountability regime drives behaviour within schools.

Inevitably, though, an increased emphasis on one subject area (through curriculum reforms) leads to a decreased emphasis on other areas of the curriculum. Certainly initial research we undertook showed an almost immediate reduction of provision in subjects such as citizenship, of PSHE, art, music, drama and RE, often of anything between 10 and 15 per cent. Charitable work within schools is often focussed in PSHE and citizenship in particular, so if you're seeing reduced provision, inevitably that's going to have a direct impact on charitable activity within schools.

There's much the charities can do themselves to help schools work with them more closely. In particular there are lots of examples out there now of charities that work closely together with teachers to develop stimulating, engaging lesson plans.

Chris Weavers, Principal Official – (Parliamentary & Trade Union Liaison) NASUWT

Schools need to develop partnerships with social action charities, which have the organisational focus, energy and skills to add value to what schools are already providing pupils in terms of an education in citizenship.

The public sector needs to work with the social action sector to develop an awards programme that will recognise young people's achievements in social action.

Educators, social action charities, and government need to find a shared language on citizenship curricula to incorporate social action and volunteering.

Schools must provide young people with the skills, understanding and character they need to participate in society as active citizens.

By participating in social action, young people are empowered as citizens, with a richer knowledge of what is happening in their local communities. Social action gives young people practical experience of how their own actions make a difference in other people's lives.

Generation Change

American longitudinal research into university student volunteering shows that the most likely influence for long-term commitment to volunteering after university, is the presence in students' lives of an adult committed to social action, whether through family or someone they may have met through a volunteering placement.

This is an important effect that could also be applied for younger students at primary schools, by facilitating their interaction with secondary school pupils who volunteer (e.g. through reading support schemes within schools); in the case of secondary school students, it would be helpful to facilitate their interaction with FE or HE students who are committed to volunteering (whether through projects supporting the academic achievement of secondary school students or general presentations about FE or HE student experience including information about volunteering).

Student Hubs

Students should be encouraged to complete a placement at a charity as work experience where this will support or help to shape their career ambitions. Creating partnerships with charities will allow students to see the impact of their giving first hand, which will greatly instil the importance of charity and giving in the future.

vInspired has a web-based platform connects students with school approved volunteering opportunities, the vInspired awards recognise students' volunteering and toolkits and promotional materials to make it easy for teachers to implement and promote. vInspired Schools has the flexibility to adapt to suit their specific school needs.

vInspired

The Bread Tin was established to tackle the generation gap in charitable donations. We found that many young people are idealistic and want to get involved to 'make a difference', but as a result of lack of direction they often fail to act. We identified factors which contributed to this inaction: lack of knowledge, lack of encouragement, and lack of faith that their donations could really make a difference. Our model seeks to address all these to inspire young people to become givers for life. Crucially, we found that lack of money is not a barrier to charitable giving; rather it was unfamiliarity which made young people less likely to become involved with charities

The Bread Tin

How can we ensure that higher and further education provide opportunities for young people to continue to be involved with charities?

The key is to provide engaging models for students to donate and those opportunities need to be tailored to the student lifestyle.

Matt Kepple, Makerble, YTFN

I think that a formal young people's volunteer programme either run by individual schools or groups of local schools that actively seeks out opportunities for young people and connects them to such opportunities would be an excellent way to engage young people in charity work on a local level. Nationally, a Youth Advisory Panel is an effective way of engaging young people, of an older age, and making them feel as though they have impact and their input is meaningful.

Lauren Eaves, A Level Student

FE and HE institutions offer different levels of support for student involvement with social action. Depending on where these activities sit, they may be more geared towards student development (students' union), student employability (careers service) or local community support (independent student community action charities). In the case of Student Hubs in the eight universities where we operate, the priority is developing students into active citizens, who would realise their potential to take action about social issues now and in the future.

We do this by: offering holistic support to students, ensuring students have the tools and opportunities to critically assess their participation in charitable activities, focussing on student leadership, and through a wide range of opportunities should be offered to students and including those that are linked to students' skills and academic learning.

Student Hubs

Universities and colleges often focus on communicating charitable or volunteering opportunities through their existing networks – such as careers resources, students' union, and intranet. This has the problem of only reaching the most engaged or career-driven students, or those who are looking for other information. Peer interactions, social media, and visible branding are an important factor in how students decide to get involved in charity or volunteering.

Colleges and Universities need to facilitate a local committee of the most engaged students, and invest in a local manager to coordinate student charitable activity.

Universities and colleges need to partner with social action charities, and develop an engagement strategy for their students that identifies local factors in the student culture.

Higher Education sector bodies need to promote the employment value of the skills gained through charity and social action.

Generation Change

Research carried out through the vInspired students project showed that students who receive support for their volunteering from their university are more satisfied with the experience of volunteering and derive greater personal development than those that volunteer independently.

UCAS points for completion of National Citizens Service and other volunteering activity would provide an incentive for young people applying to go to university and for FE providers to encourage student involvement in giving. The vInspired awards which recognise the hours, skills development and community impact of volunteering are endorsed by UCAS as a way of demonstrating skills and achievements.

vInspired

One of the things we find is there are about 500,000 students across the UK involved in everything from sports to volunteering - the giving of time stuff - and when we've been doing research over the last 12 months into participation, looking at the things that motivate people, it's always the same kind of things. It's always firstly to have fun and then secondly to improve a situation or to meet new people and develop skills. But the key thing is that if you can find what someone's passionate about, and then get them involved in that, then they're more likely to give time and money and resource to that thing.

In Further Education, the infrastructure almost doesn't exist, and that's a huge problem. So if you've got a bunch of students in a college, for example, and they're trying to figure out how they can set up a society to give time to something or if they want to do some fundraising activities, often there is no support for them to do that.

And actually students might be time rich but cash poor- so whilst over the last 60 years they might not be giving as much in money they're definitely giving as much in terms of effort. And there are universities like Loughborough, where you've got £1.6 million or £1.2 million being raised annually, and then you've got at the other end of the scale, places like DeMontford University which might just be new and only raising £10,000. I think the challenge is for us at least, to understand what was the journey that Loughborough went on and how can we repeat that?

Lewis Coakley, NUS

Street or challenge fundraisers are often a highly visible part of the university experience. RAG groups allow students to engage with charities through volunteering such as mentoring, dog-walking, visiting vulnerable people. Whilst this level of volunteer is very valuable for the charity, it does not necessarily create a long-term commitment or engagement.

I think providing students with a greater understanding of the charity profession through office-based volunteering or devising their own projects creates a more meaningful volunteering experience which may last longer.

Liz Dyer, Small Charities Coalition

There is a whole different variety of motivations for why students want to get involved in fundraising. Predominantly it's just to have fun, as with a lot of student activities. However what I find really interesting with student fundraising is the platform when you can engage people at every level and actually it's really important to keep them involved until they're deep in this is to ensure that not only are they fundraising for money and using the platforms available, but that they are aware of the cause.

My students are very, very interested in getting involved on a deeper level through things like charity internships. I know that they are very keen to give up time and go to the charities that they support and a lot is for local community projects as well, so you have another level of activity – which if properly supported, is a perfect place for students.

I think there is definitely the demand from students and the will for students for careers in the charity sector, but there's just an absolute lack of knowledge in how to get into the sector, which I think is a problem that definitely needs addressing.

Carmen O'Loughlin, Charities Officer – University of Durham Students' Union

For young people to continue to be involved in charities higher and further education institutions need to be providing opportunities that incentivise students to volunteer or to fundraise. This could be by:

- Supporting university RAGs and the National Student Fundraising Association (NaSFA) which are student-led bodies.
- Encouraging university courses/academic departments to run compulsory placements in charities so that young people form a connection with a charity and the charity sector.
- Setting up accreditation schemes with universities to reward young people for their voluntary hours in charities –The HEAR report could be further developed to encourage volunteering and donating money to charity.
- Ensuring that universities and unions run 'charity fairs' to raise awareness of charities in student's local area.

Stephanie Drummond, Children's Society

At the level of higher education, universities should provide support – perhaps through the student union – for students to engage. This might include voluntary work on Wednesday afternoons for those not involved in sports at this time.

Leon Ward – Trustee, Interact Worldwide and Plan UK

How can we encourage more young people to become charity trustees?

The role itself needs to be more widely known. Many people outside of the charity sector of all ages and backgrounds are unfamiliar with the term, or at least don't have a thorough understanding of what the role involves. Raising the profile of trusteeship far more widely would help this to become a more viable option for those looking for volunteering opportunities.

Liz Dyer, Small Charities Coalition

Being a trustee sounds very official, formal and daunting for a young person who may have not had any experience, outside of school, in a professional environment.

Boards of Trustees need to become willing to set aside a position for a young person and fully believe in the benefit of such a position for more young people to become charity trustees.

Lauren Eaves, A-Level Student

Participatory teaching methods need to be encouraged from primary school age. Students need to be given opportunities to have their say, engage with global issues, share their values and opinions and control their own learning. They also need to be exposed to governance structures in their school and given opportunities to participate in school committees and school councils. Schools need to invest time and resources into promoting this pedagogical approach.

It is also worth emphasising the importance of young people being given the opportunity to learn about the third sector and governance in the school curriculum. This could be delivered in subjects such as PSHCE or Citizenship lessons.

Think Global

There are five key strategies that Student Hubs, and its graduate network 'The Social' focuses on in order to promote young students to become charity trustees:

1. Making young people aware that trusteeship is an opportunity that exists by raising awareness of charity governance.
2. Making young people aware that it is possible for them to become charity trustees by showcasing existing young trustees, as well as encouraging young trustees to talk about their experiences.
3. Actively advertising trusteeship opportunities to students and young professionals.
4. Providing one - to - one training and support for students who are considering joining a trustee board.
5. Signposting students to support resources for trustees, such as those provided by Young Charity Trustees or NCVO.

Student Hubs

A lack of young trustees should be seen as representative of problems in the infrastructure of youth social action. Generation Change has identified some of these problems being;

- A lack of recognition of social action
- Not enough progression between voluntary/charity opportunities for young people
- A lack of investment in youth social action opportunities
- No agreed set of outcomes for young people's development in these opportunities

Charities need to identify that they want young people on their trustee board, and make a strategy for communicating this effectively.

Generation Change

Charities should promote trusteeship as a progression route for young people that already volunteer, campaign or fundraise for them.

Young people with specific professional skills can also be targeted. For example graduate programmes in marketing, accounting, business planning and law could be utilised by charities. Charities need to market roles to young people where they are at e.g. in education institutions, make sure the communication material they use is youth friendly, and emphasise the benefits of trusteeship such as skills development.

vInspired

Charities need to have confidence in young people, and to understand the benefits they can bring to an organisation. Secondly, awareness must be raised amongst young people of opportunities to engage with charities in this way. Young people should be engaged during their upper secondary and tertiary education to engage with charities and use their expertise.

Lots of organisations haven't even thought about having young people as trustees. I think charities need to become a bit more intelligent and versatile in the way that they advertise young trustees. Access to trustee boards is very limited because they're often advertised by specialist websites and organisations in order to attract specialists, and only if you are in the sector will you know of them.

Leon Ward – Trustee, Interact Worldwide and Plan UK

What we've really found is that there's a great appetite among charities to try to diversify their boards and get more young people involved. There's increasing appetite among young people to get involved, but there's a couple of critical problems.

Most young people don't realise that they can be trustees and I think one of the things that will help with that is the new model. With students unions you have an army of people out there who have had trustee experience and can articulate that to others. The other difficulty is that a lot of charities, for a variety of reasons, feel unable to reach out to young people as trustees. They sometimes think that young people won't want to be trustees, or that they have to speak to young people in a particular language and they don't know how to do that, they don't know where to advertise for young people, and so on.

Alex Swallow, Founder of Young Charity Trustees and Chief Executive of the Small Charities Coalition/Charity Trustee Network

Whizz Kidz has a structure in a sense but you are also free to be flexible and to specialise, or get involved with, whatever part of the charity you want to. When I joined I told them that I liked campaigning and so I've had a slot for doing campaigning ever since. So they have listened to me and put me in a role that suits me... I don't see any point in there being a young person's charity that doesn't have something like a young person's board, because how else are you going to check that you're doing or implementing the right things?

George Fielding, Chairman, Kidz Board, Whizz Kidz

We definitely don't want young trustees to be discouraged, so I feel that we should help these people to find the issues that they care about and act on these issues. I think that will really help.

Imiose Agboaye, Member, ENVOY/NCYVS

When we asked about charity, 60 per cent of young people said if they knew more about what was just going on, they would be happier to give more to charities. And then when we looked at why young people are involved with charities, 80 per cent of them said it was because they felt it was the morally right thing to-do. So in terms of everything that's been spoken about today, young people need to have the knowledge, but we also need to be telling them that helping charity is a morally good thing to do, and that it is a part of being in the community.

Joshua Francis-Ralphs, Young Facilitator, ENVOY/NCYVS

How do we ensure young people make a lifetime connection with charity through volunteering, work placements and social action?

Volunteering, and work placements need to be open to all. Not just those who can afford to work for free. Volunteering brings huge benefits for both charities and the volunteer, but should not be seen as an alternative to paid work.

Liz Dyer, Small Charities Coalition

For university aged people and just older, there needs to be a way of engaging with charities that doesn't involve just giving money, and these ways need to be targeted at 19-25 year olds (approx). If a person can get through that stage still attached to a charity, having been connected to them when younger, I believe they will continue their relationship with the charity throughout their life.

Lauren Eaves, A Level Student

Ipsos MORI's research offers the insight that amongst the population as a whole, a fifth (20 per cent) are not involved in, nor interested in getting involved in, any form of positive social action.

The importance of broadening young people's horizon's at school and supporting them to learn about global issues has a direct link to young people engaging with charity work and social action opportunities. Good quality volunteering, work placements and social action opportunities should embed opportunities for young people to learn and critically reflect on their experiences.

It is only then that young people will make a lifetime connection with charity rather than using this type of opportunity as a one-off experience to further their CV.

Think Global

Student Hubs believes the following conditions need to be provided by the third sector and wider society agents:

1. There needs to be fully integrated support throughout the lifecycle.
2. It is particularly important to support people during transition points in their lives.
3. It is never too late to engage people in social action and promote a culture of giving time, money or skills.
4. There needs to be a supportive community for people who are giving.
5. There needs to be recognition of specific needs and interests within the targeted group.
6. Addressing specific needs and interests is only possible when the activities are designed and delivered by the targeted group.
7. Interventions also need to address people's diverse motivations for getting involved in volunteering or social action.
8. It is important to provide meaningful incentives, which help people progress in their social action journey.

Student Hubs

Introduction of a dedicated Award schemes for community service/charitable work (similar to 'Grades' for music/performing arts/sport). I'm aware that there are schemes that incorporate community service as a part of a scheme (Duke of Edinburgh award) however I am not aware of any dedicated awards that are formally recognised by schools.

Employers to be encouraged to recognise and place greater importance on charitable work. This can be done in a number of ways (matching programmes/time in lieu), however there needs to be an industry standard set and a steering group (similar to the FRC/Stewardship Code concept).

High profile networking events/Forums for 'young' charity trustees. A support group for young people wishing to get involved with charity projects/set up a charity. The group should unite individuals with charities, offer advice, guidance and support with the set-up process. This could be virtual/on-line or facilitated through thought-leadership events, attended in person. A high-profile 'Board' would help encourage membership. Something similar to the World Economic Forum's 'Young Global Leaders' programme but less selective and UK centric.

School exchange programmes with well-established charities. Similar to the concept of a 'sports tour' or 'language exchange'. These exchanges seem to be encouraged as part of a 'Gap-year', between school and university, but not on an on-going basis through higher education.

Growth and success through diversity – High profile sporting and arts charities (Royal Ballet/Royal Opera) should have a requirement to have a certain number of 'young' trustees. Similar to the 30% Club, which takes action to accelerate female talent development.

A not-for-profit version of 'virgin-giving'/'just-giving'

Jessica Cameron, Member of the public

Sustaining a lifelong connection with charity through volunteering and social action requires solutions to be delivered by the very organisations who are offering these opportunities. The sector has already identified the need and opportunity to deliver this. However, achieving the necessary change will require investment which charities are often averse to paying for where a direct benefit to their core mission cannot be proven. Likewise, charities are reliant on funding that requires increasing demonstration of what impact the money will achieve. Government can step in here by making funding available for collaborative projects.

Policy makers should work with the social action sector, which have the best knowledge of how young people are engaging with their services

Funding for collaborative work is need.

Generation Change

Young people are already more likely to involve themselves in volunteering, civic activity than any other group in society. We strongly believe that volunteering must be more accessible at every stage of life.

Volunteering is off-putting for some young people but if they're presented with an issue they feel passionately about and a way of doing something about it they become more engaged. vInspired research has highlighted the effectiveness of carefully selected case studies in challenging misconceptions about the nature of volunteering, demonstrating how volunteering relates to their specific concerns and local area.

Where young people become more involved in decision making and shaping the work of a charity, it is important to create a culture within charities where young people's opinions and concerns are valued and acted upon. Otherwise there is a danger that they will become disillusioned with charity and giving as they grow older.

vInspired

One disservice we can do to young people is to consider that they're all the same when we're saying, 'Young people want this and young people want that'.

I think we have to recognise that for various reasons some people just don't want to come on side with volunteering and giving to charities, and there are different reasons why they might not want to do it. Sometimes it's because they come from a background where there just is no tradition of that and then it might have to be introduced to them. School is a good place to do this.

We are creating social conditions which are making it more difficult for young people to give. I would say that we mustn't reflect on the character of young people, we must reflect on what can change in terms of the social conditions young people are experiencing.

I think that schools are key to that because in terms of a lifelong experience of giving, what we've concentrated on through the Citizenship curriculum, and through promoting a systemic understanding of how does society work and charities work, is connecting young people's experiences as developing adults to the values of caring for each other, and how that moves out to how society cares for each other.

Andy Thornton, Chief Executive – Citizenship Foundation

For all people engaging in charitable work, young and old, it is essential that there is feedback on the impact they are having. If these people are left feeling that their efforts are not having an impact, it is likely that their interest in engaging will be reduced. It is also necessary to have a clear supporter journey, such that those volunteering will feel that they have had an impact on the beneficiaries of the charity, and will then be keen to engage further with the organisation.

Leon Ward – Trustee, Interact Worldwide and Plan UK

YouthNet set up 'Do-It' which is now the UK's digital volunteering structure. We work with approximately 27,000 charities that create one million opportunities for volunteers. Over the last two years alone, we've attracted 3.5 million new users, a huge demonstration of people applying to volunteer. And 60 per cent of those are under 30, 45 per cent of those are people who've never volunteered before.

So it is absolutely vital to make online searching really easy, because if someone has been inspired at school, for example, most are likely to go online. That's why 'Do It' is a really powerful infrastructure, in terms of creating a wider framework so that people know that they can search and find those opportunities.

I do think every youth charity should have young people at the heart of their service delivery.

We need to make sure that every young person will value their contribution, whether that's because they're developing tangible skills that they can see are relevant, or because they feel they're at the heart of something that's really worthwhile to deliver.

Emma Thomas, Chief Executive – YouthNet

Our recently published study, Money for Good, looking at donor motivations and attitudes has three main points which are relevant to this debate.

The first point I want to make is that we know there is a connection between giving time and giving money, volunteers give more. Money for Good tells us that most volunteering by young people is doing sponsored events, rather than more in depth involvement such as trusteeship. We also found that young people tend to be slightly less loyal and more ad hoc in their giving behaviour. The barriers to volunteering they most commonly face are not knowing where to find suitable opportunities, and a lack of confidence. So there is definitely a challenge for charities to find ways of developing relationships with young people.

The second point relates to the concern that young people are giving less, and that there may be an emerging generational giving gap. Actually there are grounds for optimism in our research. Young people reported a higher sense of obligation to give than older generations, and giving is more likely to be part of their identity. We also found that young people with higher incomes are generous. That leads us to conclude that the issue may be affordability, rather than attitude.

Finally, the barriers to giving, the reasons people state for not giving. Unsurprisingly the biggest barrier is affordability, although judging by the number of households with an income of over £150,000 pa this may be perceived affordability in some cases! Close behind are beliefs that charities will waste the money on fundraising or admin costs. I see these as unhelpful and largely inaccurate perceptions that undermine the culture of giving in this country. I think there is an important task for charities, and for government, to address these beliefs. I would argue that this is a more urgent task than the current focus of government policy on giving, which largely relates to the method of giving and 'frictionless giving', which our work does not identify as a significant barrier¹.

Rob Abercrombie – New Philanthropy Capital

¹ Corrected evidence from Rob Abercrombie at NPC was obtained after the session, due to the poor quality of the audio recording and transcript at the oral evidence session.

I think what we're missing is a framework and something that allows individual initiatives to flourish and become more accessible to a much larger group of young people.

And I think what we need is something like that (the Olympic torch relay/Big Lunch), that is far more ingrained in the life of communities. Something that celebrates it that gives people an opportunity for young people to talk about their contributions.

I think with the decline in young people's services, youth services in general are also an issue.

Susanne Rauprich – Chief Executive, NCVYS

How are young people engaging with charity in a digital world?

I think that the digital world has made engagement between charities and young people stronger. However, I truthfully don't think that it is making much of a difference. Teenagers mainly use the internet for either schoolwork or socialising, and while charities have pages on facebook, twitter etc, unless a young person is very proactive and passionate about charity work, they probably will not engage with charities on a website that's purpose for them is to chat with friends.

Lauren Eaves – A Level Student

One of the ways in which people are engaging with charity in a digital world is via the microvolunteering concept. HelpFromHome.org features over 800 (mostly online) microvolunteering actions. Over the past 6 months we have noticed a 100 per cent increase in visitors to our website, and this is echoed around the globe as more and more microvolunteering platforms are being set tapping in to the increased demand for actions that steer away from the time and place commitment that a traditional volunteering opportunity burdens people with.

Help from home

Charities need to use digital communications, not simply as a marketing resource, but as a way of creating social networks for their users.

Generation Change

Young people are engaging with charities online through the use of social media, where it is very easy to take light touch, immediate action such as raising awareness of causes through twitter hashtags or sharing issues on Facebook. Smartphones allow young people to act immediately based on an emotional response to an issue or cause.

vInspired's experience is that young people's digital engagement with charity is adding to rather than replacing off-line interaction. A recent survey of young people that have taken part in our three Do Something campaigns to date shows that 87per cent are proud to be part of the Do Something community, which is largely on-line, and 70 per cent say that being part of Do Something has encouraged them to sign up for volunteering opportunities.

vInspired

At Believe.in we believe that by creating a vehicle through which people can create a charitable identity that's also outward-facing within the context of a social net, we will see an increase in the level of transparency and dialogue and make it a much more routine undertaking for people to become more philanthropic.

Matthias Metternich – Founder, [Believe.in](#)

We have a couple of million people each year who participate in the PayPal Giving platform whether by buying items that charities are selling on eBay or by making donations when they buy and sell. We encourage sellers to give a percentage to charity when they sell on eBay and then buyers can add a donation to charity when they shop. So we are trying, to integrate as much as possible charitable giving into shopping, which people are increasingly doing online, particularly younger people. 80-90% of people who are between 18 and 34 shop online already.

Nick Aldridge, Chief Executive – [PayPal Giving](#)

Charities often vary tremendously in terms of their size, in terms of their resources and perhaps their attitude towards technology. For some of them the technology platform is sometimes quite a daunting thing particularly for the smaller charities, so we wanted to try and tackle that, so that even the smallest charities had the same opportunity to use technology that the largest ones had, so that's why we developed a platform for them.

I think with the same way that saving is a bit of a habit, giving is a bit of a habit too, and we need to try and use what we consider a relatively simple use of technology like text to build up a generation of givers, who may one day might be wealthy philanthropists. But we also want to try and develop this concept of mass market donations, so lots of people giving small amounts. We are making progress, 18,000 charities are actively using the service, and it seems to be going in the right direction, something we're very pleased about.

Aleyne Johnson – [Vodafone UK](#)

How can we make sure giving is fit for the digital age?

When we design solutions that are potentially scalable, we faced a variety of things that are either conformed by size and location versus scale and magnitude.

I think it's a question of introducing a variety of ways that people can do things for charity, if it's purely monetary then the discussion becomes around how much, how big their wallet is and how much you decide to give. That is quite a personal thing to some degree. What we've done to try and alleviate that is to produce the layers of privacy filters which allow people to hide elements of their support. But we're firm believers now that where we dispose information of ourselves in a form that supports that narrative, that that can channel the concerns that one might have about exposing that support.

Matthias Metternich – Founder, [Believe.in](#)

Our challenges are I think partly to do with charitable giving not fitting entirely neatly into our global ecommerce platform, and the two obvious examples for me being firstly the national trend of charitable giving and linking of charitable status to the tax regime, where the charity status remains specific to the UK and there is no crossover or much collaboration in terms of regulation between different countries, whereas with eBay and PayPal, they try to operate a global platform.

I think the other trend is towards the internet becoming increasingly personalised and focussed on people's expressed interests, by which I mean platforms like Facebook or Twitter, to an extent now eBay, and shopping platforms as well, really trying to show their customers something we're pretty confident that they're interested in, whereas charity fundraising tends to be more speculative and more distracting from what people tend to be doing in their daily lives.

We reduced the extra work that anyone needs to do to give to charity. We used to make people register themselves as donors and when we stopped asking them to do that, we tripled in a year the number of people who were participating. We then started only referring to specific causes and specific projects that they could help with, because we found that even if we had no idea what kind of cause they were interested in, the fact that it was tangible and clear what the money was going to, that made them much more likely to take part, and I think that's very true for young people too.

Nick Aldridge, Chief Executive – [PayPal Giving](#)

We carried out some research and we were specifically thinking of what we call generation Y. Other ways to describe them would be particularly younger people who have grown up in a digital world. And there was very much a feeling that some of the more official methods of donating to charity aren't as appealing.

The UK needs the government to encourage charitable giving and there's a serious point about the giving habit and saving habit, there are various practical barriers that could be easily simplified. One thing in particular is Gift Aid. Gift Aid's currently quite difficult to do through a mobile phone, particularly through a text. The government is aware of this and they recently made a statement in the Budget that it's something they're looking at and trying to do. And I think it's very important that anything that does takes into account that technology moves very quickly, it's very, very difficult to have a policy that is moving as quickly as the technology, so basically it has to be making it easier, make it as future proof as it possibly can.

Aleyne Johnson – Vodafone UK

I think the biggest issue is that if we want to see a change it's got to be in the leaders, so in the teachers in schools and the owners of the businesses to take responsibility in creating motivation and space to say that this is an important part of the culture within an organisation.

We need to see a behavioural change or an attitude change, we need to get a little bit of their attention every day, where I think a lot of the business solutions around payroll giving, don't contribute to that narrative. They're very passive, payroll giving where you only have to check your pay cheque or something, once a month, once a year, to see what you've been doing, I guess if we want to see change what we need to look for is active ways to engage people's attention, tiny ways on a daily basis that might actually create a habit as you mentioned, that will lead to a significant shift in the way we give.

Dave Erasmus, Chief Executive – GiveyUK

One-off donations are relatively well-adapted to the digital age with text giving and online donation platforms. For many charities, the direct debit process is still a cumbersome one.

Liz Dyer, Small Charities Coalition

Engagement in the digital world isn't very effective, I think that charities can utilise Facebook etc. better to engage with young people if they target them specifically. For me, a 17 year old, seeing that my friend has 'liked' a charity on facebook is way more impactful and likely to make me 'like' them compared to a possibly ambivalent response if I saw a standard advert.

Lauren Eaves, A-Level Student

For young people the phone is a trusted device that offers the ability to take simple actions to issues and causes that they have an emotional reaction to immediately. Giving needs to take into account the current generation's use of smartphones to access the internet, use of SMS and their perceived lack of time.

Charities also need to be able to tap into the moment of emotion that many people feel after witnessing a charity poster for help, a documentary, a short film or a national or world event. By giving the audience the opportunity to donate instantly via text or the interactive button on their remote control, charities can strike while interest is high.

Giving can be weaved into normal activity that young people undertake such as downloading music. For example vInspired is one of the charity partners for fairsharemusic – an alternative to iTunes half the profit is donated to charity for every song downloaded.

vInspired

Superficially, digital giving is very attractive and a way of engaging with young people. In some ways, more digital work would be appreciated – in the modern age with online banking etc... it is very 'old fashioned' that for the majority of charities gift aid forms need to be printed off and posted, without a digital alternative. Again, this has the habit of disengaging young people.

On the other hand – charities should be wary of too much focus on digital giving – it is much easier to give spontaneously through text giving for example – and giving in response to something specific fits this well – but there is a lack of engagement from both sides with such an arrangement and the best way of encouraging giving in the long-term is to make it habitual. The best way of making it habitual is for people to give regularly to the same charity and feel invested and engaged with what the charity is doing.

Mark Chapman, Member of the public

Further Information

Charities Aid Foundation (CAF) is a registered charity that promotes charitable giving and provides financial services and social finance to not-for-profit organisations. We help donors – including individuals, major donors and companies – to give more effectively whilst providing financial and fundraising solutions for charities in the UK and internationally, helping good causes to manage their resources more effectively. We also have a strong track record in research, policy and advocacy, working across a range of issues to ensure the best possible funding environment for charities.

CAF has a long history of campaigning for changes in policy and legislation in order to improve the giving environment and to secure supportive legal, fiscal and regulatory conditions for donors, charities and social enterprises. Our knowledge and understanding – gained through direct experience and research – makes us a trusted voice on giving and the effective use of charitable funds.

All submissions to the inquiry, were submitted under our Terms of Reference which can be read on our website at www.growinggiving.org.uk/what-can-i-do which also contains more information on the inquiry and future strands.

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Appendix

Young people and giving A written submission to *Growing Giving*

Sarah Brown
University of Sheffield

Sarah Smith
University of Bristol

Karl Taylor
University of Sheffield

Introduction

In response to evidence on the ageing of the “donor population” (i.e. the set of people giving to charity), the Charities Aid Foundation has initiated “*Growing Giving*”, a parliamentary inquiry into how to encourage charitable giving among young people. This note is a written submission to that inquiry. It is not intended to be a comprehensive overview of the relevant economics literature but rather a summary of relevant findings from recent research that we have carried out. Specifically, the findings relate to levels of – and trends in – charitable giving (section 1); the relationship between giving among young people and their parents (section 2); and wider pro-social behaviour among young people (section 3).

The main messages are:

- There has been a generational shift with younger generations now less likely to give to charity. While, the turning point was the baby boomers, not the “generation Y”, the evidence suggests that giving behaviour starts young – shaped by values and beliefs.
- Evidence on inter-generational giving shows that parents need to talk about their giving in order to have a positive effect on their children (relative to just the act of giving).
- The wider picture of pro-social behaviour among young people is positive but there is a challenge in maintaining engagement as young people move from education to employment.

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