

Giving Nation is a programme of the  
Citizenship Foundation

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*Citizenship Foundation*

The Citizenship Foundation is a charity. We inspire people to take part in society as equal members of it. We help them to understand the law, politics and public life. To do this we: promote participation; help teachers to teach citizenship; work with young people on issues that concern them.

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*Citizenship Foundation*



"I would encourage other students to 'go for it' and it's a once in a lifetime opportunity and you get to know your community better."

Student

›Get inspired ›Get active ›Get involved

# Giving Nation Impact Report

[g-nation.org.uk](http://g-nation.org.uk)  
Helping students help others



**Nick Hurd MP**  
Minister for Civil Society

Giving Nation has for a decade fostered the practice of charitable giving and volunteering in schools, as they support students to look outwards at the needs of others.

At the heart of the Big Society vision is a desire to encourage more people to get involved in their communities. This is a long-term cultural change and shaping positive attitudes in the young is critical to achieving this. That is why, through the Office for Civil Society and Social Action Fund, I am pleased to continue supporting Giving Nation and other initiatives like it, which connect young people with the power to make a difference.

Giving Nation gets our backing because it enables schools to connect young people to their communities in an empowering way. It challenges them to use their enterprise for good – finding solutions to problems in their local area. This is an

important step for young people in learning to be a responsible citizen, as well as simply a good neighbour. A challenge many young people will rise to, as Giving Nation continues to show.

So my congratulations and thanks go to everyone involved – the hundreds of willing teachers who work with thousands of willing and able students on the programme – I wish you every continued success.

 **CabinetOffice**  
Office for Civil Society



**Andy Thornton**  
CEO, Citizenship Foundation

As a charity the Citizenship Foundation has been promoting effective citizenship through education about the law, democracy and society since 1989. I arrived here eight years ago with a two year old programme: Giving Nation. Thankfully this citizenship organisation has proven to be a fitting place to build a schools programme about giving – but the fit may not be immediately obvious... particularly when our reputation had been built around education for the law, politics and the economy.

In those ten years I have come to realise how much the strength of a society relates to two factors. One is the way we formulate our dealings with each other: through legal, democratic and economic agreements, and the second is the spirit that we bring to living together. On one level, contributing with the right spirit often takes away the need for some of the formalities – such as criminal law for example! Indeed our attitude and disposition to accommodate others is the basis of civility. Giving Nation has provided a fun way to introduce young people to what that means. In particular it shows what is gained when we reach out beyond our own immediate needs and support others. This is something that is hard to learn without experiencing it.

Now, participating schools can utilise the school curriculum to introduce 'giving' to an entire year group and to every school student during their

secondary school life. It was designed to bring civility to the surface, not through behavioural obligation but through a rewarding burst of fun that evidenced its benefits through a lived experience of generosity.

Giving Nation attempts to restore a vital part of the nation's social cohesion through ensuring the next generation's participation in charity and community action. Our aim is to create long-term givers who routinely make independent decisions to help others.

Giving Nation is now the largest secondary school based social action project in England.

This report gives another glimpse into why this programme has continued to grow in impact. It also shows that it's not a simple, easy win. The teachers who have taken it seriously attest to a great impact as they stretch their schools and students through the programme. To them goes our thanks and respect as they are realising the full scope of education's capacity to prepare young people for the whole of life.



# Overview

## Overview of Giving Nation

- **190,000** students have been involved in the Giving Nation Challenge over the past five years.
- Since 2007, over **one million** extra-curricular volunteer hours have been contributed beyond the classroom delivery of the Giving Nation Challenge.
- A total of nearly **£850,000** has been raised over the life of the Giving Nation Challenge.
- This indicates that for every **£50** of start-up funding contributed to schools, **£236 profit is generated for social causes**.
- Nearly **2,500 charities and good causes** have benefited from Giving Nation activities over the past five years.
- **1 in 6 schools** reported follow-on activities as a result of running G-Nation activities over the past 3 years.
- Giving Nation **effectively instils a sense of citizenship** within the students that are involved with the project.



# Participation

## Participation during 2011/12

- **184 schools across England** ran activities during 2011-12.
- Around **680 charities were supported** in 2011-12. This represents an average of four charities and good causes per school.
- **43%** of students' projects benefited 'a mix of local, national and international issues'. Other activities focused on local charities and causes (30%) and national charities and causes (16%).
- In 2011-12 nearly half of schools (**46%**) embedded the Giving Nation Challenge into their curriculum via Citizenship lessons. 32% did this via PSHE lessons and 22% via tutorial time.
- New interest in the programme has been generated through **improvements to the website and resources** which were communicated through an extensive outreach campaign.
- **Over 300 school visits undertaken with 266** schools signing up for involvement in 2012-13 (13% of all secondary schools in England).
- Further funding is available for **two hundred more schools** to join the network during 2012/13.

**"Overall, the Giving Nation Challenge has been really rewarding. One of the best parts was feeling like you gave something back to charity."**

Student





# Benefits

## Benefits and impacts:

- **Young people value the Giving Nation programme** and can see **real benefits**.
- **Nearly nine out of ten young people (89%)** say they are **more aware of work that charities do** as a result of undertaking Giving Nation activities.
- **74%** of young people say they understand the role of charities and social enterprises.
- **72%** of young people gave or **donated their own money** to charity in the last six months.
- **65%** of young people say they recognised that they **can create a positive difference**.
- **63%** of young people attest to having **become more involved in supporting charities**.
- **58%** of young people **raised funds for charity** by giving up their time/being sponsored in the last six months.



- **Teamwork** was identified as a particular benefit of Giving Nation by both young people and teachers.
- Teachers ratings show that they **value many aspects of the Giving Nation programme** much more than they did a year ago, indicating that improvements to the programme have been well received.

# Background

## Background and aims

The Giving Nation programme was created in 2002 as part of the national Giving Campaign: a Home Office-funded initiative to develop a culture of giving in the UK. At the end of that three-year campaign Giving Nation was flourishing and so moved to the Citizenship Foundation.

In 2007 the Cabinet Office agreed to support a new hands-on programme element entitled the Giving Nation Challenge. Supported by teacher training, comprehensive high-quality resources and seed capital entrusted to students to deliver sustainable student-led social action projects.

Giving Nation has further evolved to become a suit of curriculum-focused programmes that stimulate community-focused enterprise activity in secondary schools and most recently in alternative education settings. The programmes increase young people's understanding of charitable giving whilst developing skills in volunteering, campaigning and social entrepreneurship.

**"It gives a completely different challenge and skill set to the young people we work with and gives them a genuine sense of ownership of both the process and the outcomes."**

Teacher

### Giving Nation has four main aims:

- Bringing about a change in young people's culture to reinforce positive attitudes to charitable behaviour and social action;
- Encouraging young people to take the initiative to support charities – particularly through formal education setting;
- Educating young people about the role and value of charity in the wider society whilst fostering positive experiences in community engagement;
- Raising the profile of charitable giving and social action in young people's media.



# Recent developments

## Recent developments

In 2012 the Citizenship Foundation received commitment from the Social Action Fund to match-fund against investment from Santander. This enabled Giving Nation to provide a complete overhaul of the website, creating a more intuitive interface and more efficient communication with schools. It includes, in particular, new on-line class functionality for schools to document their activities, which then showcase our impact.

In addition programme staff are undertaking a national marketing campaign using face-to-face, telephone and email contact, to build programme involvement to over 100,000 young people from over 700 school and alternative education settings during the 2012/13 academic year.



# Who is involved?

## Who is involved?

The Giving Nation programmes have been an attractive offer for secondary schools and alternative education settings across England (**Figure 1**). Nearly 500 academic institutions have run the Challenge since the programme began in 2007, and while many run it for several years, not every school has been able to sustain involvement year-on-year. Reasons cited by schools include the distribution of original grant to charities, students' making a loss through their activities, school closures and teacher changes.

450 institutions have signed up for 2012-13 (13% of all secondary schools in England), more than double the 184 schools that reported that they ran activities during 2011-12.

Participating schools are spread across the country; schools involved cover a wide range of specialisms, notably Business and Enterprise, Technology, Arts, Sports and Science. Participating students are spread across the performance spectrum and come from a range of social backgrounds. In total, over the past five years, over 7,500 classes have operated the Giving Nation Challenge.



Figure 1: Location of Schools (2011-12)

# How is it delivered?

## How is it delivered?

Schools have employed the Giving Nation Challenge across all secondary-age and post-16 year groups; from Year 7 to Year 13 (Figure 2). The range of year groups involved indicates the versatility of the Giving Nation model, as it can be used in teaching at Key Stage 3 and Key Stage 4, as well as post-16.

In 2011-12 nearly half of schools (46%) embedded the Giving Nation Challenge into their curriculum via Citizenship lessons. Nearly a third (32%) did this via PSHE lessons and 22% via tutorial time. The proportions almost exactly reflect 2010-11 data. Fewer schools link it to business/enterprise (15% in 2011-12), cross-curricular approaches (15%) and ICT (3%).

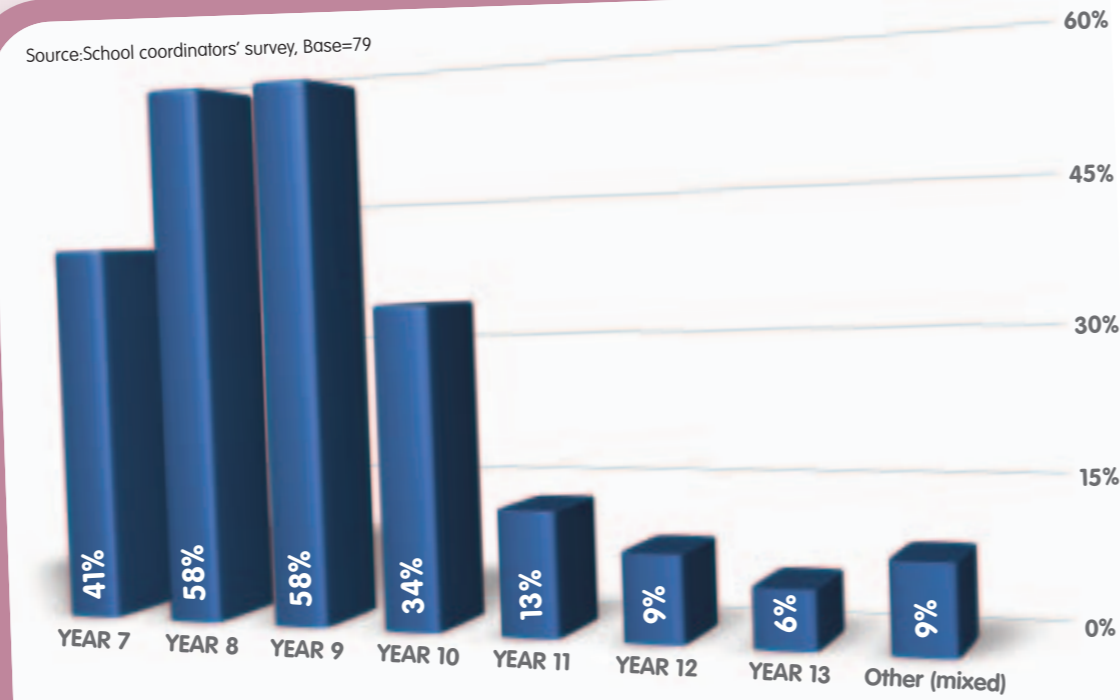
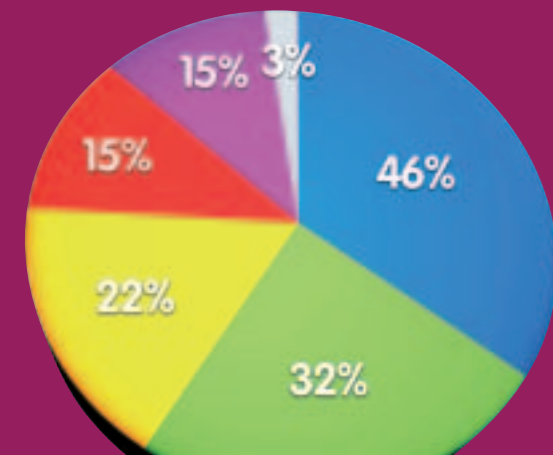


Figure 2: Giving Nation Challenge across year groups (2011-12)

**"It is a brilliant vehicle for providing a framework to deliver active citizenship and to help promote community cohesion."**

Teacher

# Projects

## Types of projects

Schools and students are given freedom to choose the type of project they set up and, subsequently, a diverse range of projects has been established. The majority have been charity fundraising projects: over 80% of schools in 2011-12, and in 2010-11. Beyond that, proportionally more schools in 2011-12 than in 2010-11 did campaign awareness (34% against 21%), whereas fewer did a social enterprise activity (27% against 45%). Only around one-sixth (17% in 2011-12 and 18% in 2010-11) of schools undertook volunteering (although aspects of volunteering existed within other projects).

In 2011-12 the issues that students' projects benefited were most commonly 'a mix of local, national and international issues' (43%) (Figure 3). These were followed by activities focused on local charities and causes (30%) and national charities and causes (16%). Only 5% focused exclusively on international charities and causes.

Different settings approach the Giving Nation programmes on varying scales, ranging from those who raise as much as £20,000, through to small sums of £15 and some schools report breaking even (Figure 4).

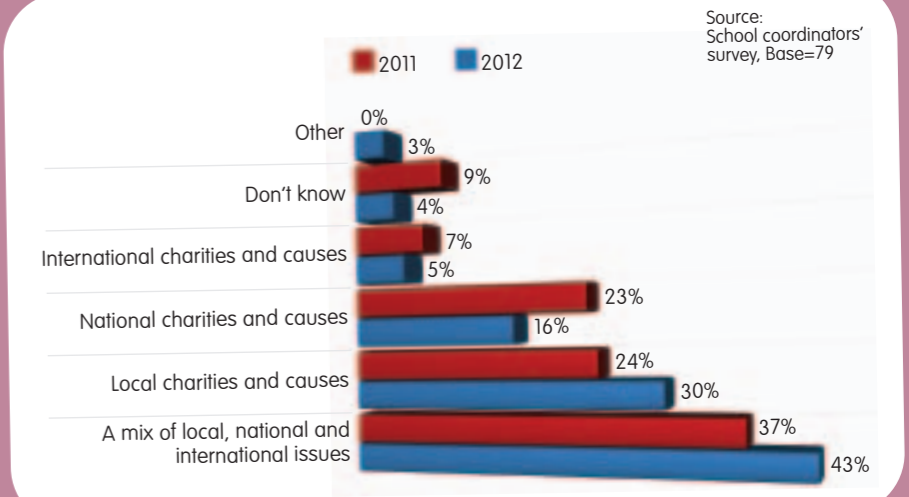


Figure 3: Which category best describes the issues students' projects benefited?

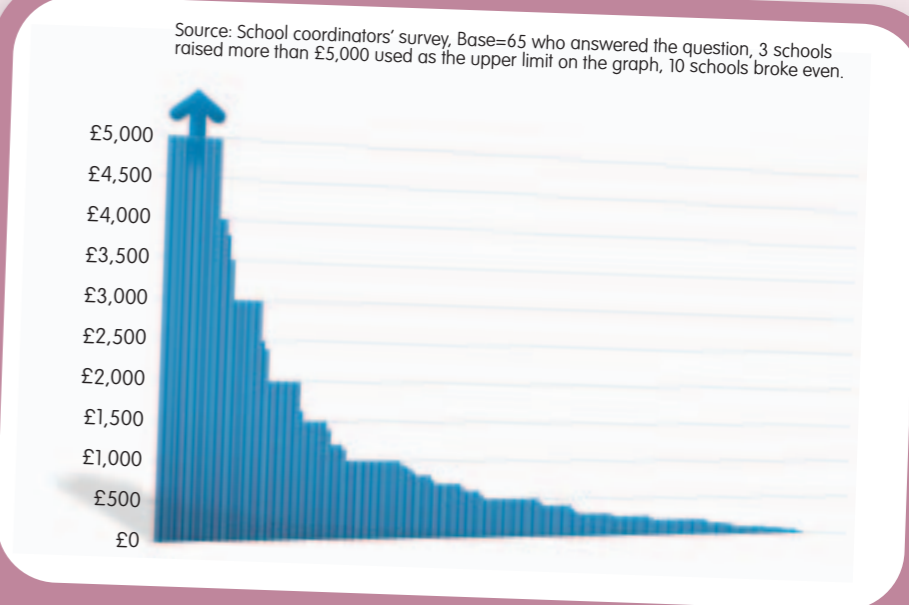


Figure 4: Amount raised by each school



# Some project profiles



## Fundraising event: **Bridges to Africa**

- 4 Year 8 classes took part in a 10km walk over 10 bridges in London, raising over £1000 to support the building of a new school in Uganda. They raised awareness via poster campaigns, delivering whole-school assemblies, a Facebook campaign, a high street demonstration and carrying out an activity on each bridge.



## Social enterprise: **Fairground Games**

- Year 9 students used their probability skills to design and make fun fairground games. They contacted local businesses to gain sponsorships and prizes. On a collapsed timetable day students from all other year groups were invited to 'pay to play', which raised £700 – and awareness – for Street Child Africa.



## Awareness campaign: **Challenging Perceptions**

- Students wanted to tackle negative perceptions of young people. They decided to support a care home through a series of activities with residents. Everyone enjoyed their shared experience.
- To highlight their cause students wrote a press release (published in 2 local papers), were interviewed on local radio and edited a video about their experiences.



## Volunteering: **Keep Britain Tidy**

- Students at a Pupil Referral Unit explored the issue of littering and the adverse effects on the environment. With the Olympics arriving they decided to volunteer their time to improve their local area by organising a litter pick along the torch relay route. They raised awareness by contacting their local council and wrote a press release.



# Benefits and impacts

## Teacher views

- Analysis of the surveys of teachers and students evidences that Giving Nation effectively instils a **sense of citizenship** within students involved.
- Giving Nation is **attractive to teachers and senior management** because it provides students with an active learning experience, and it also allows the school to satisfy other agendas (see **Figure 8**).
- Teachers believe that the students' research for their project has raised their awareness of **issues facing modern society** and the types of activities the voluntary and community sector undertake to overcome these issues.

- School coordinators most strongly agree that Giving Nation has made young people: **more aware of the ways they can take social action** (92%) and **better understand the role of charities and social enterprises** (86%). They also believe that **young people are more involved in supporting charities**.

**"It's a chance to get students actively volunteering and realising the need for planning to make a fundraising activity successful. The programme kick-started the whole area of active participation for us."**

Teacher

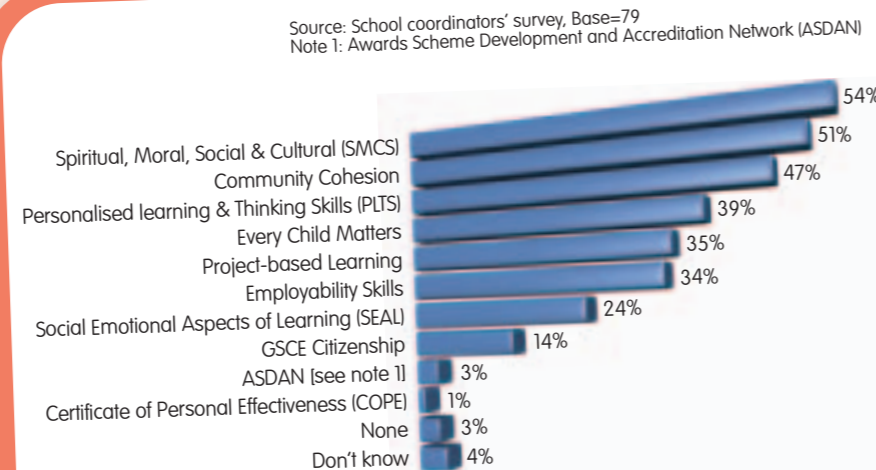


Figure 8: What other curriculum aspects has the Challenge contributed to?



- Teamwork was identified as a particular benefit of Giving Nation (see **project profiles on previous pages**). Other benefits include **extending students' focus to the community** and wider issues; contributing to **greater inclusion or social cohesion**; confidence; developing other skills (e.g. enterprise; greater independence/responsibility; and developing students' **communication skills**).

- This year's **teachers valued all aspects** of the Giving Nation programme **more than those polled last year (Table 1)**. Respondents rate the importance of the following issues in order of strength, all above previous levels:

### Importance of themes

	2010/11	2011/12
<b>It creates an awareness of the world beyond their immediate surroundings</b>	<b>73%</b>	<b>90%</b>
<b>It enriches the school curriculum and adds a nice balance to it</b>	<b>65%</b>	<b>84%</b>
<b>It prepares students for real life situations in the future</b>	<b>51%</b>	<b>83%</b>
<b>It creates a sense of empathy and compassion in the students</b>	<b>49%</b>	<b>80%</b>
<b>It helps students understand their rights and responsibilities</b>	<b>48%</b>	<b>78%</b>

Source: School coordinators' survey, 2011-12 (base=79) and 2010-11 (base=199) Answer options included Very high, High, Average, Low and Very low

Table 1: Importance of themes





# Benefits and impacts

## Student views

Significant **positive changes occurred** for the following activities:

- Given or donated your own money to charity (from 63% to 72%);
- Raised funds for charity by giving up your time/being sponsored (from 32% to 58%);
- Visited a web site and through this volunteered to help a charity (from 10% to 16%).

**"I enjoyed this project and would love to do it again. It taught me many skills and gave me time to develop them whilst making money for a good cause."**

Student

There has been a measurable, **statistically-significant increase** in young peoples' involvement in a range of Giving Nation related activities. In order of popularity the main activities young people have been involved in were:

- Charity fund raising activity (72%);
- Volunteering/giving up some of your time (57%);
- Created a campaign/activity to raise awareness on an issue (35%);
- Social enterprise/created an on-going product or service to support others (18%).

Nearly **nine out of ten young people** (89%) say they are **more aware of work that charities do** as a result of running Giving Nation activities.

On a number of other statements about young people's intentions in the future the **direction of change is positive**:

- A quarter of young people (25%) say that having taken part in Giving Nation activities they have felt **more power to change things** (a statistically significant change on the 17% prior to participation);
- **Over half** (53%) of young people say that taking part in Giving Nation activities has made it more likely that they will **think about which charities to support** (higher than the pre-Giving Nation figure of 44% which is statistically significant).

- As a result of the Giving Nation programme, **young people** are more likely to **think that their school is spending the right amount of time teaching about charities and social enterprises**: rising from 44% to a statistically significant 56%.



Large proportions of young people agree that their **Giving Nation activities has led to** the following **benefits**:

- I understand the **role of charities and social enterprises** (74%).
- I understand that **I can create a positive difference** (65%).
- Young people have **become more involved in supporting charities** (63%).
- Young people believe that **teamwork** (70%) has been the most important skill development area (**Figure 6**). This concurs with the teachers' assessment, and is reinforced by young people's qualitative responses to the survey.

Source: Student surveys 2011-12.  
Bases: Participated Post=344

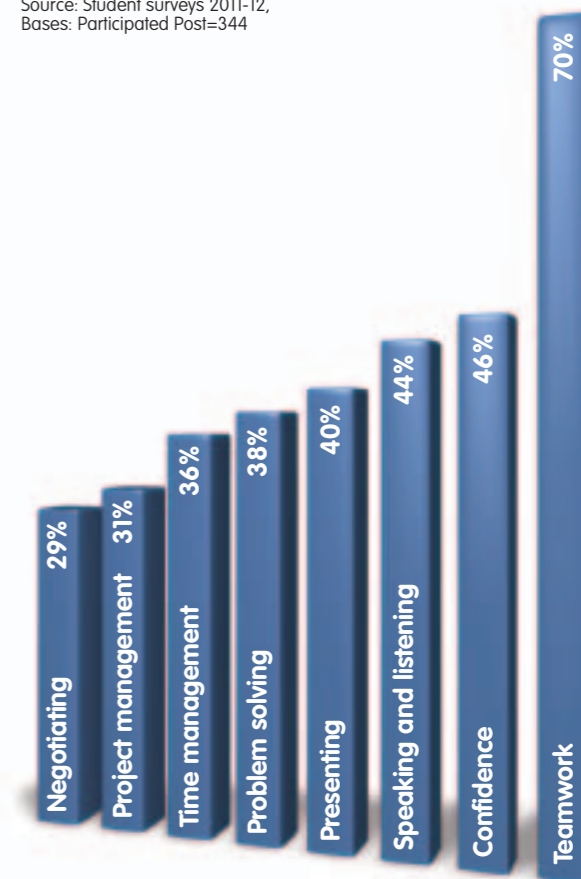


Figure 6: What skills, if any, has the Giving Nation programme helped you to develop?



# Benefits and impacts

# Sustainability

## Impact on charities

- Nearly **2,500 charities** and good causes have benefited from the Giving Nation Challenge over the past five academic years.
- Around **680 charities** were involved in 2011-12. This represents an **average of four charities** and other organisations per school. The number of charities supported per school during 2011-12 reflects the programme trend since 2007.



## Volunteering

- Over **one million volunteer hours** have been contributed as part of the Giving Nation programmes over the past five years. In 2011-12 **six hours of lesson time** on average was being **supported by 3.5 extra-curricular hours**.



## Fund Raising

- A total of **nearly £850,000** has been raised over the life of the Giving Nation Challenge. This indicates that on average **for every £50 of start-up funding** contributed to schools, **£236 profit** is generated for **social causes**.

"I think G-Nation is a great idea because it gets you recognition for the brilliant work you're doing to help those less fortunate than ourselves."

Student

## Sustainability & growth

The Giving Nation project has been **successful in sustaining activity**, as the **majority of schools** continue to run projects beyond the first year of receiving funds; in some cases **new social action projects were initiated (see studies right)**. This suggests that Giving Nation is **instilling a long-term sense of 'giving' within these schools**. In some schools the event has become an annual feature in the school's calendar. For example, young people who began volunteering at a local residential home now run a Christmas Party as an annual event, and numbers of students volunteering at local residential homes have increased.



## Setting up a Fair Trade Store in School

- In one school the Giving Nation Challenge was successful in raising pupils' awareness of wider global and economic issues. This led the school to set up a fair-trade store, and the school is in the process of applying for the fair-trade schools award.

## Establishing a Social Enterprise to raise funds for South Africa

- The 'Kick for Change' project was launched as a result of Giving Nation. The pupils' efforts had attracted the attention of a local social enterprise that made ethically-made football boots and donated 50% of the profits to good causes in South Africa. The school pupils formed a mini-business in partnership with the local social enterprise, and have begun selling football boots to local primary schools.





# Reflections

## Closing Reflections

### Is Giving Nation Value for Money to Funders?

Giving Nation exists to **support the education sector** and to raise the **visibility** of young peoples' efforts to become **inspired, active and involved agents of change** in their community. Reinforced through active learning, the education **translates into lifelong giving awareness and habits**.

Giving Nation was conceived to take advantage of a school's pre-existing disposition in relation to outside causes. It uses teacher time and student initiative to drive action. Some elements of the programme support school-wide fundraising for charities, an activity most schools undertake (SMF research, 1997) but the Giving Nation Challenge specifically introduces new

class-based resources supported by funds entrusted to students. The funds are not replenished every year, rather the school receives a one-off grant and the £50 grants are saved and passed on to the next year. But recurring costs relate to the infrastructure that supports and promotes the scheme.

Accordingly it is possible to assess the Giving Nation Challenge programme for value for money at this five-year stage.

To do that we must recognise that some aspects have financially tangible measures, and others, such as educational development, have less immediate ways to equate value.



# Reflections

**"We learned how to work well as small teams to earn more money for more charities. The process was fun and got the whole school involved."**

Student

Neither can the programme be directly compared to some initiatives seeking to fulfill similar ends, such as the Government's National Citizen Service that costs £1,500 per person in comparison to Giving Nation's £6. The NCS fully supports an intense out of school experience designed to be a transformational life intervention at a critical age. By comparison, Giving Nation adds to the flow and operates within the everyday ethos of the developing teenager's community experience.

There are no easy ways to estimate the return on investment for raising young people's perception of the value of charitable giving. In the long-term this may 'cash-in' as they begin to give to causes that they believe in, or to press for social reforms that efficiently support those in need.





# Reflections

However in the short term the Giving Nation programme can be subjected to similar measures that other national volunteering and fundraising programmes use to assess value for money. For instance does the intervention's investment yield more than its cost in immediate funds raised for charitable causes? Or do the volunteer hours, if cashed in at the cost of employing people for such a task, bring in considerably more than has been paid to generate them?

**Table 2** records these costs and calculates them per young person engaged from the above figures. It equates volunteer hours to the national minimum wage of £3.68 for 16 – 18 year olds.

On these measures, which look only at immediate **return on investment** and ignoring the primary ambitions of the programme to **affect long-term perceptions and behaviours**, the programme appears to **yield a 4 to 1 return**, having cost £1,183,250 and generated £4,676,832.

**“Supports teachers and students to see they can make a difference and get involved in improving our society on a local and international scale. Has the potential for our students to show to others what can be done.”**

Teacher



**Programme costs over 5 years: £1,183,250**  
(including £168,500 in school grants)

### Programme outputs generated

No of participants:	190,000
Funds raised for sector:	£850,000
Charities & causes benefitted:	2,500
Volunteer hours:	1,039,900
Equivalent cost of volunteers time at minimum wage:	£3,826,832

### Figures per participant

Cost of involvement:	£6.23
Funds raised:	£4.47
Relative cost to funder:	£1.76
Volunteer hours:	5.47 hours
Equivalent cost of volunteers time at minimum wage:	£20.14

Table 2

