Inclusive Youth Philanthropy

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Our report will explore 'inclusive philanthropy' and address how recipient efforts are incorporated into the pathways of fundraising where recipients are empowered, have decision making rights over the process, and are co-creating new ways to strive for socio-economic well-being locally or globally. The population for this report is community involved youth, ages 12-24 years old.

AFP INCLUSIVE GIVING FELLOWSHIP

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INTRODUCTION

Philanthropy is intuitive for youth in many communities and we believe that legitimate resources are needed to strengthen and catalyze the spirit and determination that already exists in every community.

Working with youth serving organizations in Toronto, Canada, we have identified that there is a need to engage and include youth in fundraising while at the same time developing the next generation of community leaders. There is a growing need for more resources towards sustainable approaches and new frameworks to ensure that under-resourced organizations can better engage existing assets within youth. While at the same time, enabling capacity building so youth grow as philanthropic individuals in their own lives beyond a single campaign designed for them.

The purpose of this report is to identify, assemble and recommend new approaches to inform decisions about designing an inclusive youth philanthropy strategy. Traditional forms of fundraising have been centralized around models that are heavily dependent on grants (e.g., foundations, corporations, or governments), and public donors. This process of fundraising typically does not include engagement of the recipients (community members) of the funds or services. However, with the evolution of philanthropy, there is a shift towards 'community resiliency,' where recipients are architects of their own solutions.

"Inclusion is about the collective. It is about creating a culture that strives for equity and embraces, respects, accepts, and values difference."[1]

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[1] http://www.ccdi.ca/about/di-defined/

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Youth helping their communities can mean giving back, learning new skills or earning volunteer hours among many other driving factors that enable youth philanthropy. The conditions that enable inclusiveness moves beyond the initial reason as to why youth get involved and looks more closely at when youth are given the voice and choice, what additional supports do they need and how they would prefer to contribute when asked.

For the purpose of this report, we define inclusive youth philanthropy as, an approach where 'community involved youth' are present at the design table from the beginning, and are determining how fundraising strategies will be created and deployed in their respective communities, specifically in the raising of funds and grant-making.

Our findings are derived from interviews with youth, focus groups, surveys, and observations from innovative diversity and inclusion approaches in the fundraising sector. Our aim is to share how the fundraising profession can integrate a more inclusive and equitable approach in underserved communities where

young people act as change makers - taking creative action to solve social issues[2] while co-designing strategies to build capacity and ultimately community resiliency.

BACKGROUND ON FUNDRAISING IN CANADA – CURRENT LANDSCAPE

A major sector in Canada is the nonprofit sector, representing a large number of jobs and creating significant economic growth:

- There are an estimated 170,000 nonprofits and charities
- Half of these (54%) are run entirely by volunteers
- 2 million people are employed by these organizations representing 11.1% of the economically active population
- Sector represents $106 billion or 8.1% of the GDP (larger than the automotive or manufacturing industries)[3]

However, in a recent 2016 report by KCI[4]

- Overall giving by Canadians has stagnated
- The trends of 'more from fewer' continues to be unabated
- Even though our populations grows, the number of donors has dropped
- This decline also rings true with our volunteer numbers in Canada

Coupled with the decline in government contributions due to fiscal pressure and a weaker overall economic climate, nonprofits are feeling the pressure of achieving fundraising goals, and are looking to understand how to

operate to remain efficient in these challenges times.[5]

Fundamentally, we also know that Canada's "youth will be tasked with addressing incredibly profound challenges in the twenty-first century, such as local and global food security, climate change, access to finance and a persistent gender gap. They are, creative, diverse, socially and globally connected, and more apt to embrace risk."[6] This emphasizes the growing need for the investment in youth philanthropy.

"Leaders and innovators who can grasp, embrace and navigate complexity with courage, empathy and creativity"[7]

It is more incumbent now than ever to ensure that the new shift in leadership and level of innovation required to tackle these challenges will be dependent on "leaders and innovators who can grasp, embrace and navigate complexity with courage, empathy and creativity."[7]

[2] https://www.changemakers.com/
[3] http://www.imaginecanada.ca/resources-and-tools/research-and-facts/key-facts-about-canada%E2%80%99s-charities
[4] https://prezi.com/-3wmluiwc6gd/kci-philanthropic-trends-2016-ahp-final/?utm_campaign=share&utm_medium=copy

[5] https://prezi.com/-3wmluiwc6gd/kci-philanthropic-trends-2016-ahp-final/?utm_campaign=share&utm_medium=copy
[6] http://nylis.ca/wp-content/uploads/2016/04/CanadaNext-ExecutiveSummary_final.pdf
[7] http://nylis.ca/wp-content/uploads/2016/04/CanadaNext-ExecutiveSummary_final.pdf

What youth need now more than ever is to feel empowered and engaged and to some youth that means (see Appendix B):

"To be inspired to help or make change"

"Believing you are supported and capable to do what you want"

"To be inspired to go beyond the call of duty"   "Actively participating"

"Being in charge of myself"   "To be very involved in the project"

"Being involved in programming in every aspect and having your thoughts heard"

"Knowing what is going on."

Thus, we need thought leadership and youth empowerment agents to come to the design table with their diverse and inclusive set of talents, expertise and innovative problem solving skills to spark a new dialogue in communities that will help us strive for economic and social prosperity.

MAIN IDEA - WHAT WE SET OUT TO EXPLORE:

Traditional forms of fundraising are often dependent on grants (e.g., foundations, corporations, or governments), and public donors. This process does not include recipient engagement (community members) of the funds or services. However, with the evolution of philanthropy, there is a shift towards 'community resiliency' where recipients are architects of their own solutions. Our report will explore 'inclusive philanthropy' and address how recipient efforts are incorporated into the pathways of fundraising where recipients are empowered, have decision making rights over the process, and are co-creating new ways to strive for socio-economic well-being locally or globally. The population for this report is community involved youth, ages 12-24 years old.

Proposed Diversity and Inclusion Approach:

- Enable participants to feel valued and voiced
- Increase the level of involvement of recipients
- Enable greater representation in the fundraising process
- Increase the cultural capacity of organizations through bottom up approach
- Increase community engagement to create links with potential members, new employees, volunteers, donors and supporters
- Increase engagement as defined by recipients: a voice and a choice

WORK PLAN

Scope: Sectoral. Implement in two youth groups and then pilot with one smaller youth group.

Figure 1: Implementation Plan

1. Environmental Scan	Literature review of philanthropy, youth, social change frameworks and innovation.	December - January	Team
2. Create Evaluation Questions	Determine where youth are at today and where they would like to be with their fundraising experiences.	February	Salomeh
3. Deliver Focus Group and Surveys	SEYA for total of 33 responses, RAY for total of 17 responses.	May	Eugenia & Salomeh
4. Create a tool that focuses on engagement processes	**Examples:** similar to Group Works Deck, Khandu Design thinking for Kids, The Empathy Toy and game boards (Co-opoly), are becoming recognized as effective tools	May	Team
5. Report	Write 6-8 page report	May	Team
6. Pilot tool with youth group	Print tool and facilitate the tool with a small group of youth	June	Team
7. Iterate tool	Continue to test	July +	Team

**A SURVEY OF TORONTO YOUTH - SUMMARY OF RESEARCH FINDINGS**

Two focus groups and surveys were conducted in the west end of Toronto in May 2016, with: South Etobicoke Youth Assembly (SEYA) and Rathburn Area Youth (RAY).

South Etobicoke Youth Assembly (SEYA) is a youth led and youth run organization celebrating its 16-year in the community of Etobicoke-Lakeshore. They are deeply embedded in the community and actively promote: civic engagement, fundraising and youth leadership and development. They recently implemented their 'Sweet Sixteen' fundraising campaign in 2016.

Rathburn Area Youth (RAY) project is a youth-driven community centre that provides services to youth in the communities of Central Etobicoke (East Mall, West Mall and Capri neighbourhoods). While the centre focuses on youth empowerment, civic engagement, leadership and educational achievement, youth are actively involved in on-going fundraising initiatives including raising funds for an upcoming YMCA exchange trip.

Figure 2: Background on youth demographics from RAY and SEYA
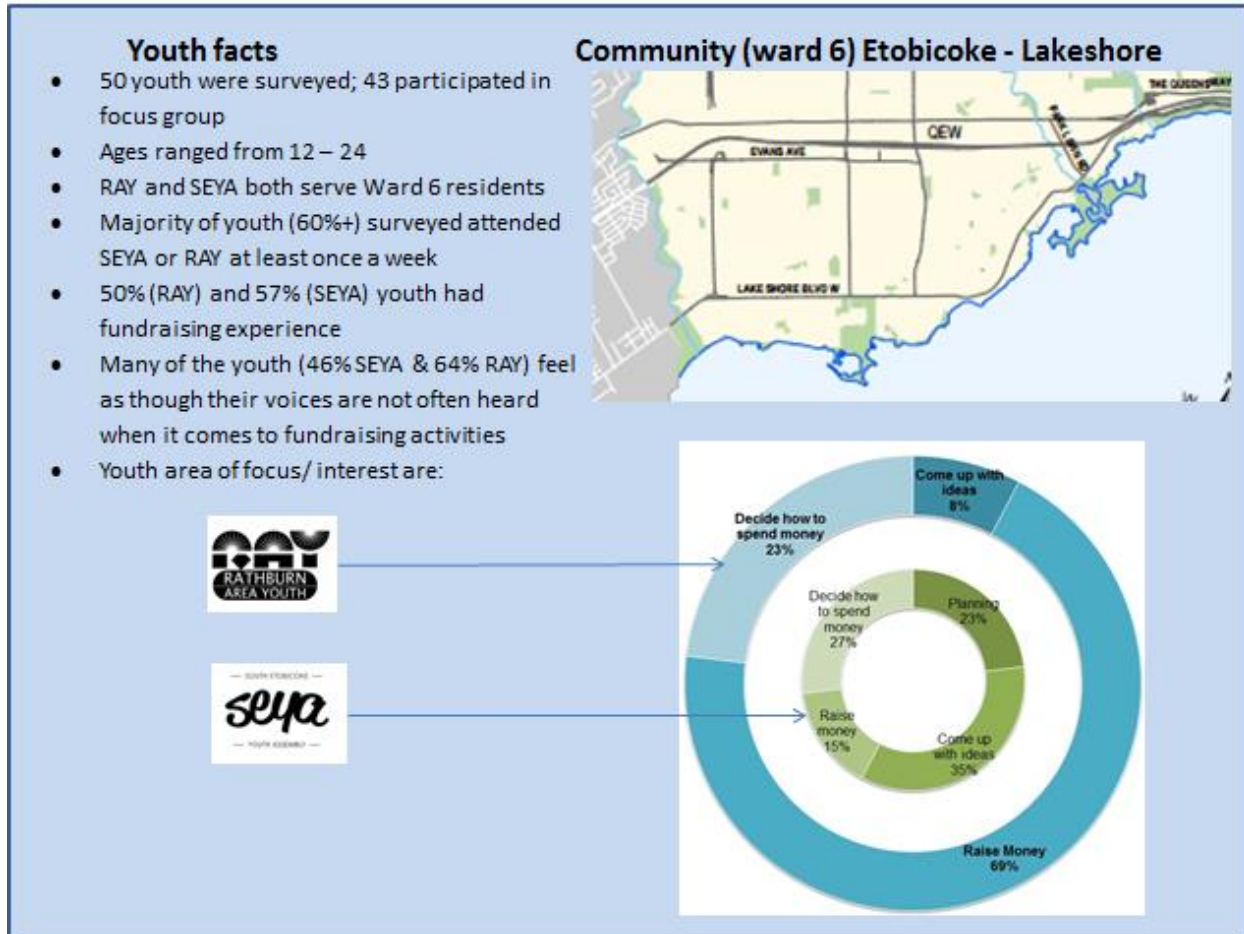
We conducted two focus groups in May 2016, where we learned that two fundamental pillars to establishing an equitable approach to fundraising at the local level were capacity building and empowerment.
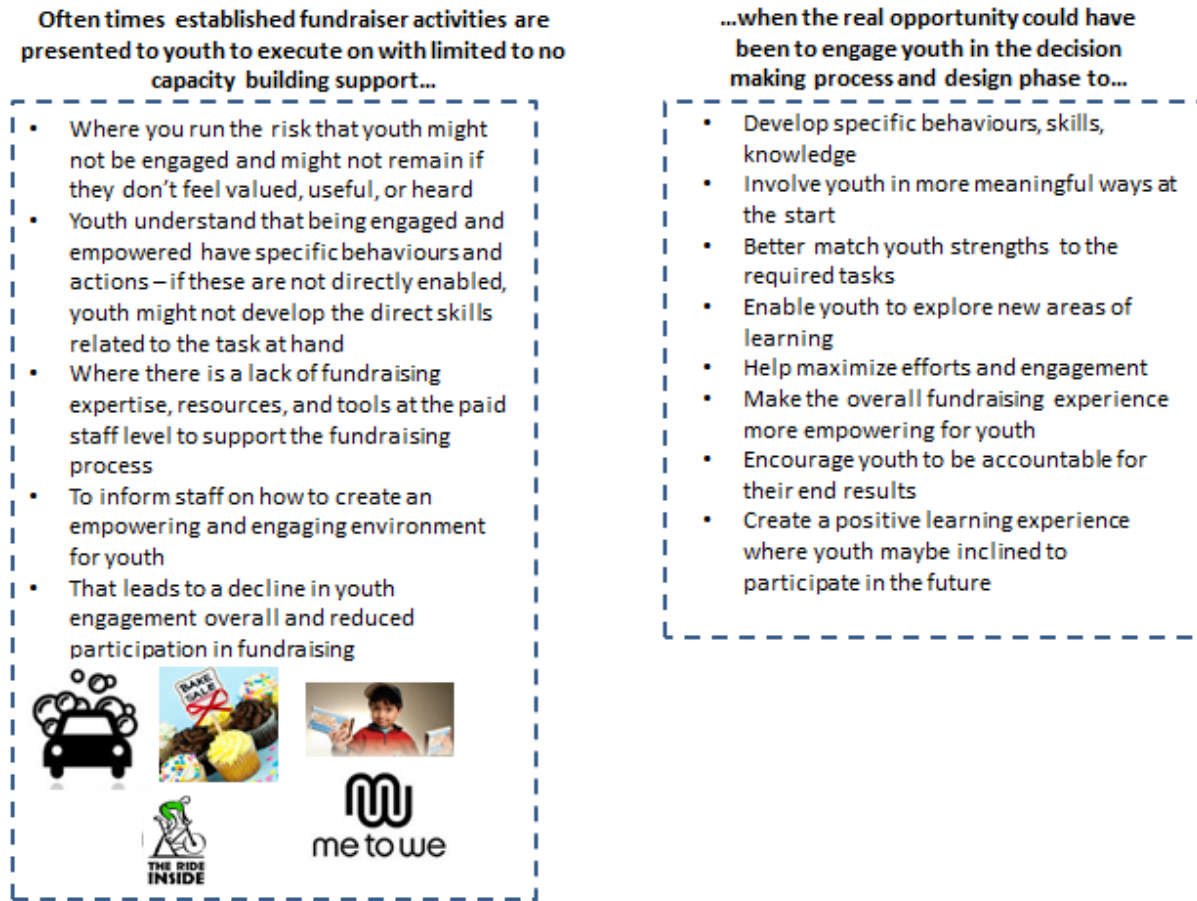

Youth from Rathburn Area Youth participating in a fundraising evaluation.

We also heard loud and clear from our youth that:
- They want to be more actively involved in all parts of the fundraising process.
- The environment in which a fundraising initiative begins should be created with the youth's voice and perspective in mind; 50% of our youth (assets) are not be utilized.
- 58% (SEYA): 64% (RAY) youth shared they would be more involved in **how** funds are raised.
- 70% (SEYA): 76% (RAY) youth shared they would be more involved with **where** the money goes.

Figure 3: Insights captured from surveyed youth (See Appendix A)

Often times established fundraiser activities are presented to youth to execute on with limited to no capacity building support...

- Where you run the risk that youth might not be engaged and might not remain if they don't feel valued, useful, or heard
- Youth understand that being engaged and empowered have specific behaviours and actions – if these are not directly enabled, youth might not develop the direct skills related to the task at hand
- Where there is a lack of fundraising expertise, resources, and tools at the paid staff level to support the fundraising process
- To inform staff on how to create an empowering and engaging environment for youth
- That leads to a decline in youth engagement overall and reduced participation in fundraising

...when the real opportunity could have been to engage youth in the decision making process and design phase to...

- Develop specific behaviours, skills, knowledge
- Involve youth in more meaningful ways at the start
- Better match youth strengths to the required tasks
- Enable youth to explore new areas of learning
- Help maximize efforts and engagement
- Make the overall fundraising experience more empowering for youth
- Encourage youth to be accountable for their end results
- Create a positive learning experience where youth maybe inclined to participate in the future

We learned that the youth had strong definitions of what it meant to, 'feel empowered' and 'being engaged.' It was important for us to better understand how the youth viewed these terms and relate it back to the process of fundraising in their organizations (see Appendix B). The majority of the youth have actual fundraising experience, but no adequate capacity avenues have been provided through their respective organizations. Youth often learn about the fundraising process through peer training, or 'learn as you go'. Anecdotally, we know that there is a strong possibility that the youth who show up to get involved, might not feel valued, useful, or even heard. In some instances, the youth felt frustrated due to the lack of support, training and limited planning in the process, which in turn did not set the youth up for their own envisioned level of success in their fundraising goals. By leveraging an asset-based approach we anticipate that youth engagement will be more meaningful and strategic.

LIMITATIONS
1. **Limited sample size**. We surveyed 50 youth and hosted two focus groups with 43 participants. Gathering data from more youth groups and youth-serving organizations would have provided more insight into the climate of fundraising and philanthropy
2. **Time constraint**. Unable to iterate tool with the youth groups during scope of AFP Fellow timeline. Opportunity to test in June.
3. **Limited team resources deployed.** Given the volunteer nature of our AFP Inclusive Giving Fellowship, we had limited resources available to iterate, test and prove our approach.

RECOMMENDATIONS: CREATING A PATH FOR AN INCLUSIVE YOUTH PHILANTHROPY ROAD MAP

1. Diversity is innovation

A workforce that reflects your community is better positioned to understand and serve that community. Cultural understanding between employees in the non-profit sector will facilitate connections to diverse groups and will open organizations to new donors.[8] But is that truly the end game? Or is it more than just simply reflecting our donors and the communities in which we serve?

Through our research, we learned that leveraging a diverse and inclusive workforce goes beyond this approach. Instead it is a systems change to the way nonprofits operate and how leaders in the nonprofit sector are able to integrate a wide range of perspectives. This will stimulate creative thinking that generates better ideas, better programs and services, and effective problem solving enabling us to seize new opportunities for many of our twenty-first century challenges. "Plainly stated, diverse and inclusive teams make stronger teams, and strong teams make better business sense."[9]

It is vital now more than ever to ensure we are putting youth at the centre of community development to participate, build capacity, and lead problem solving in communities designed for the twenty-first century ensuring that programs and services are relevant, effective, and sustainable. [10]

2. Build a framework where real solutions are designed by youth with lived experience

➔ **Shift the philanthropy service-delivery mindset.** Facilitate an approach that supports youth as co-creators of an inclusive philanthropy strategy. They should be seen as equal key contributors, not as tokenized components in the process. Youth are diverse in their experiences, cultures, attitudes and behaviours, their purpose and role in a given initiative should reflect that. There is also a real opportunity to be more inclusive of youth in their self-determined roles and responsibilities in a given fundraising work plan and not just in roles determined by adults. This could enable higher engagement as well as provide youth with skills (capacity building) and an understanding that they need to be included in all facets of the process they are invested including fundraising, feedback/evaluation, budgeting and program delivery. By tailoring and designing frameworks from which diverse assets, interests and talents of youth are demonstrated, we will ultimately catalyze a youth inclusive environment where they are empowered to be change makers in their communities into the future.

➔ **Identify and challenge inequitable power dynamics.** Everyone involved in fundraising should ensure that youth have their voices and experiences respected as equal and valuable, and that youth are considered contributors to decision-making. Our surveyed youth shared that to be empowered is to, **"To feel like my voice is heard"** and **"I have the power to do stuff."** (See Appendix B) Power and leadership are driving forces for empowerment and engagement in fundraising experiences.

➔ **Challenge any stereotypes.** Engage in critical and informed conversations at all levels of the organization debunking any myths related to youth helping communities to achieve a meaningful engagement strategy.

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[8] www.imaginecanada.ca/blog/diversity-and-inclusion-not-just-another-item-do-list#.VykZ7iYpBqg.email
[9] www.rbc.com/diversity/docs/overcoming-hidden-biases.pdf
[10] www.unitedwaytyr.com/document.doc?id=124

➔ **Advocate for changes at all systemic levels.** Organizations need to encourage ways to reduce barriers for 'youth' and improve social conditions. [11] Unfortunately the current system is fragmented and reactive, and not well connected making it hard for youth to navigate and feel empowered. Taking a systems approach means looking at how the different services and other components of the fundraising system should work with one another. When they work together, the overall quality of engagement improves and better results can be achieved.

➔ **Invest in youth as leaders, innovators, citizens; as builders of community and shapers of the next Canada.** [12] Increased competition and cuts to social services are forcing communities to get creative with alternative revenue streams. Investing in youth can instill in them a sense of boundless problem solving skills to the pressing 'sustainability' challenge nonprofits are forced into by funding criteria. A collaborative and ongoing process where youth with lived experiences are engaged in shaping the strategies, policies, and programs and services that impact their lives, will fundamentally lead to stronger and more resilient community building. Situated knowledge will enable more opportunities to solve universal fundraising challenges through more active citizens. People who are marginalized are resourceful and have strengths and assets that must be acknowledged in human service and policy making (Sakamoto, et al., 2008). [13]

3. Use an open ended tool to guide creative processes of fundraising design and engagement

To help us achieve an inclusive youth philanthropy strategy, we need to design new frameworks of understanding that are seamlessly included in any initiative. We recognize that we need new ways of problem solving reflective of the diverse and inclusive communities that make up Canada. In order to disrupt the way funds are raised in under resourced communities facing twenty-first century social and environmental challenges - a new tool can help guide non-linear ways of thinking as a guiding foundation for self-directed involvement.

Traditionally, grassroots youth groups work in 'crisis mode' and push forward on initiatives that are not thoroughly planned and achieve some of their goals with varying success. This typical approach has and will continue to run the risk that causes youth to be disengaged and tokenized. We need to:
➢ Reframe top-down decision making and foster an environment to enable impactful discussions that might otherwise be missed;
➢ Move towards a client-centric approach where community involved youth are at the fundraising design table from the beginning, and are determining how fundraising strategies will be created and deployed in their respective communities, and
➢ Correct the separation between recipient and volunteer to engaged and empowered citizen.

To better navigate or avoid disengagement and disinterest, we propose an interactive, open-ended tool as a guide to avoid common pitfalls. The "**Fundraising Tool**" (see Appendix C) is intended to provide those involved in the process with a guideline and deeper understanding, rather than one-way information or knowledge:

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[11] www.unitedwaytyr.com/document.doc?id=124

[12] http://nylis.ca/wp-content/uploads/2016/04/CanadaNext-ExecutiveSummary_final.pdf

[13] Sakamoto, I., Khandor, E., Chapra, A., Hendrickson, T.,Maher, J., Roche, B., Chin, M (2008). Homelessness – diverse experiences, common issues, shared solutions: The need for inclusion and accountability. Toronto: Factor - Inwentash Faculty of Social Work, University of Toronto.

- **Objective:** increase engagement in areas that youth identified as lacking, or areas they would specifically like to improve on in an environment of philanthropy and empowerment supporting overall transferable skills development.
- **Goal**: inform youth's inherent abilities and build capacity towards their initiative beyond the direct group.
- **When to use the tool?** In any situation where the fundraisers have questions about the process in which they are engaged and how empowered they want to feel, capacities they want to build, in conjunction with their own unique process and methods.

We recognize that effective tools can be applied in a variety of settings to broaden the reach, catalyze group work, and enable new ways of thinking in a fun, creative and impactful way.

Our "Fundraising Tool" is a deck of 15 prompt cards that...

- Identify the action steps that expert fundraisers and other participants can utilize
- Provide questions that prompt participants to think about action steps required, key learnings and challenge scenarios
- Cut across mental or group roadblocks with unbiased eyes
- Capture patterns that repeat and break
- Transform difficult areas through creative problem solving
- Strengthen existing skills that youth have and hone in on the development of new skills

Examples of Guiding Tools

E.g., Group Works Deck, Khandu Design thinking for Kids, The Empathy Toy (21 Toys) and Co-opoly

14

FUTURE WORK

To increase diversity and inclusion policies regarding youth in fundraising initiatives, the 'Fundraising Tool can transform current practices by actively included more citizens in the designing and problem solving process. Our next steps will be to pilot the tool with a youth group working on a specific fundraiser at the ideation stage.

The tool can be used to plan sessions, provide guidance, be a platform to guide reflection/debrief sessions, and help to strengthen/improve on a fundraising process. It has the potential to provide a common reference point for youth fundraisers, and serve as a framework and learning tool for an inclusive youth philanthropy strategy where learning about the sector can lead to careers that leverage the art of fundraising as a skill set.

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[14] Group Works Deck, Khandu Design Thinking For Kids, The Empathy Toy (21 Toys), Co-opoly

APPENDIX

Appendix A: Survey Responses from SEYA and RAY youth

Survey questions	SEYA	RAY	Survey questions	SEYA	RAY
# of youth surveyed (completed)	33	17	Did you get to define your role in the group		
# of youth in focus group	33	10	• Blank	45%	
			• Sometimes	9%	
# of surveyed youth who attend every week	64% (21)	94%	• All the time	15%	
# of surveyed youth who attend a few times a week	24% (8)		• Tasks	6%	
			• Decision making	9%	
How often does your voice get heard?			In your last fundraising project was the process understanding?		
• All the time	54%	35%	• Yes	39%	34%
• Sometimes	46%	47%	• Not well	18%	63%
• Never		17%	• Not at all	3%	
Fundraising experience			Do you feel like you are doing what other people want you to do?		
• 0 years	50%		• Yes	36%	25%
• 1+ years	57%	50%	• Sometimes	30%	50%
• Not sure	11%		• No	6%	25%
Area of focus			Were you asked directly for your ideas and input in your last fundraising project?		
• Planning	18%		• Yes	39%	
• Idea generation	27%		• Sometimes	12%	62%
• Raise funds	12%		• No	27%	
• Decide where to distribute funds	21%				

Appendix B: Empowered vs. Engaged

What is your definition 'to feel empowered?'	What does it mean to 'be engaged'
To be inspired to help or make change	To be very involved in the project
To be inspired to go beyond the call of duty	Actively participating 2
Believing you are supported and capable to do what you want	Being involved in programming in every aspect / having your thoughts heard
Being in charge of myself	Knowing what is going on
I don't know 2	I don't know 2
Great	Fun
Having an impact on someone else's life	Consistently participating
I feel empowered having people listen to me	To put my input
Good supporters, like the cause I'm supporting	Making decisions, giving time, money, energy
Feel capable	Being involved 4
To be able to move forward with a sense of freedom	The part before marriage (or taking initiative)
Become the power	Doing something
To feel over ruled or weak	Being interested in something and actually enjoy it
Looked down upon	Being intrigued to do something
To be in a higher position of power than others	Being a valuable resource towards a group activity
To actually be helping others with a good cause	To actually make a good difference
Being heard	Helping out
To be heard	To make a change
I really don't know	To have your ideas put into a conversation/group
Power and money	To help the group
Have authority	Participation
To feel like you matter	Have a say
To like you have choice	To be actively involved / interested
For your voice to be heard	To pay attention
Having your voice heard	Doing something

I don't know 2	Giving time and energy of yourself to help others
Creating a change for others and self	Contributing information and ideas
To feel like my voice is heard and I have the power to do stuff	Means being part of things
	Being a part of things and engaging in what we do
To feel like you have power	Being involved in what's happening
Leadership	Being involved
Having power to do stuff	Working with the group
Being able to have the ability to do things	To being involved
Encourage someone	To be engaged
To inspire people or someone	To be fascinated
To inspire someone	To help out
Power over someone	To provide opinion in a conversation

Appendix C: Early stage: Fundraising Tool Card Concept

action

How can I be more involved in this fundraiser?
E.g. identify 3 roles and choose the one you're most passionate about. Such as: tasks, decisions, taking pictures, set up, social media, etc.

action

Before beginning your group's fundraiser, did the group clearly define who wants to do what?
E.g. Naseema wants to work on social media.

action

Make a list of your fundraising goals, make sure they are SMART.
SMART = Specific, Measureable, Attainable, Realistic and Timely

action

Decide as a group where your fundraised money will go and if it is enough.
Additional: How do you meet your goal if the funds are short?

action

Do you feel supported and able to do what you/your group wants at this time?
E.g. is there anything you need to ask for, from your organization or supervisors?

action

Create a time line of activities that need to be completed up until the end of your fundraiser and estimate how long each will take. E.g. hours or weeks.

learning

Highs and Lows: go around the circle and share what worked and what didn't on your last fundraiser.

learning

Research: decide on and then look up two new things that you want to learn as a group to improve your fundraiser.

learning

Being heard: as a group, go around the circle and talk about how comfortable you feel sharing ideas and in what ways.
e.g. group, anonymously, text, email, pairs, group, etc

learning

Decide how decisions will be made: e.g. Consensus, majority, vote, etc.

learning

Asset mapping: what types of fundraising related assets (resources, positive or strengths) exist in this community?
- e.g. Map: individual (skills and networks) OR Community (spaces);
- Individual: social media influencer, individual talents, skills, etc.
- Community: clubs, churches, schools, arts and recreation

learning

How do you define a successful fundraiser? Decide on 3 goals for your future fundraiser that are most important.

challenge

Ask for the impossible and brainstorm ways to make it happen.
e.g. We want to bring a famous person to our fundraiser. Or, we want to reach $10,000.

challenge

Create a list of 20 roles and responsibilities in your imaginary fundraiser.
e.g. Social media, flyer maker, phone calling, get prizes, note taker, facilitator, etc.

challenge

As a group, come up with 5 different ideas to raise funds that make sense to your group.

challenge

Come up with 5 difficulties or barriers your specific fundraiser will face and then brainstorm a few solutions for each.

challenge

Come up with 5 organizations, causes, or where you want your fundraising money to go, and why – decide on one as a group.

challenge

Assume that your resources are unlimited - list all of the things that you will need to make your fundraiser a success.