

# Fundraising Guide for Schools

This guide examines the educational practice of fundraising at school, provides practical teaching ideas and suggests helpful resources and further support.

It is designed for anyone running school fundraising activities who wishes to:

- fully involve young people.
- make sure everyone understands why they are raising money and how it will be used.
- make the most of fundraising opportunities to develop skills, knowledge and understanding.



Photo: Radka Dolinska/Oxfam

## Why do I need this guide?

If your school has already raised money, thank you!

If you're thinking of raising money, this guide will help you make it interesting, fun and educational.

Raising money for a charity can be a springboard towards supporting young people to become active global citizens. It can help them to learn more about the big issues that affect us all, develop the essential skills that can contribute towards changing the world and improve their understanding of how charities like Oxfam work.

This guide sets out important questions to think about before raising money, and includes practical tips and teaching ideas as well as pointing you to sources of information and activities to help you and the young people in your school get the most out of fundraising for charities.

We'll look at questions such as:

- Why raise money?
- What's it for?
- What else can young people do to help make a difference?
- How do charities use your money?
- How can you make supporting charities really educational?



Photo: Kitty Norwell/Oxfam

# Charities and schools

Oxfam's primary aim is always to help you support young people to develop knowledge, skills and values to engage with the world.



Photo: Sam Baggette/Oxfam

When working with young people in schools in the UK, Oxfam;

- Believes young people are critical to building a just and sustainable world without poverty. We know they have the power to be active global citizens; creating a fairer, more peaceful and sustainable future for everyone.
- Knows that many schools raise money for Oxfam. Raising money is a fun, engaging and educational way for young people to see their actions have a positive impact. It can provide the opportunity to practice useful skills, investigate global issues, and start to understand how they can make a difference in their world.
- Thinks fundraising can be used as a platform from which to educate and inspire, as well as being a legitimate response to wanting to do something tangible to overcome poverty.

## Thinking about fundraising?

Start a discussion with your learners...

- What is a charity?
- Name some charities and talk about (or research) what they do.
- Why do charities ask people for donations?
- What else can young people do to help change the world apart from give (or raise) money?

Ideally, fundraising should take place after learning. Young people should design their own responses to what they have learnt about global issues.

**Involve young people in decisions about**

- Whether to raise money.
- Which charity to support.
- How to raise money.
- What other actions to take.

**Help them understand that**

- Their actions can make a difference.
- They have the power to change the world - particularly if they work with others.
- Their views matter, and they should speak up.

**Help them**

- Develop skills they can transfer to other areas of their lives and the curriculum.
- Learn about issues that affect us all as global citizens.
- Build empathy for others
- Consider their own rights and responsibilities, locally and globally

# What is Oxfam?



Photo: Dunja Opalko/Oxfam

When choosing a charity you'll want to research what the charity does, and help young people understand its aims.

We've provided some information about Oxfam here. But whichever charity your school supports, help young people get to grips with understanding what it aims to achieve.

The diagram shows Oxfam's purpose and our three overlapping areas of work.



Explore the work of Oxfam

Download our [Explore the work of Oxfam](#) resource to find out more about how communities around the world are working with Oxfam to take action for a fairer, kinder and more sustainable world.

## Oxfam and money

### Activity

Is this donation restricted or unrestricted funding?

1. Raising money to buy a goat from the Oxfam Unwrapped catalogue
2. Money from a music festival held for Oxfam.
3. A donation sent in response to an appeal for the Horn of Africa.
4. Raising money for Oxfam by holding a second-hand book sale.

Answers: Restricted = 1,3 Unrestricted = 2,4

This is how Oxfam spent its money in 2020-2021

- Development - £144.9m
- Emergencies - £131.9m
- Campaigning - £6.6m

### Restricted or Unrestricted?

Charities have two types of funding. **Restricted** funding is money given to do something specific, for example a donation to a particular appeal.

**Unrestricted** funding is money given to a charity in general, and the charity has the choice about to decide how to spend the money.

If you donate to Oxfam, the way you donate your money will make a difference to how it will be spent. Often charities prefer unrestricted donations because this money may be spent with the greatest flexibility.

IN 2020/21 OXFAM'S TOTAL INCOME WAS

**£344.3M**

COMPARED TO £376.4M LAST YEAR

# Where does Oxfam's money come from?

This income includes:

**£179.9M**

Income from governments  
and other public authorities

**£39.4M**

Trading sales

**£105.3M**

Donations and legacies

The financial information in this guide is from the 2020/21 [Oxfam Annual Report](#).

The Covid-19 pandemic was a difficult time for all charities. Oxfam's total income fell while Oxfam shops were closed during the lockdowns. At the same time the pandemic meant many communities where Oxfam works faced even greater challenges.

## Charity Myths

Sometimes, people talk about charities and the work they do without knowing the full facts about them. We've tried to dispel some of the main myths about Oxfam here.

But whichever charity you choose to support, make sure the charity assures you that your money reaches the people who really need it. And help young people to understand this too.

Every charity is required by law to publish an Annual Report and Accounts. This is an excellent way to learn more about a charity's work and how it spends your money.

Myth

**Hardly any money reaches the people who need it, or it is spent on things people don't really need.**

Working closely with local partners means Oxfam can be sure that people's most urgent needs are identified and met. Often people have set up their own groups and identified their needs. They may only need a vital injection of cash or advice from Oxfam.

Myth

**Corruption in many countries means it's pointless sending money.**

There are problems with corruption in some low and middle income (and high income) countries. That's why Oxfam supports local people to call for good government. And because Oxfam works in partnership with local organisations, the money goes straight to the people who need it.

Myth

**Charities spend too much money on administration**

Charities have to spend some money on administration, premises, equipment and so on. On average for every £1 Oxfam spends, 83p goes on our emergency, development and campaigning work, 10p is spent on support and running costs, and 7p is invested to generate future income.

Myth

**It's impossible to stop natural disasters and wars. It's a never-ending task for charities.**

As well as providing life-saving emergency support to people caught in disasters, Oxfam works with people to help them prepare in case disaster strikes again. Tackling extreme vulnerability and challenging global inequalities means that in the future, everyone will have the power to thrive, not just survive.

## What shall I do?



If you're choosing to support a charity you can either design an activity yourself or use activities prepared for you by the charity you're supporting. Whichever approach you decide to take, ask yourself;

### Does this activity

- Allow young people to make decisions about the cause they want to support and how best to support it?
- Help young people understand and feel enthusiastic about the cause they're supporting?
- Build in learning about the global issues that affect our lives?
- Develop key skills such as project management, speaking and listening, literacy and numeracy?
- Make links between the young people's lives and the lives of the people your money will help support?
- Start 'where they are now' and begin to build solidarity and empathy?
- Help young people understand the work of charities?
- Develop skills of participation and active global citizenship?
- Include ideas about how their individual and collective actions (beyond fundraising) could continue to help shape a better world?
- Include an evaluation? What went well? What have they learned? What could be better?



# Designing your own fundraising activities



Photo: Richard Blaxall/Oxfam

Even the simplest of fundraising activities can provide opportunities for developing young people's knowledge and skills, and exploring their values. But to get the best educational value from these activities, it's important to use them as opportunities to challenge the stereotypes that arise and promote empathy towards and solidarity with (rather than pity for) other people, and to be aware that young people in your class may be personally affected by the issues you are discussing.

## Guide to designing activities

1. Find out what your class already knows and start from 'where they are now'. Make links between their lives and the lives of people around the world.
2. Be sensitive to the backgrounds of young people. Remember that young people in the UK may themselves be living with poverty, may be refugees or may be from, or have relatives in, countries where Oxfam works.
3. Challenge negative stereotypes. Make sure that young people understand that people aren't sitting around waiting to be rescued by someone from another country. They have their own ideas about their futures, and can often make the changes they want to see in their lives by themselves.
4. Help young people understand that there are historical, political, social and environmental factors (usually a combination of all four) that place some people in poverty. Overcoming poverty and inequality is a matter of justice, not charity.
5. Make people from other countries or cultures 'real' to young people. Help them understand that young people in other places are, in many ways, just like them. For example, they may play football with their friends, want to go to school to learn and get a good job, worry about their families and love listening to music. Making connections between young people from the UK and young people in other countries can help to avoid stereotyping.
6. Remind them that not all people living in poverty live in the countryside, nor do they all live in African countries. Help young people understand that Africa in particular is a diverse continent, and that people living in poverty may live on any continent (you could talk about poverty in the UK). Firmly challenge any racial stereotypes that present themselves.



Photo: David Azia/Oxfam

# Tools to help you



Photo: Kitty Norwell/Oxfam

## 1. Explore an issue with a Why-why-why Chain

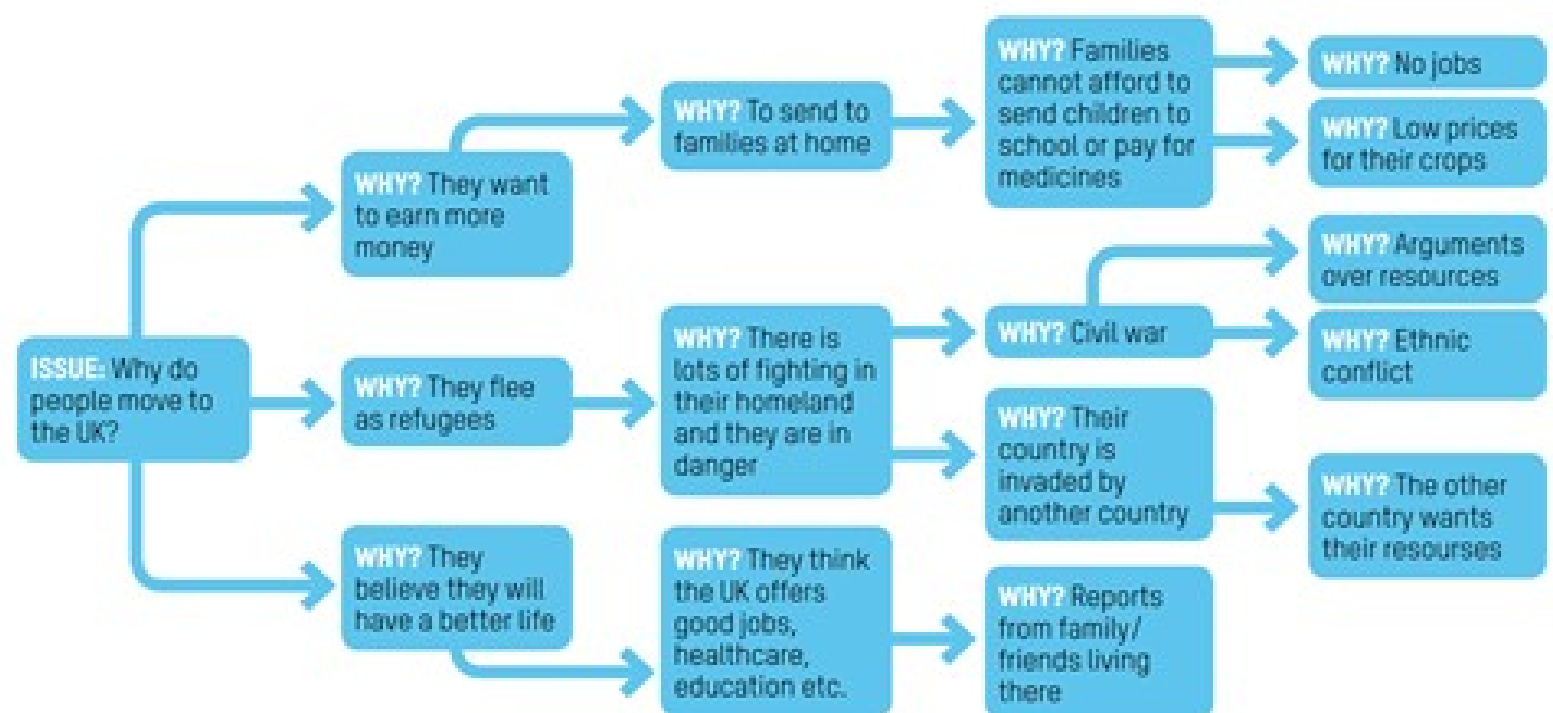
A 'Why-why-why Chain' helps young people to think more deeply about the causes of the particular issue they wish to fundraise for. This helps them to recognise areas they may not know much about (so they can investigate them further) and ultimately helps them identify what needs to change to resolve the issue, and the part they can play.

### What to do

Begin with an issue, identify a problem and write it down in the form of a question. Ask young people to think about what causes that problem. Write those 'first-level' causes down. Then ask them what causes those causes and so on.

The young people should begin to see different levels of complexity. Use a completed chain to develop deeper understanding of the causes the young people identify (are they correct in their assumptions?) and to plan action to help overcome the problem. Ask what role fundraising plays in the solutions and whether there are other solutions alongside fundraising.

For more information see Oxfam's [Global Citizenship in the Classroom](#) guide (pg 12)



## 2. Link to the Curriculum



Photo: Radka Dolinska/Oxfam

Educational fundraising activities can cover many areas of the school curriculum. In England the obvious areas are PSHE/PSE, Citizenship and SMSC. In Scotland there is a clear fit with the Curriculum for Excellence - particularly 'developing responsible citizens'. In Wales there is a strong link with the curriculum purpose to be 'ethical informed citizens of Wales and the world'

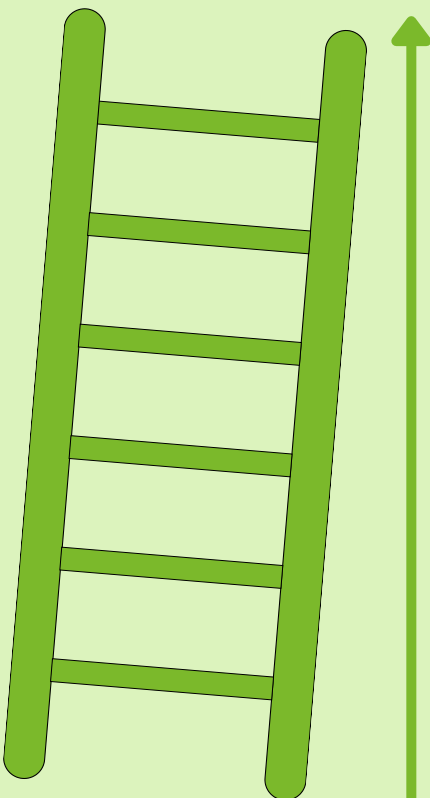
But, depending on how you design and run your teaching and fundraising activities, young people can gain knowledge and skills in many curriculum areas. For example, well designed activities can help young people develop confidence, prepare them to play an active role as citizens, respect the differences between people, exercise personal choice and develop participation, enquiry and problem solving skills. Specific activities may also present opportunities in curriculum areas such as the creative arts, practical subjects, maths and numeracy.

## 3. Involve Young People - the Ladder of Participation

The 'Ladder of Participation' model is a helpful reminder about the importance of involving young people in their own learning. When you design activities, aim to be working on one of the top rungs of the ladder (4-6, see below) so the young people get the most out of the experience. Be mindful of the teaching styles young people are used to, and try to move up the ladder from where you think they are at present, one rung at a time.



### The Ladder of Participation



6. Young people make decisions, initiate, design and run their own projects.

5. Young people initiate, design and run their own projects working in partnership with teachers to make decisions.

4. Teachers have an initial idea. Young people are involved in planning and doing at every stage.

3. Projects are designed and run by teachers. Teachers fully consult young people at each stage.

2. Teachers design, run and delegate. Young people given limited input.

1. Teachers tell young people what to do and say. Young people have little understanding of the issues or why they are doing what they are doing.



# Paying in your donation at Oxfam

Many thanks for fundraising for Oxfam! Now it's time to pay in your donation, and there are several ways to do this.

You should have already decided whether your fundraising is for a **restricted** appeal (it must be spent on the purpose for which it is collected) or whether it is **unrestricted** (Oxfam has a choice about how to spend your donation).

## Payment options

- There is information about Oxfam's [current restricted emergency appeals and how to donate online](#) on our website.
- You can also pay in [unrestricted fundraising online](#) by card or PayPal. Please click 'I'm donating on behalf of an organisation' on the online form and fill in your school's details.
- To pay in by card over the phone call 0300 200 1300.
- To pay in restricted or unrestricted fundraising through the post download and complete the [paying in form](#).
- To pay in by bank transfer email [fundraising@oxfam.org.uk](mailto:fundraising@oxfam.org.uk).
- Or you could set up an [Oxfam JustGiving page](#).

There is also [advice on our website](#) if you have any questions about fundraising for Oxfam as well as some [guidelines about keeping your fundraising legal and safe](#). Or feel free to [get in touch!](#)

The Fundraising Regulator also has guidelines on [Fundraising Involving Children](#).

We suggest that teachers and young people 'bank' the funds they raise with their school for safekeeping, and ask their schools to pay the donation to Oxfam when the fundraising is completed. This makes holding and paying money much safer and more convenient.

## Resources and support



### Oxfam Education

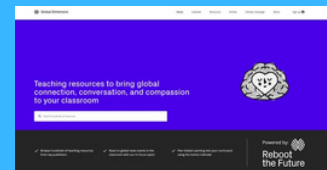
Packed with hundreds of free case studies, lesson plans, interactive teaching resources, campaigning ideas and tips for teachers to bring global issues to life in the classroom.

Sign up to receive our termly [Education E-Newsletter](#) or follow [@oxfameducation](#) on Twitter to get regular updates.



### Young Citizens including Go-Givers

Teaching resources for primary school (the Go-Givers page) and secondary school that inspire and shape young people's values. The site has lesson plans and activities related to active citizenship.



### Global Dimension

Hundreds of teaching resources to bring global connection, conversation, and compassion to your classroom