RESEARCH REPORT

OUR CHARITABLE CHILDREN

ENGAGING CHILDREN IN CHARITIES AND CHARITABLE GIVING

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"*Charity is a really big word, a really big deal… because it means so many things and is a way of helping so many people… it's a very big word*"
Girl, 7

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INTRODUCTION TO AUTHORS

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Alison Body is a Lecturer in Philanthropic Studies, with the Centre for Philanthropy at the University of Kent. Previously having worked in senior management positions across the voluntary and public sector, including positions of fundraising, business management, commissioning and strategic development, she is particularly interested in the relationship between voluntary action, the third sector and social policy, with regards to children, families and education. Recently she has published work on commissioning of children's services, youth participation, children's views on charity, the role of philanthropy in education and the co-production of education. She teaches a range of courses at undergraduate and postgraduate levels on the voluntary sector and philanthropy.

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Emily Lau is a Senior Lecturer and Researcher in the Faculty of Education, Canterbury Christ Church University. Her current research focuses on children, volunteering and social action. Before joining the university, Emily worked for over ten years in the youth sector, managing a youth social action programme across London, Birmingham and Leeds and her work at the university has seen her lead many community-university partnerships between schools and the voluntary sector. She has also worked for the not-for-profit sector internationally in Japan and South-East Asia and her masters research explored community organisations and civil society in China. Her interests lie in the way class and identity continue to impact the way young people engage in social action and the role education can play in supporting civic engagement.

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Jo Josephidou is a Senior Lecturer, in the Faculty of Education at Canterbury Christ Church University. She was a primary school teacher for many years before entering Higher Education as a Senior Lecturer in 2009. Initially she taught on Initial Teacher Education programmes at the University of Cumbria before joining the Early Childhood Studies team at Canterbury Christ Church in September 2014. She teaches on a variety of modules in the school and has a particular interest in supporting students in developing early research skills. She specifically encourages students to have a clear understanding of the link between seeing children as co-researchers and effective pedagogy. Her own research has focused on appropriate pedagogies with young children and in particular how practitioner gender may impact on these.

ACKNOWLEDGEMENTS
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The images used on the front page of this report are courtesy of The Archbishop of York Youth Trust.

EXECUTIVE SUMMARY

OVERVIEW

Why charitable donors give has been a topic of much debate amongst practitioners, policy makers and academics alike. Recent efforts to grow and strengthen the culture of charitable giving in the UK have focused on increasing people's propensity to give and the total amounts they are likely to give. However little attention has been paid to how people learn to give at a younger age. Given early education is fundamental in securing individuals long-term social and political orientations, this is a critical oversight. The absence of much commentary on, or significant research into, how individuals are socialised into giving, specifically younger children, means we have little knowledge about how people come to be the donors we pay so much attention to later in life.

In this report we situate charitable giving as part of much larger debate on children's active engagement within civil society and their role as competent and active social actors.

This research report engages the voices of over 150 young children aged 4-8 years old. Through participative action research methods, we explore their perceptions and preferences of charity and charitable giving. We explore the trends across the age group and discuss how children may develop philanthropic behaviours.

We start our findings celebrating children's knowledge and involvement in charities. We found they have a wide and varied range of opportunities to engage in fundraising and charitable giving through schools, communities and the family. However, we also suggest that children have relatively limited spaces to meaningfully engage in these charitable behaviours, often associating giving as a transactional process without critically engaging with the cause. Nonetheless, when given opportunity to meaningfully engage in giving decisions children demonstrated a heightened critical consciousness and desire for increased social justice in their giving decisions.

Importantly we argue that conscious, active and participative engagement in giving decisions helps children develop a critical consciousness about the world around them and increases social orientated behaviours. We promote the idea that children, as present citizens (as opposed to viewed as future citizens only), are capable and competent of selecting and assessing the charities they wish to support, and in turn this helps them develop a greater understanding of the world around them.

OUTLINE OF THIS REPORT

Chapter 1 notes the thriving culture of charitable giving in the UK, a culture which is increasingly encouraged in a back drop of failing public services and austerity. A review of the motivations behind giving in chapter 2, reveals a broad understanding of adults giving preferences and behaviours. In chapter 3, we draw upon child development theory, the primary curriculum, citizenship and character education to argue that giving has a core and important role in the education of our children.

WHAT WE DID

In chapter 4 we detail our study, engaging 150 young children aged 4 to 8 years old. This study draws together data, research and children's lived experiences to respond to the following research question:

> *'What are young children's perceptions, experiences and preferences of charity?'*

We engaged children in a participatory action research project, which respected children as experts in their own lives and experiences, and as active, social actors. The study adopted a collective approach to the research process as a co-constructed research process, in accordance with democratic principles and social justice orientated motivations. In partnership with children, researchers explored ideas, perceptions and experiences of charity from a child led perspective. Utilising visual and participative approaches such as drawing, making, tours and discussions, children co-created visual research journals to capture their learning journeys.

WHAT WE FOUND OUT

In chapter 5, we discuss the findings. We found that almost all children have engaged in charitable acts in one form or another and recognise the potential benefits of charity. We found:

- Children enjoy and engage in charity and charitable actions as normal part of their everyday lives, this should be celebrated and recognised. Multiple spaces and places offer varied opportunities for children to think about charity, from the supermarket to the school playground.

- According to the children involved in our research, charity is an expansive term, which encompasses a variety of different behaviours, acts, values and expectations. There was no single accepted definition across the children, instead it was clear that children's perceptions of charity go well beyond the formal act of charitable giving, focusing more on embodied behaviours and charitable acts.
- Whilst passionate about charity, children often have little decision-making in their charitable giving. As a result, children often perceive charity as a transactional process, rather than critically engaging in the cause and problems which may lead to the need the charity is trying to address.
- Children, like adults, want to give to cause areas that they feel connected too, that they have knowledge of, that they feel passionate about, and that they are aware of through lived social experiences.
- Empowered by careful exploration of charities and cause areas that appealed to the children, giving decisions at the end of the project differed from the type of giving discussed in the first part of the project. Here we saw children taking a more critically conscious approach in their giving decisions and fundraising choices, deeply rooted in a social justice.

WHAT THIS TELLS US

In chapter 6 we discuss the key findings. While children readily and eagerly engage in the concept of giving, they are often connected to a particular issue, and curious about causes and charities work, our research showed that there is a risk many children are only involved in charity and giving in a passive way, participating in fundraising as a largely transactional act. Given much of this activity takes place in schools, we explore the spaces primary schools have to explore giving, while acknowledging tension in the concept of moral education that is often linked to citizenship and character education within the curriculum. We suggest that schools can explore giving with their students in three key ways:

- By creating spaces to engage children with the charitable cause as well as the charitable act
- By asking charities to talk about their work, acknowledge children's support, and show their impact
- By giving children opportunities to debate the issues they are tackling and be involved in decision-making about the causes the school supports

WHAT WE CAN DO ABOUT IT

We finish this research report by exploring in chapter 7, 8 and 9, actions we may take at home and school to support children in engaging in charitable giving in a more critically conscious way.

Almost all the children engaged in this research enjoy opportunities to engage in fundraising and charitable giving, to varying degrees. Home, school and community spaces are vital in providing these spaces. However doing more is not the answer, and certainly in times of constrained budgets is not always possible, instead we suggest, we can take the opportunity to do things differently and maximise the opportunities we already have to enrich children's engagement in charities and charitable giving.

We know children develop consistent and persistent social and political orientations at a young age. This therefore must become a research and practice priority. Indeed, if we want to challenge the issues of contemporary society, and civil society is identified as central to achieving that, it is in fact vital that we include young children's voices as active, capable and knowledgeable social actors, to support pro-social democracy, social action and political participation, and allow them to help shape their future society.

CHAPTER 1
SETTING THE CONTEXT

In the recent UK Civil Society Strategy published in 2018, there was clear recognition of the importance of involving children from the earliest stages possible in 'action for the benefit of others' to develop a longer term 'habit' of social action and participation. Research suggests that if children are involved in charitable actions for the benefit of others before the age of 10, they are twice as likely to sustain it throughout their lifetime compared to young people who only start at age 16 to 18[1].

Viewing charitable giving through this lens of *'action to benefit others'* we wanted to explore younger children's perceptions and preferences about charitable giving. We explore this through the understanding of children as active social and democratic citizens, who have an inherent right and part to play in civil society.

We start here by introducing the context of this study, which includes a thriving culture of charitable giving in the UK. However, in the face of ongoing austerity and public sector cuts, alongside global threats to our environment, we argue the civil society is facing unprecedented challenges, which require a renewed investment in communities and the active participation of all citizens to find new ways forwards.

A THRIVING CULTURE OF GIVING

Commentators in the UK often consider the UK to be the birthplace of contemporary charity, with strong traditions of private giving that have arguably been at the forefront of practice around the world. This valuable history of charitable giving in the UK, has acted as the catalyst for some key social changes, and initiated some of our most well-known institutions such as museums, schools, hospitals and universities. It is therefore unsurprising that charity is considered such a strong and valued part of civil society.

There is a strong culture of giving in the UK. Approximately 60% of the population regularly give to charity. These donations make up a vital income stream for civil society. There are around 166,000 registered charities and which together bring in around £48bn, of which almost half comes from individuals. However only around three percent of all voluntary organisations have an annual income of over £1m, but these larger organisations account for 81% of the sector's total income. Most voluntary organisations are small and operate locally with 80% of organisations having an annual income of under £100,000.

How to grow charitable donations further, and how to redistribute that these donations more fairly, has long been the focus of policy makers, practitioners and researchers alike. However, whilst there is considerable literature and data on who gives and why (see chapter 2), less attention is paid to the spaces and places within which individuals learn to give. A gap this research report seeks to go some way to addressing.

CIVIL SOCIETY AND CHILDREN'S FUTURES

Alongside the governments Civil Society Strategy, the Civil Society Futures, an independent inquiry that ran from 2017-2018, headed up a national conversation about how English civil society can flourish in a fast-changing world. Funded by a broad range of change focused philanthropic organisations and chaired by the well renowned Julia Unwin, the report draws together both the challenges and opportunities facing civil society.

According to this independent inquiry, civil society is facing some exceptional challenges, changes and opportunities. Poverty is a persistent and growing problem, with over 12% of the UK population (that is 14.2million) living in persistent poverty. UNICEF[2] report that one fifth of children in the UK lack sufficient nutritious food, whilst the well-regarded Institute of Fiscal Studies predict that benefit changes and low incomes will increase child poverty from 15.1% in 2015, to 18.3% by 2020. Indeed, 67% of British children living in poverty, live in a household where someone is in work[3].

It is not just poverty which threatens children's futures, nature is in decline, with over half of our wildlife lost globally in the past 50 years[4]. Children spend less times outdoors, a trend which runs parallel with an epidemic in mental health, as doctors begin to prescribe 'nature' by prescription.

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1 Habit of Service: The factors that sustain service in young people', University of Birmingham, 2017
2 UNICEF (2017) *Building the Futures: Children and the Sustainable Development Goals in Rich Countries.* Available at: https://www.unicef-irc.org/ publications/pdf/RC14_eng.pdf
3 Armstrong, S. (2018) *The New Poverty.* London: Verso
4 McKie, R. (2017) 'Biologists think 50% of species will be facing extinction by the end of the century'. The Observer, 25 February 2017. Available at: https:// www.theguardian.com/environment/2017/feb/25/ half-all-species-extinct-end-century-vaticanconference

In the single year of 2016, 121 libraries closed. 600 youth centres closed between 2012 and 2016, whilst over 2000 playgrounds have been lost since 2014 and over 1000 children's centres have been closed since 2010. School budgets are evermore working in deficit and schools increasingly turn to charity for help, as early intervention and community support budgets have been reduced by 40% since 2010.

Simply put, civil society is facing extraordinary times which fundamentally alter the landscape of children's futures. Public trust in politicians and the government is at an all-time low, as in-fighting in political parties rises and civil servants are consumed with undoing years of legislation in order to enact the UK's decision to leave the European Union. Head-teachers are marching on Downing Street to protest school cuts, leaders of charities are uniting in a single voice to challenge the government on the crisis of funding children's services[5] and local authorities are at risk of going bankrupt after a decade of cuts which has seen a 60% decline in their income.

Many join the voices of the Civil Society Futures in the view that civil society, us as social actors must be at the forefront of change to shape the future. However, this action does not happen by accident, we must facilitate the spaces and places for citizens voices to be heard and though we often nobly seek to protect children as future citizens, society often overlooks them as present citizens.

STIMULUS FOR THIS RESEARCH

Whilst there is lots of research into young people as political and social actors, less attention has been paid to younger children. Nonetheless, emerging research suggests that young children have formed political and social opinions, understanding basic political and social concepts, before they reach adolescence, and these attitudes remain relatively stable in their orientation[6].

Young children's political and social views begin to be conceptualised in the early and primary years, but, at key opportunities, we are at risk of doing little to encourage and grow this social and political engagement, and thus their voices remain unheard, and in turn we, potentially, teach them that they are marginalised from civil society.

We view charitable giving as a critical part of civil society and citizenship. We use the term charitable giving in the broadest sense, including fundraising, gifting and volunteering for charities and charitable type causes to achieve social good.

Charitable activities have long been part of our social fabric and indeed our education system. We see fundraising and social action projects on the rise in primary schools. Children can regularly be spotted participating and raising funds for Children in Need, Comic Relief and donating food at Harvest Festival time. Certainly, these have become common place in the school's social calendar. But we are left to question, how meaningful are these engagements and what are children learning about giving and their role in civil society through these activities? Whilst children enjoy dressing up for Pudsey or putting on a red nose, we suggest in this research, that through these processes, unfortunately they more often than not learn very little about the causes which demand this charitable action. Thus, based on widely accepted definitions of participation, children end up more as 'tokenistic decoration' in these activities, rather than active, informed participants, sharing in decision making.[7]

Therefore, we suggest, in reality, until now, children's voices have been largely silenced on these charitable engagements and their role in civil society. And let's face it, children want their voices heard. On the 15th February 2019, mobilised by a growing global social movement, thousands of children and young people took to the streets to protest about the inaction in response to the climate change crisis. However, whilst many commentators applauded our youth for taking up this mantle, the Prime Minister condemned the action as wasting teachers time and increasing their workloads. Thus, in a thriving culture of charity, it appears our society expects children to actively participate in fundraising, but in the backdrop of rising civil society challenges we expect them to remain silent. If this continues we are at risk of encouraging a passive involvement, rather than a critical consciousness in voluntary action. In short, this challenge provided the stimulus for this research, discovering what children's experiences of charity are, and when we do engage them in a meaningful way, what happens as a result of that engagement. We view giving as part of the framework, as an important part of citizenship and enactment of values.

We celebrate and appreciate that we are not the only voice in this arena promoting the active participation of younger children in civil society. In appendix 1 we have included a list (not exhaustive by any means) of others promoting and working to bring children's voices to the fore. We hope through this research to support the many community organisations, charities, schools and families to grow that voice.

5 https://www.civilsociety.co.uk/news/children-s-services-at-breaking-point-charity-coalition-warns-prime-minister.html
6 van Deth, J. W., Abendschön, S. and Vollmar, M. (2011) Children and politics: An empirical reassessment of early political socialization, *Political Psychology,* 32: 147-173
7 Shier, H., (2001) Pathways to participation: Openings, opportunities and obligations. *Children & society*, 15(2), pp.107-117

CHAPTER 2
WHAT DO WE ALREADY KNOW?

In this chapter we explore, who gives, why people give, how donors choose charities and what we know about how this relates to children's giving decisions.

WHO GIVES?

We know that Britain is a generous country, with around 60% of adults donating to charity each year, raising more than £10billion for the charitable sector in 2017/18[8]. However, whilst we have a broad nation of givers, there is considerable internal variation in the demographic factors affecting individuals' propensity to give.

Research shows[9] that a range of demographic factors affect both inclinations to give and the amount they will give. For example, older people, especially older women, are more likely to give, and give larger amounts. This may be explained by common sense reasoning, such that women live longer and that donations from widows, including many significant legacies, might more accurately be characterised as jointly given, since they derive from both their own and their husband's wealth. Individuals professing a particular faith are not only more likely to give, they are more likely to donate higher amounts than the average donor, but are most likely to give to that religious cause. If we remove the factor of giving to a religious cause, individuals professing a faith are no more likely to donate to other causes than the average donor.

Other demographic factors impacting on giving, show that households containing children have a greater propensity to give, whilst education levels and income can act as another indicator. For example, the more educated an individual is, the more likely they are both to give and give above the average donation. Those with A-level qualifications are 5% more likely to give and the donation is on average 38% more than those without any qualifications, whereas college and university qualifications mean an individual is 11% more likely to give and likely to donate 80% more in amount[10].

WHY PEOPLE GIVE?

A review[11] of over 500 studies into why people give, revealed eight mechanisms that drive people's decisions to give:

1. **Awareness of need:** People need to be aware of a need to be able to support it. This awareness may be due to personal experience or communication from the charity.
2. **Asking:** Asking donors to donate is the single biggest factor affecting giving, indeed over 80% of donations are in response to an ask.
3. **Costs and Benefits:** It costs money or resources to make a charitable donation, but these costs for donating can be balanced out to some extent by perceived benefits. Donor benefit may include a thank you note, invitations to special occasions or just a warm glow from 'doing the right thing'.
4. **Altruism:** Altruism is present as a driver when people give because they feel compassion for the beneficiaries and care about what the organisation does.
5. **Reputation:** Giving can be influenced by friends, family, community or wider social and political connections. Being seen to be charitable can be a way of increasing reputation value amongst these connections.
6. **Psychological Benefits:** Otherwise termed as the 'warm glow' effect, psychological benefits can include increased positively of their own self-image as an altruistic, empathetic, socially responsible, agreeable or influential.
7. **Values:** People will give to cause areas as an expression of their individual values. Whilst these values vary from person to person, people will give to achieve the changes in the world they would like to see.
8. **Efficacy:** Donors want to feel their donation will be effectively used to make the difference they wish to achieve and will use various tactics to assess this, for example the charities reputation or visibility of their work.

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8 CAF. 2018. CAF UK Giving Survey 2018: An overview of charitable giving in the UK, Charities Aid Foundation.
9 Sargeant, A and Jay, E. (2014) *Fundraising Management: Analysis, Planning and Practice,* 3rd Edition. London: Routledge
10 Sargeant, A and Jay, E. (2014) *Fundraising Management: Analysis, Planning and Practice,* 3rd Edition. London: Routledge
11 Bekkers, R. and Wiepking, P. (2007) *Generosity and Philanthropy: A Literature Review.* Amsterdam: Vrije University/Science of Generosity. Available at: http://generosityresearch.nd.edu/assets/17632/generosity_and_philanthropy_final.pdf

HOW DO PEOPLE CHOOSE CHARITIES?

Whilst it is laudable to assume most people donate for purely altruistic reasons, based on beneficiaries needs, research[12] shows that most giving is in response to individual's personal tastes and preferences. According to this research, four 'non-need' drivers influence how individuals choose charities or cause areas to support.

1. Taste: Individuals often give to cause areas which appeal to them, or are considered to be 'close to their heart'. These personal preferences will drive the cause area supported by the donor, for example a preference for dogs over cats will most likely result in the donor giving to a dog charity.
2. Personal experiences: Tastes develop because of the individual's socialisation, which includes their childhood, education, personal, social and professional experiences. Individuals draw on these life experiences to connect to certain cause areas over others. For example, donating to a hospice charity who cared for a love one, or donating to children abroad after having their own children.
3. Perceptions of charities' competence: As discussed above, people are motivated to give if they think they can make a difference, and this also impacts on who they will give too. Donors will make judgements on charities perceived competence to direct their giving decisions.
4. Make an impact: Individuals want to make an impact, and to know that their donation will not be used as a substitute for government funding. However, as government funding decreases individuals giving to public services, such as education and health, is increasing.

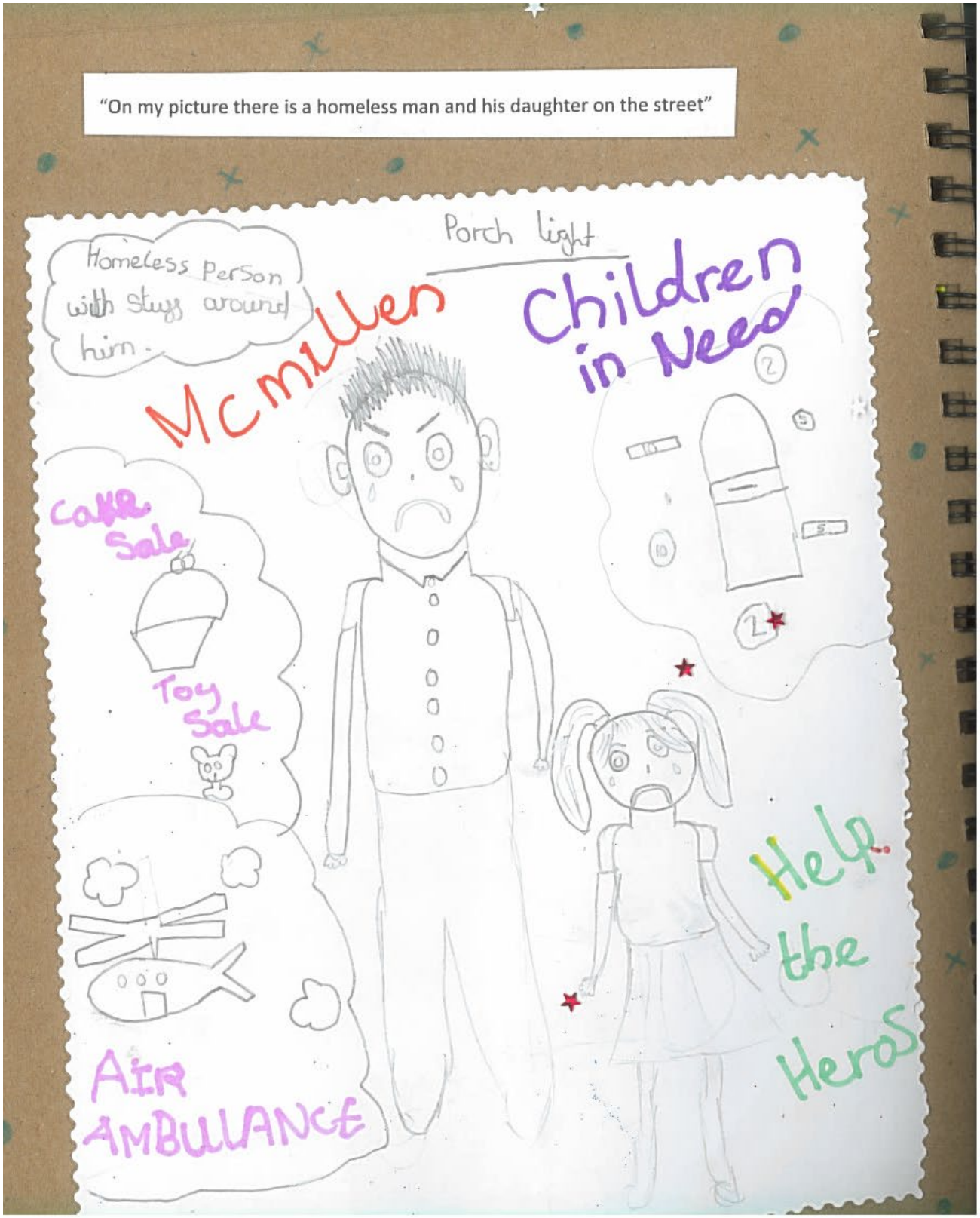
CHILDREN'S GIVING

Whilst we know quite a bit adults' attitudes towards giving and motivations to support charity, we know very little about children's motivations. There is a developing body of literature on youth social action and behaviours, but this neglects primary aged children. For example, a number of significant and very commendable programmes support secondary school aged children to engage in charitable and voluntary action, for example, the charity First Give which delivers student-led giving programmes; the prominent #iwill campaign who promote and provide meaningful social action opportunities for 10-20 year olds; Young Citizens, an education charity working in primary and secondary schools to help educate, inspire and motivate the active citizens of tomorrow, and the National Citizen Service which provides personal and social development programme for 15–17 year olds, to name but a few.

The academic studies[13] that do exist in the arena of younger children's engagement, tend to focus on children's pro-social behaviour, that is behaviour which benefits other people or society. These studies highlight that children as young as two years old demonstrate such behaviours. Research completed by the Charities Aid Foundation[14], concluded that around one fifth of 9-11 years olds regularly donated money or goods to charity and schools are central to children's understanding of charity. Other research highlights that parent's propensity to give directly impacts on children's future giving behaviours[15]. It suggested the children of parents who do not give to charity are nearly 10% less likely to give than those whose parents do. Whilst there are advocates of 'teaching' philanthropy[16] and charitable giving[17], less is known about the spaces and places which younger children come to learn about charity.

Nonetheless, when we look at research and literature[18] on how young children's social and political orientations are formed, we see how important childhood experiences are. Children's social and political orientations, are formed in early childhood, and young children are politically and socially engaged, possessing social and political awareness, knowledge, and attitudes. These political and social orientations are persistent and consistent. Therefore, it becomes imperative that we understand the formation of these pro-social behaviours, to support children's democratic understanding.

12 Breeze, B. (2010) *How Donors Choose Charities*. London: Centre for Giving and Philanthropy
13 Bentley, R. J. and Nissan, L. (1996) *The Roots of Giving and Serving.* Indianapolis: Indiana University Center on Philanthropy
14 CAF (2013) *Growing Up Giving: Insights into how young people feel about charity,* Charities Aid Foundation. Available at: https://www.cafonline.org/docs/default-source/about-us-publications/growing_up_giving.pdf
15 Steinberg, R. and Wilhelm, M. (2003) Tracking giving across generations, *New Directions for Philanthropic Fundraising*, 42: 71-82
16 Bjorhovde, P. (2002) Teaching philanthropy to children: Why, how and what, *New Directions for Philanthropic Fundraising,* 7-19
17 Armstrong, V. (2011) Child Philanthropy: Empowering Young Children to Make a Difference, *Canadian Children*, 36(2).
18 van Deth, J., Abendschon, S. and Vollmar, M. (2011) Children and politics: An empirical reassessment of early political socialization, *Political Psychology,* 32: 147-173



An 8 year old girls drawing of what charity means to her

CHAPTER 3
WHAT INFORMS OUR UNDERSTANDING OF CHILDREN AND GIVING TO OTHERS?

To date the idea of children's perceptions of charity causes has attracted little academic and practitioner interest. However, there is a greater body of work exploring children's development and education. This chapter draws on that literature to present the theoretical approaches to child development, and the accompanying theory and justification to educational approaches which seek to establish pro-social behaviours in children.

CHILD DEVELOPMENT

Children's understanding of philanthropic behaviours is directly linked to the stage of moral development they have reached; this in turn is impacted by their cognitive development. Therefore, a child would need first to have the capacity to understand the concepts of kindness, sharing and thinking of others, not just in an affective way but also in an intellectual way. For example, they would need to be able to explain how and why they could and should be kind to others besides feeling the warm glow of doing something kind.

Our knowledge of how children arrive at this understanding has been very much influenced by Piaget's[19] child development theory and its descriptions which highlight the stages at which children can make reasoned judgements about right behaviours. Such theory argues that this really begins around the age of five when children develop an understanding of social rules. More recent psychological research[20] suggests that children can demonstrate sharing behaviours and a consideration of what is fair before they are even two years old.

Despite the frequent criticism of Piaget's theory and suggestions that children can demonstrate empathy at a much younger age[21] it is one that still informs a lot of our thinking about children's understanding of charity and therefore has possibly led to the dearth of research in this area.

Another key contribution to our understanding of how children understand the beginnings of empathy, and therefore, charity, relates to the concept of 'Theory of Mind'[22]. This is a developmental skill which appears at around three years old and allows the individual child to be able to understand the perspective of another person. Without its appearance the child cannot understand that another may feel sadness, hurt or pain and therefore, presumably be prompted into sympathetic or empathetic action. Once the child has however achieved this, then the adult can support them into critiquing ideas of considering the wellbeing of others.

The ability to empathise, along with the ability to feel sympathy, is an important concept to take into account when considering a child's ability to engage in philanthropic behaviours. Described as the ability to match your own emotional state to that of another person[23], it is argued that sympathy is a higher cognitive process than empathy as it requires the child to decentre more and therefore not think about their own feelings, just those of others[24]. If this is the case, the philanthropic child would need to be supported to develop empathetic behaviours both through an adult modelling them and being given opportunity to discuss the related concepts. Subsequently, they could then be supported to progress to more sympathetic behaviours through, once again, opportunities for critical discussion.

19 Piaget, J. (1932) *The moral judgement of the child*. New York: Harcourt Brace
20 Ulber, J., Hamann, K. and Tomasello, M. (2015) How 18- and 24-month-old peers divide resources among themselves, *Journal of Experimental Child Psychology*, 140: 228-244
21 Armstrong, V. (2011) Child Philanthropy: Empowering Young Children to Make a Difference, *Canadian Children*, 36(2)
22 Astington, J.W. and Jenkins, J.M. (1995) Theory of mind development and social understanding, *Cognition and emotion,* 9(2-3): 151-165
23 Goldstein, T.R. and Winner, E. (2012) Enhancing Empathy and Theory of Mind, *Journal of Cognition and Development,* 13(1): 19-37
24 Keenan, T. and Evans, S. (2009) *An introduction to child development*. London: Sage

PRIMARY CURRICULUM

Those who work with the youngest children in the education system (0-5 years) have more opportunity to support children in engaging with such complex concepts as charitable giving and philanthropy. This is because the statutory framework which guides their learning and development (EYFS, 2017) has some focus on developing those dispositions which could be said to underpin philanthropic behaviours. For example, children are encouraged to 'develop respect for others' and are expected to be able to 'show sensitivity to others' needs and feelings' by the time they are assessed against the Early Learning Goals at 5 years old.

Perhaps, more importantly, all their learning and development should be planned for taking into account the three characteristics of effective learning, one of which is 'to think critically… having their own ideas… making links and choosing ways to do things'. We can relate this directly to adults thinking critically about social injustice and choosing both whether to give to charity and also which charities they wish to support.

The children involved in this research presumably have engaged with ideas both of thinking critically and thinking about others as part of their early education. What is noteworthy is that, along with the dramatic shift from a play-based curriculum to one with an overwhelming focus on maths and literacy at KS1 and KS2 in the English context, these two ways of thinking appear to be 'cul-de- sac-ed' and therefore not given space to develop as the children transition into more formal ways of learning at the age of 5.

Although the National Curriculum stipulates that 'Every state-funded school must offer a curriculum which promotes the moral development of pupils at the school and of society and that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice' classroom time can be dominated by the performativity agenda of SATS results which are not concerned with philanthropic behaviours or critical thinkers.

Opportunities to engage with charity work then become part of individual schools' decisions to either engage with high profile, media attractive charity initiatives such as Red Nose day or Children in Need, as indicated by our child participants, or through faith schools' support of charities with a religious bias such as Mary's Purse which some of our participants alluded to.

Ofsted's proposed new inspection framework[25] with its focus on how pupils are equipped 'to be responsible, respectful, active citizens who contribute positively to society' could provide a space for more engagement with ideas of philanthropy and giving.

CITIZENSHIP AND CHARACTER EDUCATION

As we move to primary age (5-11) citizenship education across UK Primary schools is taught in a huge variety of ways as there are no specific requirements linking it to the curriculum. Nevertheless, an OFSTED report[26] published in 2013 praised the approach of over 146 Primary schools in the UK focusing on the students understanding of democracy, human rights, care for the environment, awareness of sustainability and highlighted the commitment of senior leaders and teachers for the creative ways in which they made it part of children's learning. Within this space, created by citizenship education, is an important opportunity for schools and children to explore, enquire and debate themes of charity, giving, equality and social justice. However, what we are acutely aware of is that the lack of statutory requirements to teach citizenship as part of the curriculum between the ages of 5 -11 could, and often does, lead to children missing out on engaging with this space to explore citizenship issues. Traits such as empathy and skills such as critical thinking developed under the EYFS need to be built on at Primary School and the lack of citizenship limits this opportunity. In addition, as a result of the damaging cuts to budgets, schools are facing incredible challenges and having to make difficult decisions. When schools are having to reduce spending, the teaching of non-statutory subjects are first to be cut. While, we can identify citizenship as a space for children to explore charity and giving, we stand united with headteachers who are making it clear that it will not be possible to offer children a rounded education when schools have to make cuts to ensure the books balance.

Just as changes have been made to the OFSTED framework, education policy this year has seen also a renewed focus on the notion of character and the importance of developing skills outside academic learning. Newly appointed Secretary of State for Education, Damian Hinds recently gave a speech on the 'five foundations of character'[27] focusing on virtues and values, and emphasising the huge role schools can play to promote the spiritual, moral, social and cultural development of their pupils.

25 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/770924/Proposed_education_inspection_framework_draft_for_consultation_140119.pdf.pdf

26 Ofsted (2013) Citizenship consolidated? A survey of citizenship in schools between 2009 and 2012

27 https://www.gov.uk/government/speeches/education-secretary-sets-out-five-foundations-to-build-character

He outlined examples of the range of additional activities schools can provide to facilitate the development of character and virtues; exploring charity, philanthropy and social justice fit within these examples. Yet again, however we echo the position of the Fair Education Alliance, a coalition of organisations working to reduce the gap in education and who believe in an education system to support the whole child, while the opportunity may be there, it cannot be recognised until *"the DfE tackles the financial and accountability barriers schools face in providing character-building opportunities to their schools"*[28]. With support and funding schools have the potential to create activities to develop character, virtues and values in partnership with charities and partner organisations and this could provide schools with increased opportunities to explore charity and philanthropy. However, we recognise that these opportunities are diminished when schools have to spend time and resource on balancing budgets and we recognise that currently compulsory subjects are having to take priority over the teaching of non-statutory subjects.

To support opportunities to explore charity and giving this report includes a long list of the organisations that work in partnership to support what has become known as character education. Character education also links to the work of the Jubilee Centre for Character & Virtues who have been researching the development of good character and values in children and young people since 2012. Recently, the centre shared their findings that both parents and teachers now believe that character development is more important than exam results, which shows a significant shift in thinking. In 2017, the Jubilee Centre published a report entitled 'A Habit of Service'[29], which aimed to try to understand how we can develop lifelong habits of service, (volunteering, social action, giving,) within children and young people. The report identified five elements that encourage behaviours to become habits, one being that young people identified with moral and civic virtues such as social responsibility and their altruistic personality. The report also demonstrated how many of the activities that young people identified as their habit of service were begun at school with their class and peers, demonstrating again the importance of the school environment in providing a space for these activities. The organisations listed in the back of this report work on school sites to provide additional learning experiences for children.

While this continues to build a case for exploring a more holistic and rounded education, it is, however, important to recognise that the concepts of both citizenship and character education are contested across the education sector. While the Jubilee Centre provide a framework for the types of values educators can encourage and develop in children, critiques suggest that this concept of moral education is rooted in a constructed notion of what makes a good citizen, which requires exploration through a more democratic approach[30]. Boundaries must be adopted when thinking about making charity and giving a part of learning, distinctions must be made between creating charitable citizens and allowing children space to debate and make those decisions about giving themselves. This report does not seek to prescribe to schools how they should teach charitable giving, on the contrary our research shows and celebrates just what an important role school already plays in shaping children's early attitudes to giving. Rather this report aims to share and build on the good practice we have seen in schools and demonstrate how working with partner organisations could enhance this practice. We also believe it is imperative that government recognises the importance of giving schools space to debate complex issues and to place equal value on subjects like citizenship along with sufficient funding and frameworks for them to do so.

28 Samantha Butters CEO Fair Education Alliance https://twitter.com/_thefea?lang=en 7th February 2019
29 https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/Research%20Reports/A_Habit_of_Service.pdf
30 Westheimer, J. and Kahne, J. (2002) Educating the "Good" Citizen: The Politics of School-Based Civic Education Programs.

CHAPTER 4
METHODOLOGY

THE QUESTION

This report seeks to draw together data, research and children's lived experiences to respond to the following research question:

> *'What are young children's perceptions, experiences and preferences of charity?'*

We engaged over 150 young children, aged 4 to 8 years old, in a participatory action research project, which respected children as experts in their own lives and experiences, and as active, social actors. Participatory action research, as a pedagogical approach, recognises participants as experts of their own experiences. Importantly, participatory action research is a 'stance' the researcher takes towards the researcher-participant relationship. It recognises a collective approach to the research process as a co-constructed research process, in accordance with democratic principles and social justice orientated motivations.

THE APPROACH

When we consider this in relation to children and young people, this 'stance' resonates strongly with wider debates about around children's participation. Children's participation has risen in prominence since the UNCRC – propelled forward by Roger Harts[31] prominent and commonly used ladder of participation and Clark's Mosaic approach[32] to working with younger children have helped enable an understanding of researching 'with' children, rather than 'on'. Significantly this approach promotes children as capable and powerful social actors who are experts of their own experiences and lives. Harts ladder of participation outlines a continuum from tokenistic participation to full collaborative working with children and young people. However, whilst there are laudable attempts to engage children's voices in research, efforts often stop at trying to 'listen' to children, without fully embracing children in the research process and facilitating their ongoing collaborative participation. This approach crucially adopts a very different method to educating children and young people, rejecting the rising popularity of testing and assessment to exert pressures to conform, and embracing co-construction of learning and viewing children as 'researchers' learning through exploration of the world around them.

THE PROJECT

Established as a validated taught module for an Early Childhood Studies degree programme in a UK HE institution, the project engaged 60 students in their final year of study for their BA degree. Students were trained as research associates, educated in the concepts of charity and philanthropy, co-researching with children and appropriate methodological practices with children. Each research associate worked with one or more young children aged 4 to 8 years old, in a co-researched process exploring their experiences and understanding of charity. The research project was split into two distinct sections:

The first part of this project aimed to explore children's current knowledge and understanding of the concept of charity and charitable giving. Researchers worked in partnership with children to understand and explore their views and experiences. In doing this, researchers were tasked with listening to the child and supporting them to explore more widely areas of interest and their preferred giving decisions.

The second part of the project aimed to then explore what children's preferences were in terms of charitable giving. To do this, researchers carried out an imaginary based scenario of having £100 to give away to any charity, or charities, of the child's choosing. Researchers explored with the child why they wanted to give to those charities and what had helped shape their decision.

The first and second part of this project were planned in the initial development of this research. However, interestingly as the research process developed, a third part of the project emerged. A significant number of the children, inspired by the project chose to undertake charitable activities, fundraising and giving, of their own volition. This phase of the project completely emerged from the children themselves, inspired by their co-researching journey, and supporting charitable causes of their own choice.

31 Hart, R.A. (1992) Children's participation: From tokenism to citizenship (No. inness92/6)
32 Clark, A. and Moss, P. (2011) Listening to young children: The mosaic approach. London: Jessica Kingsley Publishers

CAPTURING THE RESEARCH JOURNEY

Viewing this process as a co-researching journey, the child/ren and researcher captured their thoughts, questions and discussions in a research journal. Designed and developed in partnership, the research journals included anything the researcher and child/ren found relevant – for example photos, drawings, annotations, leaflets, ponderings, etc.

THE RESEARCH DESIGN

The research design adopted a child-led approach, facilitating children and researchers to work together to co-investigate the research topic. Inspired by the mosaic approach, each research journey, though following the same theme, was led by the child's interests. For example, one child chose to explore the idea of charity through internet research, whilst another took a tour around the local town to explore different charity shops.

Most of the research journeys included exploring views through drawing, photos, role plays, visual research methods, participant observation, unstructured discussions, etc. Drawing these research methods together, the researchers were able to draw together, with the child/ren, the children's views, experiences and interests. The focus of this methodological approach, working 'with' children, is to explore the children's lived experiences, in a way which research 'on' children would not be able to achieve.

The beauty of this approach allowed for the researchers and children to be creative, dynamic and flexible, following the ideas and themes presented by the children.

ANALYSING THE DATA

Data analysis was completed by a team of academics, the authors of this report. Data analysis occurred in three ways. First, all research associates presented their research findings to a team of academic staff and engaged in questions to increase clarification and detailed knowledge. Second, the research journey journals were shared and analysed for themes, trends and interesting points. Third, all researchers completed a summary response outlining key findings, noteworthy considerations and personal reflections. These three analytical tools led to the findings details in the rest of this report.

CHAPTER 5
CHILDREN'S PERCEPTIONS OF CHARITIES AND CHARITABLE GIVING

In this section, following analysis of all the data, we present the findings from our work with children. We start this section by celebrating children's knowledge and involvement in charities. They have a wide and varied range of opportunities to engage in fundraising and charitable giving.

However, whilst we celebrate the quantity of these engagements, we find that the quality of engagements is variable. As a result, we suggest that children have relatively limited spaces to meaningfully engage in the charitable behaviours they identify as so important. As a result, charitable giving is often presented as a transactional, one-off process, where children are not encouraged to critically engage with the cause. Furthermore, children are exposed to very few charities, and therefore have limited engagement with the breadth of charitable causes available. Having said that, when given opportunity to meaningfully engage in giving decisions, children demonstrated a heightened critical consciousness and desire for increased social justice in their giving decisions.

CHARITY GOES BEYOND GIVING

According to the children involved in our research, charity is an expansive term, which encompasses a variety of different behaviours, acts, values and expectations. There was no single accepted definition across the children, instead it was clear that children's perceptions of charity go well beyond the formal act of charitable giving, focusing more on embodied behaviours and charitable acts.

Some children defined charity as an act, something they 'did' to help others, for example:

> *"Charity is when you donate to people to help them live a better life" (Girl, 6)*
>
> *"Charity means when you give people stuff that they might want but don't have" (Boy, 6)*
>
> *"Charity is doing good things for other people" (Boy, 7)*
>
> *"When we use our hands to help people" (Boy, 4)*
>
> *"Giving away my toys to children who don't have any" (Girl, 6)*

THE ARCHBISHOP OF YORK YOUTH TRUST
Be the Change you want to see

SHARING PRACTICE
CHRISTMAS KINDNESS PROJECT

Driffield Infant school is a large market town school with a wide, diverse catchment area. The school has a core mission to allow their pupils to 'Learn through Friendship and Fun'. To support this mission the school opted to deliver the Key stage 1 Young Leaders Award (YLA) during the period of September to December 2018 with around 60 year 2 children. The Award culminates in a community focused action project and the young leaders, inspired by their love of Christmas, planned and delivered a series of social action projects to support their community during the season. Inspired by the KS1 YLA resources around 'people in need'.

As part of the investigation into community needs the children interviewed three different local leaders; the reverend, their headteacher and the regional Foodbank coordinator. Group discussions after these interviews led them to identify similar things that each leader had shared and helped them make conclusive links about the qualities that any leader needs. From these conclusions the children then identified that they wanted to support their local food bank to support those who may go without during Christmas. They also were keen to understand the way in which the Foodbank operated in their area.

The children decided to help their community by making Christmas hampers for the Foodbank. Several students visited their local Foodbank where they discussed with Mrs T, the Foodbank Coordinator, the needs during the festive season. The children were shocked and inspired by the visit.

At the beginning of December 2018, the children organised a Christmas celebration day. The whole school arrived arms full of luxury food donations and gifts and dressed in either Christmas PJs or outfits to take part in Christmas activities: playing board games, Christmas storytelling, a 10-minute non-stop sponsored dance-a-thon. The schools received hundreds of donations, way beyond their expectation. They filled a whole corridor of the school with Christmas hampers.

The children learned that even in their small town lots of people need help and that leaders should always be kind and take action to help look after the people around them. They wrote thank you cards to the people who had donated food.

Whereas other children saw charity as more of a set of **behaviours**, closely associated with kindness, for example:

"Charity means being kind to people and animals" (Boy, 6)

"Being kind to homeless people" (Girl, 8)

"Being good or doing something good for others" (Boy, 8)

"I think it is about being good and helping" (Boy, 4)

Other children associated charity with the idea of **place,** often linking it with charity shops and spaces to donate, or for people to receive help, for example:

"A place where you give to other people, old people, poor people, where you give money, and food for animals." (Girl, 6)

"Places where we can help people and animals" (Boy, 5)

"Charity is the place well they raise money and sell toys that have been given. It's for selling things other people don't want any more so it's not wasted" (Girl, 6)

"Charity is somewhere where people go who haven't got a home, they give them food and water and a bed" (Girl, 6)

Finally, some of the children understood charity as **an organisation** set up to help various different causes, for example:

"Charities help lots of different people and animals, poor people, old people, disabled people and the environment." (Boy, 8)

"Charities do lots of different things, and people give money to them to help them" (Girl, 7)

"You can get different charities, some are for toyless children for children who don't have toys, and another type for saving lives. So you can raise money for people who are homeless, like children in need" (Boy, 8)

"Charity is a way you can help people, and animals, and you give children in need the things they need." (Boy, 6)

Certainly, for children, helping charity was as much about their every-day behaviours as it was giving. Being charitable for children encompassed a mass of pro-social actions and behaviours. These actions included environmental behaviours, like recycling, collecting litter, planting trees and supporting nature; or helping others, such as befriending other children, helping a child if they were sad, or helping in their community.

Children did not distinguish between donating money, things or other resources, and acts of kindness or support. For example, children highlighted actions such as, *"doing good things, like recycling"* (Girl, 4), *"helping to grow new trees"* (Boy, 5), and *"being kind to children who haven't got anyone to play with"* (Girl, 7) as charitable.

Children also often associated charitable giving and actions with pro-social behaviours they were taught at school. For example, this photo is from a research journey scrap book, where the five children involved in the project constantly anchored their ideas back to the schools 'golden rules'.

CHILDREN ARE OFTEN, THOUGH NOT ALWAYS, PASSIVE IN CHARITABLE ACTIVITIES

Our research showed that children are involved in a huge amount of fundraising activities, predominately at school, but also at home, at after-school clubs and within the community. We celebrate this, and this means that all children could identify causes and talk about activities they have been involved in, however whether their involvement in these activities is passive or active remains debatable.

Over half of the children who engaged in this project had some knowledge and awareness of charities and experience of fundraising, but with very limited understanding of why, where the money goes and how it is used. Whilst these the children could not easily define the term charity, once they explored some of the ideas surrounding the term they were able to draw on some of their experiences through home, school and community. Whilst they had engaged in charitable activities, the children had not been actively involved in decision-making.

Approximately, one third of the children had a more developed understanding of charity and could link their ideas about cause areas with charitable activities and certain charities they had been involved in, for example Children in Need. However, again in these cases, children tended to not be involved in decisions about their charitable activity.

For example, these children were aware they were supporting Comic Relief by buying a red nose and had some idea of where their donation would go, but had little decision-making whether they participated in this activity.

This left the remaining children, just under one fifth, who had a more developed understanding of charity and furthermore had actively engaged in giving decisions. These children with a deeper understanding of charity, who had begun to question both motivations of giving and its impact.

It is important to make it clear that our research was conducted across a cross-section of children between the ages of 4 to 8, and often, as expected, very young children tended to be in the first two groups. However, significantly the third group is made up of children aged 5–8 indicating that while age is a factor, there are other reasons linked to children's understanding of and engagement with charity.

> *"I've done fundraising at school. We sold cakes on the playground at break time and people put money into the pot, but I don't know what charity it was for though." (Girl, 8)*

THE SPACES AND PLACES CHILDREN LEARN ABOUT CHARITY MATTER

There is no one single place within which children learn about charities and charitable giving. Their views and experiences are informed through a multiple of interconnected spaces including home, school, media, social media, peers, places of worship, and even within the supermarket. However, what is apparent is the importance of children being able to critically engage with their ideas through conversations, questions and enquiry, within these spaces.

SALUS
IMPROVING THE LIVES OF CHILDREN

SHARING PRACTICE
THE BIG CAT PROJECT

The School Council at Cheriton Primary School decided that they wanted to help with fundraising to do with animals. After lots of group discussion and research they decided they wanted to focus on the Big Cats Sanctuary. The children showed the ability to work in a team throughout the workshops. They came up with their own ideas on how to make the most amount of money in a short time frame and helped make a difference to the charity they chose.

The project was totally child led and the children came up with their own ideas to generate the most income. The class did the 2p challenge and became bankers, they took ownership on the finance side. They all worked as a team and wrote persuasive letters to the senior management team to have a spots and stripes day. The children created posters to go up around the school to promote this event. They also came up with a really great idea, for them to take part in a sponsored silence. Christmas was fast approaching and they wanted to take part in the Christmas fair, they had their own stall "guess the teddy's name" for £1 a go. During the workshop sessions the children developed and demonstrated good negotiation skills, creativity and team work. The children also wrote a letter to the Big Cats asking for someone to come in to their school and tell them more about their chosen charity to widen their knowledge. Tanith came in and did a really in depth presentation, lots of questions were asked after and she was very impressed with all their ideas for fundraising. It was nice to see all of children develop a real sense of ownership over their chosen project with many children expressing how proud they felt afterwards. The children raised a whopping £577.67p!! The children were then invited to the Big Cat Sanctuary, and as a group decided to adopt Maya the Tiger. This group always showed great enthusiasm, impeccable behaviour and were very eager throughout.

For example, a young girl, aged 6, spoke of her experiences at the supermarket, several months earlier. Each week her parent would give her a token received at the check-out after paying for groceries. The child was then tasked with choosing one of three 'boxes', within which to put this token in. Each box represented a local charitable cause, the more tokens a box received the more money would be donated to that charity at the end of the month by the supermarket. The child read the descriptions of each charity, one supporting local young carers to play football, another for a community garden project, and a final to help fund a play-ground for children at a local hospice. The child could not decide which charity was more 'worthy' of her token. She instead pocketed the token and took it home. With her parent she researched each of the three charities, and still felt they all merited support. Her answer was simple, she attended the supermarket three weeks in a row, got three tokens, and shared them out equally, one in each box.

This vignette highlights the spontaneity of opportunities to learn about charitable giving. Scaffolded by her parent, the child was able to critically engage with the giving decisions, learn about three charitable causes and reflect her own views of fairness. Her decision to save up three tokens, week on week, showed a prolonged engagement with the task and the ability to discuss it several months after the event, showed a deeper, engrained critical engagement with the topic at hand.

Of the children overall, around one quarter discussed charity as an activity which happened within their family. Whilst not always involved in giving decisions, these children were more aware of the role and purposes of charity, having seen their parents engage in charitable giving:

> *"Dad gives to homeless people all the time" (Girl, 6)*
>
> *"My mum ran the race of life for my nanny" (Girl, 7)*
>
> *"Mum and Nan give stuff to charity shops, I give some of my old clothes as well" (Boy, 8)*

Some children were more involved in giving decisions in the home, either through a direct link to a charity, for example a child helped fundraise over £800 for Great Ormond Street Hospital after his younger brother was treated there for cancer, or an overall interest in charitable giving within the family. The quote below refers to a child who described choosing two or three charities each year, which the parents then set up direct debits too. The children were encouraged and supported to discuss and explore which charities they wanted to support, based upon their values, interests and awareness of wider social issues:

"Mummy, Daddy, xxx [little brother] and me choose charities we are going to give too. This year we choose wildlife and charities that help nature" (Boy, 7)

However, discussion of these more engaged experiences in the home were relatively infrequent in the research, predominantly children learnt and engaged in charitable activities within the school environment, and were less aware of their parents charitable giving. However, once again these experiences were extremely diverse in nature, from some children knowing that they did 'fundraising' but not sure what for or why, to others who were actively involved in giving decisions within their school.

For example, in some schools, charitable giving often occurred as a separate, one off, fun activity, which was separate from wider citizenship initiatives – for example, one child (Boy, 7) discussed playing 'splat the teacher' at school. This was a fundraising activity chosen and designed by the teachers to raise money for a local foodbank. Commendable as a successful fundraising activity and indeed enjoyable for the children, as a learning experience, it was less successful as the child had no recollection of why the activity took place or for what cause and is an example of a more transactional action, giving money in return for a fun opportunity.

Alternatively, a small group of younger school children (aged 5 and 6) had visit talks from a variety of local charities; they decided amongst themselves who they would raise money for and why. They then designed a fundraising campaign. They successfully raised £350 through a sponsored litter pick in their local community and donated these funds to the local foodbank. This activity was completed in partnership with an external charity promoting social action with children and remained a significant experience the children discussed.

Community organisations play an important role in creating spaces for children to actively engage in charitable giving. This was evident both in terms of children attending activities such as church groups, Scouts, Girl-guides, youth clubs and community groups, as well as organisations working in partnership with schools to promote certain activities. Normally under a wider banner of social action and citizenship, in this space children discussed active involvement in giving activities and decisions.

For example, one boy (aged 7) discussed working with his Beaver Scout group to identity a cause important to them, in this case reducing plastic waste in the ocean, and set about a series of activities to fundraise just over £200 for this cause. Activities included a sponsored run and running a cake stall at the local village fete.

CHILDREN SUPPORT WHAT THEY SEE

Perhaps the most obvious finding, but nevertheless a really important point, children's views of charity is limited to that which they are exposed too. However, even within a narrow framework, we acknowledge that children enjoy charity and charitable experiences:

"We had a great time raising money for Children in Need, we got to break the school rules and each time we gave 20p to Children in Need. It was fun and doing a good thing" (Boy, 8)

"I really like poppy day and the poppies we have" (Girl, 6)

"I love Pudsey day, it's not like a normal school day" (Boy, 5)

Nonetheless, they, like adults, give to what they see and what they know[33]. This means that more often than not the more high-profile causes are made visible to children, through media promotion and perhaps schools viewing these as 'safe' cause areas to support, whilst other cause areas remain hidden.

Unsurprisingly, the most common charities and cause areas named by children were the most media-driven, larger and more current campaigns such as Children in Need, Comic Relief, and the Poppy Appeal. Donating food at the harvest festival, a long-standing traditional activity in many schools, and homelessness also featured highly as cause areas that children were both very aware of, and with regards to the latter, very concerned about. It is significant that homelessness came up as theme for many children with growing numbers of people living on the streets in recent years.

"It is very important we help people who don't have homes, if they don't have a home, they could get cold and hungry, and even die" (Boy, 5)

33 CAF (2013) Why we give. Available at: https://www.cafonline.org/docs/default-source/about-us-publications/caf-why-we-give-jan14.pdf

SETTING CHARITABLE GIVING UP AS A TRANSACTIONAL PROCESS

A significant finding from our research is that whilst children understood that participating in something 'charitable' they were often unaware of why or to what ends. For example:

> *"We raise money because Pudsey Bear needs a new eye patch" (Girl, 6)*
>
> *"We gave food at the Harvest festival, I think God must be hungry" (Boy, 5)*
>
> *"I don't know what a poppy is for" (Girl, 6)*

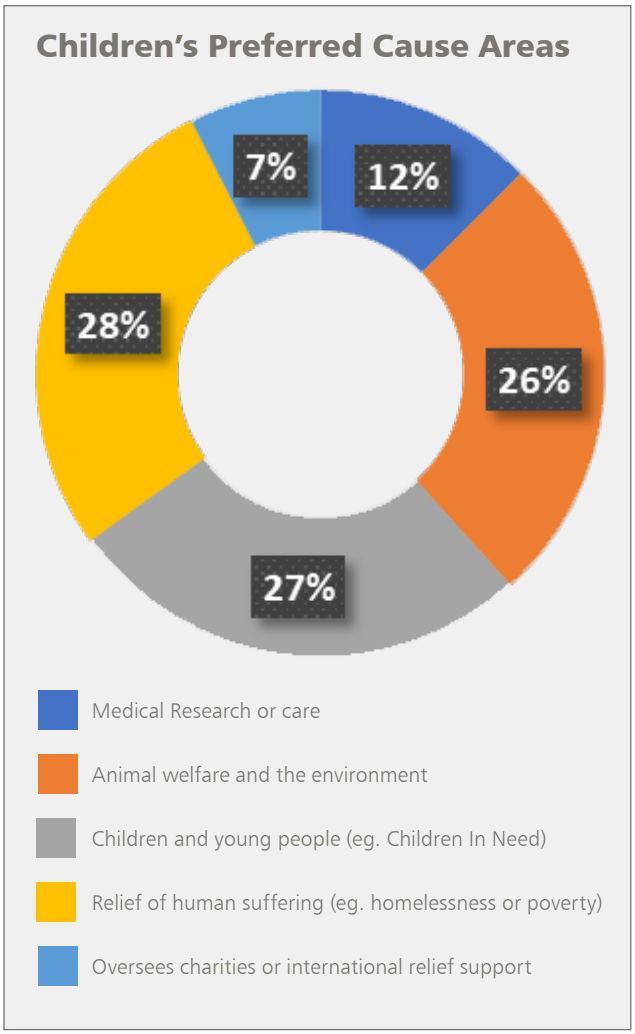
Where a reason for giving was not shared with children or indeed where it did not come from children themselves, a void was created about 'why' they give. As a result, charity was commonly discussed as a transactional process amongst the children. Transactional giving, refers to giving processes in which what is being given is closely tied to what the individual receives in return. So, for example, children associated giving for Comic Relief, with getting a Red Nose, or Children in Need being associated with wearing Pudsey ears or dressing up in 'funny clothes'.

This is not to say giving should not be fun and engaging for children, nor is it to suggest transactional giving is wrong, or that every giving experience should turn into a life-lesson, teachable moment. However, setting giving up as a transactional process risks preventing children from engaging in the cause areas which sit behind the charitable giving. Furthermore, it teaches giving on a transactional, cost/benefit footing, when we know people give for a wide variety of reasons, which go well beyond benefits for themselves. Whilst we as a society may wish to establish giving to others as a 'habit' for individuals, without critical engagement in these giving decisions we undermine the very purpose of charitable and philanthropic giving in our society if we do not engage individuals in the underlying causes which result in the social injustices we try to solve. Such an approach with younger children also under estimates their capabilities for actively and critically engaging in social issues.

CHILDREN FAVOUR CAUSE AREAS THEY FEEL CONNECTED TOO

In the cumulative stages of this project, children were asked, if they had £100 to donate to charity, which cause area, or areas, would they choose. Children were able to choose specific charities, or general charitable causes. It is important to note, that by this point in the project children had been supported to engage and research charities and charitable cause areas as part of their 'learning journey'. Therefore, we present this as more of an informed choice by children, within which they had considered their giving decisions.

Whilst relief of human suffering topped the list of children's preferred cause areas to donate too, support for children and young people, and animal welfare and the environment charities came close behind. For each of these cause areas, children were able to relate to the beneficiaries and connect with the cause area. It is perhaps, therefore, less surprising that the cause areas of medical research or care, and overseas or international charities were less favoured by children, as they are likely to have less direct connection to these cause areas.



Children, like adults, want to give to cause areas that they feel connected too, that they have knowledge of, that they feel passionate about, and that they are aware of through lived social experiences[34].

> *"I want to give to all of them but the most to children as they are younger and need more help." (Girl, 6)*

Furthermore, our research showed that children want to have impact, they want their giving decisions to make a difference to the cause area they support. For example, one girl, aged 7, discussed that her Rainbow group (Part of the Girl Guides) was fundraising to take children on trip. However, she did not want to give money here, instead choosing to give the money to a homeless charity:

> *"I don't want to give to them because they go lots of places, and they are not poorly so don't need the money. Their parents give them money" (Girl, 7)*

CHILDREN ARE CRITICALLY CURIOUS

Our last finding reports on what we identified as the third part of our research project. Over 30% of the children, inspired by the project chose to undertake charitable activities, fundraising and giving, of their own volition. This phase of the project completely emerged from the children themselves, was led by them individually - inspired by their co-researching journey and supporting charitable causes of their own choice.

Citizenship should be viewed as a practice, rather than a subject and our research here shows how when children are engaged in acts of citizenship it widens understanding. Because of engagement in this research project, children participated in multiple acts of charity such as preparing donation boxes or fundraising for charities they had worked with. In this way, our analysis shows a group of children who became involved in critical thinking and debate on the issues of philanthropy and social justice. These children chose the charity and led on fundraising.

For example, one child undertook a co-researching project which led to her exploring donating clothes abroad. She was shocked that clothes donated are often re-sold in poor communities abroad, rather than donated. She found a charity which prepared parcels of clothes which would be donated directly to another child.

She prepared a parcel of her own clothes and toys to donate to another child aged 5 (the same age and gender as herself).

Another example, a boy, aged 5, used his pocket money to support a black rhino after co-researching animal charities. When asked by the World Wildlife Fund whether he wanted a toy included in his adoption pack, he selected no, as it 'means more money goes to towards the charity to save the rhinos'.

What became clear through our research activities is that children initially and unsurprisingly made giving choices based on what they knew, but after researching and exploring different charities most children re-revaluated their decisions on how they would give money. When children's giving decisions were compared before and after spending time exploring the topic, findings showed children's decision-making changed from choosing based on what they knew to thinking about the size, popularity and need of the causes they were looking at. Many children reflected and changed their giving decisions to donate to the less popular causes, such as supporting young carers, childhood illnesses and international aid charities, after they had completed research on the topic. Homelessness and tackling human suffering remained a strong theme amongst the children:

Empowered by careful exploration of charities and cause areas that appealed to the children, this giving differed from the type of giving discussed in the first part of the project. Here we saw children taking a more critically conscious approach in their giving decisions and fundraising choices.

34 Breeze, B. (2013) How donors choose charities: the role of personal taste and experiences in giving decisions, *Voluntary Sector Review, 4(2): 165-183*

For example, they were more likely to choose charities away from the 'big five' cause areas we discussed earlier in this research, and more likely to choose causes closer to their own experiences, but importantly rooted in a social justice discourse. Having been on a 'research journey', many children also shifted their position from a transactional relationship, to one which embraced this reflection on inequality. For example:

> *"I just moved house, the government should give my empty house to people." (Boy 7)*
>
> *"If you are not kind to everyone, then you are not kind." (Girl, 6)*
>
> *"I want to give money to them because they're for people who do not have homes and it's not fair because we get a warm house and they have to sleep in the cold on the street." (Boy, 7)*

These children began to form firm orientations in their views on giving, with a heightened awareness of the issues of equality and engaged in discussing the ways charities should work and how people should give in the future.

We find this the most exciting part of this research. Whilst it was not initially structured as part of the project, the children leading on and critically engaging in their own giving decisions gave rise to several important and critical conversations between the researcher and children, including discussions about homelessness, poverty, climate change and inequalities in education.

Here, we see a real power in engaging children in charitable giving, not to tell children where or what to give, but giving them the tools and support to ask and explore giving decisions themselves and the reasons behind the cause areas. We discuss this theme further in chapter 6.

CHAPTER 6
LEARNING TO GIVE?

The findings outlined in chapter 5 show that all children are usually introduced to the concept of charity and giving either at home or school, however the experience of 'learning to give' can be significantly different. While children readily and eagerly engage in the concept of giving, are often connected to a particular issue, and curious about causes and charities work, our research showed that there is a risk many children are only involved in charity and giving in a passive way, participating in fundraising in a largely transactional way. Given much of this activity takes place in schools, this chapter will explore the spaces primary schools have to explore giving, while acknowledging tension in the concept of moral education that is often linked to citizenship and character education within the curriculum. This chapter suggests that schools can explore giving with their students in three key ways:

- by creating spaces to engage children with the charitable cause as well as charitable **act**
- by asking charities to talk about their work, acknowledge children's support, and show their **impact**
- by giving children opportunities to **debate** the issues they are tackling and be involved in **decision-making** about the causes the school supports

THE SPACES FOR EXPLORING GIVING

In chapter 3 we discussed that within the EYFS, charity and giving can be discussed as part of the requirements of the Early Learning Goals focusing on PSED (Personal Social and Emotional Development) Although there are challenges within the Primary Curriculum, there is an opportunity that this could be continued within Personal, Social and Health Education (PHSE) thinking about social and emotional development and recent statements from OFSTED around character suggest this will hopefully will continue to be supported and give schools and campaigners grounds to push for increased funding and capacity. The space created by PSHE does allow schools to be creative in the topics they explore and could be used a space to think about the school's giving and fundraising.

Developments around citizenship and character and their emergence as the dominant themes within current government education policy could play a part in enabling schools to use more off-timetable time to explore giving, especially if this is an area government does offer well-needed funding to. Schools could also use school council and other participatory structures for children as avenues to gain children's perspective and voice. Guest speakers at assemblies and during scheduled days for giving can also play a role in ensuring the topic is explored both more critically and in greater depth.

THE CASE FOR A DEMOCRATIC APPROACH

A democratic approach to learning about complex issues is founded in critical enquiry and decision-making. A recent report on education and democracy stated that: *"education for a complex world in a supposedly democratic society must seek to equip students with the capacity to handle complexity and uncertainty, to deliberate with others exhaustively, to solve problems creatively, and to reach decisions on the basis."*[35]

The learning experience must include deliberation, creative problem-solving and decision-making. This is well illustrated by our example showing that children's perceptions of charity and giving changed after they participated in an activity which required them to investigate and research a range of charities, as well as debate and evaluate the pros and cons of donating to each one. Our findings showed that when we allow children to participate in decision-making and critically evaluate their choices about charities, children show a much greater interest in learning more about the charity and the ways it raises and distributes money.

This was compared to children who were only engaged in charitable giving on a purely transactional level, for example being asked to support a chosen school charity in return for a reward such as dressing up or wearing non-uniform. Children who participated in this way could recognise logos and describe activities, but, overwhelmingly, showed less sustained engagement and were unable to discuss ideas of charity in depth.

35 https://www.ippr.org/files/2017-11/future-of-education-gilbert.pdf

A democratic approach to exploring giving should allow children time to understand the charitable cause as well as charitable act, which can be done by greater engagement with the charity, its communication and presentations about its work and impact. This can be encouraged further in schools by approaching giving through debate and decision-making and allowing children to take the lead on the charities the school supports and choose the activities they will do to support it.

THE DEBATE ON MORAL EDUCATION

Approaches to 'giving' located in citizenship and character are often felt to represent a version of children's moral education, and within the concept of moral education critics insist there must always be boundaries.[36] We suggest the aim of introducing children to moral and civic virtues should not to be shape children into one constructed notion of the *'good citizen',* rather the introduction should be a space where children can explore and challenge the ideas of virtue and values.

Citizenship is a contested concept, framed differently by people and altered by context; in response to social problems among children and young people it can become part of a politicised narrative that uses a deficit model of children and young people, assuming that they lack morals, and claims increased moral education could be an answer.[37] In response to the growth of character education in schools, there has been a steady critique suggesting that teaching the concepts in a prescriptive way can actually inhibit children and young people's civic engagement.

This concern has been explored by those[38] who have argued that it is imperative that we distinguish between service and action, whereas service may be a contribution to our communities and society, action is the space where people challenge in democratic ways. It is within this democratic participation that we would like to see ideas of charities and giving introduced to children. This can be achieved by creating learning spaces discussing global issues, giving and social justice.

Research has identified barriers to citizenship education if educators, continue to maintain the status quo and attempt to always reach a non-bias consensus in the classroom[39]. Taking a neutral stance on difficult issues in the classroom, rather than encourage democratic thinking can limit civic participation[40]. Philanthropy and social justice are contentious topics, yet if we are to recognise children as social actors and current citizens then it is imperative that we provide them with the opportunity to critically explore the challenges and debates around giving and equality[41].

By exploring charity and the choices people make, educators can encourage new voices and alternative ideas to flourish in a world where philanthropy is playing an ever-increasing role. Our research showed children are already engaging with the challenges of inequality in giving and offering new perspectives: "If you are not kind to everyone, then you are not kind" (Girl, 6), and it is important schools offer a space to grow and nurture these voices.

36 Westheimer, J. and Kahne, J. (2002) Educating the "Good" Citizen: The Politics of School-Based Civic Education Programs.
37 Jeffrey, B. and Troman, B. (2012) 'Embedding citizenship education: An ethnographic tale of Trojan horses and conflicting performativities'. In Jeffrey, B. and Troman, B. (Eds), Performativity in UK Education: Ethnographic cases of its effects, agency and reconstructions. Washington: E&E Publishing
38 Elisasoph, N. (2013) The Politics of Volunteering. Cambridge: Polity Press
39 Annette, J. and Mayo, M. (2010) Taking part: active learning for active citizenship, and beyond. Leicester: National Institute of adult continuing education
40 Ross, E.W. and Vinson, K. (2014) Resisting Neoliberal Education Reform: Insurrectionist Pedagogies and the Pursuit of Dangerous Citizenship, Cultural Logic, 17-45
41 Weinberg, J. and Flinders, M. (2018) Learning for democracy: The politics and practice of citizenship education, British Educational Research Journal, 44(4): 573-592

Sharing Practice
Listening to children's voice

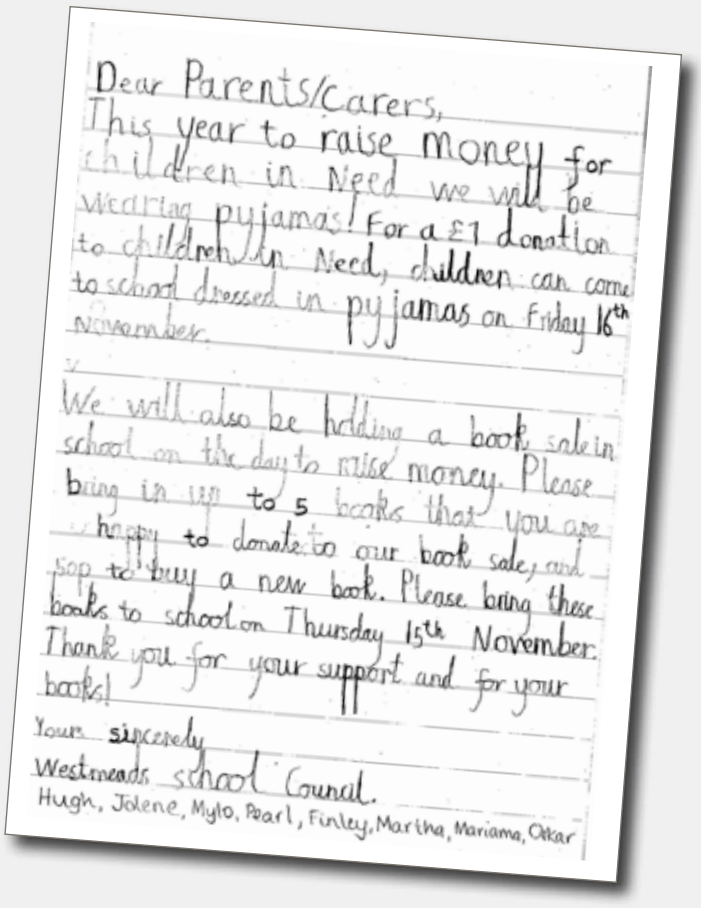
Westmeads Community school is a small, infant school on six classes, that has been an important part of the community in a small coastal town for over a hundred years.

The school, and indeed, the children have a history of giving and strong ideas about where they will give to each year. For over four years they have been linked with an international charity after a parent from Westmeads introduced a charity that she was connected to in Zimbabwe. Each year, led by the school council, the children choose different ways to support this charity and the relationship grows year on year. An important part of this relationship is understanding the different needs and ensuring that the children choose the cause to support. Causes have included medical care, a mobile classroom and, this year, breakfast for the children arriving at school. In order to make sure this is understood by all children participating in fundraising activities, the children receive an assembly from the charity each year updating them on how their donations are spent and are shown photographs to bring it to life and make it meaningful. This assembly is followed up by decision-making by members of the school council about how they will raise the money, activities have included bring and buy sales, book sales and dressing up days. Another part of this international fundraising is a follow-up assembly that is given after the money raised has been sent to the charity. The charity returns to give another whole school assembly acknowledging the children's support and, importantly, showing them the difference their fundraising has made. This is a way of making sure the children both understand the cause and impact of charity, as well as building on what their peers did last year, and in that way also builds a deeper relationship between school and charity.

Westmeads School also support both local and national charities each term and they tie into large events such as donating food for harvest, dressing up for red nose day and participate in larger fundraising activities such as race for life. With all these activities, however, assemblies are always given to explore the causes behind the activities. When the school supports more local charities they invite in guest speakers to explore the issues. One example of this is homelessness, when local charity, Porchlight, came in they asked children to think about why people become homeless and challenged some of the stereotypes.

The charity gave an example of a young person they had helped and explained how he had become homeless and asked the children if they would like to support people who find themselves without a home.

The school aims to respond to the voice of the children and link social action into the curriculum. Recent curriculum topics looking at nature and the environment have led all classes to watch and discuss the issues raised in David Attenborough's Blue Planet. Many of the children, most of whom, live by the sea, felt worried and upset about the amount of plastic in the oceans, and the school saw this as a call to action. Westmeads participated in a local art exhibition to raise awareness with other primary schools in the area, and recently took that stance 'no plastic red noses' for comic relief. They have linked up with voluntary action community group 'Plastic Free Whitstable' to reduce their use of plastic within the school, getting rid of milk cartons in favour of reusable cups, increasing their recycling as well as collecting crisp packets. The teachers, inspired by the children's attitudes, have started to collect plastic bottle tops for the bath and cosmetic company, Lush, who will also be visiting the school to give an assembly about sustainable living.



Dear Parents/Carers,
This year to raise money for Children in Need we will be wearing pyjamas! For a £1 donation to Children in Need, children can come to school dressed in pyjamas on Friday 16th November.

We will also be holding a book sale in school on the day to raise money. Please bring in up to 5 books that you are happy to donate to our book sale, and 50p to buy a new book. Please bring these books to school on Thursday 15th November. Thank you for your support and for your books!

Yours sincerely
Westmeads School Council.
Hugh, Jolene, Mylo, Pearl, Finley, Martha, Mariama, Oskar

CHAPTER 7
BRINGING CHARITY INTO THE CLASSROOM

In this chapter, reviewing the research and children's voices, and drawing on our discussions in chapter 6, we suggest ways and means that charitable giving and philanthropy may become a core part of education.

BUILDING ON CHILDREN'S KNOWLEDGE AND SKILLS

Let's remind ourselves of where children are in their thinking and philanthropic possibilities at the end of the Early Years Foundation Stage (2017; by the time they are five years old, most children should be able to 'show sensitivity to others' needs and feelings' (p. 11) as they are assessed against the Early Learning Goals. Their teacher will also have prepared a report commenting on each child's ability to think critically (p. 14) which should inform the next teacher's planning as the child transitions into Year 1 and enters the more formal world of the National Curriculum By carefully considering what children are able to do at the end of the Early Years Foundation Stage, the philanthropic minded teacher can plan ways to build on this prior learning and understanding that children are ready to engage with these more complex ideas. In this way a clear progression can be seen in both critically thinking about charitable acts and also the child's understanding of their own personal contribution to a better society.

OPPORTUNITIES OFFERED BY THE NATIONAL CURRICULUM

The open-ended statements included in the National Curriculum for Key Stage 1 and 2 (p. 5) offer a rationale, opportunities and indeed a directive to engage in teaching and learning which could encompass philanthropic behaviours and critical thinking about charities. For example, time must be given to ensure pupils are prepared for their 'responsibilities' as 'educated citizens' and there is an expectation that schools will provide a much richer experience than merely relying on the narrow guidelines of the National Curriculum. Schools are already doing this by engaging in many such enriching initiatives on offer.

One such initiative is the P4C (Philosophy for Children) approach which many schools have adopted; there is a clear alignment with this kind of pedagogy and getting children to engage with such concepts as philanthropy and charitable giving. It is an approach which encourages children to think critically and therefore could be used to get children to explore such questions as:

- Why do people give to charity?
- Why do charities exist?
- Can giving to charity cause problems?

All questions which can be adapted depending on the age of the child.

Therefore, there are opportunities within the National Curriculum to build on the children's potential philanthropic learning in the Early Years Foundation Stage. The seizing of these opportunities can be justified through Ofsted's proposed desire to look for examples of how children are developing their ability to become active, engaged and contributing citizens through the teaching and learning activities planned for them.

SPECIFIC SUBJECT LINKS

It is also possible to look within the subject schemes of work of the National Curriculum at Key Stage One and Two to see possibilities for engaging children with the discussed ideas. The Spoken Language element of the English scheme of work (p. 18) appears in particular to be full of potential to develop these kinds of activities with children as can be seen in the table below:

Relevant statutory requirements (Years 1-6)	Relevant activities (to adapt depending on age and learning development needs of children)
• Listen and respond appropriately to...their peers • Ask relevant questions to extend their understanding and knowledge • Articulate and justify answers, arguments and opinions • Participate actively in collaborative conversations, • Use spoken language to develop understanding • through speculating, hypothesising, imagining and exploring ideas • participate in discussions, presentations... and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others	• Get children to come up with questions about charity images. • If they were to interview someone from a charity what would they ask? • What would they need to know about a charity before they gave it any money? • Ask children to work as a team to consider how they would play the charity donation game and come up with a shared rationale • Come up with a new charity as a group with a clear rationale as to why it is needed • Decide how best to promote a charity (either existing or an hypothetical one)

Other subjects also offer opportunities to enable a more holistic approach. These ideas are nothing new and indeed are probably part of the primary school teacher's toolbox already however they underpinned by ideas around critical thinking and philanthropic thinking rather than the development of knowledge as children engage in activities which centre upon, for example, the popular charity initiatives.

Subject(s)	Activities (to be adapted depending on age and learning development needs of children)
Mathematics	Any activities which involve sharing, dividing, percentages, fractions, which involve both the idea of donating money to charity but also understanding and critiquing why some populations have come to be on the receiving end of/in need of charitable giving
Science and Geography	Activities which help children explore why and how environmental changes impact on communities and what our role should be
Art and Design/Design and Technology	Use multi-media to produce posters, presentations etc which promote and explain both individual charities but also ideas about charitable giving. Evaluate both their own, their peers and commercial attempts to promote and explain individual charities.
History	Activities which develop children's critical understanding of how the role of history has led to some communities being the focus of /in need of charitable giving

ENGAGING WITH HIGH PROFILE CHARITY EVENTS

By linking ideas about charity to the statutory curriculum, teachers are offered a new lens with which to consider and engage with the big charitable initiatives highlighted by the children in our students' research; popular initiatives such as Red Nose Day, the Poppy Appeal and Children in Need. There are opportunities to extend children's thinking beyond the superficial or the transactional, thinking that focuses on school charity days as being an opportunity to dress up or buy a cupcake. Their understanding about charity may even progress beyond a 'poor other' kind of dialogue. As a result of this, although some may still not choose not to become philanthropic or give to charity as they grow into adulthood, they will have had the opportunity to engage much more critically with these concepts and therefore their role in the world.

TOP TIPS FOR EDUCATORS

- **Allow yourself to be surprised:** Decide to view the children in your class as competent and informed regardless of what you know about their achievement or background up to this point. Decide to engage with them as co-constructors of learning – they may surprise you!
- **Consider what you are already doing:** Consider how you can use what you are doing already within the schemes of work of the National Curriculum rather than seeing this as yet something else you have to try and fit in.
- **Reflect on choices given:** Reflect on how much choice children have about supporting charity; for example, are they asked if they want to support Red Nose Day for Comic Relief or is that just something your school always does. If a child has no choice over attending school on a non-uniform day, they are not engaging with charitable giving at all – they are just doing as they are told!
- **Check for understanding:** Make sure the children understand what they are doing and why. For example, do they understand who Pudsey Bear is and why they can buy a cupcake with his face on?
- **Find out from children what charitable acts both they and their families engage in;** use this information as a starting point for discussions.
- **Be a role model:** model charitable behaviours by telling children which charities you support and why. Ensure they understand that support is not limited to giving money.
- **Encourage research:** Encourage the children to find out about other children who have become philanthropists at a young age.
- **Explore local causes:** Together find out about local and community charities which have benefitted from the big charity initiatives such as Children in Need.

To ensure children can engage with ideas of charity and develop dispositions to become the social activists of the future, above all we need to support them in becoming the critical thinkers they are encouraged to be right at the beginning of their educational experience in the EYFS (2017). By building on the foundations which should have been laid during this early phase then philanthropic-led teaching will look for opportunities to embed ideas about thinking about giving, giving, thinking about action and action throughout all areas of the curriculum thus ensuring that all children are engaging with learning which contributes to society.

Sharing Practice
Active Citizenship, The Linking Network

Lapage Primary is a large three form entry primary school in Bradford. The school embedded social action across all year groups led by a Year 5 teacher, Mariya **with the full support of the school leadership team**. The vision was to create age appropriate active citizenship that was meaningful, embedded in the curriculum and sustained.

Mariya explains her story, *"I realised I wanted to do something to develop active citizenship in a very local way and to branch out to the community. During my training as a teacher, I opted for a placement at Bradford Cathedral which I thoroughly enjoyed and after that, we built on the relationship as every year, children would go on a trip to the Cathedral. Over this time, I was invited to the Cathedral and took part in the faith trail – it was so near the school and there were ways that we could build on this locally. This was a starting point and I started to think of links across school. Discussions started with the staff at Lapage about embedding active citizenship across school. We wanted to create something that was age appropriate for each year group of children and we wanted to think carefully about what they would get out of it."*

As part of the Lapage active citizenship project children in year one were engaged in fundraising and campaigning for Childline.

The inspiration for this came from Childline giving assemblies in school for free and teachers wanting to give something back. Whilst the decision to support Childline in this way was 'top down' and teacher led, this project was relatively unique as the students critically engaged with the beneficiary. Students spent time in lessons talking about why they would want to raise funds for Childline and were asked to create posters to encourage their peers to buy their baked goods. These posters included information about Childline's work helping children. The children in year one demonstrated a real understanding of why they were baking and creating posters – they recognised that Childline offered a service to them by visiting their school and that Childline also supported children if they were in need. The students baked the items in school rather than bringing cakes from home and needing parental involvement in the endeavour. Furthermore, these students saw the full life cycle of charitable giving from inception to collection of money to donating and, finally, receiving thanks for their donation.

The age of the students made this project particularly special. Typically, a year one student's ability to participate in fundraising is determined by their parent's willingness to contribute time, money, fancy dress costumes – the independence of students throughout the whole of this campaign makes it relatively unique. This independence meant absolute equity of experience and involvement and any investment in the project was all the student's own and not boosted or limited by a parent's willingness to engage.

This year one project sits within a whole school and age appropriate strategic approach to social action. By year one, Lapage students have already regularly visited a local retirement home as part of their early years active citizenship programme. As children progress through the years at Lapage they are engaged in a mix of charitable giving (for example, food bank collections and items for homeless people) and voluntary action (visiting the co-located special school and growing vegetables in the school garden which are then used in school lunches).

Community engagement is at the heart of year 4 work - all three classes engage in the Schools Linking programme with another local school and activities in the programme include a social action focus. In year 5 the students engage with refugee campaigning promoting Bradford CIty of Sanctuary and have supported a heritage project at Bradford Cathedral - a chance for Lapage students to give back to Mariya's original inspiration. By year 6 students are running a 'pay as you feel' food stall every Friday in the playground that not only teaches students about alternatives to food waste but also gives parents and carers greatly appreciated access to reasonably priced fresh food and cupboard staples.

The real beauty of this programme is that students see the tangible benefits of their activities and, when interviewed, can articulate how helping others raises their self esteem and makes them feel empowered. The ethos behind the strategy is to prepare Lapage students for the world that they will inhabit by giving them impactful real world experiences of bringing about positive change in their school and community. Young people at Lapage are being inspired to see themselves as an important and powerful part of the community that they live in and this positive experience of a wide range of social action will hopefully inspire the next generation of active citizens.

Carly Moran, Social Action Lead, The Linking Network

CHAPTER 8
CHARITY BEGINS AT HOME

Whilst we recognise that school and education play an important part in children's understanding and engagement in charity, the old saying 'charity begins at home' is never too far from our minds. When we consider how children learn through socialisation and exposure to different learning opportunities, we recognise the importance of engaging children in decisions throughout their every-day lives.

Teaching children about giving can be rewarding for both parents and the children. Learning about giving and helping others gives children a feeling of empowerment in an uncertain world where unexpected and frightening events happen every day. For parents and carers, teaching children these skills can support them to become more critically conscious and questioning about the world around them, and how we can solve issues facing society and our planet. Whilst we suggest that all activities and pro-active engagement with children should be age sensitive, we also feel it is never too early to start talking and thinking about these activities.

TOP TIPS FOR PARENTS AND CARERS

Just Talk: The simplest and most effective way of getting children to critically reflect on charity, causes and the strengths and weaknesses of giving, is to facilitate children the space to discuss and explore their views, feeling and questions about charities and charitable giving. You don't have to know all the answers, instead start a mini research project together, exploring the topics raised by children.

Celebrate everyday kindness: All children can engage in pro-social behaviours from a very young age, this can be as simple as smiling at strangers, helping a friend in need or acts of kindness in the local community, such as litter picking, recycling or helping keep communal areas nice. Recognising these acts of every day kindness gives a great base to build future charitable activity from.

Lead by example: Those closest to children, their parents/ carers, siblings, grandparents, aunts and uncles set examples for children to follow. If we want children to critically engage with and support charity, adults must lead by example. Engaging children in these processes normalises the act of giving and engagement with charitable causes.

Maximise opportunities: Whether it be the opportunity to give to a charity box in a local shop or allocate tokens to your chosen family cause in the supermarket, taking these everyday opportunities to critically discuss with children why you are supporting that cause area and reflecting on what the impact of funding can be helps normalise charitable giving as an essential part of our society.

Explore with children all the different ways in which they can be charitable: As identified in this research report, children define charitable acts as far wider than simply giving money. This offers a wonderful opportunity to take some time to explore with children all the different in which can get involved in their local community and beyond.

Get children to choose their own cause: Discuss with children the issues and charitable causes they care about. Support them to research, investigate and explore this cause area. Find out which charities exist to support the cause area (large and small) and what type of work do they do.

Get doing: Once children have identified the cause area they wish to support, turn talk into action! Design a fundraising project or commit to a family project. It doesn't have to be raising money, it could be about saving funds. For example, as a family you could commit to not eating sweets, chocolates or biscuits for a whole month and instead putting the money saved into a giving jar to donate.

Make it a family affair: Giving decisions can be a family tradition. For example, swapping sending Christmas cards each year and instead as a family choosing a charity to donate to or setting up a small direct debit to a charity each year. The key is to sit round and discuss this together, coming to a shared decision about the charitable cause you will support and importantly why.

Keep the conversation going: Giving to charity is not a one-off affair. Tracking donations, or the progress of a chosen charity can help children normalise giving in their every-day lives, a habit they are likely to continue into adulthood.

CHAPTER 9
CONCLUSION: MISSED OPPORTUNITIES

When we set out on this research journey, we had a simple aim, to find out what younger children's experiences, perceptions and preferences of charitable giving were. We started from a strong view point of children as capable, able and active social actors, who are experts on their own lives and experiences, and prioritised their voices in this process. We trained 60 students of early childhood as research associates to work with children from this pedagogical approach, as co-researchers, to co-construct an in-depth learning journey about charities.

What we found challenged even our expectations and pre-conceptions. We found young children boundless in their ideas, engagement and overall pursuit of a sense of fairness and social justice. Children who wanted to explore, examine and engage in the issues around them, and actively be part of the solutions. Children who view charitable giving as part of much a wider set of positive social orientated behaviours. Children who view charity as much bigger than donations, but as an embodiment of a set of behaviours, actions and values.

Schools and parents are going to great lengths to encourage, support and engage children of all ages in charities and charitable giving, creating a strong enthusiasm for giving and supporting others. We therefore celebrate the varied and multitude of opportunities children have to engage in charities and charitable giving. Almost all the children were able to identify Pudsey Bear, recognise the poppy and the Comic Relief red nose, and associate this with various activities they had taken part in. However, less common was a deeper, more critical engagement in the reasons for this fundraising activity and the cause issues that sit behind this giving. This surface level giving, led and decided on by adults, was viewed as fun, but rarely acted as a space within which children could explore their own ideas and values in a more democratic way.

Instead these spaces remain more transactional, a sense of giving for a reward, and defined in an idea of service.

We also do not want to appear to critical, fundraising for these causes has a huge range of benefits both for the children involved and the wider cause areas. We are encouraged that almost all the children recognised charitable giving and acts as a norm, this paints a positive picture for the future of charities and voluntary action. However, engagement with charitable giving as more of a service, we argue, is a missed opportunity for children to benefit from deeper critical engagement with charity and giving as part of an active and democratic process which requires action.

As we identify, this concern has been explored by others[42] who have argued that it is imperative that we distinguish between service and action, whereas service may be a positive contribution to our communities and society, action is the space where people can challenge in democratic ways. The exploration of charitable ideas and giving provides an ideal space, and plenty of learning opportunities, to critically explore some of these deeper ideas with children. This can be achieved by creating learning spaces, where children are viewed as active and capable participants, exploring local and global issues, and leading on discussions regarding giving and social justice.

Research has identified barriers to citizenship education if educators and those supporting children, continue to maintain the status quo and attempt to always reach a non-bias consensus in the classroom[43]. Taking a neutral stance on difficult issues in the classroom, in the community or at home, rather than encourage democratic thinking can limit civic participation[44]. Philanthropy, charity and social justice are contentious topics, yet if we are to recognise children as social actors and current citizens then it is imperative that we provide them with the opportunity to critically explore the challenges and debates around giving and equality[45].

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42 Elisasoph, N. (2013) *The Politics of Volunteering*. Cambridge: Polity Press

43 Annette, J. and Mayo, M. (2010) *Taking part: active learning for active citizenship, and beyond*. Leicester: National Institute of adult continuing education

44 Ross, E.W. and Vinson, K. (2014) Resisting Neoliberal Education Reform: Insurrectionist Pedagogies and the Pursuit of Dangerous Citizenship, *Cultural Logic*: 17-45

45 Weinberg, J and Flinders, M. (2018) Learning for democracy: The politics and practice of citizenship education, *British Educational Research Journal,* 44(4): 573-592

We recognise home, school and community spaces as vital in providing the space for this deeper engagement. However we equally acknowledge the increasing pressure facing education, community groups and families as public sector funding retreats. Doing more is not the answer, but perhaps, as we suggest, doing things differently and maximising the opportunities we already have will enrich children's engagement in charities and charitable giving all the more.

We know children develop consistent and persistent social and political orientations at young age. This therefore must become a research and practice priority. Indeed, if we want to challenge the issues of contemporary society, and civil society is identified as central to achieving that, it is in fact vital that we include young children's voices as active, capable and knowledgeable social actors, to support pro-social democracy, social action and political participation and allow them to help shape their future society.

APPENDIX
WHERE TO GO FOR FURTHER INFORMATION AND SUPPORT

Here we list some[46] charities and organisations[47] who share this space of encouraging younger children's democratic citizenship, voluntary action and charitable behaviours. We focus here on organisations supporting primary education.

#iwill: The #iwill campaign brings together hundreds of organisations from all sectors to embed meaningful social action into the lives of young people (aged 10-20 years old) across the UK. Social action includes activities such as campaigning, fundraising and volunteering, all of which create a double-benefit – to communities and young people themselves.
For more info go to www.iwill.org.uk

Archbishop of York Youth Trust
To date the Youth Trust has enrolled over 600 Primary and Secondary schools to the YLA, empowering over 71,000 young people to learn and practice leadership skills and in turn, make a difference in other people's lives, through acts of service and community volunteering.
For more info go to www.abyyt.com

Connecting Classrooms: Connecting Classrooms is the British Council flagship international school partnership and professional development programme. It currently connects schools in 184 countries around the world that are keen to form bilateral and trilateral partnerships with schools in the UK. Schools can search and connect with potential partners using the partner finding tool on Schools Online. Once schools have connected and begun working with their partner school, they can apply for a grant to take part in a partnership project. For more info go to www.connecting-classrooms.britishcouncil.org

Generation change: Generation Change is a movement to promote high quality youth social action programmes. We are founded and led by an independent partnership of charities that together help over 600,000 young people each year to take part in social action. Our shared mission is to transform the status of social action in society. We do this by empowering youth programmes to evidence and improve their impact on young volunteers and the causes they address
For more info go to www.generationchange.org.uk

Link Ethopia: Link Ethiopia is a charity dedicated to supporting education in Ethiopia and increasing cultural awareness between young people in Ethiopia and the UK. They set up, support and help manage links between UK schools and schools in Northern Ethiopia, in both the primary and secondary sectors. By encouraging young people to communicate and work together, they aim to create a real awareness not only of the diversity that exists between them but also of their shared aims and ambitions in a global community
For more info go to www.linkethiopia.org

Sapere P4C: Sapere is a charity which promotes the teaching of philosophy for children. They believe that encouraging children to think in both a critical and a caring way go hand in hand. Their website includes access to lots of free resources which could be adapted to teach about charitable giving across the primary school.
For more info go to www.sapere.org.uk

46 This is not meant to be an exhaustive list
47 Information is taken off organisations websites, and current as of March 2019

Salus: Salus have been delivering child and family led services for over 20 years. Youth social action is a key part of their offer and they work hard to ensure children have a voice and an active role in the communities in which they live.
For more info go to www.salusgroup.co.uk

Smart Schools Council: Smart Schools Council is a teacher-led charity helping young people to become active, democratic citizens. They believe that every pupil should build a broad range of key skills around oracy, confidence and leadership while they're at school. Used by 360 schools across the world, the Smart School Council model is a new and innovative approach to participation.
For more info go to www.smartschoolcouncils.org.uk

SOS Children's Village: SOS Children works in 124 countries caring for young people who have lost their parents. They offer a whole-school linking approach, whereby schools in the UK learn about the various facilities and projects in SOS Children's Villages worldwide. These include Primary and Secondary schools, Medical Centres, Child Soldier and Street Children programmes. Linking to a Children's Village allows exploration of themes in the syllabus and develop a global dimension to different subject areas as well as outside the classroom. Schools have the option to sponsor a Children's Village, which UK teachers are able to visit for professional development
For more info go to www.soschildrensvillages.org.uk

The Archbishop of York Youth Trust: The Archbishop of York Youth Trust is a charity based in the north of England which began its life in 2008 when The Archbishop of York, Dr. John Sentamu announced his vision that rather than being part of the problem facing some of our communities today, young people were actually the answer. The trust offers awards for children and schools across primary and secondary to take part in, a grant making programme for youth projects in the North of England and advocacy for children and young people.
For more info go to
www.archbishopofyorkyouthtrust.co.uk

The Fair Education Alliance: The Fair Education Alliance is a coalition of over 100 of the UK's leading organisations from business, the third sector and education. The Fair Education Alliance is working towards a world where our education system is fair – where no child's educational success is limited by their socio-economic background. Working with schools across the country their members offer a wide range of experiences to children including volunteering, to ensure that every child receives a rounded education
For more info go to www.faireducation.org.uk

The Linking Network: The Linking Network supports schools and communities across the country to develop a positive, cohesive ethos by helping children, young people and adults to explore identity, celebrate diversity, promote community and champion equality. This is done through training, resources and school linking programmes.
For more info go to www.thelinkingnetwork.org.uk

UClass: UClass (United Classrooms) is a free social learning platform that connects classrooms around the world, enabling students and teachers to globally collaborate by engaging in a wide range of projects and activities. There are currently over 10,000 users in 60 countries and the organisation has partnerships with Teach for America, Teach for All, the Asia Society, SchoolTube and Concern Worldwide.
For more info go to www.uclass.org

WE Movement: WE is a movement that brings people together and gives the tools to change the world. WE Schools provides teachers and students with a range of engaging educational resources, including curriculum matched lesson plans, and action campaign ideas to help change the world.
For more info go to
www.we.org/gb/we-at-school/we-schools

Young Citizens: Young Citizens is an education charity working in primary and secondary schools to help educate, inspire and motivate the active citizens of tomorrow. Young Citizen's mission is to enable a greater number of young citizens to participate actively in society. They do this by equipping children and young people with the knowledge, skills and confidence to make a positive difference to the society in which they live – locally, nationally and globally.
For more info go to www.youngcitizens.org

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