

Focus on Generosity

- a discussion paper series -

What can we do to promote generosity in New Zealand?

Discussion Paper 4

This paper considers challenges to giving and opportunities for promoting generosity in New Zealand. It sets out proposals from the Generosity Hub for a strategic plan, objectives and initiatives to promote generosity.

This paper is the fourth of a series to stimulate discussion between the Generosity Hub members, advisors and others in order to guide the work of the Hub. For information on the series and the Promoting Generosity initiative see <http://www.ocvs.govt.nz/work-programme/promoting-generosity.html>

Generosity is defined in this discussion series as acts of giving, whether of money, time, in-kind or acts of kindness. Givers are defined as: personal/individuals, community/philanthropic (including faith-based organisations, family/whanau structures), statutory grantmakers, and business. Government also has a role in supporting, funding and regulating giving.

Current challenges to giving

Currently there is little data on trends for giving in New Zealand, although the Time Use Survey¹ and the Satellite Account² will build up this information over time. Much of our information is from anecdote, observation and collective experience of those involved in giving. The information in this paper is not intended to be a comprehensive review, but to set the scene around the challenges and opportunities facing giving in New Zealand.

Dwyer in 2006 noted that international evidence suggests a mix of giving experiences with no clear trends (Dwyer 2006). Anecdotal information in New Zealand suggests that the presence of more women in the workforce and more families with two parents working is impacting on volunteering. Apparently, although the number of volunteers has changed little, volunteers are contributing fewer hours. It seems that for some people giving money is easier than giving time. Anecdotally it is suggested that it is becoming more acceptable to do this, as people feel less attached and obligated to their communities.

There is anecdotal evidence that in wealthier areas schools struggle to find volunteers for school fundraisers and working bees. Parents are opting to give money rather than time.

The New Zealand population is ageing and living longer. Although this is likely to lead to increasing medical and support needs for the frail elderly, there are also an increasing number of “young elderly” who are both time-rich and active. At the same

¹ The Time Use Survey is an ad hoc survey of the time use of around 9,000 respondents carried out by Statistics New Zealand about every 10 years, the last being in 1998-99.

² The Satellite Account provides economic statistics on the non-profit sector. The last account was published in 2007, reporting on 2004 data.

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time as more elderly people are free to give of their time and resources, there will be an increasing need for support for the ageing population.

The current recession may impact on the ability of all sectors to donate or fund charitable initiatives. In the philanthropic sector, the majority of trusts and foundations have seen their grantmaking affected by a loss of income from their investments. In February 2009 Philanthropy New Zealand and the Funding Information Service surveyed 210 non-government funders on the impact of the current economic situation on the investment climate for Trusts and Foundations in New Zealand. The snapshot gave no firm conclusions about the impact of the recession on philanthropic giving, but many funders were optimistic about future grantmaking. While seeing a need to review their grantmaking guidelines and investment strategies, the majority intended to continue grantmaking at the same levels or the same number of grants at a lower value.

Sharpe in 2002 research on American philanthropy suggests that during times of economic distress, individual monetary giving does continue, but in different forms, primarily as bequests (Sharpe 2002). Recent anecdotes and media reports suggest that many people are still giving and often more, despite the recession. For instance it was reported by TVNZ in May 2009 that more than \$708,000 was donated to the Salvation Army street appeal compared to \$633,000 collected last year (TVNZ 2009). However, the same report also notes a steep rise in the number of families needing help, suggesting that increases in giving may be matched by increasing need.

Volunteering New Zealand has started to survey nonprofit organisations about the impact of the recession on volunteering (VNZ 2009). In the first results in March 2009, around 45% of respondents expressed an increased need for volunteers and around 28% noted an increase in numbers wishing to volunteer. Further and more comprehensive surveys will assist in building a picture of how the recession is impacting on volunteering and monetary giving.

Opportunities to promote giving

In times of economic uncertainty the role of giving becomes even more important to support those disadvantaged by loss of income and employment. Research shows us that giving contributes to community cohesiveness, to the national economy and is inclusive of individuals and organisations from all sectors of society (Discussion paper 3). The act of giving is not only a means to help others but an opportunity for givers to support one another and their communities in times of stress.

The Generosity Hub's mission is *to grow the level of giving in all its forms amongst all peoples in our communities by connecting, influencing, cultivating and inspiring New Zealanders' giving in all aspects of their lives*. The following section considers the opportunities to promote giving that these objectives provide.

Influencing giving

In order to influence we need to understand what helps and hinders us in building generosity. There is little knowledge of how the general public in New Zealand perceives giving; for example, do people generally associate this term with monetary donations? Many people give time and in kind, but do not regard themselves as volunteers. The Anglo-Saxon concept of generosity may not be inclusive of the ways in which other cultures give. The Volunteering New Zealand website illustrates this in its list of the diverse ways in which different races regard volunteering (VNZ 2009). For

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many potential givers, particularly the young, current terminology for giving may be outdated and irrelevant.

The term volunteer is particularly inappropriate for giving in a Maori or Pacific context and for some ethnic cultures (OCVS 2007). The Mahi Aroha research in 2007 on Maori perspectives on volunteering shows that Maori “do not consider the unpaid activity they perform in the context of cultural obligation, duty, reciprocity and collective benefit as volunteering” (OCVS 2007). Research participants suggested the term “mahī aroha” to describe this concept. Pacific peoples similarly regard volunteering as part of working for the mutual benefit of the group or community.

People who give as part of a cultural sense of duty (or obligation), or people who give in kind or perform acts of generosity may not recognise or acknowledge their own giving. While substantial philanthropic donations may attract significant attention, smaller scale acts of giving are often unnoticed and unacknowledged by the community. Yet research by the University of Auckland in 2008 shows that people view community participation and humanitarian attitudes (often drivers of giving) as the strongest characteristics of good citizenship (University of Auckland 2008).

Connecting to promote giving

Organisations and individuals involved in giving represent all sections of society and are diverse in their interests and motivations. Where these diverse groups are able to connect and work together, greater outcomes can be achieved.

In the Wellington region Volunteer Wellington finds voluntary roles for people who come to them via Work and Income. In 2008-2009 Volunteer Wellington assisted 170 people registered with Work and Income, placing around half in volunteer roles, 13 going on to education/training, 8 to part time work and 15 to full time work.

Dwyer in 2006 suggests that traditional social structures are changing and traditional communities are weakening as individuals shift to membership of kin-based, work-based, socially-based and even virtual communities (Dwyer 2006). Connecting with others can be difficult for some, particularly for the elderly, who do not have access through employment or social contacts to these communities. Giving in-kind, of time or acts of kindness, as well as money, is one way of enabling the elderly and others to participate in society and in doing so to increase their wellbeing and contribution to the community.

Inspiring people to give

There are many individuals as well as established, successful and effective organisations in New Zealand, that inspire people to give by their leadership and actions. Innovative approaches to giving in New Zealand and overseas provide direction and inspiration to trial new ways to attract givers. A time of economic uncertainty may prove the inspiration for non-financial giving, such as time, in kind and acts of kindness.

Role models are not always celebrated or supported. Celebrating giving and promoting the value of giving as an economic and social benefit, as well as the “feel good” factor, can inspire others to give. Education and opportunities for learning about giving can inspire others. Finding ways to link learning to everyday activities and building on social networks, such as in the family,

Many New Zealanders show leadership in giving through personal commitment. In the sports sector Michael Campbell, Melissa Moon, Tana Umaga, and Piri Weepu are examples of sports stars freely giving their time and expertise to mentor and support others.

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school, the sports field or social networking websites, provides an opportunity to reinforce giving as part of everyday life.

Cultivating giving

Discussion paper 3 discussed some of the methods and motivations for giving. There is little research in New Zealand about the motivations for giving and how these motivations vary by age, culture, gender and wealth. Nielsen Company research has shown different patterns of giving between age groups and gender (Jones 2008). For instance, males and females aged 30-59 form the “core” of generosity in New Zealand. There is consistently lower engagement from 10-19 year olds and overall, males are consistently less engaged than females.

There is little information on why males or the young are less engaged, or what would support existing givers to continue giving as they grow older. A better understanding of what motivates people to give will make it easier to cultivate giving among those who do not currently give. A prioritised approach, targeted to specific groups, could be used to cultivate giving amongst sectors that normally do not respond to giving campaigns. This is particularly relevant for Māori, Pacific peoples and other ethnic groups so that giving campaigns are appropriate to their cultural view of generosity.

In Australia some work was done in 2004 on defining market segments for targeting volunteers (Dolnicar 2004). The study classifies volunteers into six segments: classic, dedicated, personally involved, personal satisfaction, niche and altruists. It suggests that each segment requires different messages; for example, niche volunteers respond to the potential to learn new skills, and altruists respond to organisations that have humanitarian aims.

Organisations are exploring new ways to cultivate givers, for example, Trade Aid coffee is marketed to people who like good coffee, but also want to support coffee producers. By selling coffee beans online, through workplaces, in cafes and supermarkets, Trade Aid is able to reach more givers.

Some organisations are considering the implications of generational change on giving. In 2008 a Volunteering Canterbury workshop considered how best to recruit, manage and reward different generations of volunteers (Volunteering Canterbury 2008). It was noted that many of the structures that non-profits use to attract, retain and support volunteers are suited to older rather than younger volunteers. It could reasonably be assumed that the same would apply to other forms of giving and that to engage givers from generation Y (aged 12 – 28) other approaches need to be developed.

What roles do we have in promoting generosity?

Government, Business, Community, and Individuals all have a role in influencing giving. Government cannot manufacture a more generous society but it can influence societal attitudes through incentives and regulation and by providing an infrastructure that enables giving. Business and Philanthropic organisations are able to give to non-profit organisations without the restrictions facing government and are able to influence their development. Individuals through their giving have a significant influence on how organisations develop within the community and contribute to community cohesiveness.

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What roles and responsibilities do each of us have in promoting generosity in the future?
What could the Generosity Hub do to support and enable you to give?

To move this work forward the Generosity Hub has developed a strategic plan, objectives and initiatives to grow the level of giving in New Zealand. The initiatives have been ranked by the Hub in order of priority based on the potential impact and ease of achieving each initiative. The Hub seeks your feedback on the plan and initiatives.

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The Generosity Hub Strategic Plan

Mission

To grow the level of giving in all its forms amongst all people in our communities

Guiding Principles

- the time is right to grow generosity
- giving provides ways for communities to connect – a better connected and generous society is more resilient and improves individual well-being
- by understanding, influencing and working with all who give, we will be able to identify impediments to giving and opportunities to grow giving in order to create change
- if giving is a social norm, more people will give
- if avenues for giving are clear and accessible more people will give
- giving should be recognised, grown and celebrated.

Meaning of Generosity

Generosity is defined as acts of giving, whether of money, time, in-kind or acts of kindness.

Objectives

To grow the level of giving by connecting, influencing, cultivating and inspiring New Zealanders' giving, in all aspects of their lives

Connecting	Influencing	Inspiring – Calling to Action	Cultivating
<ul style="list-style-type: none"> ❖ Growing connections amongst a diverse, multilayered cross section of philanthropic and voluntary sectors, the wider non-profit sector, communities, government, business, and academia. ❖ Working together and building and maintaining relationships. ❖ Connecting generosity initiatives. 	<ul style="list-style-type: none"> ❖ Reinforcing the value of generosity. ❖ Growing understanding of manaakitanga (care, caring for). ❖ Celebrating and encouraging giving to foster social sustainability. 	<ul style="list-style-type: none"> ❖ Role modelling / leading the way. ❖ Growing education and learning opportunities. ❖ Using our diverse perspectives on giving, e.g. Maori, Pacific, European, Asian and other cultures' ways of giving. 	<ul style="list-style-type: none"> ❖ Embedding concepts of giving. ❖ Seizing and creating opportunities. ❖ Normalising 'asking' and the ability to ask. ❖ Building on existing knowledge through developing research resources that others can use.

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PROMOTING GENEROSITY

OPERATIONAL PLAN

Objectives – in order of priority	Initiatives
1. Ensure research on giving in New Zealand is undertaken regularly - incorporating data on motivations for giving; how people are giving; to whom they give; and what they give.	1.1 Research on how we feel about giving and the different types of giving: <ul style="list-style-type: none"> • individual • business • community 1.2 Obtain and analyse robust, regular data on giving through the Nielsen Company surveys 1.3 Make publicly available annual data on the number of individuals/businesses claiming rebates and the quantity of giving 1.4 Research on how to capture information on non-financial types of giving
2. Use social networking sites to connect people with opportunities for generosity	Consider options for using social networking websites
3. Promote generosity by young people and influence children to support giving.	Work with banks on giving options for children eg 3 money boxes for children: one for spending, one for saving and one for charity
4. Use key community organisations to demonstrate from their own work the value of generosity in all its forms	Work with youth organisations such as Brownies / Girl Guides / Maori / Pacific youth groups to get them involved in activities such as Volunteer Awareness week / day.
5. Support new and different ways of giving	Encourage “Giving Circles” where groups of people get together to fundraise for specific charities.
6. Grow business leadership around generosity	Encourage options to promote business leadership through peer pressure and showing the value of good corporate citizenship
7. Look for ways of connecting people through and with generosity	7.1 Change attitudes to giving through personal connections with change agents who are influential 7.2 Identify relevant change agents
8. The Generosity Hub is actively involved in the development and implementation of the Communications and Assistance Strategy for Payroll Giving.	Payroll Giving role models and case studies - identify small, medium and large businesses who are interested in implementing payroll giving and work with IRD to develop case studies on these to distribute to business networks.

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9. Support and promote initiatives that promote / encourage young people to volunteer	Promote initiatives with Youth Corp / Kiwi Corp / YMCA / YWCA
10. Promote and develop alternative measures of growth	Move towards developing measures such as a Genuine Progress Indicator (GPI) which measures the value of giving and volunteering
11. Support initiatives that promote giving as an alternative to paid work.	Contribute to the work on volunteering on the 10 th day of the 9 day working fortnight (Job Support Scheme)
12. Understand the relationship between generosity and the school curriculum, build on opportunities to grow generosity and develop understanding of cross-cultural obligation and terms of giving	<p>12.1 Stocktake what is happening about the inclusion of generosity in the school curriculum in New Zealand.</p> <p>12.2 Consider opportunities to grow generosity as part of civic education in schools eg youth certificate at the end of school for students who volunteer.</p> <p>12.3 Integrate Maori / Pacific views of Mahi Aroha / volunteering / cultural obligations into the school curriculum.</p>
13. Explore media channels we can use to get our messages out	Use advertising screens and options such as Adshell; buses etc.
14. Be an Agent of Connection.	<p>15.1 Integrate giving and social sustainability into New Zealand's business assessment tools</p> <p>15.2 Build on existing platforms for promoting generosity to encourage knowledge sharing</p>

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Plus discussions with Promoting Generosity Hub advisors and communities-of-interest.

If you would like to give feedback, or if you have any research, information or experience you think would be useful for the paper series we would appreciate hearing from you.

You can contact us at promotinggenerosity@msd.govt.nz.